09

New Zealand Schools

Ngā Kura o Aotearoa

A Report on the Compulsory Schools Sector in New Zealand – 2009

MINISTER OF EDUCATION

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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 is ambitious for all of the country's children. We are determined to raise the bar for achievement for every single student in the country.

We know that many of our students are among the best in the world, but we also know that we have a large group that fall well behind.

Research and plain common sense tell us that successful engagement with the breadth of *The New Zealand Curriculum* depends on a child's ability to do the basics in reading, writing and mathematics. National Standards are a tool to ensure every child gains these foundation skills. They have been designed to support *The New Zealand Curriculum*.

It is important that principals, teachers and boards are well equipped to work with the standards. That's why the Government is redirecting funding to professional development to support the implementation.

The standards build on a number of things that we already know work well in education and will support effective assessment and teaching. The standards provide clear expectations of what students should be able to achieve in literacy and numeracy at a certain year level or after a certain time spent at school.

Another vital area for this Government is the transition between school and the world beyond. We acknowledge that traditional study settings may not be relevant to all students and our Youth Guarantee Policy will deliver a range of alternative educational pathways for 16- and 17-year-olds, including tertiary options. We have to make our system more relevant to the 16- and 17-year-olds who currently disengage from school.

I want it to be much easier for our young people to move between secondary and tertiary learning. I want all 16- and 17-year olds to have access to a programme of study that doesn't have fees, that meets their needs and that leads to a worthwhile, nationally recognised qualification.

This report shows that, overall, the New Zealand schooling system is performing reasonably well. However, the most recent results from the National Education Monitoring Programme suggest that trends in the mathematics performance of our primary school students are static or even declining.

We will make the changes required to improve performance. Budget 2010 demonstrates the Government's commitment to strengthening the ladder of opportunity for young New Zealanders by allocating an extra $1.4 billion to education over the next four years as we continue to focus on frontline services to help lift student achievement.

This Government is determined to carefully prioritise education funding so that dollars are spent where they will make the biggest difference for students, families and whānau. In the years ahead our focus will continue to be on lifting educational standards to empower young New Zealanders and strengthen New Zealand's economy.

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

Hon Anne Tolley
Minister of Education

Chapter 1:

Key findings and the 2009 year

AN OVERVIEW

Ensuring all students in New Zealand schools attain foundation skills in literacy and numeracy is a priority for the Government. In 2009 the Ministry of Education began developing the National Standards in reading and writing for English-medium settings.[1] The Māori-medium National Standards, *Ngā Whanaketanga Rumaki Māori*,[2] include oral language as well as reading and writing, and are based on *Te Marautanga o Aotearoa*.[3]

National Educational Monitoring Project (NEMP) reports in 2008 and 2009 have reported that reading and mathematics are very popular subjects for students. However there has been no significant improvement in reading assessment for either year 4 or year 8 students between 2004 and 2008, and no real change in mathematics performance at either the year 4 or year 8 levels in the 12 years since the first NEMP assessment in this subject in 1997.

In 2009 the Education Review Office (ERO) collected evidence from 212 primary schools about teaching and learning practices in year 1 and 2 classes in reading and writing. It found that about 70 percent of teachers used effective teaching practices. However, only 21 percent of schools had very effective monitoring of student reading and writing achievement, and 63 percent of schools did not monitor well.

In 2009 ERO evaluated schools' readiness to give effect to *The New Zealand Curriculum* from term 1, 2010. It found that by the end of 2009, 76 percent of schools were either already fully implementing the curriculum or were making good progress towards giving effect to the curriculum. Only three percent of schools had yet to begin making any preparation to give effect to the curriculum.

Since the introduction of the National Certificate of Educational Achievement (NCEA), more students have left with qualifications.

A formal qualification at Level 2 or above is a benchmark which young adults need to complete. Seventy-three percent of 2009 school leavers attained this benchmark, compared with 71 percent of 2008 school leavers. More students are leaving school with meaningful qualifications that enable them to participate in tertiary education, should they wish. Māori outcomes have slightly improved but remain a concern – 53 percent of Māori school leavers in 2009 had attained a Level 2 qualification or higher. Twenty-three percent of Māori school leavers in 2009 attained University Entrance or a Level 3 qualification. Pasifika outcomes have also improved: 66 percent of 2009 school leavers attained a Level 2 qualification or higher; 28 percent of Pasifika school leavers in 2009 attained University Entrance or a Level 3 qualification.

Continuing the trend that began in 2007, the number of early leaving exemptions dropped to less than ten students per 1,000 15-year-olds in 2009. Retention rates have been gradually increasing since 2006. However, substantial differences still exist between girls and boys, and Māori and non-Māori students.

Overall, New Zealand schools are being capably governed and most are in a financially healthy position. Although a number of schools may report a deficit in any given year, most have sufficient assets to cover their debts, and the net value of assets is increasing. Government funding has continued to increase above the rate of inflation. Increases have been observed for operational grants, salaries and property funding. Government funding is a vital revenue stream for schools as it makes up around 90 percent of their annual income.

BACKGROUND

SCHOOLS IN 2009

In 2009 there were 2,581 schools with 760,859 students, 51,974 staff and 18,855 board of trustee members. A further 6,645 students were homeschooled.

For all students to access high quality learning experiences, there needs to be a strong network of schools. Both nationally and locally, the network must be able to cope with the diversity of student needs, fluctuations in student numbers and the changing composition of the school-age 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 for young people of compulsory school attendance age (6–16-years-old) are displayed on the next page. Figure 1.1 also includes the year level of students and, in senior secondary, the qualification level that most students study towards.

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1   Ministry of Education. (2009). *Reading and Writing Standards for Years 1–8*. Wellington: Learning Media.

2   Ministry of Education. (2010 draft). *Ngā Whanaketanga Rumaki Māori*. Wellington: Learning Media.

3   Ministry of Education. (2008). *Te Marautanga o Aotearoa*. Wellington: Ministry of Education.

Figure 1.1: Schooling Options for Young People of Compulsory School Attendance Age

Structural features of the New Zealand schooling system

Age	Year level	Qualification level										
18												
17	13	3, 4	Senior high (Yr 11–13)		Secondary school (Yr 9–13)			Wharekura (Yr 9–13)				Secondary
16	12	2										
15	11	1		Extended secondary (Yr 7–13)								
14	10		Junior high (Yr 7–10)						Composite/Area school (Yr 1–13)	Special schools (Yr 1–13)	Correspondence school (Yr 1–13)	
13	9	No qualification study										
12	8				Restricted composite	Intermediate		Kura Tuatahi (Yr 1–8)				Primary
11	7											
10	6		Contributing primary school (Yr 1–6)				Full primary (Yr 1–8)					
9	5											
8	4											
7	3											
6	2											
5	1											

New Zealand provides a free education system through state-owned and operated schools. However, both semi-private (state integrated) and private options exist. State integrated schools are former private schools that have integrated into the state system while retaining their special character.

The New Zealand education system does not make distinctions between academic and vocational/technical programmes. All schools in New Zealand deliver an integrated curriculum that covers a broad range of experiences.

The design of *The New Zealand Curriculum*,[4] *Te Marautanga o Aotearoa*[5] and NCEA qualifications enables students to select from a range of courses (including industry-based qualifications) in the senior years of secondary school (years 11–13).

A new development is the introduction of Trades Academies, to increase education participation rates among 16–19-year-olds.[6] Five Trades Academies will open in 2011.[7]

MĀORI-MEDIUM SCHOOLING

In 2009 there were 6,014 students in kura kaupapa Māori and kura teina, an increase of 10.8 percent since 2002 when 5,428 were enrolled. This compares with a 9.5 percent increase in the total Māori school student population over the same period.

In addition to kura Māori, Māori-medium teaching and learning settings can sit alongside English-medium settings in the same school. In 2009 there were 228 schools with both English-medium and Māori-immersion or bilingual classes.

Māori-medium schooling involves much more than immersion in te reo Māori. Māori-medium education providers operate within a specific cultural framework and, in some cases, culture and language specific to a particular iwi. Providers are driven by their communities and play a key role in realising community aspirations and supporting the understanding and development of te reo me ona tikanga Māori and mātauranga Māori.

Since 1992 there has been a huge increase in the number of kura kaupapa Māori and kura teina, from 13 in 1992 to 72 in 2009. The most dramatic increase occurred during the 1990s. Since then the growth rate has slowed, with a 2.9 percent increase increase in the number or kura kaupapa Māori and kura teina since 2002.

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[4] Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington: Ministry of Education.

[5] Ministry of Education. (2008). *Te Marautanga o Aotearoa*. Wellington: Ministry of Education.

[6] Introducing Trades Academies to the New Zealand Education System. See: www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Initiatives/TradesAcademies.aspx

[7] Minister of Education. (2009). Trades Academy set to open in Wellington (press release). See: www.beehive.govt.nz/release/trades+academy+set+open+wellington

EXPECTATIONS OF SCHOOLS IN 2009

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 report the public of New Zealand is informed of state schools' operations and performance during 2009.

In New Zealand, the government sets the policy framework for the operation of schools and monitors the standard of education delivery in the school network.

Boards of trustees are responsible for the running of schools. A school's operation and success depends upon the cooperation and interaction of parents, teachers, principal and board.

As Crown entities, schools manage their finances in accordance with the New Zealand equivalents of International Financial Reporting Standards and report annually on their financial position. Schools also have specific requirements set out in the National Education Guidelines, which establish goals and guidelines for performance.

The National Education Guidelines include the:

> 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. The NAGs set out the desirable principles of administration for school managers and boards of trustees in achieving the NEGs.

National level evidence about the success of schools in meeting these requirements is gathered from a range of sources including:

> national level monitoring
> nationally standardised assessments
> ERO reports and national evaluations
> research and development initiatives
> international assessments.

Table 1.1: 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 acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

IMPLEMENTING THE NATIONAL CURRICULUM

The national curriculum for New Zealand schools includes two aligned curriculum documents: *Te Marautanga o Aotearoa*, used in Māori-medium settings, and *The New Zealand Curriculum*, used in English-medium settings. Schools must implement *The New Zealand Curriculum* from 2010 and *Te Marautanga o Aotearoa* from 2011.

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 education outcomes for New Zealand students, as well as their entitlement in terms of depth and breadth of learning opportunities, in compulsory schooling.

The New Zealand Curriculum and *Te Marautanga o Aotearoa* contain achievement objectives which provide indicators of expected performance by curriculum level in each curriculum learning area: English, mathematics, science, social sciences, the arts, health and physical education, technology and languages. Te reo Māori is an additional learning area in English-medium settings, and English is an additional learning area in Māori-medium settings.

ERO evaluated schools' readiness to give effect to *The New Zealand Curriculum* from term one, 2010. In its third report,[8] ERO found that by the end of 2009, 76 percent of schools were either already fully implementing the curriculum or were making good progress towards giving effect to the curriculum. Three percent of schools had yet to begin making any preparation to give effect to the curriculum, largely due to ineffective leadership.

ERO found[9] that since its previous report, in early 2009,[10] more teachers were using student achievement information to reflect on the effectiveness of their teaching by the end of 2009. However, teachers in fewer than half of the secondary schools used student achievement information to plan teaching and learning programmes.

IMPLEMENTING THE NATIONAL STANDARDS

The introduction of National Standards[11] for students in years 1–8 is part of the Government's strategy to improve education outcomes. The National Standards policy and requirements cover all schools. All teachers will be expected to:

> assess individual students' progress and achievement in relation to the standards

> support students to use assessment information to inform their own learning goals and their next learning steps

> use a range of assessment information

> provide regular reports to parents in plain language about their children's progress in relation to the standards, including twice a year in writing

> provide clear information to parents, families and whānau so they can support their children's learning at home.

In addition, boards of trustees must set targets related to the school's National Standards results in their charters and report on these in the following annual report. Schools will be required to include in their annual report the number and proportion of students at, above, below or well below the standards as well as how students are progressing against the standards. This information will be reported in schools' annual reports but not until 2012 for English-medium schools and 2013 for Māori-medium schools (to allow time for effective implementation of the standards).

National Standards have been developed specifically for each part of the sector, based on the two curriculum documents. The Māori-medium National Standards, *Ngā Whanaketanga Rumaki Māori*,[12] support *Te Marautanga o Aotearoa* by establishing clear and consistent expectations for kōrero (oral language), pānui (reading), tuhituhi (writing) and pāngarau (mathematics) skills, which students in years 1–8 need to learn at different stages of their schooling. *Ngā Whanaketanga Rumaki Māori* are to be implemented from 2011.

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[8] Education Review Office. (2010). *Preparing to Give Effect to the New Zealand Curriculum.* Wellington: Education Review Office.

[9] Education Review Office. (2010). *Preparing to Give Effect to the New Zealand Curriculum.* Wellington: Education Review Office.

[10] Education Review Office. (2009). *Readiness to Implement the New Zealand Curriculum (January 2009)*. Wellington: Education Review Office.

[11] See: www.minedu.govt.nz/theMinistry/EducationInitiatives/NationalStandards.aspx.

[12] See: www.minedu.govt.nz/theMinistry/EducationInitiatives/NationalStandards.aspx.

The English-medium National Standards focus on achievement and progress in reading, writing and mathematics. National Standards (years 1–8) together with literacy and numeracy learning progressions (years 1–10) describe expectations of performance as students progress through English-medium schooling. The standards consist of descriptors, illustrations and examples of student work and assessment tasks linked to school year levels. These are to be implemented in 2010.

IMPLEMENTING STRATEGIES TO IMPROVE SYSTEM PERFORMANCE

The government publishes strategy documents 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 policy statements in 2009 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 2008, the Government released *Ka Hikitia – Managing for Success* 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 enjoying education success as Māori**. This means that a Māori learner's identity, language, culture and experience as Māori are explicitly validated and incorporated into their education experience. It means that a Māori student is not required to set aside his or her identity in order to enjoy education success.

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:
> – language, identity 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.

Pasifika Education Plan 2009–2012

In 2009 the Government released the revised *Pasifika Education Plan 2009–2012* to focus activity on what will make the most difference for improving education 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 actions on areas with high Pasifika populations and identifying what will make the most difference for Pasifika students, namely:

> building strong learning foundations

> lifting literacy and numeracy achievement by using National Standards to improve teaching and plain language reporting to parents

> increasing the number of students achieving and leaving school with qualifications.

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*.

SPECIAL EDUCATION DEVELOPMENTS IN 2009

New Zealand's special education system exists to support schools to teach students who: have physical and/or psychological disabilities; vision and/or hearing impairment; and communication or behaviour difficulties. That support consists of additional resourcing and additional specialist teaching and/or therapeutic assistance.

New Zealand has one of the most inclusive special education approaches in the world. While a small group of students with special education needs enrol in special schools,[13] which specialise in teaching students with certain types of disability, most special education students learn in a regular school setting. This follows the widespread desire by many parents to have their children learn in similar settings to other students and the more recent adoption of policies that encourage all students learning 'in the mainstream'.[14]

In 2009, 0.4 percent of New Zealand's students were enrolled in special schools. This compares to an OECD average of 2.53 percent of students who are enrolled in segregated school settings.[15]

New Zealand policy separates students with special education needs into those with moderate needs and high or very high needs. The government supports students with moderate needs by providing schools with funding streams and with access to a specialist workforce. In 2009 $34.8 million was allocated to schools by way of Special Education Grant funding (up from $33.8 million in 2008) while school clusters employed 780 full-time teacher equivalents (FTTE) Resource Teachers: Learning and Behaviour (RTLB) at a total cost of $52.9 million (up from $50.6 million in 2008).

Students with high and very high needs receive additional and individualised funding or support. In 2009:

> 7,013 students received targeted funding through the Ongoing and Reviewable Resourcing Schemes. In 2009 the Government approved a $4.8 million increase in the funding for these schemes to support a further 400 students

> 3,941 students received specialist support through the behaviour initiative

> 6,654 students received specialist speech language support.

During 2009 new special education developments included the following:

> The development of the Positive Behaviour for Learning school-wide programme. Positive Behaviour for Learning is a series of programmes and initiatives being delivered across New Zealand to address behaviour problems in schools. Positive Behaviour for Learning is a collaboration between the Ministry and other education sector agencies, which grew out of the 2009 Hui Taumata. By 2014 the school-wide programme will have been implemented in at least 400 schools, mainly intermediate and secondary schools.

> The Government approved a wide ranging review of special education. This was followed by a widely responded to public discussion document in 2010.

> The development of a strategy for deaf education. Representatives from the deaf education sector and the Ministry are developing this strategy, in response to a range of issues with provision of specialist education services. This work also continues in 2010.

> ERO published a major report on the management of RTLB.[16] The report included a number of negative findings about the management of this key service to schools. In summary this report said:

> *Just over half (22) of the RTLB clusters were not well governed or managed … In many of these clusters RTLB were not getting their employment entitlements, particularly in relation to professional supervision and performance management. Aspects of referral and intervention practices were inconsistent with RTLB policy, and the lack of monitoring systems at management level meant such inconsistencies were not being identified or addressed.*

Because of this report schools can anticipate future changes to the service to make sure that they receive a more consistent and higher quality service.

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[13] 2009 saw the closure of the Waimokoia Residential Special School in Auckland following a lengthy history of governance and management difficulties.

[14] Something further supported by the Government's 2008 ratification of the Convention on the Rights of Persons with Disabilities.

[15] Based on comparing New Zealand enrolment data in special schools with data quoted in Mitchell (2010). Some caution must be taken when comparing international data of this kind because different countries use differing definitions for students with special educational needs and for the educational settings they learn in.
Mitchell, D. (2010). *Education That Fits: Review of International Trends in the Education of Students with Special Educational Needs. Final Report.* Christchurch: University of Christchurch.

[16] Education Review Office. (2009). *Resource Teachers: Learning and Behaviour – An Evaluation of Cluster Management.* Wellington: Education Review Office.

> The Ministry developed a new specialist training qualification (the Post Graduate Diploma in Specialist Teaching) to make sure that schools have people to turn to when expert support is needed. These are teachers who go on to specialise in one of six areas, such as Autism Spectrum Disorder. Since the qualification's development, Canterbury and Massey Universities have developed a consortium to deliver training for this qualification.

> Late in 2009 New Zealand teachers, school leaders and teacher educators participated in the International Inclusive Education Conference in Wellington. This provided an opportunity for local educators to meet colleagues and researchers from UK, Hong Kong-China, India, Australia and America to keep up to date with current best practice in the fields of inclusive school leadership and classroom practice.

OVERALL EDUCATIONAL PERFORMANCE OF SCHOOLS IN 2009

All schools are expected to achieve for their students:

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 1)

In chapter 3 this report has grouped the educational performance of schools in relation to:

> Foundation Skills

> Student Outcomes

> Student Participation and Engagement with Learning

> Parents, Families and Whānau

> Quality Teaching and Education Providers.

Chapter 2:

Resourcing

2.1 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, although students directly benefit from these 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 for running day-to-day operations. Boards of trustees are given full discretion to spend operational grants in accordance with their approved budget and plans. In addition to their staffing entitlements, schools can employ additional teaching staff, which can be funded through other revenues. Aside from a few exceptions where schools have raised funds and contributed financially themselves, the Crown owns 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. Property-related transactions are not recorded in the school accounts as they are Crown expenditure, although schools and students directly benefit from them. Some schools can also receive government funding through participation in various educational programmes or initiatives funded by government.[17]

On top of this, the government gives various kinds of 'in-kind' resourcing, including software licensing, laptops for principals and teachers, other Information and Communications Technology (ICT) support and professional development.

The Government has committed, within the next six years, to connecting 97 percent of New Zealand schools to fibre enabling broadband speeds of at least 100 Mbps, with the remaining schools able to achieve speeds of at least 10 Mbps.

The Ministry is helping schools get ready to make full use of ultrafast broadband when it becomes available by:

> providing ICT professional development to teachers
> helping to provide laptops for teachers and principals
> upgrading schools' infrastructure
> running a National Education Network trial.

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 government resources provided to schools for delivering educational services.

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[17] This funding is usually referred to as Ministry of Education Contestable Funding.

Figure 2.1.1: Nominal and Real Operational Grants to Schools (2000–2009)[20]
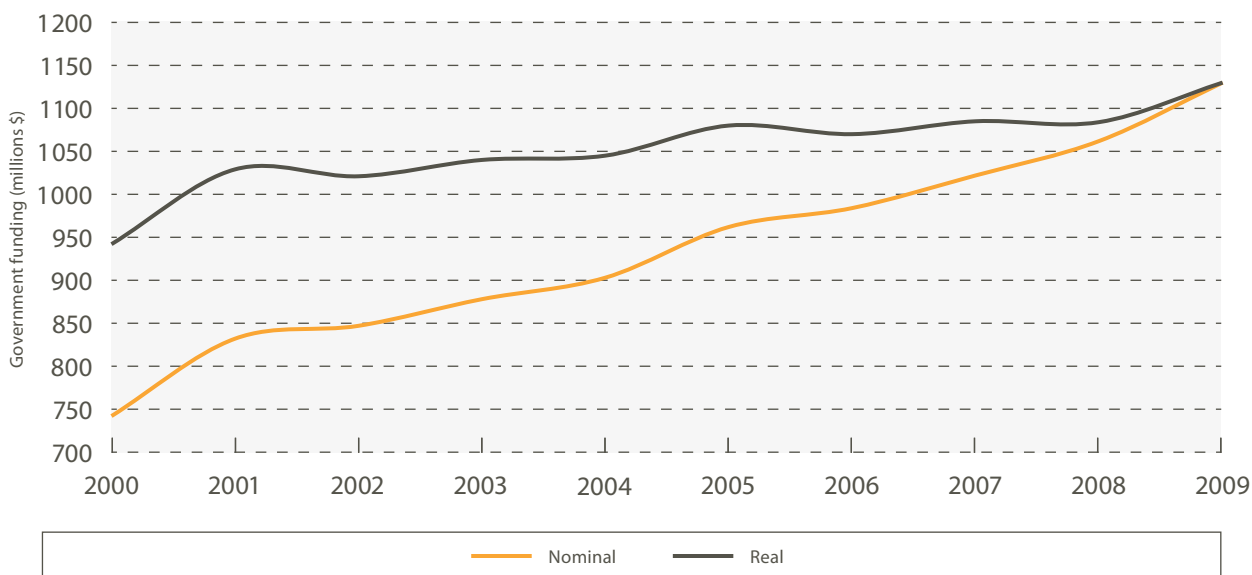
GOVERNMENT FUNDING TO SCHOOLS

New Zealand schools are funded primarily by the government. The three main components of funding are: operational funding, including property maintenance (on which the government spent $1,130 million in 2009), staffing ($3,268 million in 2009) and property capital works ($543 million in 2009).[18]

Operational funding to schools

Operational funding consists of several components, each with its own formulas and drivers. Detailed descriptions of each component can be found in the Funding, Staffing and Allowance Handbook.[19] Figure 2.1.1 shows that total operational funding has increased over the last ten years both in nominal and real (2009) terms. Between 2000 and 2009, operational funding provided to schools increased by 20 percent in real terms.

Over the past year operational funding increased by 4 percent in real terms. A number of policy initiatives contributed to this increase: a funding increase of 4 percent to account for inflation; an increase to Secondary Tertiary Alignment Resource (STAR) funding; a new arts coordinator programme; the introduction of the Kiwisport programme; and funding for caretakers and cleaners. Increases in schools' energy costs and higher retention due to the economic recession also led to significant increases in operational funding. A more detailed breakdown of operational grants to schools is available on the Education Counts website.[21]

Funding for teacher salaries

Teacher salaries are centrally funded, which means that the Ministry pays teachers on behalf of schools. Teacher salaries funding is based on entitlement staffing, which is derived from the year-level rolls of the school. Detailed descriptions and the calculation process of teacher staffing entitlements can be found in the Funding, Staffing and Allowance Handbook.[22] Figure 2.1.2 presents the total funding to teacher salaries from 2000 to 2009 in nominal and real (2009) terms.

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[18] All government funding components are exclusive of GST. The base year for real funding is 2009. The figure for property capital works is an estimate from cash payments made during 2009 and includes both capital and operating expenditure.

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

[20] Government funding in this and the following figures are GST exclusive. For the calculation of real funding 2009 is used as the reference year.

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

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

Figure 2.1.2: Teacher Salaries Funding to State and State Integrated Schools (2000–2009)
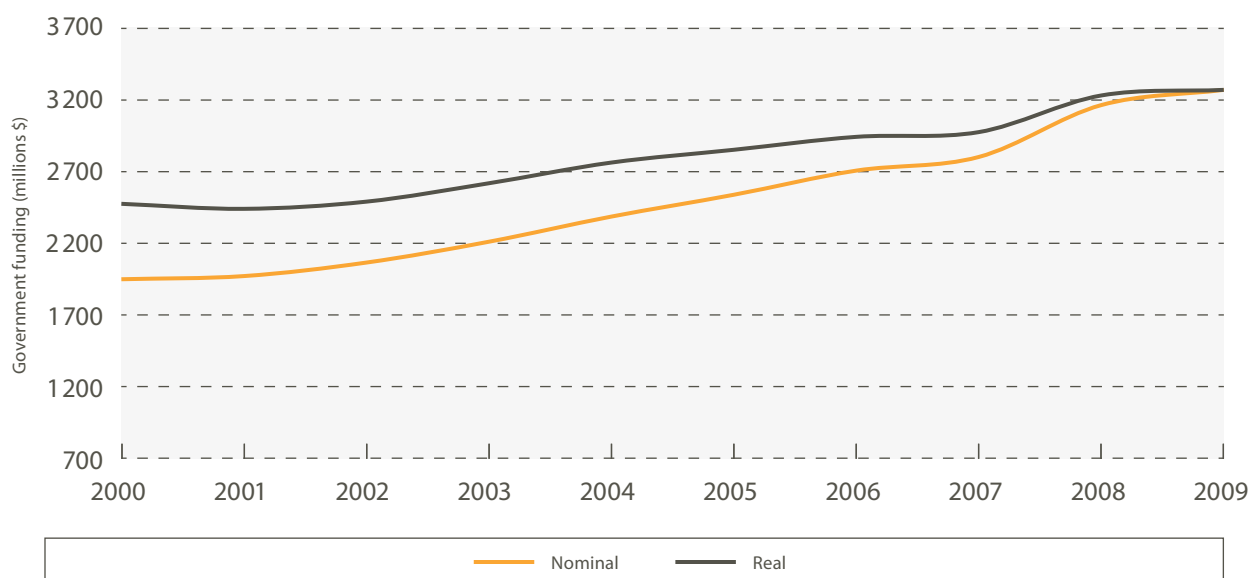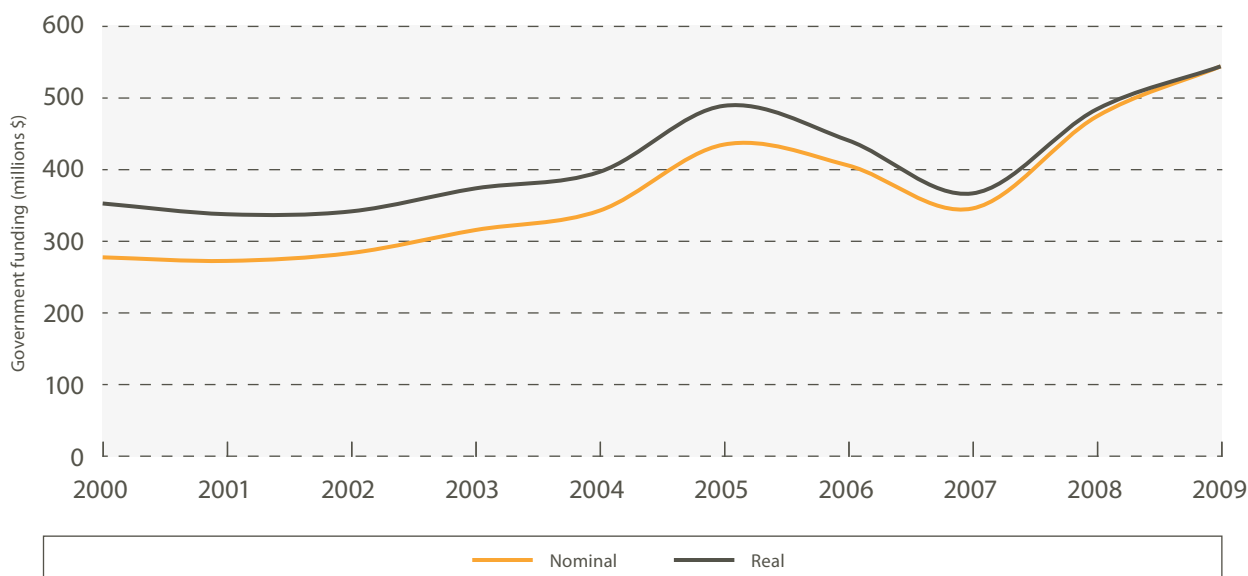
Government funding for teacher salaries increased by 68 percent in nominal terms, or by 32 percent in real terms, between 2000 and 2009. In 2009 teacher salaries increased by 1 percent in real terms. A more detailed breakdown of salaries funding to schools is available on the Education Counts website.[23]

The main policy initiatives contributing to the increase observed in 2009 were teacher salary rate increases and improved staffing for new entrants. The teacher collective agreements for 2007–2010 included a 4 percent salary rate increase from 1 July 2009. Staffing ratios for new entrants changed from one teacher for every 18 new entrant students in 2008, to one for every 15 in 2009.

Direct property funding to schools

The Crown owns the buildings and land of state schools, while 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 2.1.3 shows nominal and real direct property funding from 2000 to 2009.

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

Figure 2.1.3: Property Funding to Schools (2000–2009)

Nominal — Real

Over the past year, direct property funding increased by 12 percent in real terms. Between 2000 and 2009 the capital investment in school property increased by 54 percent in real terms. A more detailed breakdown of property funding to schools is available on the Education Counts website.[24]

School resourcing indicators

Per-student funding is a measure of government investment in education per child or adequacy of funding. The proportion of government funding is an indicator of relative government contribution.

Per-student funding

Per-student funding is calculated as the sum of operational grant and teacher salaries per student. This indicator is calculated for state and state integrated schools only. Figure 2.1.4 shows the growth in per-student funding for state and state integrated schools from 2000 to 2009.

From 2000 to 2009 per-student funding increased by 27 percent in real terms. Over the past year, per-student funding increased by 4 percent in real terms.

Figure 2.1.4: Estimates of Per-student Funding (2000–2009)[25]

Nominal — Real

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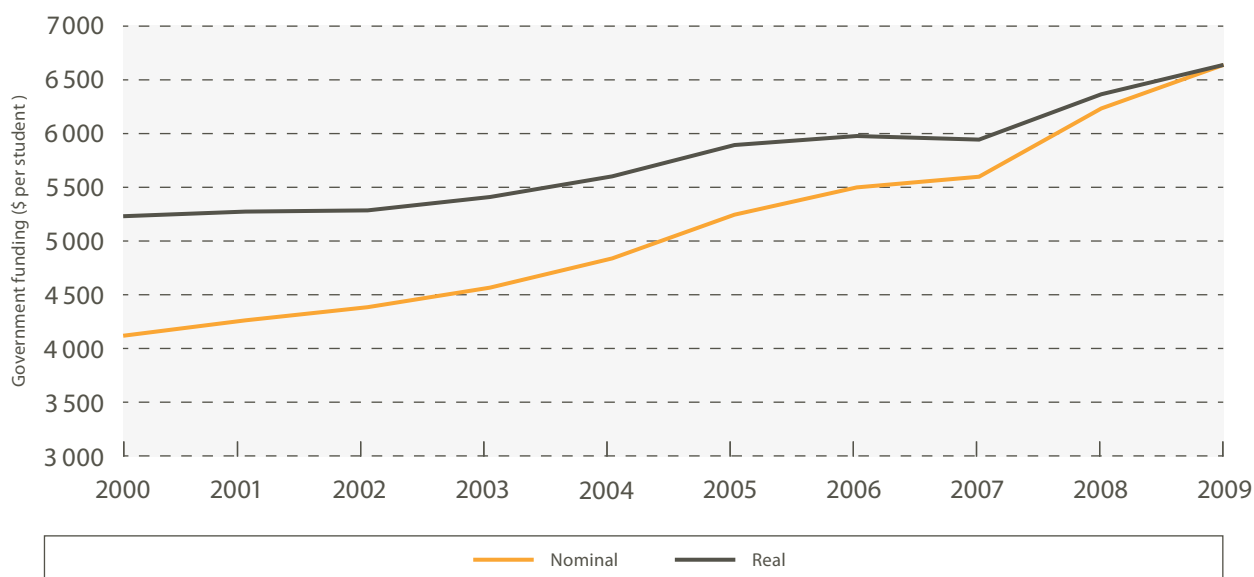
[24] See: www.educationcounts.govt.nz/statistics/schooling/funding/47696.

[25] Includes state and state integrated schools. Excludes correspondence and special schools. Includes operational grants and teacher salaries.

Proportion of government funding

The trend in government funding as a proportion of total school revenue[26] is presented in Table 2.1.1.

The table includes the components of schools' revenue in gross and estimated net terms.

Table 2.1.1: Gross School Revenue (2007–2009)

Gross school revenue	2007 $m	2008 $m	2009 (est)[27] $m
Government grants	4 030.4	4 387.0	4 651.7
Local funds	444.7	464.5	475.2
International students	100.0	102.5	100.1
Investments	60.2	68.9	39.1
Hostels	25.6	26.3	29.6
Other revenue	22.5	16.2	13.7
Total gross revenue	**4 683.3**	**5 065.4**	**5 309.6**
Government funding as a proportion of total gross revenue	86%	87%	88%
Estimated net revenue[28]			
Government grants	4 030.4	4 387.0	4 651.7
Local funds	237.0	247.8	250.8
International students	62.0	59.7	56.3
Investments	59.1	67.5	37.6
Hostels	8.7	3.2	9.4
Other revenue	22.5	16.2	13.7
Estimated total net revenue	**4 419.6**	**4 781.5**	**5 019.5**
Government funding as a proportion of total gross revenue	91%	92%	93%

[26] Total school revenue excludes the imputed grants for use of land and buildings.

[27] The figures in this table for 2009 are an estimate based on 2,315 (94 percent) schools who returned their 2009 accounts at the time of writing, and previous data for the remaining 139 (6 percent) schools.

[28] Less offsetting expenditure required to produce the revenue. It is not possible to determine which "other revenues" may have offsetting expenses, so net revenue is given as an estimate only.

2.2 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 after the annual audit.

New Zealand implemented major reforms in 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 education 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 in New Zealand. 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. However, schools supplement this income with locally raised funds from parents, communities and international students, and also generate revenue from investments and student support activities such as hostels. The total revenue for state and integrated schools between 2007 and 2009, broken down by the main source categories, is presented in Table 2.2.1.

When interpreting the significance of locally raised funds, the costs incurred to raise such funds should also be considered. Net locally raised funds have remained reasonably consistent over time.

Table 2.2.1: School Revenue (2007–2009)[29]

Revenue	2007 $m	2008 $m	2009 (est)[30] $m
Government grants	4 030.4	4 387.0	4 651.7
Local funds	444.7	464.5	475.2
International students	100.0	102.5	100.2
Investments	60.2	68.9	39.1
Hostels	25.6	26.3	29.6
Other revenue	22.5	16.3	13.7
Total revenue	**4 683.3**	**5 065.4**	**5 309.6**

Notes: Figures are GST exclusive.
Excludes use of land and building grants from government and proprietors.

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[29] Income and expenses are GST exclusive. Excludes use of land and building grants from government and proprietors.

[30] Figures for 2009 in this and other tables, unless specified, are estimates based on the 2009 financial accounts returned by 2,315 (94 percent) schools at the time of writing, and estimates based on previous accounts data for the remaining 139 (6 percent) schools.

Table 2.2.2: Expenditure of State and State Integrated School by Main Expenditure Categories (2007–2009)

Expenses	2007 $m	2008 $m	2009 (est) $m
Learning resources	3 516.6	3 845.0	4 053.2
Administration	339.9	362.7	381.3
Property	337.0	353.9	380.8
Local funds	207.6	216.6	224.5
Depreciation	151.2	153.4	157.8
International students	38.1	42.8	43.9
Hostel	16.8	23.1	20.2
Loss on asset disposal	13.1	6.9	5.7
Amortisation of equitable leasehold interest	0.2	2.6	2.4
Finance costs	1.1	1.4	1.5
Impairment	2.0	0.5	0.3
Other expenses	19.3	27.7	16.5
Total expenditure	**4 643.0**	**5 036.7**	**5 288.2**

EXPENDITURES

Operating a school incurs expenditure directed to a number of different areas. In 2009, total school expenditure was $5.3 billion, a 5 percent increase from the previous year. Learning resources include teachers' salaries, expenses for teacher's aides, purchase of materials and equipment for learning and applying the curriculum, and expenses related to extracurricular activities. In 2009, total instructional and learning expenses comprised 77 percent 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. The administration expenses comprised 7 percent of total school expenditure in 2009.

Depreciation includes the depreciation on furniture, equipment and physical assets of schools, and comprised 3 percent of total school expenses in 2009.

Expenses to raise funds from local sources include expenses for trading and fundraising activities. In 2009 these comprised 4 percent of total school expenditure. Administration of international students comprised 1 percent of the total.

Property expenditure includes the salaries of cleaners and caretakers, heating, light and water requirements, and expenses related to the upkeep of school grounds, and repairs and maintenance of school sites. In 2009 property expenditure comprised 7 percent of total expenditure of schools.

Other forms of expenditure comprised less than 1 percent 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 schools have an operating surplus, sufficient working capital for operations and increasing public equity. The performance of schools based on these indicators is discussed below.

Operating surplus

The operating surplus is calculated as the difference between total revenue and total expenditure (including depreciation on assets). In general, schools should have a small surplus each year to have sufficient reserves available to provide for any unexpected expenditure. Schools achieved an estimated combined operating surplus of 0.4 percent of total revenue in 2009, compared with 0.6 percent in 2008.

Schools can record an operating deficit in one year due to unexpected or unforeseen expenditure. Operating surplus for multiple consecutive years is an indicator of sound financial management. Table 2.2.3 presents the proportion of schools that have reported one, two or three years of operating surplus during the last three years (2007–2009).

Table 2.2.3: Schools Moving in and out of Operating Surplus, by Sector (2007–2009)

	All schools %	Primary schools %	Secondary schools %	Other schools %
An operating surplus in all three years	24.0	24.6	21.0	26.1
Two of three years with an operating surplus	33.2	34.5	28.1	23.9
One of three years with an operating surplus	29.8	29.1	31.5	43.5
Operating surplus in 2007	55.3	55.5	52.8	67.4
Operating surplus in 2008	57.6	59.7	48.0	52.2
Operating surplus in 2009	55.3	56.6	49.9	50.0

More than half of schools have operated in surplus in each of the last three years. Primary schools are more likely to have a surplus than secondary schools.

Working capital

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

Table 2.2.4 presents the working capital ratios of schools in 2009. 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 1:1.35, this means that for every dollar of current liabilities a school owes they have $1.35-worth of current assets to meet their short-term financial obligations.

Table 2.2.4 shows that over 90 percent of all state and state integrated schools have at least enough current assets to cover their short-term debts.

Table 2.2.4: Proportion of Schools in Working Capital Ratio Bands, by Sector (2009)

Working capital ratio	All schools %	Primary schools %	Secondary schools %	Other schools %
Less than 1:1.00	7.4	5.4	17.1	8.5
1:1.00 to 1:1.99	45.7	43.9	57.5	21.3
1:2.00 to 1:2.99	24.6	26.5	14.8	31.9
1:3.00 or more	22.2	24.2	10.6	38.3

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 in total has increased each year for the past six years. Public equity reached $1,624 million in 2009, which is a 3.5 percent increase from the previous year. Table 2.2.5 shows the trends in total public equity of state and state integrated schools over the last three years.

Table 2.2.5: Public Equity Trends, by Sector (2007–2009)

	All schools $m	Primary schools $m	Secondary schools $m	Other schools $m
2007	1 520.3	813.5	662.5	44.2
2008	1 569.0	847.5	672.0	49.5
2009 (est)	1 624.0	881.3	692.4	50.3

Table 2.2.6 shows the proportion of schools that have contributed to this increase in public equity.

Table 2.2.6: Changes in Public Equity (2008–2009)

	All schools %	Primary schools %	Secondary schools %	Other schools %
Equity increase in 2008	61.2	62.9	53.5	56.5
Equity increase in 2009	58.8	59.9	54.1	52.2
Equity increase in 2008 and 2009	40.7	42.0	34.6	34.8
No increase in equity for 2008–2009	20.4	18.9	27.0	26.1

Chapter 3:

Indicators and evidence

3.1 FOUNDATION SKILLS

The transition into school has a significant influence on children's achievement well into secondary school, particularly for learners from communities with few resources.[31] Teachers can support this transition by linking school expectations and learning with children's prior experiences.[32]

Mastering literacy competencies early is essential to enable students to learn effectively across the curriculum. The first years of primary school are a particularly critical time for children to master the foundations of reading and writing.

A strong foundation in mathematics enables children to continue to learn new and advanced knowledge in mathematics and gain the learning required for NCEA and further qualifications.

Schools are required to strive for learning success for those with special needs by ensuring that they are identified as early as possible and receive appropriate support. Māori and Pasifika children tend to be referred to special education early intervention services later than European/Pākehā children.

LITERACY: READING AND WRITING

By international standards, on average New Zealand performs well in reading literacy at both primary and secondary levels, but at all levels of schooling there are significant differences in average literacy achievement for different ethnic groups.

Like most countries, the average reading achievement of girls is significantly higher than that of boys

Why is this important?

Reading and writing are fundamental to learning and effective participation in society and the workforce. Reading is essential for student achievement across the curriculum.

In 2009 ERO found that about 70 percent of teachers in the 212 schools reviewed used effective reading and writing teaching practices in year 1 and 2 classes.[33] However, nearly one-third of teachers did not. A 2008 ERO report[34] found that while most schools identified children at risk of not achieving in literacy, nearly half the 135 schools had not evaluated whether or not their programmes actually resulted in improved outcomes for these students.

The early years of primary school are a particularly critical time for children to master the foundations of reading and writing. Teachers of year 1 and 2 children have a vital role in ensuring children gain the reading and writing competencies and knowledge they require for further education success across the curriculum.

[31] Bishop, R., Berryman, M., Tiakiwai, S. and Richardson, C. (2003). *Te Kotahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classrooms.* Report to the Ministry of Education. Wellington: Ministry of Education.
Learning Media Ltd. (2006). *Literacy Professional Development Project: Achievement with Cohort 1 Schools. February 2004–November 2005.* Wellington: Learning Media Ltd.
Rubie-Davies, C., Hattie, J. and Hamilton, R. (2006). 'Expecting the Best for Students: Teacher Expectations and Academic Outcomes' in *British Journal of Educational Psychology*, 76(Pt)3, pp429–444.
Tunmer, W. E., Chapman, J. and Prochnow, J. E. (2003). *The Structure Achievement-related Beliefs, Gender and Beginning Reading Achievement: Final Report – Phase II.* Wellington: Ministry of Education.
Wylie, C. and Hipkins, R. (2006). *Growing Independence: Competent Students at 14 Project.* Wellington: Research Division, Ministry of Education.

[32] Peters, S. (2010). *Literature Review: Transition from Early Childhood Education to School.* Wellington: Ministry of Education.
Turoa, L., Wolfgramm, E., Tanielu, L. and McNaughton, S. (2002). *Pathways over the Transition to Schools: Studies in Family Literacy Practices and Effective Classroom Concepts for Māori and Pasifika Children.* Wellington: Ministry of Education.

[33] Education Review Office. (2009). *Reading and Writing in Years 1 and 2.* Wellington: Education Review Office.

[34] Education Review Office. (2008). *Schools' Provision for Students at Risk of Not Achieving.* Wellington: Education Review Office.

How are we going?

Literacy in primary schooling

In 2009 the Ministry began developing the National Standards in reading and writing for English-medium settings.[35] The Māori-medium National Standards, *Ngā Whanaketanga Rumaki Māori,*[36] include oral language as well as reading and writing, and are based on *Te Marautanga o Aotearoa.*[37]

The New Zealand Curriculum[38] includes teaching and learning of te reo Māori in English-medium settings. A new publication, *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki*[39] provides guidelines for teaching te reo Māori in English-medium schools in years 1–13.

Te Reo Matatini: The Māori-medium Literacy Strategy[40] was released in 2007 to ensure students in Māori-medium education develop the literacy, knowledge and skills they need to succeed.

Current levels and trends

ERO evaluation reports

In 2009 ERO collected evidence from 212 primary schools about teaching and learning practices in year 1 and 2 classes in reading and writing.[41] It found that about 70 percent of teachers used effective teaching practices. However, nearly one-third of teachers did not. These teachers:

> *... had little or no sense of how critical it was for children to develop confidence and independence in early reading and writing. These teachers had minimal understanding of effective reading and writing teaching, set inappropriately low expectations and did not seek opportunities to extend their own confidence in using a wider range of teaching practices.*

The 2008 ERO report *Schools' Provision for Students at Risk of Not Achieving*[42] found that most schools identified children at risk of not achieving in reading and writing. However, it also found that nearly half the 135 schools it reviewed had not evaluated whether or not their programmes actually resulted in improved outcomes for these students.

National Educational Monitoring Project

The NEMP reading assessment in 2008[43] showed that there was no significant improvement for either year 4 or year 8 students between 2004 and 2008.

The NEMP survey found that reading was the fourth most popular school subject for year 4 students. Over 80 percent were positive about reading at school and in their own time.

Reading Recovery

Reading Recovery is a national intervention that aims to prevent literacy difficulties before they begin to affect a child's educational progress. It provides intensive individual reading tuition for children struggling with reading and writing after one year at school.

In 2009 two-thirds (67 percent) of all state and state integrated schools offered Reading Recovery (comparable with 66 percent in 2008 and 67 percent in 2007). As a result, Reading Recovery was accessible to 77 percent of the total population of six-year-olds (relatively unchanged from 76 percent in both 2008 and in 2007).[44]

Resource Teachers: Literacy

Resource Teachers: Literacy (RT:Lits) work within a cluster group of schools with students in years 1 to 8 who are at risk of literacy underachievement and with their classroom teachers. In 2009 RT:Lits provided support for 3,708 students. Trends to 2008 show the number of boys supported by RT:Lits outnumbered girls by more than two to one. Half (50 percent) of all students were European/Pākehā, one-third (37 percent) were Māori, 8 percent were Pasifika and 2 percent were Asian. Overall, two out of three students successfully completed their programmes by the end of the year.[45]

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[35] Ministry of Education. (2009). *Reading and Writing Standards for Years 1–8.* Wellington: Learning Media.

[36] Ministry of Education. (2010 draft). *Ngā Whanaketanga Rumaki Māori.* Wellington: Learning Media.

[37] Ministry of Education. (2008). *Te Marautanga o Aotearoa.* Wellington: Ministry of Education.

[38] Ministry of Education. (2007*). The New Zealand Curriculum.* Wellington: Ministry of Education.

[39] Ministry of Education. (2009). *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki.* Wellington: Ministry of Education.

[40] Ministry of Education. (2007). *Te Reo Matatini: The Māori-medium Literacy Strategy.* Wellington: Ministry of Education.

[41] Education Review Office. (2009). *Reading and Writing in Years 1 and 2.* Wellington: Education Review Office.

[42] Education Review Office. (2008). *Schools' Provision for Students at Risk of Not Achieving.* Wellington: Education Review Office.

[43] Crooks, T., Smith, J. and Flockton, L. (2009). *Reading and Speaking: Assessment Results 2008.* Wellington: Ministry of Education.

[44] Lee, M. (2010). *Annual Monitoring of Reading Recovery: The Data for 2009.* Wellington: Ministry of Education.

[45] Ministry of Education. (2009). *Resource Teachers: Literacy Annual Report 2008.* Wellington: Ministry of Education.

Schooling improvement

Schooling improvement projects focus on clusters of schools with high Māori and Pasifika rolls, to raise the academic achievement of students and sustain the progress.

At the end of 2009 the Huntly-Ngaruawahia cluster's (1,000 students) mean reading stanine score was 5.2, up from 4.6 in March 2009, and an increase from 4.1 in 2003. The average reading stanine for Māori students was 4.7, up from 4.1 in March 2009. The number of Māori students achieving at stanine 4 and above increased to 79 percent at the end of 2009, which was higher than the national norm of 77 percent and an improvement from 61 percent in 2003.

At the end of 2009, the Paeroa cluster had 83 percent of all students achieving literacy results at stanine 4 and above, compared with 67 percent in 2003, and higher than the national norm of 77 percent.

Literacy Professional Development Project

The results from the Literacy Professional Development Project (LPDP)[46] show that focused, whole-school professional development can help classroom teachers be far more effective in their literacy instruction.

The LPDP has been running for six years and has involved 323 schools and 3,906 teachers. The 2008–2009 results[47] again showed significant shifts in student achievement (reading and writing), particularly for Māori and Pasifika students and the 20 percent of students with the least literacy skills and knowledge.

The rate of progress for all groups of students was much greater than the expected progress without the programme. Students most at risk of underachieving had a greater rate of progress than the cohort as a whole, achieving three times the expected rate of progress for reading and six times the expected rate of progress for writing. This rapid progress was sustained for two years.

At least 92 percent of students with the lowest 20 percent of writing scores and 71 percent of students with the lowest 20 percent of reading scores achieved rates of progress that were more than double those expected for their year level.

International differences

The Progress in International Reading Literacy Study (PIRLS) identifies reading literacy at primary school (year 5) every four years.[48] In PIRLS 2005/2006, New Zealand (at 532) scored significantly above the PIRLS scale mean. There was no significant change in the New Zealand mean from 2001 to 2005/2006. 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 2005/2006. 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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[46] The average effect sizes from LPDP were 1.90 for reading and 2.50 for writing (a significant effect size is around 0.4 and a large one is around 0.6, so an effect size of over 1 is extremely high). Timperley, H., Parr, J. , Meissel, K. (2010), *Making a Difference to Student Achievement in Literacy: Final Research Project (Milestone 3) on the Literacy Professional Development Project 2009-2010.* Auckland: Auckland Uniservices Limited.

[47] Ministry of Education. (2010 draft). *Literacy Professional Development Project Milestone Report.* Wellington: Learning Media.

[48] Chamberlain, M. (2007). *Reading Literacy in New Zealand: An Overview of New Zealand's Results from the Progress in International Reading Literacy Study (PIRLS) 2005/2006.* Wellington: Ministry of Education.
Chamberlain, M. (2008). *PIRLS 2005/2006 in New Zealand: An Overview of National Findings from the Second Cycle of the Progress in International Reading Literacy Study (PIRLS).* Wellington: Ministry of Education.

Figure 3.1.1: Distribution of PIRLS Reading Literacy Scores for New Zealand (2001 and 2005–2006)
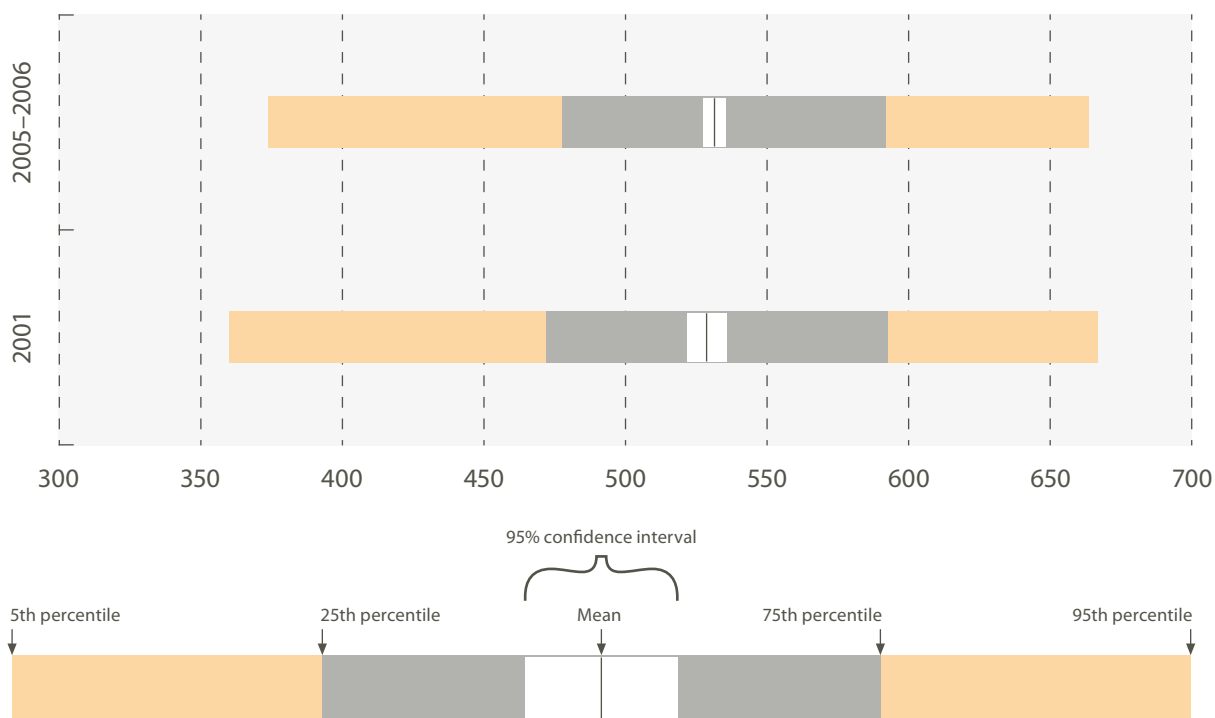
Ethnic group differences

Proportionately more Māori and Pasifika students participate in Reading Recovery than Asian students and European/Pākehā students. In 2009 as in previous years, Māori students and Pasifika students who successfully completed Reading Recovery made greater gains in reading and writing than European/Pākehā students. However, access to Reading Recovery was slightly lower for Māori (71 percent) and Pasifika (74 percent) students than for other students (77 percent). This is because some schools with high proportions of Māori and Pasifika students do not tend to offer Reading Recovery as much as other, higher decile schools.

In the 2008 NEMP reading and speaking assessment, European/Pākehā students scored higher on average than Māori students, but the differences in reading have lessened a little over the last eight years. At year 4 and year 8 levels, Pasifika students scored lower than European/Pākehā students in both reading and speaking. This difference has decreased a little for year 4 students over the past eight years, but the differences for year 8 students are quite large and not decreasing.

Year 8 European/Pākehā students were markedly more enthusiastic about reading than year 8 Māori students.

Compared with students for whom the predominant language spoken at home was not English, students for whom the predominant language at home was English scored higher at both year levels on tasks involving reading and speaking in English.

Ka Hikitia – Managing for Success has key goals to increase the effectiveness of literacy teaching and learning for Māori students in the early years of school. To measure progress in achieving this goal, *Ka Hikitia – Managing for Success* specifies a target to increase the PIRLS mean reading scores for Māori year 5 students by 7 percent by 2011.

The *Pasifika Education Plan 2009–2012* has as a target to set targets for an annual increase in the number of Pasifika students meeting National Standards in schools, once a baseline has been established.

Gender differences

The NEMP reading and speaking assessments showed that girls in both year 4 and year 8 typically performed a little better than boys on both reading and speaking tasks, but with a huge overlap in performance. They were also markedly more enthusiastic about reading and speaking than boys. This is typical internationally. For example, the PIRLS 2005/2006 results showed significant difference between the mean scores for boys and girls, with girls scoring 24 points higher, on average, than boys. However, the difference for New Zealand was the fifth largest to be observed across all countries.

Socio-economic differences

In 2009 students in higher decile schools entered Reading Recovery with higher reading scores than those from lower decile schools. Among students who successfully completed Reading Recovery, students in lower decile schools tended to make more progress than those from higher decile schools, largely because their initial scores were lower.

Literacy in secondary schooling

The New Zealand Curriculum and *Te Marautanga o Aotearoa* provide a basis for literacy teaching and learning in secondary schools.

To achieve a NCEA Level 1 qualification, all students must complete courses that fulfil specific literacy and numeracy requirements.

Current levels and trends

National indicators

In 2009, 78 percent of candidates met the literacy requirements for NCEA Level 1, continuing a trend of small improvements since 2004 (71 percent).

Figure 3.1.2: Students Who Met the Literacy and Numeracy Requirements for NCEA Level 1 by the End of Year 11 (2004–2009)

Legend: Literacy and numeracy met — Literacy met — Numeracy met
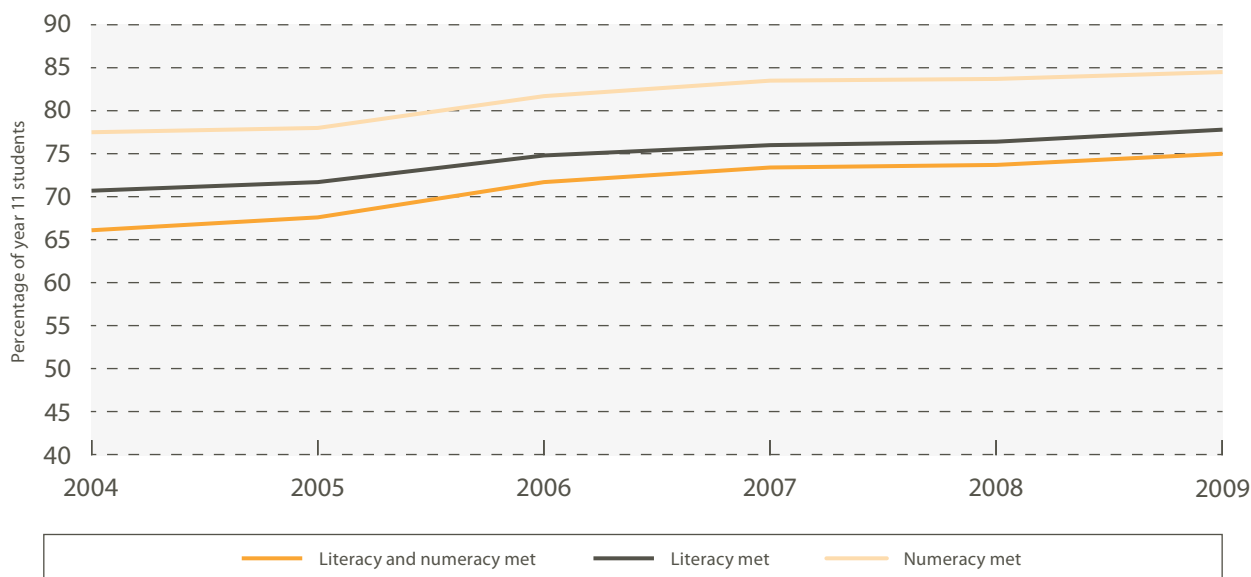
International differences

The Programme for International Student Assessment (PISA) study has assessed 15-year-old students' reading literacy on three-yearly intervals since 2000.

In PISA 2006[49] New Zealand's 15-year-old students performed very strongly. On average, only two of the other 29 OECD countries (Korea and Finland) achieved a significantly better result than New Zealand (Hong Kong-China also achieved a significantly higher score).

New Zealand's mean performance of 521 was significantly better than 50 of the 56 participating countries, including Australia (513), the United Kingdom (495) and the 21 other OECD countries.

In 2000–2006 there was no significant change in New Zealand's average 15-year-old student performance in reading literacy.

Ethnic group differences

The proportion of Māori students in Māori-medium settings achieving the literacy requirements for NCEA level 1 in either English or te reo Māori is higher than that of Māori students in English-medium settings. In 2009, 96 percent of Māori students in Māori-medium settings achieved the literacy requirements, compared with 75 percent of Māori candidates in English-medium settings, and 86 percent of non-Māori students. This has been relatively consistent since 2006, when 95 percent of

candidates in Māori-medium settings met the NCEA level 1 literacy requirements compared with 71 percent of Māori candidates in English-medium settings.

The proportion of Māori students in English-medium settings achieving the literacy requirements for NCEA level 1 is significantly lower than most other ethnic groups. The proportion of Pasifika students is also relatively low.

Failing to meet the literacy requirements prevents students from achieving NCEA level 1 and limits their opportunities for further study.

In 2009, 71 percent of Pasifika candidates, 78 percent of Asian candidates and 83 percent of European/ Pākehā candidates met the literacy requirements.

The results for Māori and Pasifika students are improving, with 65 percent of Māori candidates and 62 percent of Pasifika candidates having achieved the NCEA level 1 literacy requirements in 2006.

Ka Hikitia – Managing for Success has key goals to increase the effectiveness of teaching and learning for Māori students in years 9 and 10, and to increase the responsibility of secondary schools to ensure Māori students are present, engaged and achieving. *Ka Hikitia – Managing for Success* sets a target to improve the proportion of year 11 Māori students achieving the reading literacy and numeracy criteria for NCEA Level 1 from 59 percent in 2006 to be equal to or better than the proportion of non-Māori by 2012.

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[49] Marshall, N., Caygill, R. and May, S. (2006). *PISA 2006: Reading Literacy: How Ready Are Our 15-year-olds for Tomorrow's World?* Wellington: Ministry of Education.

Figure 3.1.3: Year 11 Students Meeting NCEA Level 1 Literacy and Numeracy Requirements, by Ethnicity (2004–2009)
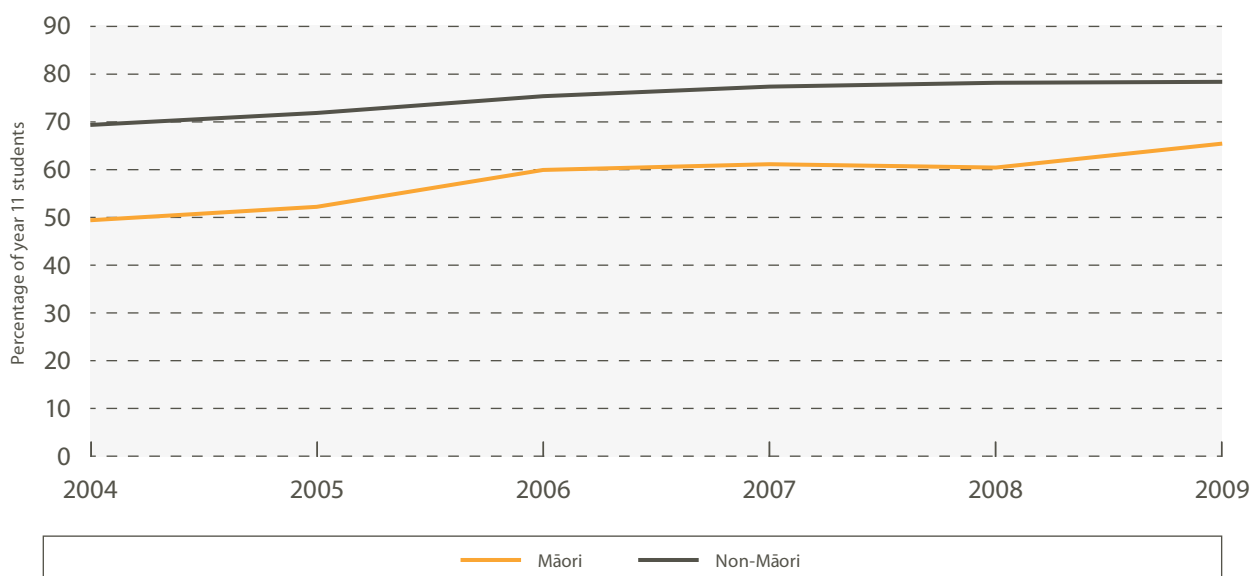
For the school sector the *Pasifika Education Plan 2009–2012* focuses primarily on accelerating literacy and numeracy achievement and gaining secondary-level qualifications. It sets a target to increase the proportion of Pasifika school leavers achieving NCEA Level 1 literacy and numeracy requirements from 84 percent in 2008 to 93 percent by 2012.

Gender differences

In 2009, 74 percent of male students and 82 percent of female students achieved the literacy requirements for NCEA Level 1. There has been a slow but steady increase in literacy for both genders since 2004, as the graph below indicates.

Socio-economic differences

The proportion of students from low decile schools achieving NCEA level 1 literacy requirements in 2009 continued to increase, and increased more markedly for this group than for students in middle or higher decile schools.

Figure 3.1.4: Year 11 Students Meeting the NCEA Level 1 Literacy Requirements, by Gender (2004–2009)
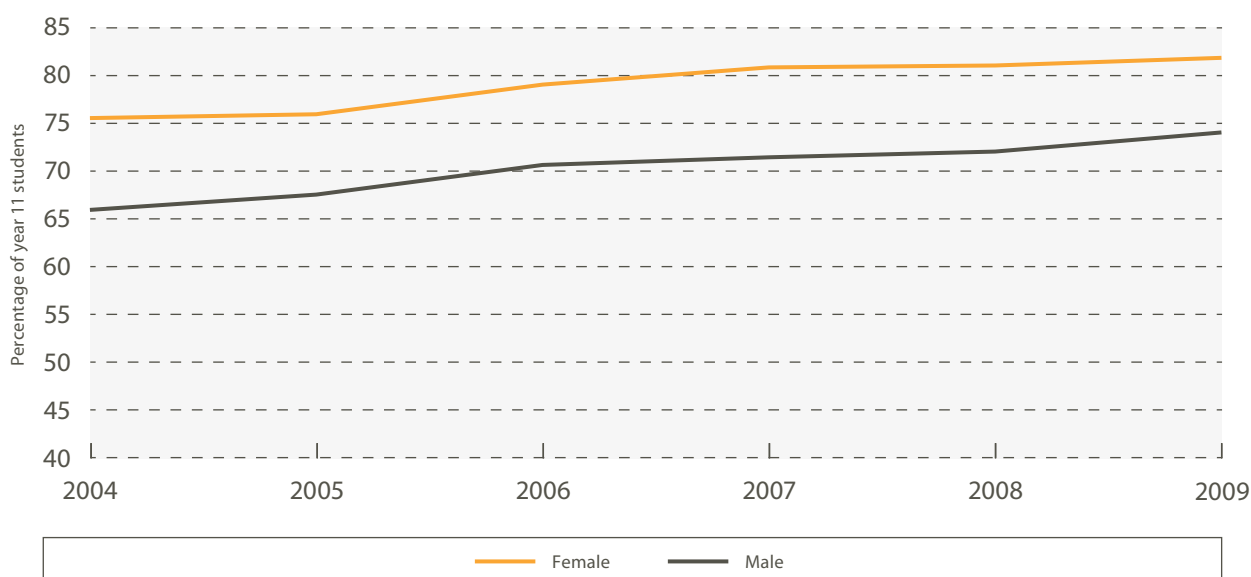
Figure 3.1.5: Students Achieving NCEA Level 1 Literacy and Numeracy Requirements by the End of Year 11, by Decile Group (2004–2009)
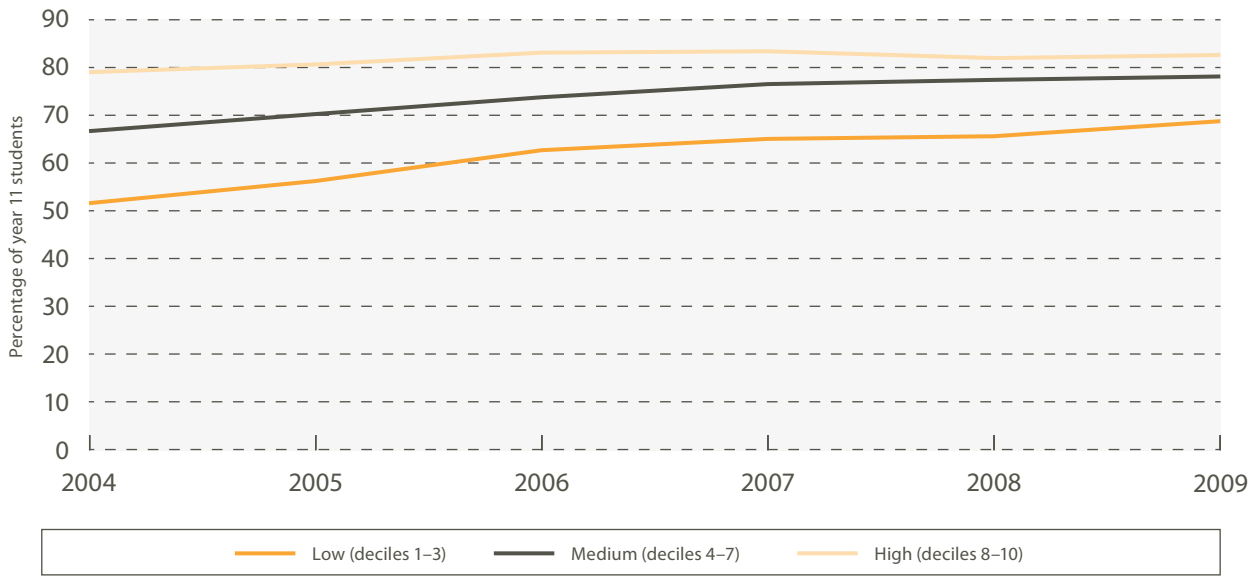
Percentage of year 11 students

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |

— Low (deciles 1–3)　　— Medium (deciles 4–7)　　— High (deciles 8–10)

Where to find out more

MATHEMATICS

New Zealand students perform well by international standards in mathematical literacy at the senior secondary level. However, there are groups of students in New Zealand with relatively low performance on average and mathematics performance by primary school students has not improved in the last five years.

Why is this important?

Mathematical knowledge is essential for successful participation in daily life, work and wider society. Numbers saturate the modern world, so people need numeracy skills and the ability to use mathematics in everyday life. Mathematics also equips people with effective strategies for investigating, interpreting, explaining and making sense of information.

Mathematical attainment at senior secondary level helps students prepare for successful participation in tertiary education. It helps them contribute to, and participate in, a changing labour market and an increasingly knowledge-based society.

How are we going?

Current levels and trends

Mathematics in primary schooling

As in previous NEMP mathematics assessments the 2009 results[50] showed that mathematics continues to be a very popular subject, with at least 85 percent of students at each of year 4 and year 8 indicating they were positive about doing mathematics at school.

The 2009 NEMP report on mathematics shows that students make strong gains in mathematics between year 4 and year 8, reflecting the specific teaching in mathematics that takes place over this period. The gains in mathematics between years 4 and 8 are higher than those made in most other subjects over the equivalent period, according to NEMP assessments.

However, overall there was no real change in mathematics performance at either the year 4 or year 8 levels in the 12 years since the first NEMP assessment in this subject in 1997.

Where student performance on tasks in 2009 improved compared with previous assessments, the gains were mainly small. On other tasks performance has dipped. For example, student performance on certain measurement estimation tasks continued to be quite weak. There was also a decline at the year 8

level in students' performance on complex multiplication tasks.

Of concern are the considerable disparities between Māori and European/Pākehā and Pasifika and European/Pākehā that have persisted without improvement since 2001, the first year in which comparisons were available.

Mathematics in secondary schooling

Mathematics from year 9 to year 11 is part of the core curriculum, so most students participate. In years 12 and 13 participation in mathematics remains high; 79 percent of year 12 students and 58 percent of year 13 students took at least one maths subject in 2009. In 2009, 85 percent of students achieved the numeracy requirements for NCEA Level 1 by the end of year 11.

Ethnic group differences

Māori and Pasifika students are still not experiencing success in mathematics at the same level as other groups.

In the 2009 NEMP assessments, European/Pākehā children averaged moderately to substantially higher than Māori students, and substantially higher than Pasifika students.

In 2009, 78 percent of Māori students achieved the numeracy requirements for NCEA Level 1. However, only 66 percent of Māori students achieved the literacy and numeracy requirements for Level 1 by the end of year 11, compared with 79 percent of non-Māori. Only 53 percent of Māori students actually achieved NCEA Level 1 by the end of year 11.

A target for *Ka Hikitia – Managing for Success* is to improve the proportion of year 11 Māori students achieving the reading literacy and numeracy criteria for NCEA Level 1 from 59 percent in 2006 to be equal to or better than the proportion of non-Māori by 2012.

Asian students were more likely than other candidates to attain NCEA Level 1 mathematics with 85 percent achieving in 2009. Fifty-nine percent of Māori and 60 percent of Pasifika year 11 students achieved Level 1 mathematics in 2009. There was little variation in both attainment and participation rates at this level in the last three years, for all ethnic groups.

The *Pasifika Education Plan 2009–2012*[51] seeks to ensure Pasifika young people demonstrate improved progress and achievement in literacy and numeracy in NCEA Levels 1, 2 and 3.

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[50] Crooks, T., Smith, J. and Flockton, L. (2010). *Mathematics: Assessment Results 2009*. Dunedin: Educational Assessment Research Unit, University of Otago.

[51] Ministry of Education. (2009). *Pasifika Education Plan 2009–2012*. Wellington: Ministry of Education.

Figure 3.1.6: Year 11 Student Attainment in Mathematics at NCEA Level 1 or Above, by Ethnicity (2006–2009)
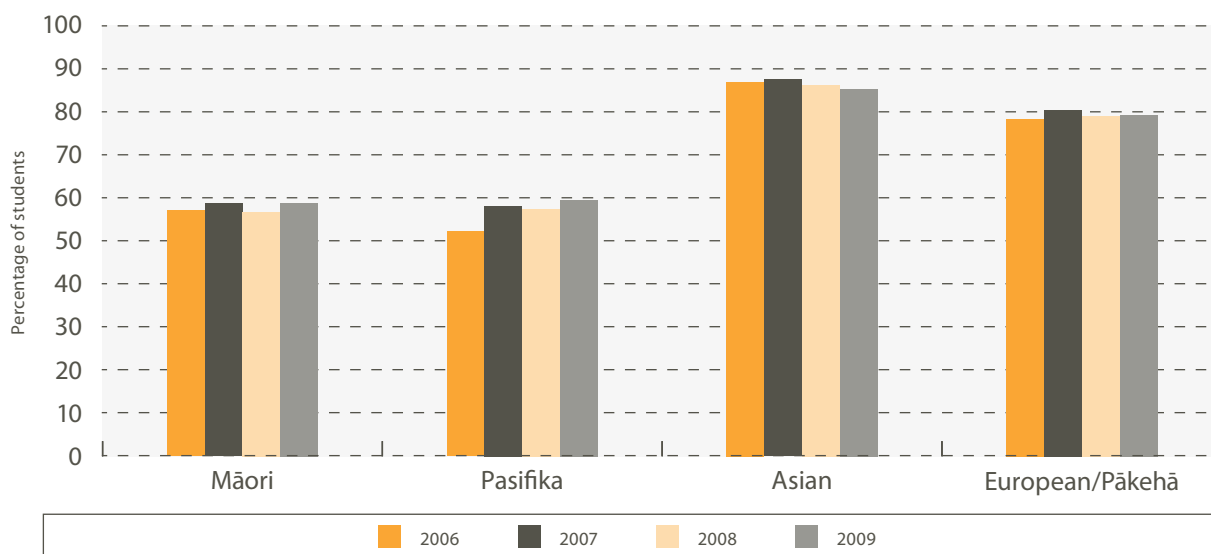
Gender differences

In the 2009 NEMP assessments, year 4 boys averaged slightly higher than girls. At year 8, the results were about the same for girls and boys, with boys only very slightly ahead. However, in previous years, girls were very slightly ahead.

Participation in mathematics for year 11 and 12 students was similar for both boys and girls. Girls were slightly ahead in attainment in both years but to a greater extent in year 12, where 45 percent girls achieved Level 2 or above compared with 41 percent of boys.

In 2009, 58 percent of year 13 students participated in at least one maths subject. At this level students choose from calculus, statistics or general mathematics. Statistics is generally the preferred option. More boys participate in mathematics at this level than girls, but girls are more likely to achieve Level 3 calculus and statistics than boys. In 2009, 73 percent of girls achieved 14 credits in Level 3 calculus compared with 67 percent of boys.

Figure 3.1.7: Year 13 Student Participation in Calculus and Statistics, by Gender (2004–2009)
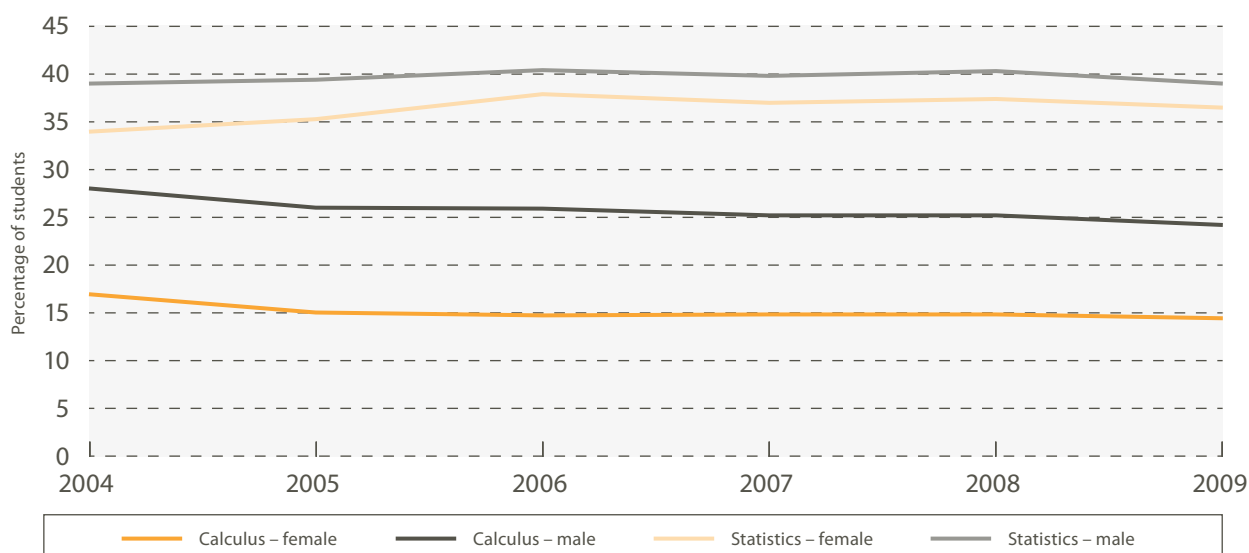
Where to find out more

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Indicators > **Student participation** >
- Mathematics achievement primary schooling
- Mathematics achievement senior secondary schooling

3.2 STUDENT OUTCOMES

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, students under 25 must achieve NCEA Level 3 with subjects that meet the requirements for entering university.

A 2009 report[52] found that students who choose or are directed into applied versions of core subjects or unit standards courses can find that this pathway 'fizzles out' with no higher-level study options. The report suggested that some of the 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.

Information from schools was often inadequate to enable parents, families and whānau to feel confident about making informed decisions.

Over a quarter (28 percent) of both parents and students want more guidance in making decisions about subjects in years 9 and 10 before it is too late.[53]

A report[54] on education and employment linkages in New Zealand highlighted that people need to make decisions about learning and careers throughout their lives. However, school career advisers have a focus on providing information for one-off decisions rather than lifelong strategies and development that help young people make sound decisions subsequent to the ones they make on leaving school.

Completion of senior secondary education is associated with a range of economic and social benefits both in New Zealand and across the OECD. 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.[55] 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.[56] This is why the Government is focusing on increasing the proportion of students achieving higher-level qualifications before they are 25.[57]

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[52] Madjar, I., McKinley, E., Seini Jensen, S. and Van Der Merwe, A. (2009). *Towards University: Navigating NCEA Course Choices in Low-mid Decile Schools.* Auckland: Starpath Project, University of Auckland.

[53] Wylie, C. and Hipkins, R. (2006). *Growing Independence: Competent Learners @ 14 Project.* Wellington: Research Division, Ministry of Education.

[54] Vaughan, K., Phillips, H., Dalziel, P. and Higgins, J. (2009). *A Matter of Perspective: Mapping Education Employment Linkages in Aotearoa New Zealand (EEL Research Report No.3).* Lincoln: AERU Research Unit, Lincoln University.

[55] Scott, D. and Smart, W. (2005). *What Factors Make a Difference to Getting a Degree in New Zealand?* Wellington: Ministry of Education.

[56] Earle, D. (2009). *Skills, Qualifications and Wages – an Analysis from the Adult Literacy and Life Skills Survey.* Wellington: Ministry of Education.

[57] Ministry of Education. (2010). *Tertiary Education Strategy 2010–2015.* See: www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TertiaryEducationStrategy.aspx

SCHOOL LEAVERS[58]

The qualifications a student has gained through school play a significant role in the ease with which they can pursue further study or 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.

Overall, since 2004, a greater proportion of leavers have attained NCEA Level 3 or University Entrance, and a smaller proportion has left school with attainment below NCEA Level 1.

Why is this important?

The success of an education system is manifested in, among other things, the success of individuals in finding sustainable employment and the income that can be made from the skills and knowledge that the individual brings to their job.

School-level qualifications provide an indicator of a level of literacy and skill. School leavers who do not complete any qualifications are, on average, more likely to have difficulty finding sustained and skilled employment.

How are we going?

School leavers in 2009

Current levels and trends

The cohort of 2009 school leavers was identified using ENROL.[59] For the first time school leaver data contained students who left school from an alternative education site or were thought by schools to be transferring between schools, but did not enrol at another New Zealand school by 1 March in the following year.

The Ministry estimates that an additional 2,065 school leavers were included in 2009 who would not have been counted as school leavers in March roll returns prior to 2009. Table 3.2.1 contains the school leaver results for the full 2009 cohort.[60]

Table 3.2.1: Highest Attainment of School Leavers (2009)

Highest Attainment of School Leavers	European /Pākehā %	Māori %	Pasifika %	Asian %	MELAA[61] %	Other %	All Ethnic Groups %
University Entrance or Level 3 qualification or higher[62]	49	20	25	65	48	45	44
Halfway to a Level 3 qualification	9	10	17	9	11	9	10
Level 2 qualification[63]	17	18	18	10	15	14	17
Halfway to a Level 2 qualification	7	11	13	4	8	7	8
Level 1 qualification	6	7	4	2	2	4	5
Halfway to a Level 1 qualification[64]	5	12	9	2	5	5	6
Less than halfway to a Level 1 qualification	4	9	6	2	5	3	5
Little or no formal attainment	4	14	8	5	7	12	6
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**

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[58] School leaver data is provisional as at 16 September 2010.

[59] ENROL is a national database which holds enrolment information and the eligibility criteria under which students enter school. It was developed to track student movements between schools.

[60] To ensure an accurate trend analysis the Ministry needs to use the restricted (pre 2009) definition of school leavers, which is based on data collected via highly aggregate paper-based roll returns. As a result, analysis of school leavers that is focused on 2009 data includes over 2,000 more students and is subsequently different to the 2009 results used for the trend analysis.

[61] Middle Eastern and Latin American and African (MELAA).

[62] Includes leavers achieving a University Entrance standard, which is defined as: those students with 42–59 credits at NCEA Level 3 and satisfying University Entrance criteria; or a National Certificate at Level 3 or above including a NCEA Level 3 qualification; or an overseas award at year 13 (for example, Cambridge International, Accelerated Christian Education) or University Entrance or University Bursary (A or B) or New Zealand Scholarship.

[63] Includes leavers with year 12 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas award.

[64] Includes leavers with year 11 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas award.

School leavers with NCEA Level 2 or a higher qualification

A formal school qualification at Level 2[65] or above is a benchmark that young adults need to complete to have a basic prerequisite for higher education and training, and many entry-level jobs.

Current levels and trends

In 2009, 73 percent of school leavers attained at least NCEA Level 2, compared with 71 percent in 2008 and 66 percent in 2007. Over 63 percent of leavers with NCEA Level 2 or above also achieved a University Entrance standard.

Ethnic group differences

Using total response, Asian students had the highest proportion of school leavers attaining at least NCEA Level 2 in 2009 (85 percent), followed by European/Pākehā (75 percent). There was a substantial gap between the proportion of Pasifika (60 percent) and Māori (48 percent) school leavers attaining at least NCEA Level 2.

When looking at trends it is necessary to use prioritised ethnicity and a more restricted definition of school leavers.[66] Relatively high rates of improvement can be seen for Pasifika and Māori since 2003, compared with other ethnic groups. 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 percent for Māori school leavers and 58 percent for non-Māori school leavers). In 2009 results increased for both groups to 53 percent for Māori school leavers and 77 percent 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 percent more likely to obtain NCEA Level 2 or above than Pasifika school leavers, compared with 12 percent more likely in 2009.

Figure 3.2.1: School Leavers with NCEA Level 2 or a Higher Qualification, by Ethnic Group (2004–2009)

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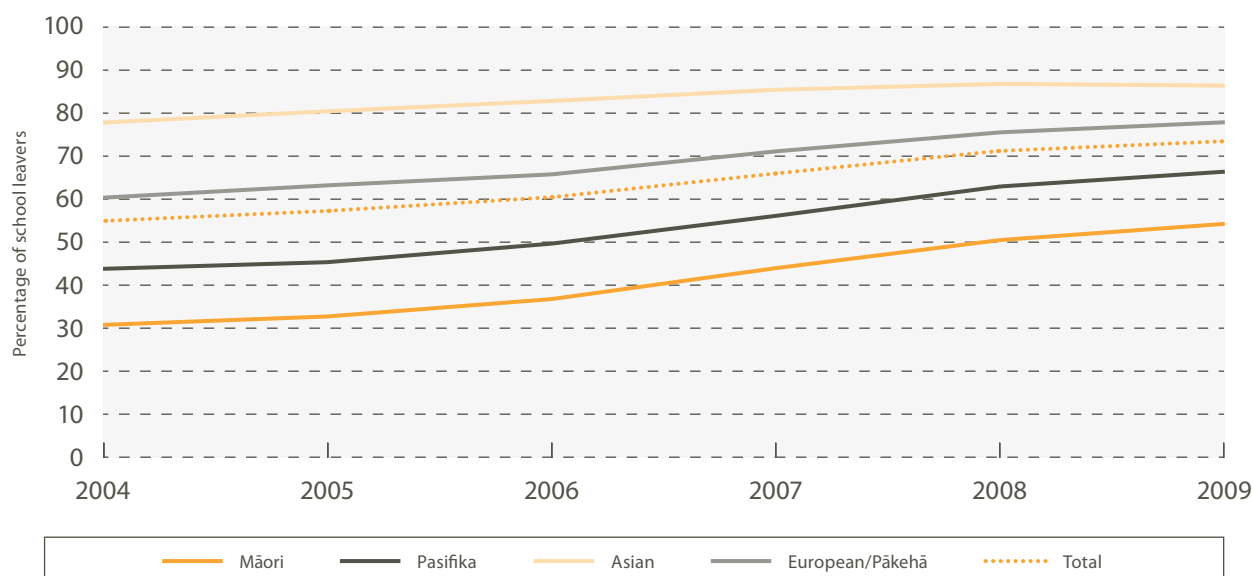
[65] Includes leavers with NCEA Level 2, an international equivalent Level 2 school qualification or a tertiary qualification at International Standard Classification of Education (ISCED) 3 or higher are the minimum qualifications that individuals need to attain for upper-secondary graduation in OECD indicators.

[66] Please refer to School leavers in 2009 on page 36.

Ka Hikitia – Managing for Success sets a target[67] to increase the proportion of Māori school leavers with NCEA Level 2 or above from 37 percent in 2006 to 55 percent by 2012. Achievement of this target is tracked annually and the target is on track to be met by 2012.

A target[68] 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 percent in 2008 to 75 percent by the end of 2012.

As noted, and as can be seen in Figure 3.2.3, the gap between the proportion of Pasifika and the proportion of non-Pasifika students leaving school with NCEA Level 2 or above decreased over the last year. In 2009, 66 percent of Pasifika school leavers and 74 percent of non-Pasifika school leavers had NCEA Level 2 or above (compared with 63 percent and 72 percent respectively in 2008).

It is forecast that the target of 75 percent of Pasifika school leavers attaining at least NCEA Level 2 by 2012 will be met.

Gender differences

Girls performed better than boys, with 74 percent attaining at least NCEA Level 2 in 2009 compared with 66 percent of boys.

Socio-economic differences

In 2009, 86 percent of students from schools in the highest deciles (deciles 9 and 10) left school with at least NCEA Level 2. This was 35 percentage points higher than schools in the lowest two deciles (51 percent). This gap has narrowed since 2006 when students from schools in deciles 9 and 10 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.

Current levels and trends

In 2009, 46 percent of school leavers achieved at least a University Entrance standard,[69] an increase of 14 percentage points from 2004 (32 percent).

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 upon school leavers gaining University Entrance requirements and eligible students choosing to progress to tertiary study and completing their qualifications.

A recent study[70] found that 70 percent of school leavers with at least NCEA Level 3 chose to transition directly to bachelors-level study. A further 13 percent of these leavers chose to study below bachelors-level. The remaining students did not make a direct transition to tertiary study in New Zealand.

Ethnic group differences

In 2009 using total response, Asian students had the highest proportion of school leavers achieving a University Entrance standard (65 percent), compared with European/Pākehā (49 percent), Pasifika (25 percent) and Māori (20 percent).

To look at trends over time it is necessary to use prioritised ethnicities and a more restricted definition of school leavers.[71]

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[67] Targets in *Ka Hikitia – Managing for Success* are based on prioritised ethnicity and the more restrictive definition of school leavers.

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

[69] Under the old definition of the school leaver cohort.

[70] Engler, R. (2010). *School Leavers' Progression to Bachelors-level Study*. Wellington: Ministry of Education.

[71] Please refer to School leavers in 2009 on page 36.

Figure 3.2.2: School Leavers Achieving a University Entrance Standard, by Prioritised Ethnic Group (2004–2009)
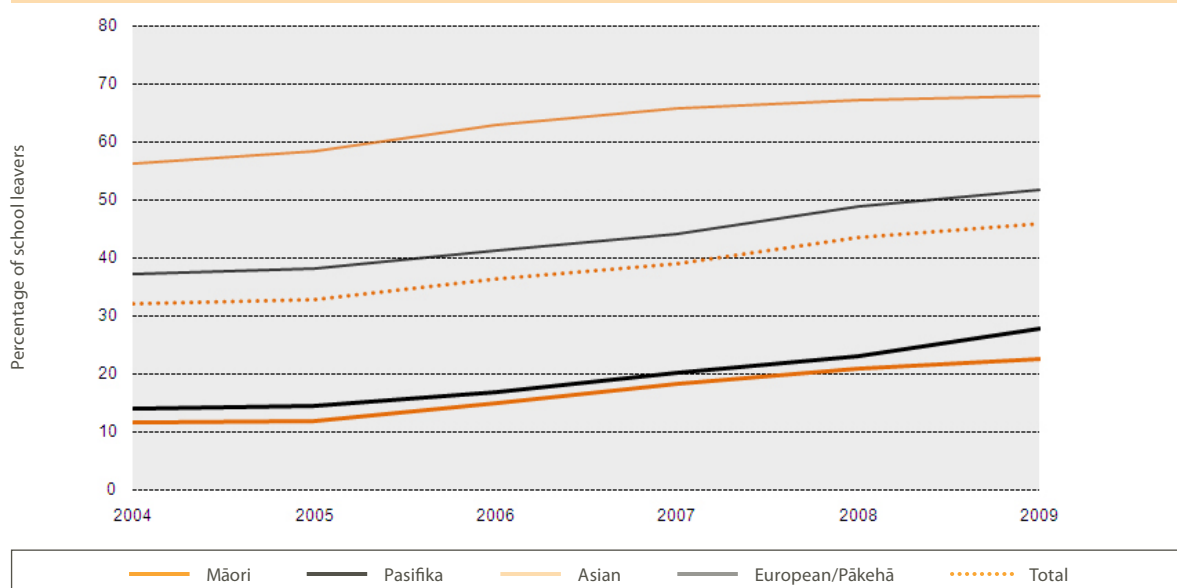
The proportion of Māori school leavers achieving a University Entrance standard increased by 11 percentage points between 2004 and 2009 (12 percent in 2004 to 23 percent in 2009). This is compared with an improvement of 14 percentage points for non-Māori school leavers (37 percent in 2004 compared with 51 percent in 2009).[72]

Ka Hikitia – Managing for Success sets a target to increase the proportion of Māori school leavers qualified to attend university from 15 percent in 2006 to 30 percent by 2012. It is forecast that the target of 30 percent of Māori school leavers attaining at University Entrance standard by 2012 will be met.

A 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 percent in 2008 to 30 percent by the end of 2012.

Since 2004 the proportion of Pasifika school leavers achieving a University Entrance standard improved by 14 percentage points (from 14 percent in 2004 to 28 percent in 2009). Non-Pasifika school leavers also had a 14 percentage point improvement over the same period (from 34 percent in 2004 to 48 percent in 2009).

The gap between the proportion of Pasifika and the proportion of non-Pasifika students leaving school having achieved a University Entrance standard has stayed relatively even.

It is forecast that the target of 30 percent of Pasifika school leavers achieving a University Entrance standard by 2012 will be met.

Gender differences

Girls performed better than boys, with 50 percent of 2009 female school leavers achieving a University Entrance standard compared with 37 percent of 2009 male school leavers.

Socio-economic differences

In 2009 students from schools in the highest deciles (deciles 9 and 10) are 3.0 times more likely to leave school having achieved a University Entrance standard than students from schools in deciles 1 or 2.

Where to find out more

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• Transition from school to tertiary |
| Publications | Tertiary | • Profile and Trends 2009:
New Zealand's Tertiary Education Sector |

[72] Please refer to School leavers in 2009 on page 36.

NATIONAL QUALIFICATIONS FRAMEWORK ATTAINMENT AT SENIOR SECONDARY LEVEL

It has been five years since all NCEA/National Qualifications Framework (NQF) levels were implemented in schools. Attainment rates for year 11 students continue to slowly increase for the population as a whole but at a faster rate for Māori and Pasifika.

Why is this important?

The majority of senior secondary students work towards qualifications on the NQF. For 98 percent of these students, this will be an NCEA qualification.

How are we going?

Participation in NCEA

Current levels and trends

Participation rates in NCEA in years 11–13 have remained stable since 2007. Student participation[73] in NCEA in 2009 was 94 percent for year 11 students, 96 percent for year 12 and 93 percent for year 13.

In 2009, 64 percent of year 11 students achieved an NCEA qualification. The rate of attainment at Level 1 or above has increased steadily since 2004 when 55 percent of year 11 students achieved Level 1. Sixty-six percent of year 12 students achieved an NCEA qualification at Level 2 or above, a slight increase since 2007. Fifty-three percent of year 13 students achieved an NCEA qualification at Level 3 or above. This achievement rate is unchanged since 2007.

Students who are not participating in NCEA or NQF certificates may be participating in other examinations such as Cambridge. These students are not discussed here but their outcomes are included in the school leaver section.

Ethnic group differences

The proportion of Māori and Pasifika students achieving an NCEA qualification has increased steadily since 2004, at all levels. In 2009, 48 percent of year 11 Māori and Pasifika achieved a Level 1 qualification or above, compared with 33 and 30 percent (respectively) in 2004.

The achievement rate for European/Pākehā and Asian students increased initially from 2004 and then stabilised from 2007 onwards. In 2009, 72 percent of European/Pākehā and 69 percent of Asian students achieved a Level 1 qualification or above (see Figure 3.2.3).

Figure 3.2.3: Year 11 Students Achieving NCEA Qualification at Typical Level or Above, by Ethnic Group (2006–2009)

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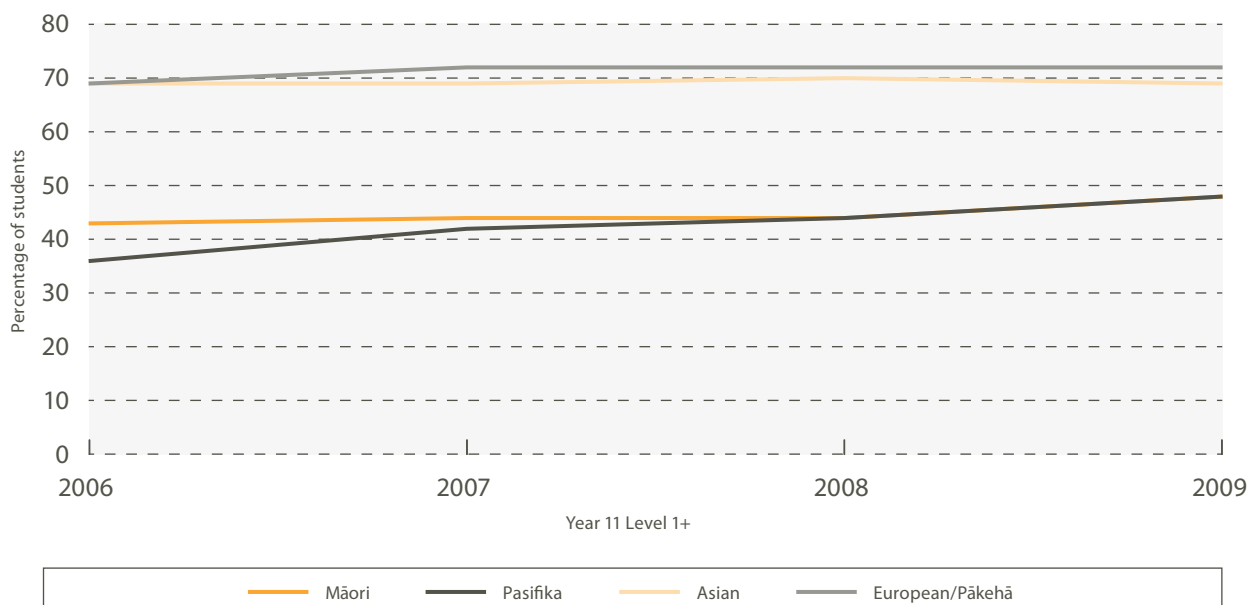
[73] Participation is calculated by dividing candidates (with at least one credit from the NQF) by the roll total for each group. The denominator for achievement is also roll count for each year level.

Figure 3.2.4: Year 12 Students Achieving an NCEA Qualification at Typical Level or Above, by Ethnic Group (2006–2009)

Year 12 Level 2+

Legend: Māori — Pasifika — Asian — European/Pākehā
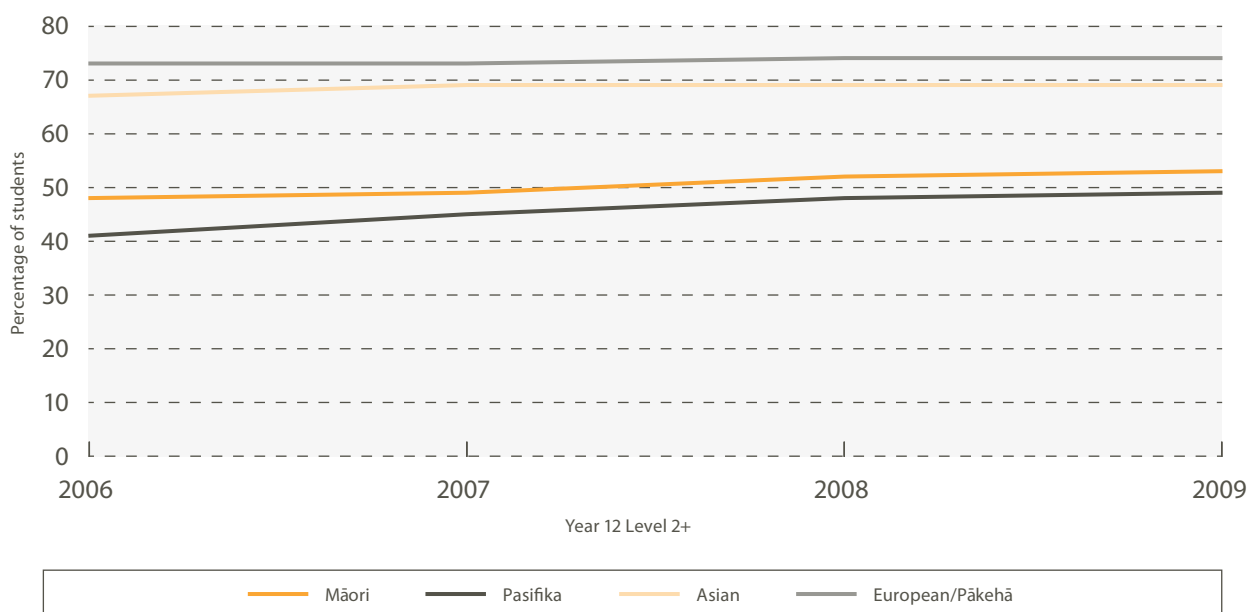
Achievement for year 12 students has followed similar trends to year 11 students across the ethnic groups. The achievement rate for Māori students for a qualification at Level 2 or above increased from 37 percent in 2004 to 53 percent in 2009. For Pasifika, the increase was from 34 percent in 2004 to 49 percent in 2009 (see Figure 3.2.4).

Student achievement in year 13 has not changed significantly since 2007 for most ethnic groups. However, Pasifika students have shown steady growth in Level 3 qualification rates from 2004 to 2009, with 31 percent achieving Level 3 in 2009 compared with 19 percent in 2004.

A goal for Māori Language Education from *Ka Hikitia – Managing for Success* is:

> *All students must have access to quality Māori-medium education options across the education sector if they so choose. This requires both quality provision and a strong network of providers.*[74]

Candidates in Māori-medium schools[75] are more likely to achieve a typical or above qualification in all year levels compared with Māori in English-medium schools (see Figure 3.2.5).[76]

[74] Ministry of Education. (2009). *Ngā Haeata Mātauranga – Annual Report on Māori Education.* Wellington: Ministry of Education. See: www.educationcounts.govt.nz/publications/series/5851/75954.

[75] Ninety-nine percent of year 11–13 students in Māori-medium schooling are Māori students.

[76] Candidates are used as the denominator for Māori-medium achievement statistics because the number of year 11–13 students enrolled at Māori-medium schools is relatively small, and there is a poor match between candidates and roll count for this small group.

Figure 3.2.5: Typical Level Attainment for Year 11–13 Candidates in Māori-medium Schools and Māori and Non-Māori at English-medium Schools (2007–2009)
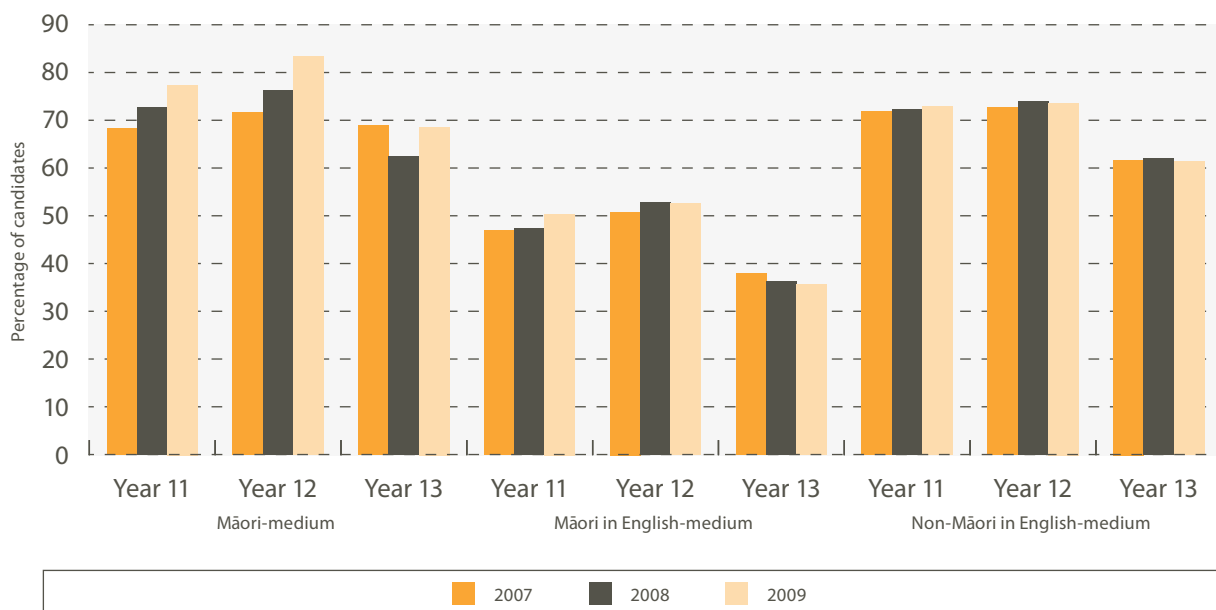
International students make up approximately 4 percent[77] of all students enrolled in senior secondary schooling. International students are less likely to participate in NCEA/NQF compared with domestic students. Participation rates in NCEA varied from 82 percent of year 11 to 64 percent of year 13 international students in 2009.

In 2009, 40 percent of year 11 international candidates[78] achieved an NCEA Level 1 qualification or above, 44 percent of year 12 candidates achieved a Level 2 qualification or above and 46 percent of year 13 candidates achieved a Level 3 qualification or above.

Gender differences

There are significant differences between gender groups, with no indication that the gap is closing (see Figure 3.2.6).

In 2009, 59 percent of male students achieved a Level 1 qualification or above compared with 68 percent of female students. In year 12, 61 percent of males and 70 percent of females achieved a Level 2 qualification or above. The difference in achievement rates by gender is greater for year 13 students, with 44 percent of males and 60 percent of female students achieving a Level 3 qualification or above.

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[77] International students are defined as fee-paying or NZAID students from 2004 to 2008, from 2009 onwards NZAID students are domestic students.

[78] Total candidates are used as the denominator to estimate attainment rate instead of roll. Participation in NCEA is relatively low for international students, so total candidates are therefore more accurate than roll.

Figure 3.2.6: Senior Secondary Students Achieving an NCEA Qualification, by Gender (2006–2009)
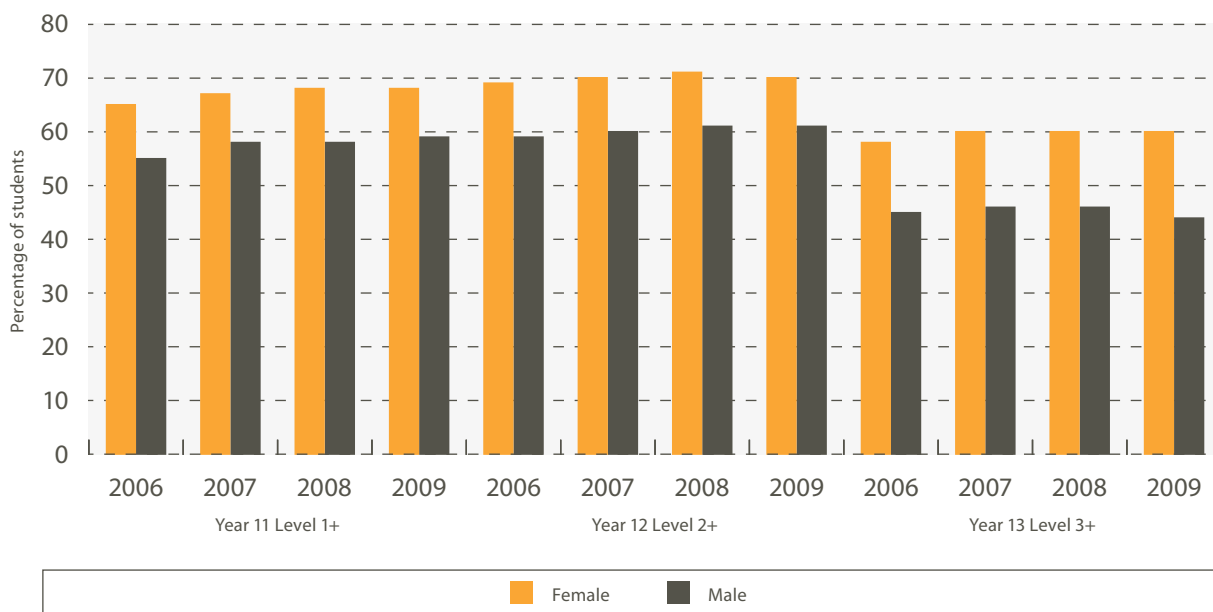
Socio-economic differences

The school decile rating is a measure of socio-economic factors and a rating is attributed to every state or state integrated school. The proportion of students in year 11 achieving a Level 1 qualification or above has stabilised for high decile schools (77 percent from 2007 to 2009). There is a similar trend for medium decile schools (65 percent in 2009). In low decile schools the proportion of students to achieve a qualification continues to increase slightly each year (51 percent in 2009) (see Figure 3.2.7).

Figure 3.2.7: Year 11 Students Achieving an NCEA Qualification, by Decile Group (2004–2009)
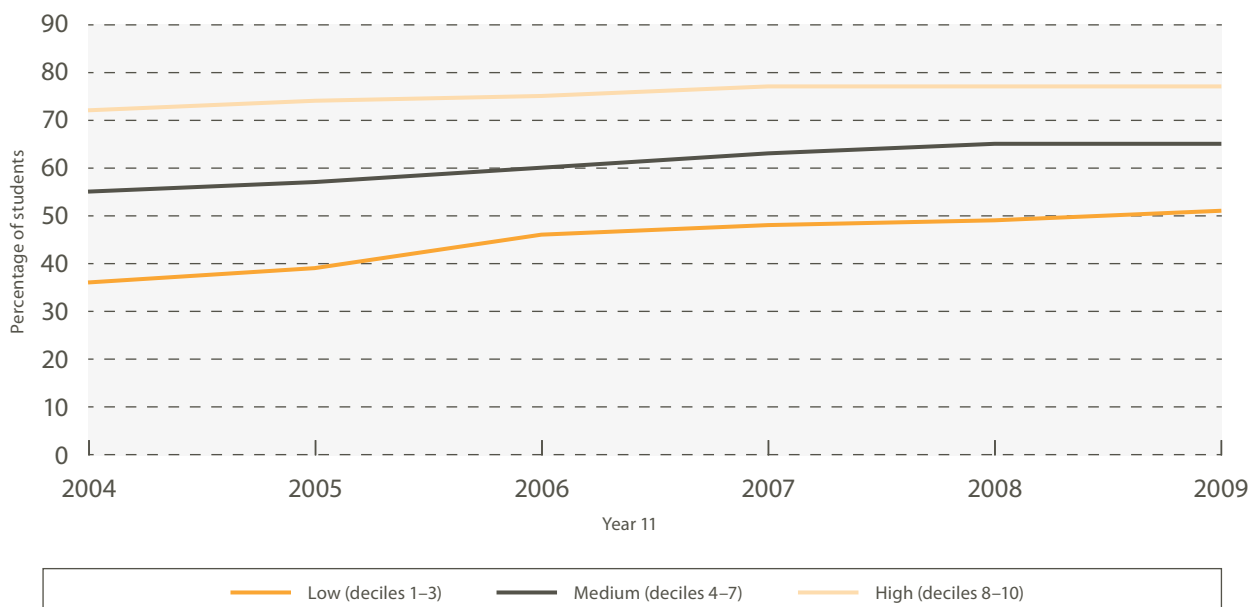
Certificate endorsement

Certificate endorsement for NCEA Levels 1, 2 and 3 was introduced in 2007 to increase the incentive for more able students to achieve to their maximum potential. A 2009 survey by the New Zealand Council for Educational Research (NZCER) on NCEA[79] confirmed that endorsements had a positive effect on student motivation. Principals and teachers agreed that endorsements motivated students to work harder and high achievers to do their best.

In the years since the introduction of endorsements, the proportion of students awarded either a merit or excellence has not varied by more than one percentage point at any level.

In 2009, 17 percent of year 11 students were awarded qualifications with a merit and 5 percent with an excellence (for Level 1 or above), and 42 percent of students achieved a qualification without any endorsement.

Asian students were most likely to be awarded a merit or excellence endorsement at Level 1, with 24 percent and 12 percent of students (respectively) gaining these endorsements in 2009 (see Figure 3.2.8).

Figure 3.2.8: Year 11 Students Awarded an Endorsement, by Ethnic Group (2007–2009)
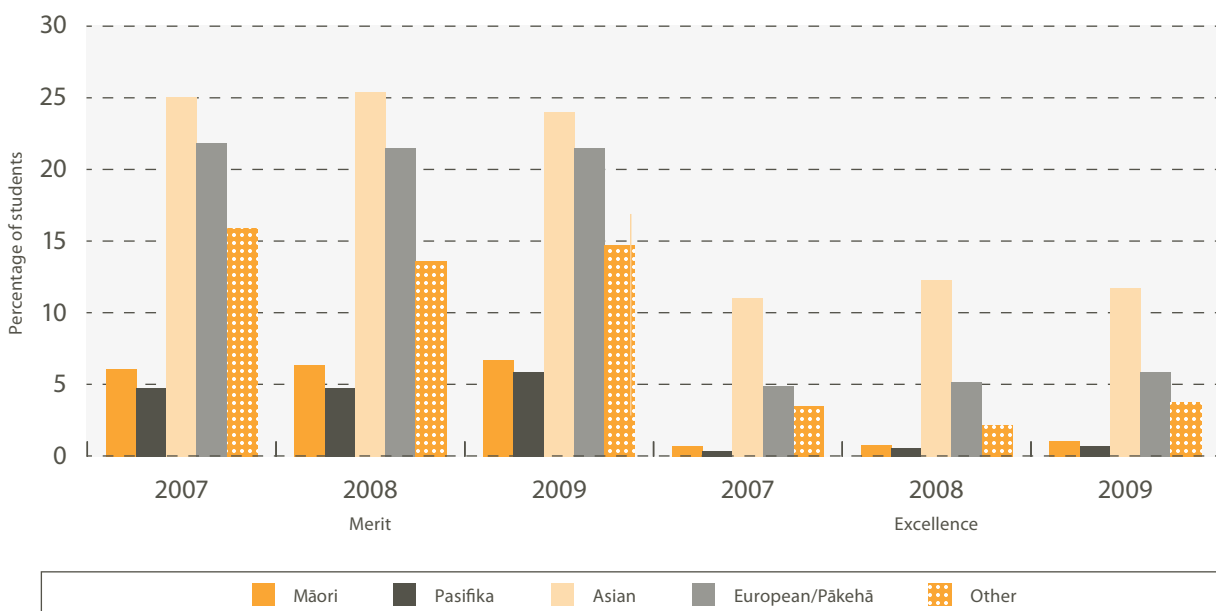
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[79] Hipkins, R. (2010). *The Evolving NCEA: Findings from the NZCER National Survey on Secondary Schools 2009.* Wellington: New Zealand Council for Educational Research.

3.3 STUDENT PARTICIPATION AND ENGAGEMENT WITH LEARNING

Competent Learners @ 16[80] found that both high- and low-achieving students had the same average attitudinal scores at age five, regardless of their level of competence. However, this changes for some students as they progress through primary school.

Students who become disengaged from school often begin to do so before the age of 12.[81] Disengagement accelerates at secondary school, particularly for Māori and Pasifika boys.[82] Students can experience a significant decrease in positive attitudes to subjects and engagement in learning from year 8 to 10, and their rate of achievement falls accordingly.[83]

The primary to secondary school transition has a much greater impact on students' learning than the move from year 9 to year 10.[84] The biggest 'danger period' for students to experience negative attitudes seems to be during the second half of year 9, not in the first few weeks following the transition.

There was considerable agreement among principals, teachers and students that to teach students in years 7 to 10, teachers require specialist knowledge, pedagogical skills and personal attributes.[85] To support student engagement, teachers need to provide varied, interesting and 'fun' learning opportunities which relate to real life. Students appreciate clear explanations and instructions, and regular constructive feedback to help support them with areas of weakness.

Strong classroom management skills were also identified as key for teaching years 7–10. Teachers need to create a stable classroom environment and set clear boundaries for behaviour. They need to form positive relationships with their students, show a sense of humour and be patient and empathetic. Students emphasised the importance of teachers treating students fairly and consistently.

Although Pasifika students generally report good levels of engagement with school, their achievement levels do not reflect this.[86] In 2009 ERO[87] identified a need for teachers to understand that students being 'on task' in the classroom does not necessarily mean that they are actually engaged effectively in learning. Few schools in this study undertook initiatives that focused solely on increasing the engagement of their Pasifka students. Approximately one-third of schools had no systematic way of evaluating the effectiveness of initiatives they had undertaken. Most of these schools did not have baseline data or specific data about their Pasifika students.[88]

For those students who become disengaged, the source of their disengagement generally included 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).[89]

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80 Wylie, C. and Hodgen E. (2007). *Growing Independence: Competent Learners @ 16: Competency Levels and Development over Time.* Wellington: Ministry of Education.

81 Wylie, C., with Cameron, M., Twist, J., McDowell, S. and Fisher, J. (2009). *Conditions for School Innovation and Transformation.* Paper for 22nd ICSEI, Vancouver, January 2009.

82 Gibbs, R. and Poskitt, J. (2010). *Student Engagement in the Middle Years of Schooling (Years 7–10): A Literature Review.* Report to the Ministry of Education. Wellington: Ministry of Education.
Wylie, C. and Hipkins, R. (2006). *Growing Independence: Competent Learners @ 14 Project.* Wellington: Research Division, Ministry of Education.

83 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/

84 Research Division. (2008). *A Study of Students' Transition from Primary to Secondary Schooling.* Wellington: Ministry of Education.

85 Durling, N., Ng, L. and Bishop, F. (2010). *The Education of Years 7 to 10 Students: A Focus on Their Teaching and Learning Needs — Summary Report.* Wellington: Ministry of Education.

86 Ministry of Pacific Island Affairs and Statistics New Zealand. (2010). *Education and Pacific Peoples in New Zealand.* Wellington: Ministry of Pacific Island Affairs and Statistics New Zealand.

87 Education Review Office. (2009). *Progress in Pacific Student Achievement: A Pilot Evaluation of Auckland Schools.* Wellington: Education Review Office.

88 Ministry of Education. (2006). *Pasifika Education Plan 2006–2010.* Wellington: Ministry of Education.

89 Wylie, C., with Cameron, M., Twist, J., McDowell, S. and Fisher, J. (2009). *Conditions for School Innovation and Transformation.* Paper for 22nd ICSEI, Vancouver, January 2009.

MĀORI LANGUAGE IN EDUCATION

The proportion of primary and secondary students engaged in Māori language education has declined annually since a peak in 2003 when the rate stood at 21.9 percent. In 2009 19.9 percent of students were engaged in Māori language education.

Compared with 2008 rates, 2009 enrolments increased at the secondary level by 3.4 percent (851 students), but decreased at the primary level by 11.7 percent (16,642 students).

Why is this important?

Māori language in education is a defining feature of New Zealand's education system. Teaching and learning te reo Māori across all education settings affirms its value to all students. Students learn te reo Māori by participating either in Māori language classes in English-medium schools or Māori-medium education where they learn in immersion (Māori language only) or bilingual (Māori and English) settings.

Māori-medium education providers operate within a specific cultural framework and, in some cases, culture and language specific to a particular iwi. They are driven by their communities and play a key role in realising community aspirations and supporting the understanding and development of Māori language, culture and knowledge.

In the last 30 years, the Māori-medium sector has grown extensively, increasing the number of te reo Māori speakers and providing Māori learners with the opportunity to speak te reo Māori and more fully participate and succeed in te ao Māori, both in Aotearoa New Zealand and internationally.

New Zealand is the only country in the world to have national curricula in two languages that are not direct translations of one another. *Te Marautanga o Aotearoa* provides a curriculum for Māori-medium settings that is developed by Māori for Māori. *The New Zealand Curriculum* emphasises the importance of the Māori language and culture for all students, and has developed guidelines for teaching and learning te reo Māori in English-medium schools.

How are we going?

All students must be able to access quality Māori-medium education options if they wish. This requires both quality provision and a strong network of providers.

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

To have successful outcomes in immersion or bilingual education a student needs to participate in bilingual or immersion education for at least four years and ideally six to eight years.[90]

Overall the proportion of all students (primary and secondary) engaged in Māori language education decreased between 2003 and 2008. In 2003, 21.9 percent of students were engaged in Māori language education (learning Māori language or being taught in Māori-medium education). This dropped to 19.7 percent in 2008 but increased to 19.9 percent in 2009.

Since 2003 enrolments have increased at the secondary school level (years 9–13) by 3.4 percent (851 students) but decreased in the primary school level (years 1–8) by 11.7 percent (16,642 students).

In addition to those involved in Māori-medium education at secondary level, 9,387 Māori students were learning te reo Māori for three or more hours per week in 2009. This is 8.2 percent of all Māori students in 2009, up from 7.8 percent in 2008.

90 May, S., Hill, R. and Tiakiwai, S. (2004). *Bilingual/Immersion Education: Indicators of Good Practice. Final Report to the Ministry of Education*. Wellington: Ministry of Education.

Figure 3.3.1: Māori Students at Secondary Level Taking Te Reo as a Subject for at Least Three Hours per Week (2001–2009)
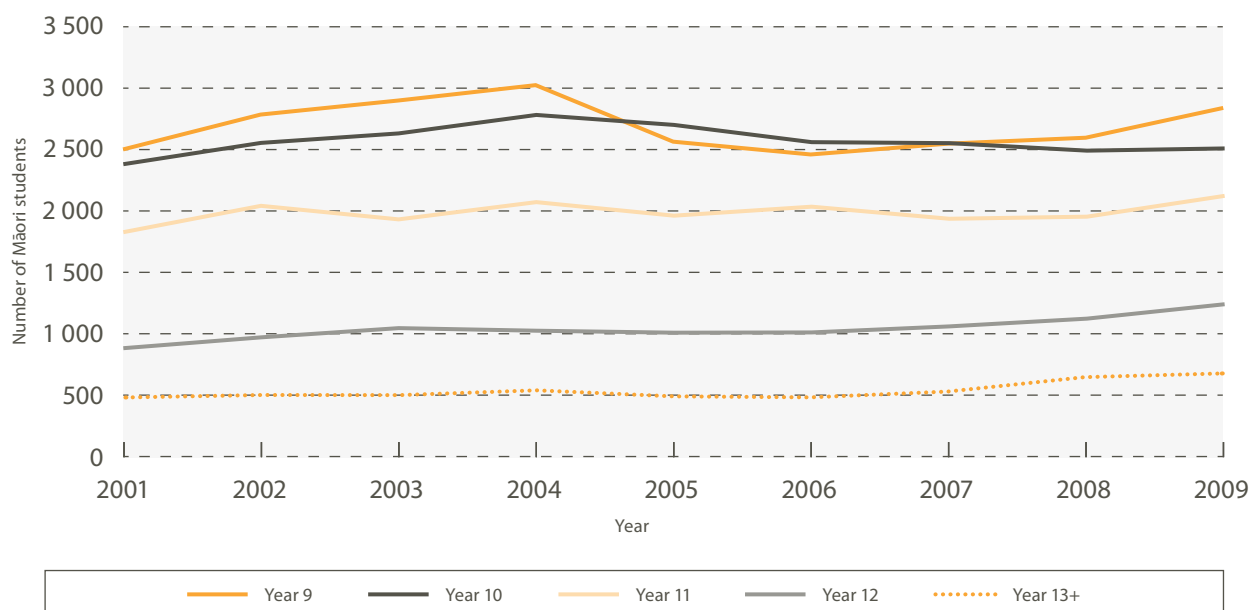
The total number of students participating in te reo Māori in English-medium settings for at least three hours per week increased from July 2008 by 1,970 (10.3 percent) to 21,128 students in July 2009. There was a slight increase (0.5 percent) to 102,015 students learning te reo Māori for less than three hours per week.

The proportion of year 11 students studying te reo Māori and te reo Rangatira increased from 6.1 percent in July 2008 to 6.4 percent in July 2009.

Enrolments in Māori-medium education

Some school settings, where students are taught in te reo Māori, use te reo Māori most or all of the time (Māori-medium levels 1 and 2). Others use it less and are called bilingual classes (Māori-medium levels 3 and 4). The total number of students in Māori-medium education has stayed fairly constant since 2001 (see Table 3.3.1).

Table 3.3.1: Students in Māori-medium Education, by Level of Learning (2001–2009)

Level of Learning	2001	2002	2003	2004	2005	2006	2007	2008	2009
Level 1: 81–100%	11 155	11 640	12 209	12 580	12 755	12 235	11 991	11 774	11 634
Level 2: 51–80%	5 305	5 124	4 658	5 360	5 119	5 187	5 424	5 157	5 161
Level 3: 31–50%	5 836	5 531	6 024	5 345	5 761	5 450	5 154	4 795	4 649
Level 4(a): up to 30%	5 569	5 571	6 191	6 294	5 279	6 469	5 926	7 007	6 727
Māori-medium	**27 865**	**27 866**	**29 082**	**29 579**	**28 914**	**29 341**	**28 495**	**28 733**	**28 171**

The number of students in bilingual Māori-medium education has decreased but the number in kura kaupapa Māori and wharekura has increased steadily since 2001. There were 6,267 students in kura kaupapa Māori and kura teina in 2009, an increase of 9.3 percent since 2002 when 5,428 students were enrolled. Over the same period, the total Māori school student population grew by 9.5 percent.

The number of kura kaupapa Māori and kura teina increased from 13 in 1992 to 88 in 2009: 70 kura kaupapa Māori, three kura teina (established under Section 155 of the Education Act 1989) and 15 designated character schools (established under Section 156).

Achievement in Māori-medium settings

As in English-medium schooling, there are differences in the performance of students in Māori-medium schooling. Although the relatively small number of students makes it difficult to draw conclusions, the data consistently shows that students in Māori-medium schooling achieve better in NCEA than Māori students attending English-medium schools.

NCEA candidates at Māori-medium schools are on average more likely to meet both the literacy and numeracy requirements (in te reo Māori and/or English) for NCEA Level 1 by the end of year 11 than Māori students in English-medium schools (in English).

Year 11–13 candidates at Māori-medium schools are on average more likely to gain a typical level or higher NCEA qualification than Māori students at English-medium schools.

The proportion of students from Māori-medium schools who leave school qualified to attend university is much higher than that of Māori students from English-medium schools, and comparable with the proportion of non-Māori in English-medium schools.

Ka Hikitia – Managing for Success

Ka Hikitia – Managing for Success sets out targets to monitor the achievement of goals for Māori Language in Education:

> Increase the proportion of school leavers from Māori-immersion and bilingual schools with University Entrance or above from 39.4 percent 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 percent in 2006 to 10 percent by 2012.

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

Figure 3.3.2: School Leavers from Māori-immersion and Bilingual Schools Qualified to Attend University (2002–2009)

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 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 percent of the time.
Wharekura	Secondary level kura.

Where to find out more

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RETENTION OF STUDENTS IN SECONDARY SCHOOLING

As a result of the Ministry strengthening its early leaving application and approval process, the rate of early leaving exemptions for 15-year-olds has dropped by 85 percent since 2006. Māori students and male students have considerably higher early leaving exemption rates than their counterparts.

An estimated 81 percent of students remained at school to their 17th birthday in 2009. Retention rates have been gradually increasing since 2006. However, substantial differences still exist between girls and boys, and Māori and non-Māori students.

Why is this important?

In order for students to realise their potential and achieve the learning necessary for full participation in society, schools have the responsibility for ensure that students stay at school, remain interested and engaged in learning and are supported to succeed at school.

A 2006 study found that over half (56 percent) 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.[91]

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 students stay at secondary school the more likely they are to move into tertiary education once they leave school.[92]

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 lifelong learning, or returning to formal study in later years.

How are we going?

Retention of students

Current levels and trends

In 2007 an estimated 77 percent of students stayed at school to their 17th birthday. In 2009 this rate improved to 81 percent.

Figure 3.3.5: Estimated Proportion of Students Who Were Retained at Individual Schools to Age 17, by School Decile (2009)
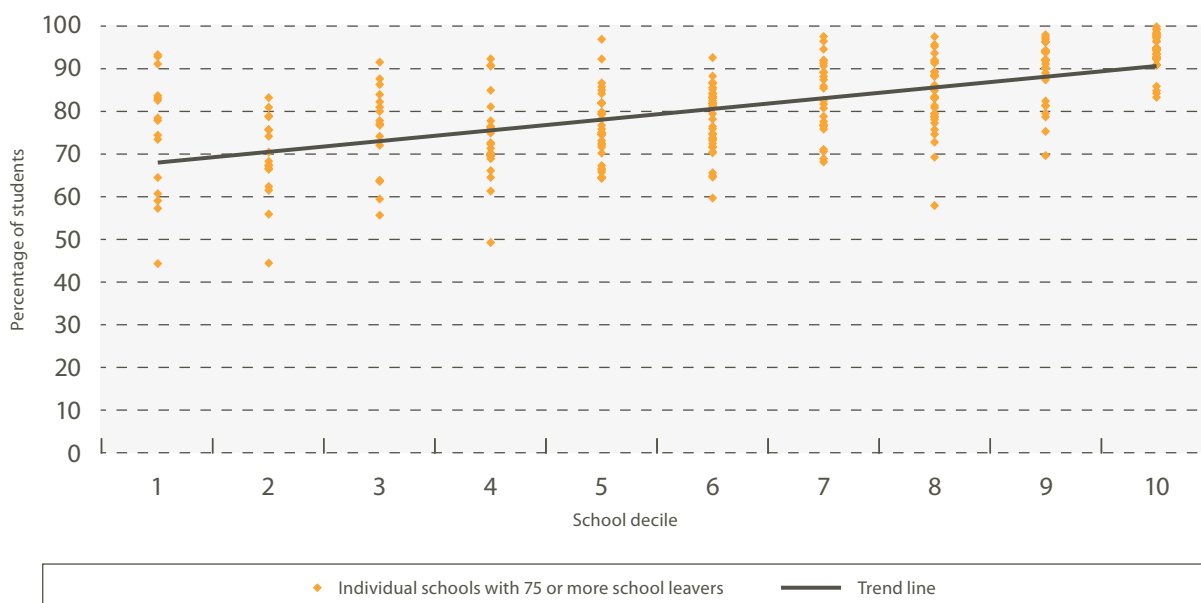
91 TNS and Monarch Consulting. (2006). *Consultation on 'Staying at School'*. Wellington: TNS and Monarch Consulting.

92 Ussher, S. (2007). *Tertiary Education Choices of School Leavers.* Wellington: Ministry of Education.

Competent Learners @ 14[93] found that one-third of the 14-year-olds studied did not find school engaging, with one in five wanting to leave school as soon as possible. Competent Learners @ 16 suggests that students who became disengaged from school tended to do so before age 12, with their lack of engagement escalating in adolescence and secondary school.[94] Disengagement from school is evident in truancy, stand-down, suspension and expulsion rates, which increase rapidly from age 11.[95] Students' attitudes towards reading, writing and mathematics get less positive as they move through the middle years of schooling.[96]

A 2008 report[97] found that where students were becoming disengaged this was because:

> work was not at an appropriate level of difficulty

> students were finding subject content irrelevant or uninteresting

> classroom environments made it hard to learn (too noisy or disruptive)

> they experienced poor relationships with teachers or other students.

Ethnic group differences

A disproportionate number of students who experience disengagement from school are Māori students. While the retention rate for Māori is slowly increasing, many Māori students become disengaged with schooling quite early on. In many cases, this is strongly linked to poor relationships with teachers and low achievement.

In 2009 Māori students had the lowest estimated proportion of students remaining at school to age 17, at 66 percent. This compares with an estimated retention rate of 85 percent for Pasifika students and 83 percent for European/Pākehā students.

Early leaving exemptions

Current levels and trends

The rates of early leaving exemption applications received and those approved changed very little between 2000 and 2006. In 2006, 70 per 1,000 15-year-old students applied for an early leaving exemption, with 65 per 1,000 being granted one.

Figure 3.3.6: Early Leaving Exemption Application Approval and Decline Rates (2000–2009)

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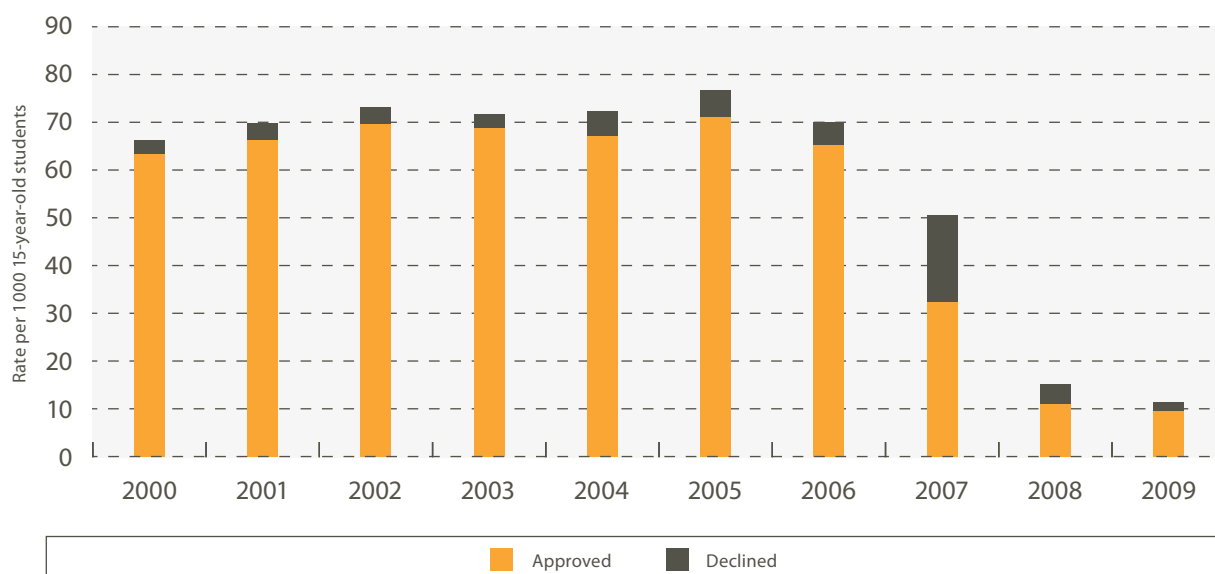
93 Wylie, C. and Hipkins, R. (2006). *Growing Independence: Competent Learners @ 14 Project.* Wellington: Research Division, Ministry of Education.

94 Wylie, C., Hodgen, E., Hipkins, R. and Vaughan, K. (2009). *Competent Learners on the Edge of Adulthood: A Summary of Key Findings from the Competent Learners @ 16 Project.* Wellington: New Zealand Council for Educational Research.

95 Ng, L. (2006). *Attendance, Absence and Truancy in New Zealand Schools in 2006.* Wellington: Ministry of Education.

96 Cox, S. and Kennedy, S. (2008). *Students' Achievement as They Transition from Primary to Secondary Schooling.* Wellington: Ministry of Education.

97 Ministry of Education. (2008). A *Study of Students' Transition from Primary to Secondary Schooling.* Wellington: Ministry of Education.

Figure 3.3.7: Early Leaver Exemption Rates per 1,000, by Ethnic Group (2000–2009)
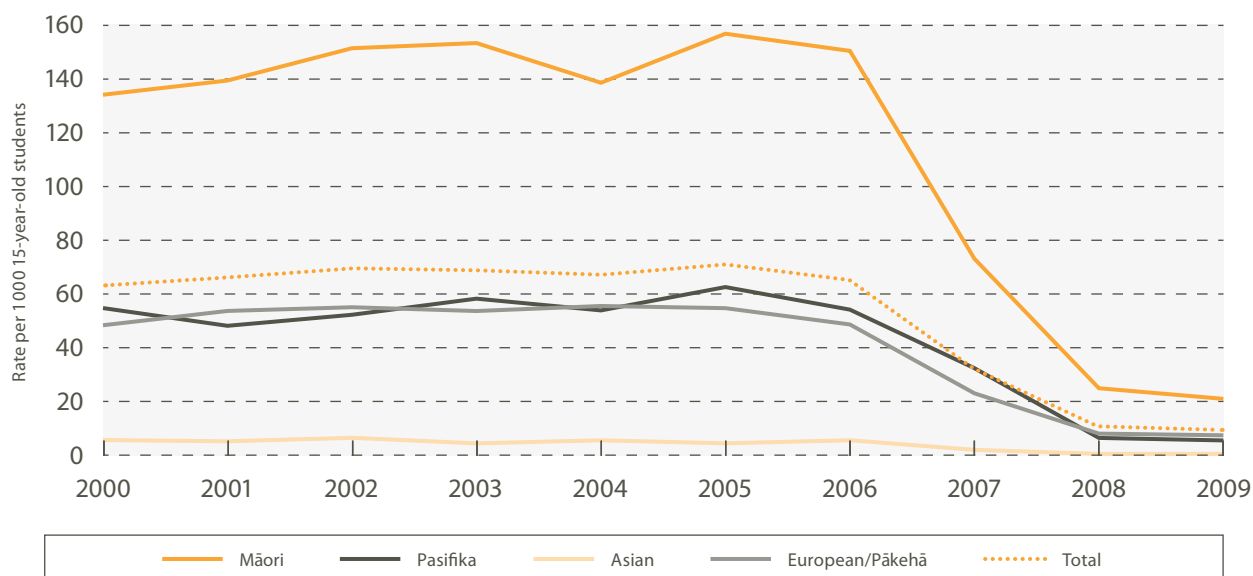
In May 2007 the Ministry strengthened its early leaving application and approval process. The aim was to reduce the number of early leaving exemptions and to ensure that schools worked harder to engage students in meaningful learning. The process involved:

> imposing a stricter interpretation of the early leaving legislative criteria, which sets 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 dissuade early leaving and to support schools in finding ways to keep their students engaged in learning

> encouraging schools to promote alternatives to early leaving, such as a combination of school- and work-based learning.

Between 2006 and 2009, the early leaving exemption rate dropped by 85 percent. In 2006, 4,238 students applied for early leaving exemptions compared with 679 students in 2009. The early leaving exemption rate in 2009 was 10 per 1,000 15-year-old students.

Ethnic group differences

The relative decline in early leaving exemption rates between 2006 and 2009 was similar for both Māori and European/Pākehā students (86 percent and 84 percent respectively). For Pasifika students the rate dropped slightly more (90 percent). There were no Asian students among early leavers in 2009.

Māori students still have disproportionately high rates of early leaving exemptions compared with other ethnic groups. In 2009 the early leaving exemption rate for Māori students (21 per 1,000 15-year-old students) was almost four times higher than the rate for Pasifika (6 per 1,000 15-year-old students), and nearly three times as high as that for European/Pākehā (8 per 1,000 15-year-old students).

Gender differences

In 2009, 70 percent of all early leavers were male. The female rate was 6 per 1,000 15-year-old students while the male rate was 13 per 1,000 15 year-old students.

Socio-economic differences

In 2009 the early leaving exemption rate for students at schools in the lowest deciles (deciles 1 and 2) was nearly ten times higher than the rate for students in the highest decile schools (deciles 9 and 10).

Figure 3.3.8: Early Leaving Exemption Rates, by Ethnic Group and School Decile (2009)

Rate per 1 000 15-year-old students

Māori   Pasifika   European/Pākehā   Total
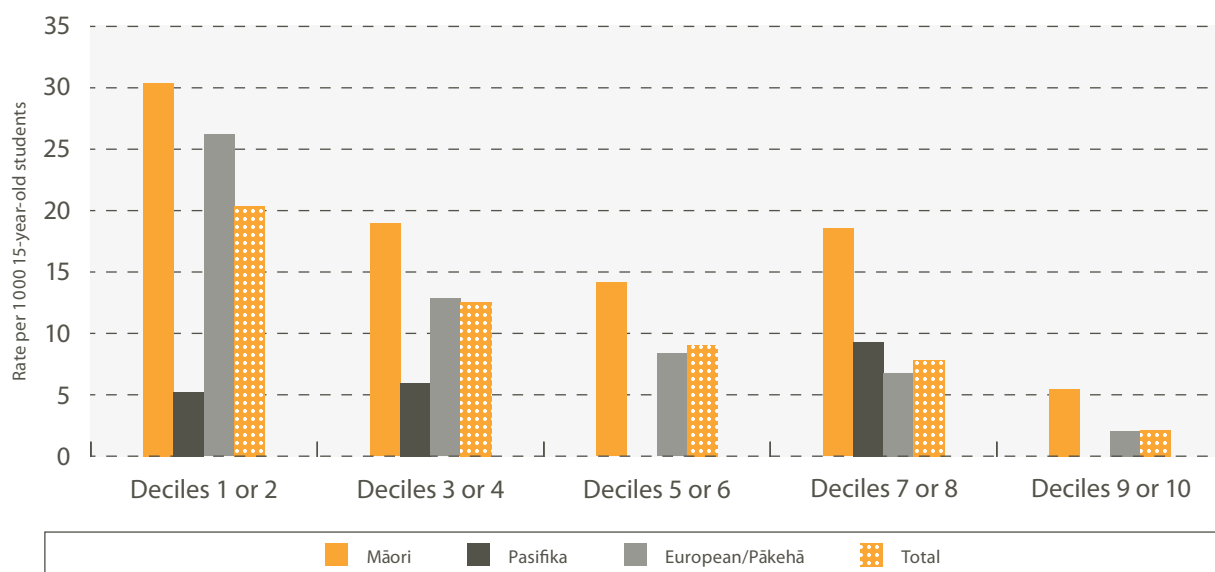
Regional differences

In 2009 the West Coast region had the highest rate of early leaving exemptions (75 per 1,000 15-year-old students), followed by Marlborough (36 per 1,000 15-year-olds) and Nelson (33 per 1,000 15-year-olds). Otago and Southland regions had the lowest rates, with less than five early leaving exemptions per 1,000 15-year-olds.

Where to find out more

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- **Retention of students in senior secondary schools**
- **Early leaving exemptions**
- **Exclusions and expulsions from school**

ATTENDANCE IN SCHOOLS

Attendance at school is important for achievement in education. Non-attendance means that students do not have either the opportunities to learn or continuity of learning. If schools and families do not address non-attendance effectively, it may affect the ability of students to participate fully in work, society and wider life contexts.

The estimated national absence rate in 2009 was 11.6 percent. Unjustified absences accounted for 4.2 percent. Unjustified absence rates were higher for students in secondary school years. Māori and Pasifika students had approximately double the rate of unjustified absence compared with European/Pākehā and Asian students.

Why is this important?

Attendance at school is a 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 six 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.[98] 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.[99] The more time young people spend 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.[100] Persistent truants also have higher rates of illegal drug use, underage drinking and smoking.[101] It is important, therefore, to recognise gaps in attendance early on and help students to re-engage in learning as soon as possible.

How are we going?

Many schools are using resources to improve the way in which they analyse and use student attendance data. In 2009 at least 600 schools used the electronic attendance register (eAR) in their Student Management System to record attendance. Two hundred schools used Early Notification (EN) text messaging to provide parents with real-time information on their children's attendance and achievement.

The Government approved $4 million dollars in additional funding to address truancy in secondary schools in 2010. Of this funding, $2.81 million will go towards building schools' IT capability to improve their ability to detect and manage truancy, including training in use of eAR and EN.

The Ministry regularly carries out surveys on attendance in New Zealand schools. The most recent survey involved a random sample of 653 schools, which provided data from one week (8–12 June) in term two, 2009.[102] In addition, 467 schools using eAR provided data for all of term two (27 April 2009 to 3 July 2009). The ten-week data was used to show how absence rates vary over the school term.

98 Sankar, M. and Teague M. (2009). *Evaluation of the District Truancy Service.* Wellington: MartinJenkins.

99 National Audit Office. (2005). *Improving School Attendance in England.* United Kingdom: National Audit Office. See: www.nao.org.uk.

100 Poulton, R. (1997). *School Truancy: High Prevalence and Serious Long-term Consequences: Some Results from the Dunedin Multidisciplinary Health and Development Research Unit.* Research update, No.1 Feb.

101 McAra, L. (2005). 'Truancy, School Exclusion and Substance Misuse' in *The Edinburgh Study of Youth Transitions and Crime,* Number 4. Edinburgh: Centre for Law and Society, The University of Edinburgh. See: www.law.ed.ac.uk.

102 Loader, M. and Ryan, T. (2010). *Attendance in New Zealand Schools in 2009.* Wellington: Ministry of Education.

National absence rates

Current levels and trends

In 2009 the estimated national absence rate was 11.6 percent (based on the random sample of schools in one week of the school term). This means that for every 1000 students on average 116 are absent for all or part of every day. This rate is not significantly different from 2006 (11.5 percent)[103] and 2004 (10.9 percent).[104] The total unjustified absence rate was 4.2 percent in 2009, similar to the 2006 survey (4.1 percent).
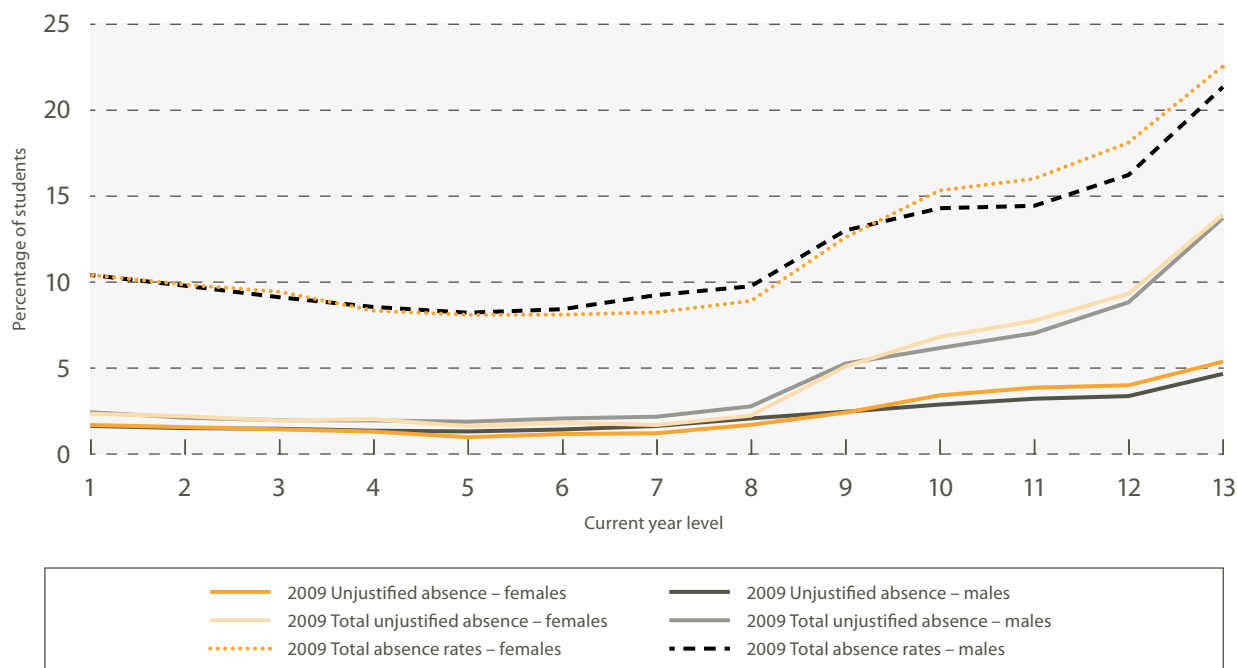
Unjustified absences, where there was no written or phone explanation received for the absence, was the most common absence code from the eAR data (6 percent). In addition, 1 percent of codes were 'explained absences' but the school did not accept that the absence was justified. Medical reasons and short-term illness accounted for 5 percent. All other absence codes accounted for less than 1 percent of classes where absence is coded.

Age (current year level)

Absence rates, particularly the rate for total unjustified absence, increase rapidly during secondary school. The rate of total unjustified absence for students in years 1–8 was low, at approximately 2 percent for both genders in all years. In years 9–13, however, the total unjustified absence rates increased from 5.1 percent in year 9 to 13.9 percent in year 13 for females and from 5.3 percent to 13.7 percent for males. The current findings are similar to the absence rates in previous national surveys.

Figure 3.3.9: Mean Daily Absence Rates, by Gender and Current Year Level (2009)

Legend:
- 2009 Unjustified absence – females
- 2009 Total unjustified absence – females
- 2009 Total absence rates – females
- 2009 Unjustified absence – males
- 2009 Total unjustified absence – males
- 2009 Total absence rates – males

Y-axis: Percentage of students
X-axis: Current year level

[103] Ng, L. (2007). *Attendance, Absence and Truancy in New Zealand Schools in 2006.* Wellington: Ministry of Education.

[104] Ministry of Education. (2005). *Attendance, Absence and Truancy in New Zealand Schools in 2004.* Research Division. Wellington: Ministry of Education.

The Youth'07 survey[105] on student opinion found that the rate of student self-reported truancy increased rapidly from 16.3 percent for students aged 13 or less to 34.2 percent for those aged 17 years and above.

Ethnic group differences

Māori and Pasifika students generally have higher absence rates than European/Pākehā and Asian students. In 2009 total unjustified absence rates were 6.5 percent for Māori students and 6.6 percent for Pasifika students (compared with 7.0 percent and 6.2 percent respectively in 2006). The total unjustified absence rates for European/Pākehā students (3.0 percent) and Asian students (2.9 percent) were also similar to 2006 rates.

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. In 2009 the rate for Māori students in years 9 and 10 was 9.3 percent compared with 11.8 percent in the 2006 survey.

The justified absence rate increased slightly for Pasifika students (7.2 percent in 2009 compared with 5.9 percent 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 percent in 2009, compared with the national estimate of 4.2 percent). By comparison, decile 9 and decile 10 schools had relatively low total unjustified absence rates at 1.4 percent and 2.0 percent respectively.

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

Regional differences

Total absence rates ranged from 8.3 percent in the Otago region to 14.9 percent in the Gisborne region.

In 2009 the Northland, Auckland, Waikato, Bay of Plenty, Gisborne, Taranaki and Wellington regions had high total unjustified absence rates compared with the national average (4.2 percent).

Compared with 2006, most North Island regions had higher rates of absence. Rates were lower in the 2009 survey in Hawke's Bay, Taranaki, Tasman/Nelson/ Malborough/West Coast, Canterbury and Southland.[106]

Absence over term two

In 2009 overall absence rates increased during term two. For primary-aged students (years 1–6), and intermediate-aged students (years 7 and 8) there was very little variation in absence rates between year levels. Approximately 8 percent of year 1–8 students were absent in week one, compared with approximately 17 percent in week ten. In secondary schools (years 9–13), there was a greater variation in overall absence rates between week one and week ten. For example, for year 9 students, 9 percent were absent in week one, compared with 21 percent in week ten. Year 13 students had the highest absence rates overall, with 17 percent absent in week one, compared with 33 percent in week ten.

Frequent truants

Students who miss more than ten days of a school term miss at least 20 percent of teaching time in that term. It can be seen in Table 3.3.2 that the proportion of students absent for more than ten days in term two, 2009 increased with year level. During term two, 2009, 13 percent of year 1–6 students were absent for at least 20 percent of term time, compared with 32 percent of year 11–13 students.[107]

Table 3.3.2: Students Absent for More than ten Days of Term 2, 2009, by Year Level

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

Where to find out more

Visit www.educationcounts.govt.nz/publications/series/2503

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[105] Youth'07. (2008). *Youth'07: The Health and Wellbeing of Secondary School Students in New Zealand. Technical Report, Faculty of Medical and Health Sciences.* Auckland: University of Auckland.

[106] Nelson, Tasman, Marlborough and West Coast have been grouped together in the regional analysis because the sample size in 2009 was not sufficient to estimate a separate rate for each region.

[107] Based on students attending schools that supplied ten weeks of data.

STAND-DOWNS AND SUSPENSIONS FROM SCHOOL[108]

Stand-down rates in 2009 fell for the third consecutive year. Male students were almost two-and-a-half times more likely to receive a stand-down than their female counterparts. Schools continued to stand-down more Māori students than students from any other ethnic group.

In 2009 suspensions increased for the first time since 2005.

Why is this important?

Stand-downs and suspensions impact on a student's opportunity to learn and interrupt the continuity of learning.

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

How are we going?

Stand-downs from school

Current levels and trends

The age-standardised stand-down rate has decreased by 10 percent from 2006 to 28 students per 1,000 in 2009. This reverses a trend that saw 26 students per 1,000 stood down in 2000 increase to 31 students per 1,000 in 2006.

There were 20,146 stand-down cases in 2009, which were received by 15,848 different students. Statistically this equates to 2 percent of the student population receiving stand-downs and 79 percent of stand-downs being single instances.

In 2009 there were no stand-downs at 49 percent of all state and state integrated schools. When looking at just secondary schools, the peak age for stand-downs, the picture changes considerably. There were no stand-downs at only 6 percent of all secondary schools.

Ethnic group differences

Schools are standing-down more Māori students than any other ethnic group. In 2009 the age-standardised stand-down rate for Māori students (53 students per 1,000) was 1.5 times higher than for Pasifika (35 students per 1,000), and 2.6 times as high as for European/Pākehā (20 students per 1,000). The stand-down rate for Asian students was the lowest in New Zealand.

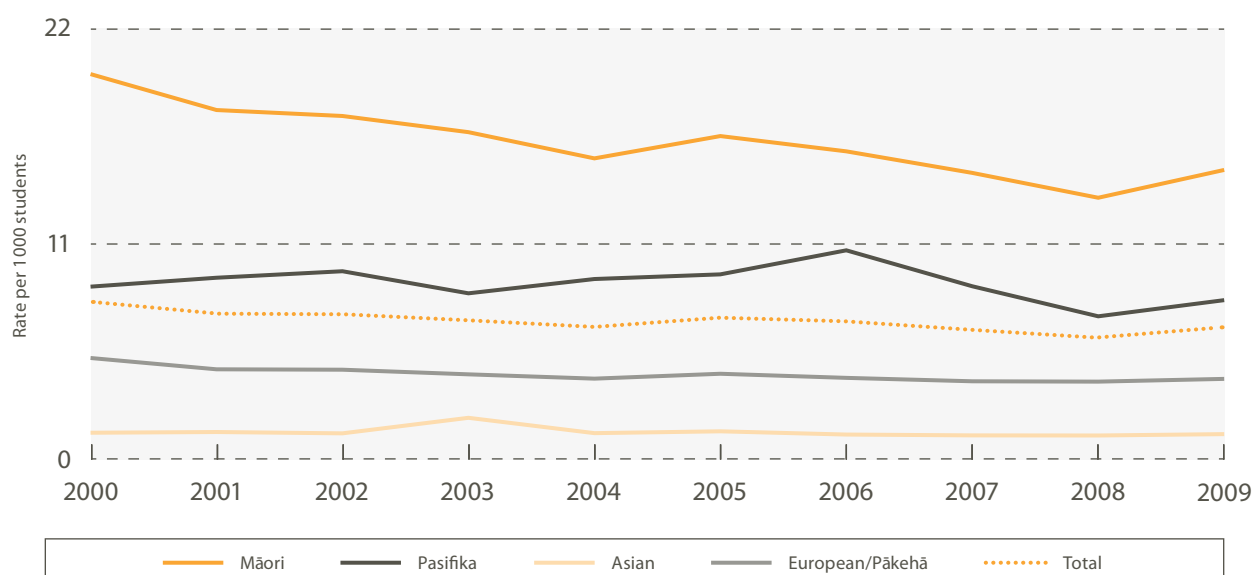**Figure 3.3.12:** Age-standardised Stand-down Rates, by Ethnic Group (2000–2009)
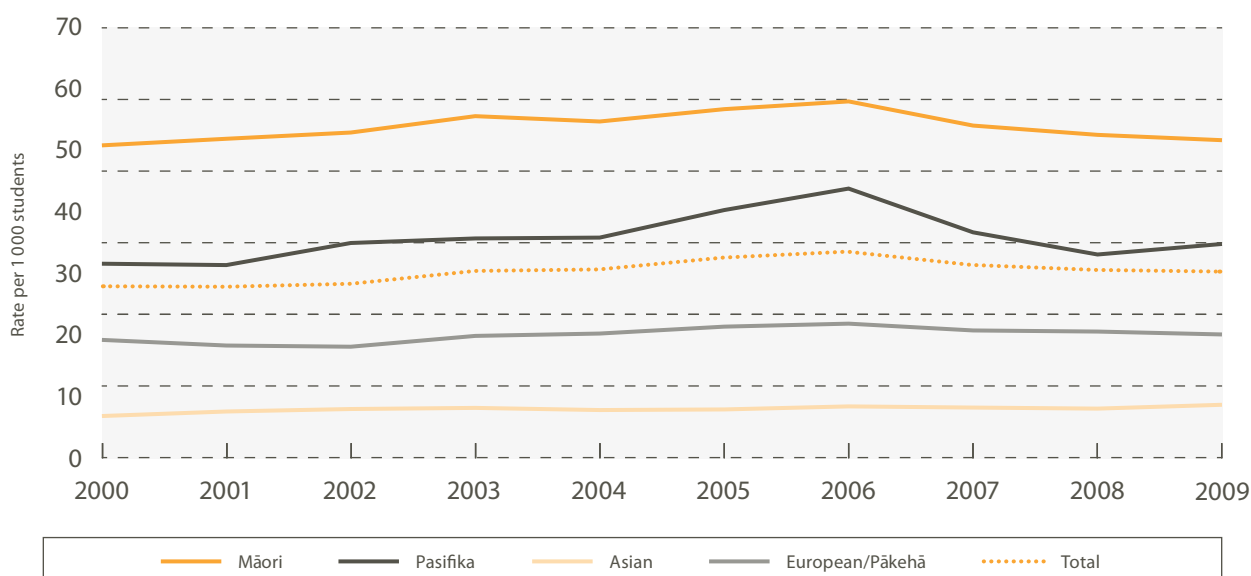
108 As a consequence of a serious breach of school rules, a school principal can order a student to stand-down from school for a period of up to five school days. A stand-down, for any student, can total no more than five school days in any term, or ten days in a school year. Students return automatically 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.

Gender differences

Male students receive stand-downs far more frequently than female students. In 2009 the age-standardised stand-down rate for males was 2.4 times higher than the female rate.

Age differences

The majority of stand-downs (62 percent) occurred for students aged 13–15. The peak was age 14, which had a rate of 84 students per 1,000 stand-downs. The following analysis uses age-standardised rates.

Figure 3.3.13: Age-standardised Stand-down Rates, by Ethnic Group and School Decile (2009)
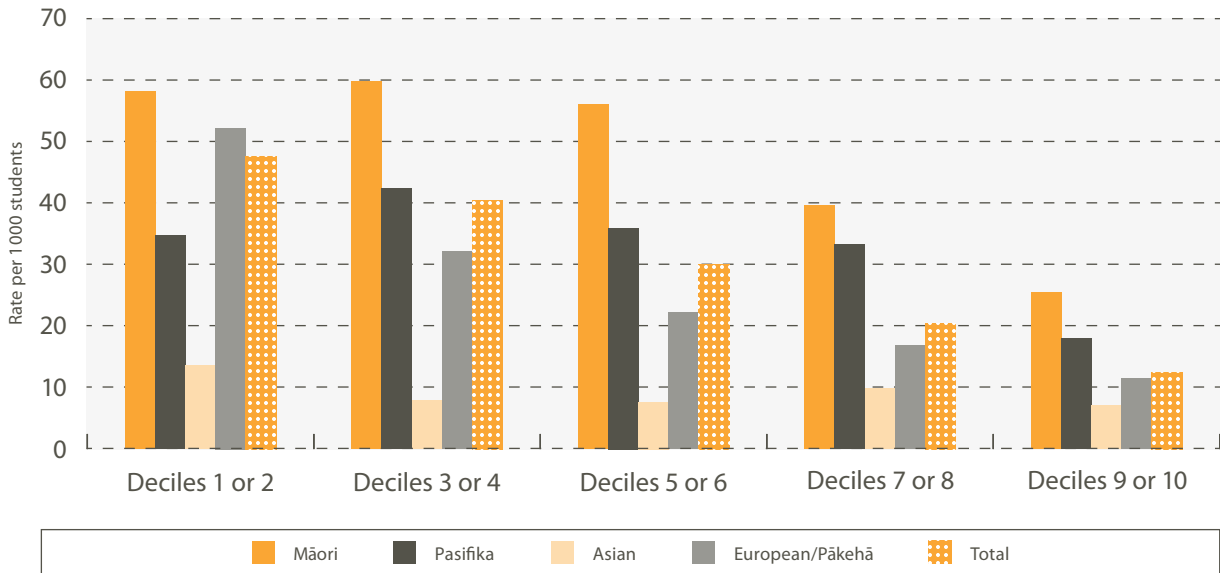
Socio-economic differences

Students from decile 1 and 2 schools are almost four times more likely to be stood-down from school than students in decile 9 and 10 schools.

When considering age-standardised stand-down rates by decile, the general pattern for the different ethnic groups largely remains. Age-standardised stand-down rates are highest for Māori and Pasifika students in each decile, with the exception of decile 1 and 2 schools, where the European/Pākehā rate is higher than that of Pasifika.

Regional differences

The Tasman region had the lowest stand-down rate (14 per 1,000 students). The West Coast had the highest rate at 52 stand-downs per 1,000 students, followed by Northland (40 per 1,000 students) and Manawatu-Wanganui (39 per 1,000 students). These three regions also had the highest rates of suspensions.

Suspensions from school

Current levels and trends

The incidence of suspensions has decreased by 16 percent over the last ten years, from an age-standardised rate of 8 students per 1,000 in 2000, to 7 students per 1,000 in 2009. This includes a 12 percent reduction from 2006 to 2008.

There were 4,755 suspension cases in 2009, which were received by 4,295 different students. Statistically this equates to less than 1 percent of the student population receiving suspensions and 90 percent of suspensions being single instances.

In 2009 there were no suspensions at 73 percent of all state and state integrated schools. At secondary school age, which includes the peak period for suspensions, only 8 percent of schools had no suspensions.

In 2009 boards of trustees decided to lift 44 percent of suspensions handed out. Ten out of 11 of these were lifted with conditions placed on the student. The decision was made to extend the suspension 20 percent of the time, or to hand down an exclusion or expulsion 32 percent and 4 percent of the time respectively.

Ethnic group differences

Schools are suspending far more Māori students than students from other ethnic groups. In 2009 the age-standardised suspension rate for Māori (15 students per 1,000) was 1.8 times higher than for Pasifika (8 students per 1,000) and 3.6 times as high as for European/Pākehā (4 students per 1,000). The suspension rate for Asian students was the lowest in New Zealand.

Figure 3.3.14: Age-standardised Suspension Rates, by Ethnic Group (2000–2009)

Figure 3.3.15: Age-standardised Suspension Rates, by Ethnic Group and School Decile (2009)

Rate per 1000 students

Legend: Māori | Pasifika | Asian | European/Pākehā | Total
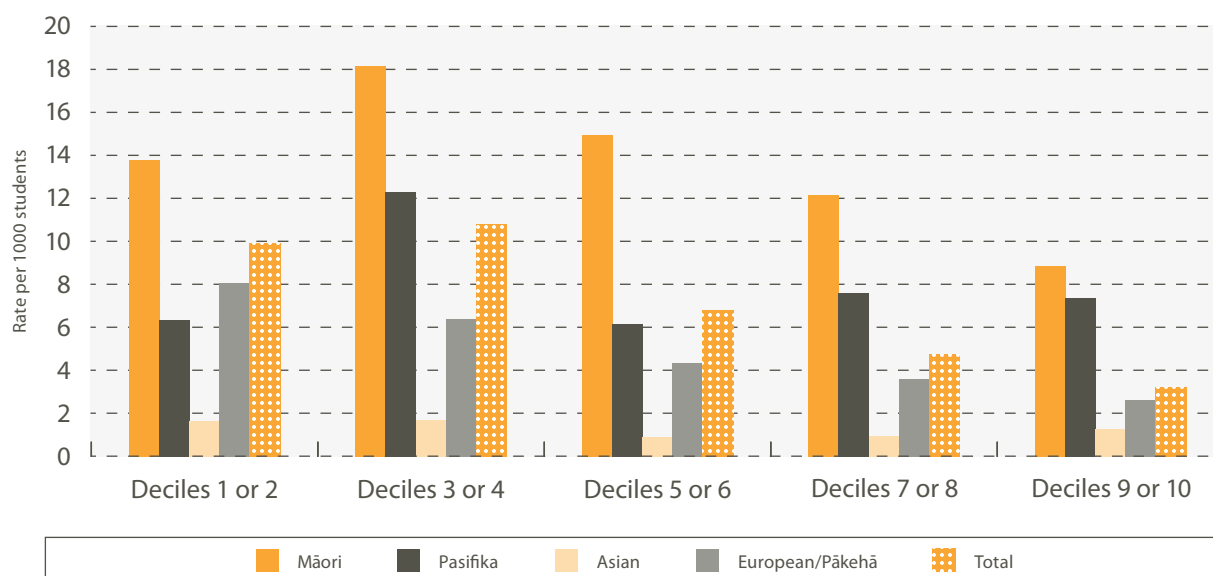
Gender differences

Male students receive suspensions far more frequently than female students. In 2009 the male age-standardised suspension rate was 2.6 times that of females.

Age differences

The majority of suspensions occurred for students aged 13–15, accounting for 70 percent of all suspensions. The peak age was 14 years, which had a suspension rate of 23 students per 1,000 in 2009.

Socio-economic differences

Students from schools in the lowest decile (deciles 1 and 2) are 3.1 times more likely to be suspended than students in deciles 9 and 10.

When considering age-standardised suspension rates by decile, the general pattern for the different ethnic groups largely remains. Age-standardised suspension rates are highest for Māori and Pasifika students in each decile, except in decile 1 and 2 schools, where the European/Pākehā rate is higher than that of Pasifika.

Regional differences

At 4.3 suspensions per 1,000 students, the Nelson region had the lowest suspension rate, and the only one under 5.0 per 1,000 students. The West Coast had the highest suspension rate (10 per 1,000 students). Manawatu–Wanganui and Northland, at 10 and 9 per 1,000 students respectively, are the only other regions with a suspension rate above 9 per 1,000 students. These three regions also have the highest rates of stand-downs.

Where to find out more

Visit www.educationcounts.govt.nz

education COUNTS

Indicators → **Student participation** →
- Stand-downs from school
- Suspensions from school
- Exclusions and expulsions from school

3.4 PARENTS, FAMILIES AND WHĀNAU

Effective partnerships between parents and schools can improve the well-being, behaviour and achievement of children into adulthood.[109]

In a 2008 report,[110] ERO found that nearly three-quarters of schools' reviews included recommendations for improving engagement, particularly with parents, families and whānau of children from non-European/Pākehā backgrounds. Parents, families and whānau have extensive experience and knowledge that they can contribute to a learning partnership with teachers. Similarly, teachers have extensive knowledge that they can share with families and whānau.

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.

Ka Hikitia – Managing for Success identifies that the key to realising Māori education potential is ako, reciprocal teaching and learning relationships.

The most effective forms of parent involvement seem to be those that engage parents in working directly with their children on learning activities at home.[111]

In the 2009 consultation on the National Standards[112] most parents had preferences for the way they received information about their children's progress and the next steps in their learning, including face-to-face discussions and written report. 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.

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

A 2009 ERO pilot study[113] 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.

While ERO concluded from its 2009 pilot study that attendance at school is not a problem for Pasifika students, students are often not actually engaging in learning in ways that ensure effective learning outcomes. 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

> encouraging cultural performance groups and participation in multicultural festivals.

Why is this important?

The *School Leadership and Student Outcomes: Identifying What Works and Why* Best Evidence Synthesis (Educational Leadership BES)[114] shows that by connecting a student's school work with their family, cultural and community experiences, knowledge and skills can have a strong positive effect on educational outcomes.

The most effective forms of parent involvement seem to be those in which parents work directly with their children on learning activities at home.[115] The earlier in a child's life that 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.

[109] Biddulph, F., Biddulph, J. and Biddulph, C. (2003). *The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best Evidence Synthesis Iteration.* Wellington: Ministry of Education.

[110] Education Review Office. (2008). *Partners in Learning: Schools' Engagement with Parents, Whānau and Communities.* Wellington: Education Review Office.

[111] Cotton, K., and Wikelund, K. (2001). *Parent Involvement in Education.* School Improvement Research Series. Portland.

[112] Wylie, C., Hodgen, E. and Darr, C. (2009). *National Standards Consultation Analysis.* Report for the Ministry of Education. Wellington: Ministry of Education.

[113] Education Review Office. (2009). *Progress in Pacific Student Achievement: A Pilot Evaluation of Auckland Schools.* Wellington: Education Review Office.

[114] Robinson, V., Hohepa, M. and Lloyd, C. (2008). *School Leadership and Student Outcomes: Identifying What Works and Why.* Wellington: Ministry of Education.
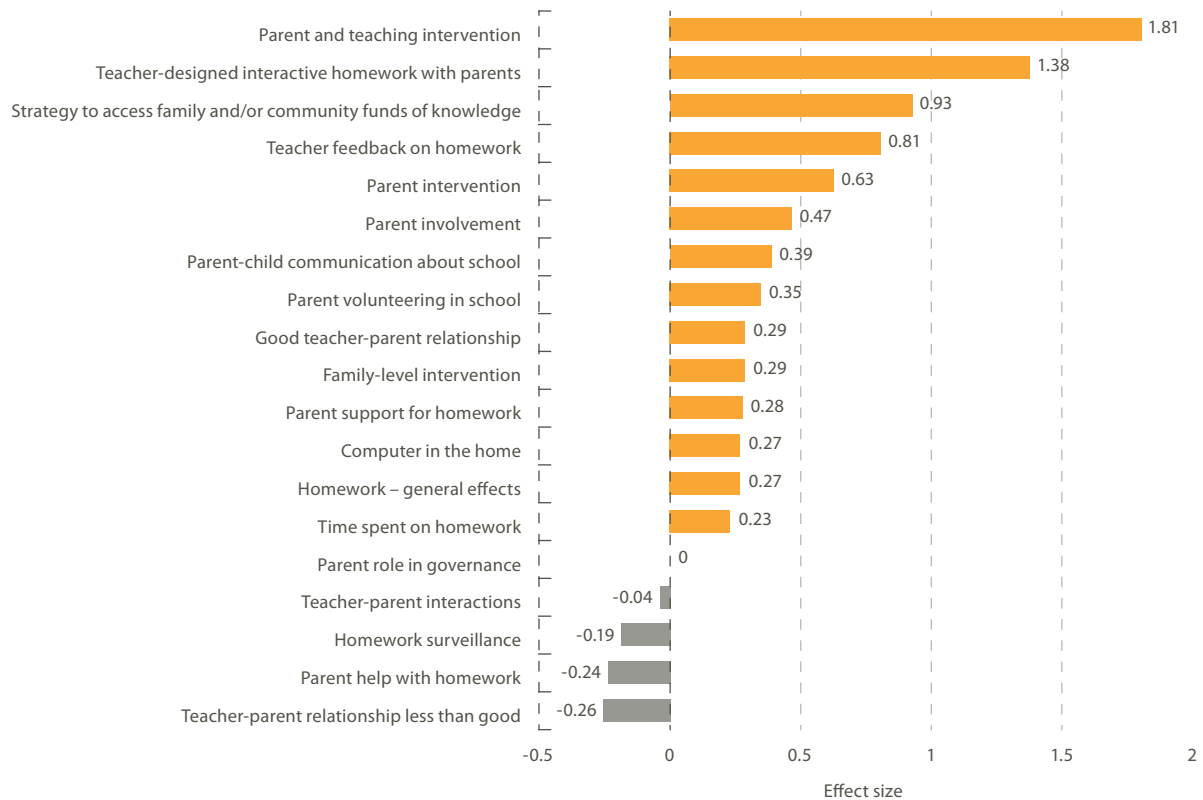
[115] Cotton, K. and Wikelund, K. R. (2001). *Parent Involvement in Education.* School Improvement Research Series. Portland.

The Educational Leadership BES[116] and the Community and Family Influences BES[117] 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 made the biggest difference to student outcomes (overall effect size=1.81).

Figure 3.4.1 illustrates different types of school-home partnerships and the varying effect sizes they have on student achievement.

Figure 3.4.1: School-home Partnerships and Their Effect Sizes

Partnership type	Effect size
Parent and teaching intervention	1.81
Teacher-designed interactive homework with parents	1.38
Strategy to access family and/or community funds of knowledge	0.93
Teacher feedback on homework	0.81
Parent intervention	0.63
Parent involvement	0.47
Parent-child communication about school	0.39
Parent volunteering in school	0.35
Good teacher-parent relationship	0.29
Family-level intervention	0.29
Parent support for homework	0.28
Computer in the home	0.27
Homework – general effects	0.27
Time spent on homework	0.23
Parent role in governance	0
Teacher-parent interactions	-0.04
Homework surveillance	-0.19
Parent help with homework	-0.24
Teacher-parent relationship less than good	-0.26

Effect size

[116] Robinson, V., Hohepa, M. and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why.* Wellington: Ministry of Education.

[117] Biddulph, F., Biddulph., J. and Biddulph, C. (2003). *The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best Evidence Synthesis Iteration.* Wellington: Ministry of Education.

How are we going?

Current levels and trends

In its 2008 report, ERO found that nearly three-quarters of school reviews included recommendations for improving engagement, particularly with parents, families and whānau of children from non-European/Pākehā backgrounds.

Ethnic group differences

Ka Hikitia – Managing for Success recognises the importance of family and whānau partnerships in education.

The 2008 ERO report[118] found that by improving engagement and promoting active participation by Māori parents, whānau, iwi and communities, schools could establish more effective learning conditions for Māori students.

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 mechanism for participation.

In the recent 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 in ideas or resources they could use at home.[119]

The Ministry of Education home-school partnership literacy programme,[120] initially targeting Pasifika families, is a joint intervention to improve relationships between school and home 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 parents. Findings showed that parents in the programme 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.

A 2009 study[121] found that the majority of Pasifika parents considered home-school partnerships to be important. Pasifika parents had specific ideas to contribute that might help raise achievement of their students. An ERO evaluation[122] 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.

Where to find out more

Visit www.educationcounts.govt.nz/themes/BES

[118] Education Review Office. (2008). *Partners in Learning: Schools' Engagement with Parents, Whānau and Communities.* Wellington: Education Review Office.

[119] Wylie, C., Hodgen, E., Hipkins, R. and Vaughan, K. (2008). *Competent Learners on the Edge of Adulthood: A Summary of Key Findings from the Competent Learners @ 16 Project.* Wellington: Ministry of Education.

[120] Bull, A., Brooking, K. and Campbell, R. (2008). *Successful Home-school Partnerships.* Wellington: Ministry of Education.

[121] Amituanai-Toloa, M., McNaughton, S., Kuin Lai, M. and Airini with Turner, R., Widdowson, D., McClue, R., Hsiao, S. and Pale, M. (2009). *Ua Aoina le Manogi o le Lolo: Pasifika Schooling Improvement Research – Final Report.* Auckland: Auckland Uniservices Limited, University of Auckland.

[122] Education Review Office. (2009). *Progress in Pacific Student Achievement: A Pilot Evaluation of Auckland Schools.* Wellington: Education Review Office.

3.5 QUALITY TEACHING AND EDUCATION PROVIDERS

Quality teaching and effective professional leadership are central to schools achieving education 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 2009 report[123] on implementing *The New Zealand Curriculum*, ERO identified the key factors of effective teaching, which are:

> an evidence-based approach to teaching and learning

> creating a supportive learning environment

> making connections to students' prior learning and experience.

ERO found that in 61 percent of schools, all or most teachers used an evidence-based approach to teaching and learning, and only 7 percent of schools had no teachers using evidence. Almost all teachers (97 percent) created a supportive learning environment, and in 84 percent of schools all or most teachers made connections to students' prior learning and experience.

The main source of information about student achievement and progress is gathered by teachers as an integral part of teaching and learning. Schools use a range of assessment practices to:

> gather information that will enable the progress and achievement of students to be evaluated in relation to the national curriculum

> develop and implement teaching and learning strategies that are responsive to students and groups of students who are not experiencing successful learning outcomes.

TEACHING

The ratio of teachers to students in state schools has grown since 2000. The number of FTTEs increased by 5.7 percent between 2005 and 2009.

The loss rate over the same period, teachers leaving the teaching profession, has been stable: 9.5 percent for May 2008–2009, compared with 10.5 percent for May 2004–2005.

Why is this important?

While teachers' influence on students' learning success is moderated by a number of factors, such as students' prior learning, it is clear that in schools teaching has the greatest influence on achievement.[124]

The demand for and supply of teachers is an important foundation of quality. Schools need to have sufficient teachers for the mix of students at different year levels. In the schooling sector as a whole there is a need to ensure that teaching remains a valued profession so that effective teachers can be attracted and retained within schools.

How are we going?

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 2009 there were 47,095 FTTEs in state and state integrated schools. Since 2005 there has been a slow but steady increase (5.7 percent over the period) in the number of positions.

[123] Education Review Office. (2009). *Readiness to Implement the New Zealand Curriculum (January 2009).* Wellington: Education Review Office.

[124] Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis.* Wellington: Ministry of Education.
Benseman, J., Sutton, A. and Lander, J. (2005). *Working in the Light of Evidence as Well as Aspiration: A Literature Review of the Best Available Evidence about Effective Adult Literacy, Numeracy and Language Teaching.* Report prepared for Ministry of Education. Auckland: Auckland Uniservices Ltd.
May, S., Hill, R. and Tiakiwai, S. (2004). *Bilingual/Immersion Education: Indicators of Good Practice. Final Report to the Ministry of Education.* Wellington: Ministry of Education.
Wylie, C., Thompson, J. and Lythe, C. (2004). *Competent Children at 12. Report to the Ministry of Education.* Wellington: New Zealand Council for Educational Research.

Just over half of these positions (53 percent) were in primary schools, 40 percent in secondary and the remaining 7 percent in composite schools. Since 2004 the growth in primary schools (5.6 percent) has been lower than secondary (8.5 percent) and composite schools (18.2 percent).

The majority of the teaching workforce are women, and the proportion continues to increase. In 2009, 71 percent of teachers were women (up from 70 percent in 2004). The proportion of female teachers has grown from 81 percent to 82 percent in primary schools and from 56 percent to 57 percent in secondary schools.

Teacher losses

What do teacher losses tell us?

Of the 40,094 permanent teachers in May 2008 in state and state integrated schools, 3,810 were not teaching in May 2009, giving a loss rate of 9.5 percent. The teacher loss rate for this year was the lowest rate since 2000.

Table 3.5.1: Teacher Loss Rates, by School Type (May 2004–2005 to May 2008–2009)

	Primary %	Secondary %	Total %
2004–2005	10.8	9.7	10.5
2005–2006	10.1	9.6	9.9
2006–2007	10.5	9.9	10.1
2007–2008	11.3	10.2	10.8
2008–2009	9.3%	9.8%	9.5%

The recession means that employment opportunities, both nationally and internationally, have reduced, encouraging teachers to stay in their current role.

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/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.[125]

Newly qualified teachers undergo a period of advice and guidance before becoming eligible for full registration. In this period, a teacher is categorised as being 'provisionally registered' and is entitled to a structured programme of mentoring, professional development, observation, targeted feedback on their teaching and regular assessments based on the standards for full registration. The nature of this induction plays a significant role in the future success of newly qualified teachers and on their retention. The quality of a teacher's professional experience in their early years of teaching is a crucial influence on the likelihood of their leaving the teaching profession,[126] which, in turn, impacts on teacher quality.

Table 3.5.2: First Year Beginning Teachers in New Zealand Schools on Day One of the New School Year (2002–2009)

	2002	2003	2004	2005	2006	2007	2008	2009
Total	2 454	2 524	2 348	2 308	2 344	2 272	2 223	**2 029**
Primary	1 563	1 556	1 319	1 288	1 363	1 415	1 365	**1 308**
Secondary	891	968	1 029	1 020	981	857	858	**721**

Source: Monitoring Teacher Supply, Survey of Staffing in New Zealand Schools at the Beginning of the 2009 School Year, L. Ng and M. Lee, Ministry of Education.

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[125] Ingersoll, R. and Kralik, J. (2004). *The Impact of Mentoring on Teacher Retention: What the Research Says.* Denver: Education Commission of the States.

[126] Organisation for Economic Co-operation and Development. (2005). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers.* Paris: Organisation for Economic Co-operation and Development.

Figure 3.5.1: Students Enrolled in First Year Teacher Training (2000–2009)
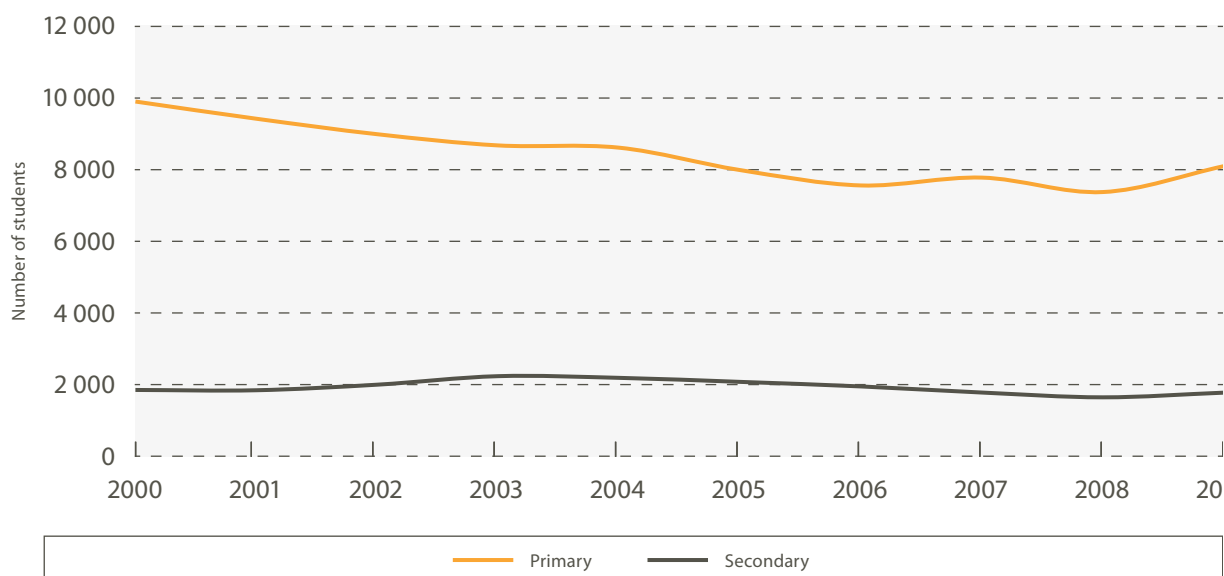
At the start of the 2009 school year, 2,029 first year beginning teachers were in state and state integrated schools. Since 2004, this number has slowly but steadily declined. The decrease between 2008 and 2009 was the largest in the past six years. This might in part be related to the drop in teacher losses in the last year, which meant there were 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 2009, there were 9,880 students in first year pre-service teacher education programmes (see Figure 3.5.1).

Over recent years the number of first year students enrolled in both primary and secondary teacher education declined. However, in the past year this has turned around, with first year enrolments for primary increasing by 10 percent, and secondary by 8 percent.

PROFESSIONAL LEARNING AND DEVELOPMENT

Why is this important?

Quality teaching has a significant influence on a range of student outcomes. While teachers' influence is moderated by a number of other factors such as students' prior learning, quality teaching is identified as a key influence on outcomes for diverse learners.[127] 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 lever for improvement. The teacher PLD BES[128] identified the following as requirements for successful professional development and learning:

> 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.

> In school-based initiatives, having leaders actively leading the professional learning opportunities.

Within the school context, leadership practices are also key points of influence in improving the quality of teaching and outcomes for students. The most important leadership practices are promoting and participating with teachers in PLD.[129]

How are we going?

Current levels and trends

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.

In 2009 ERO[130] found that the quality of school management of PLD programmes varied widely. Thirty-eight percent of primary schools demonstrated the characteristics of high quality PLD management.

These schools:

> aligned their PLD with well-informed school priorities

> had a school culture in which professional learning was fostered and supported by school leaders

> had self-review systems to monitor and evaluate the impact of their PLD investment on improving the quality of teaching and student outcomes.

PLD was not well managed in 22 percent of primary schools. Professional development in these schools tended to be reactive and was not well linked to school priorities. Schools had poorly developed self-review systems, which made it difficult to identify the effectiveness of their programmes.

The remaining 40 percent of primary schools managed some aspects of their PLD well, but tended to have less effective decision-making and less teacher involvement in and commitment to planned professional development. These schools were also unlikely to have robust systems to monitor and evaluate the effects of PLD on teaching and student outcomes.

Good management of PLD is not necessarily related to a school's decile, location or available funding for PLD. A key factor appears to be the quality of the principal's leadership and management of the school's PLD programme. While small rural schools generally find PLD management challenging, ERO found a number of examples of excellent practice.

[127] Alton-Lee. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis.* Wellington: Ministry of Education.

[128] Timperley, H., Wilson, A., Barrar, H. and Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration.* Wellington: Ministry of Education

[129] Robinson, V., Hohepa, M. and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why.* Wellington: Ministry of Education.

[130] Education Review Office. (2009). *Managing Professional Learning and Development in Primary Schools.* Wellington: Education Review Office.

In relation to secondary schools, the 2009 ERO report on PLD management found that of the 44 secondary schools evaluated, only 27 percent managed their PLD well.[131] PLD at these schools contributed to better teaching and improvements in student achievement.

These schools had:

> a strong focus on improving student achievement
> effective school-wide development initiatives
> well understood strategic frameworks for PLD
> useful collaboration among staff.

Forty-three percent of schools had significant weaknesses in the way they managed PLD. In only a few instances was there evidence that PLD improved the quality of teaching and student achievement outcomes. This group tended to favour attendance at one-day courses and teacher conferences, usually at the expense of school-wide PLD. The remaining 30 percent of schools managed some aspects of PLD effectively, but overall, their PLD did not consistently make a significant impact on student learning.

When managed well PLD can make a significant difference for the vast majority of students in a school. For example, the 2009 LPDP results showed that focused, whole-school professional development can make a significant difference for 94–98 percent of students. (See literacy discussion p25)

While the quality of PLD is an important factor in effecting change in school performance, availability can be a significant issue. A 2008 ERO report[132] on kura kaupapa Māori found that the professional development needs of teachers in kura were often unmet. In particular, teachers in kura with weak performance appraisal processes often lacked opportunities for appropriate individual professional development. Sometimes this was because the kura failed to identify teachers' professional needs or did not prioritise PLD. In other cases, kura found that the PLD offered did not meet their needs. ERO found that many of the successful, high-performing kura facilitated professional development from their own sources, as this ensured that it was useful, appropriate and relevant.

The Whakapiki i te Reo Teachers Professional Development Programme is a kura-based programme that aims to raise the Māori language capability of kaiako (teachers) and build kura capability and sustainability in the Māori-medium schooling network.

The Information and Communications Technology Professional Development Programme aims to raise the e-learning capability of teachers and school leaders. The model devolves ownership of the professional development process to schools. This requires groups of schools (clusters) and some large individual secondary schools to collaborate in the design and delivery of PLD to their teachers. These cluster projects are mentored and monitored by a national support services provider. In 2009 there were a total of 75 cluster projects involving 380 schools (over 11,500 teachers). Programme delivery and progress towards goals was effective in 89 percent of the projects.

The three-year Digital Technologies Guidelines Professional Development project aimed to support the teaching of digital technologies, computing, computer science, web design and digital multimedia in years 11–13. New NCEA achievement standards in Digital Technologies (placed within the Technology Learning Area) are being introduced at year 11 in 2010, year 12 in 2012 and year 13 in 2013. The professional development focused on modernising course design and supporting teachers who are often sole-charge in this area in secondary schools. In 2009 the project involved 245 teachers from 153 secondary schools nationwide. It finished on 30 June 2010.

Ethnic group differences

Māori

Ka Hikitia – Managing for Success identifies PLD as a key lever for improving system performance to ensure Māori enjoy education success as Māori. It has several goals that focus on improving the effectiveness of teaching and school leadership, primarily through PLD:

> Improve 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 effectiveness and outcomes for Māori students.

[131] Education Review Office. (2009). *Managing Professional Learning and Development in Secondary Schools.* Wellington: Education Review Office.

[132] Education Review Office. (2008). *The Quality of Teaching in Kura Māori.* Wellington: Education Review Office.

The following programmes took place in 2009:

Te Kotahitanga

Te Kotahitanga is a professional development programme with explicit focus on realising Māori potential in our English-medium secondary schools.

By the end of 2009 Te Kotahitanga was in 49 schools. Approximately 3,000 teachers, facilitators, middle and senior managers, principals, School Support Service advisors, and RTLBs participated.

Te Kotahitanga aims to improve classroom and school practices in order to build culturally responsive contexts for learning. Research shows that the programme has been successful in improving learning outcomes for Māori students.

Te Kotahitanga has two system outcomes and two school outcomes:

System outcomes are:

> to raise the participation, engagement and achievement of Māori students and increase their attainment of worthwhile qualifications

> to raise wider system capability so that school leaders, teachers and their communities understand and establish culturally responsive contexts for learning for, and with, Māori students.

School outcomes are:

> to support teachers to improve Māori student learning and achievement by creating a culturally responsive context for learning which draws on evidence of student performance

> to enable school leaders and the wider school community to establish school structures and organisations that support teachers in this endeavour.

Te Kauhua

Te Kauhua is a professional learning programme which focuses on increasing effective links with whānau to maximise teachers' opportunities to learn in ways that contribute to enhanced outcomes for Māori students in English-medium schools.

In 2009 six schools participated in Te Kauhua and were supported to implement their own professional learning initiatives. Schools received explicit advice and guidance to build school facilitator capability in:

> the principles of adult learning and teaching

> collaborative action research methodology

> data collection, collation and analysis

> transition strategies

> whānau engagement approaches.

The project is also designed to capture knowledge and understanding about how future professional learning programmes could most effectively meet the goals noted above.

Ako Panuku

Ako Panuku is a professional development programme that was developed in response to a review of the workload of Māori teachers.[133] The review 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 Māori teachers in secondary schools and wharekura across all learning areas.

In 2009, the inaugural year of the programme, 350 teachers participated in Ako Panuku.

The programme supports Māori teachers in secondary schools and wharekura in a culturally and professionally relevant context in:

> planning and developing their career pathways

> enhancing their professional practice through involvement in professional communities and professional learning

> developing and accessing useful and relevant teaching and management resources that support teachers' wide-ranging work.

Pasifika

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

Pasifika School Community Parent Liaison

The Pasifika School Community Parent Liaison (PSCPL) initiative aims to improve learning outcomes for Pasifika students by supporting schools and teachers in developing, maintaining and strengthening effective teaching practices that work for Pasifika students. This work draws on the existing evidence base to improve Pasifika student learning outcomes.

The 2009 clusters involved in PSCPL comprised two secondary, two intermediate and seven primary schools. Clusters are assessed to identify their needs and supported through a funding agreement with the Ministry for a maximum period of three years.

Each cluster aims to improve learning outcomes for Pasifika students, with a specific focus on literacy. Each cluster, while focusing on achieving the overall project goals above, determines how these will be achieved.

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[133] Ministerial Consultative Group on Teacher Workload (1999). *Workload of Māori Teachers.* Unpublished.

SCHOOL LEADERSHIP

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

The key message from the Education Leadership BES is:

The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes.[134]

Why is this important?

School leadership encompasses both educational leadership and school management.

The Educational Leadership BES focused on leadership and practice that lead to improved outcomes for students across English and Māori-medium schools.[135] It discussed the types of leadership relevant to education and compared the impact of transformational and pedagogical leadership on student outcomes. This analysis showed the impact of pedagogical leadership that focuses on establishing clear educational goals, planning the curriculum and evaluating teachers and teaching was nearly four times that of leadership that emphasises vision and inspiration (transformational). Generic leadership and business skills were important but not sufficient to ensure positive learning outcomes for students.

The Educational Leadership BES identified the following eight dimensions that have a positive impact on student outcomes. Dimensions 1–5 were derived from direct evidence, and dimensions 6–8 from indirect evidence.

1. Establishing goals and expectations: leadership makes a difference by establishing clear academic and learning goals.

2. Resourcing strategically: this involves aligning resource selection to priority teaching goals.

3. Planning, coordinating and evaluating teaching and the curriculum: an example of this in practice is providing feedback to teachers, based on classroom observations relevant to improving their teaching.

4. Promoting and participating in teacher learning and development: leaders learn alongside their staff, which enables any required work changes to flow into practice.

5. Ensuring an orderly and supportive environment: leadership practices ensure that teachers can focus on teaching and students can focus on learning.

6. Creating educationally powerful connections: creating connections between individuals, organisations and communities to have an explicit focus on student outcomes.

7. Engaging in constructive problem talk: the ability to name, describe and analyse problems to reveal possibilities for school-based change.

8. Selecting, developing and using 'Smart Tools': tools are 'smart' if they promote teacher learning about how they promote student learning.

Dimension 4 had a large, statistically significant effect on student outcomes; dimensions 1 and 3 had moderate and educationally significant effects; and dimensions 2 and 5 had small, indirect effects.

In high-performing schools, leaders gave greater emphasis to setting, communicating, monitoring and reporting school goals, especially those that related to student achievement.

Goal-setting had particular significance for Māori-medium schools, where it was important that goals were linked to the wider purposes of language and cultural regeneration.

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[134] Robinson, V., Hohepa, M. and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why*. Wellington: Ministry of Education.

[135] Robinson, V., Hohepa, M. and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why*. Wellington: Ministry of Education.

How are we going?

Supply and retention

A recent NZCER report on principal vacancies and appointments in 2008 and 2009 found that most schools with vacancies could shortlist four or five applicants.[136] Preliminary 2009 survey data showed a median of nine applicants per vacancy.

NZCER's national survey data indicated that principals are staying longer in their positions. In a 2003 survey, only 37 percent of secondary principals thought they would continue as principal of their school in the next five years. This rose to 59 percent in 2006 and to 65 percent in 2009.

Readiness to implement the new 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[137] found that many school leaders were well under way to give effect to *The New Zealand Curriculum*. The key factor typically associated with good progress towards implementation was strategic professional leadership.

In the schools that were giving effect to *The New Zealand Curriculum*, school leaders included teachers in discussions and decisions about the curriculum from the outset. Effective leadership and school-wide professional development were usually vital in this process. Many schools formed local clusters for this purpose.

School leaders in around 10 percent of schools visited between term three, 2008 and term four, 2009 had yet to develop some aspects of *The New Zealand Curriculum*. These included:

> aligning the implementation of *The New Zealand Curriculum* with school-wide systems

> deciding which achievement objectives to give priority to in long-term teaching plans

> formulating how students' learning stages or pathways would build on earlier learning or experiences

> determining how existing assessment processes aligned with the school's curriculum

> considering how the curriculum principles were to embed in the school's curriculum.

Some principals had insufficient knowledge of *The New Zealand Curriculum,* were unmotivated, lacked commitment or thought that they were already doing what was required.

Professional leadership development

Leadership practices in schools are key points of influence in improving the quality of teaching and outcomes for students. The most important leadership practices are promoting and participating with teachers in PLD.[138]

Effective PLD management depends on the quality of the principal's leadership and management of the school's PLD programme.

In 2009 ERO found that good management of PLD was not necessarily related to a school's decile, location or available funding for PLD. PLD was not managed well in 22 percent of primary schools and in 43 percent of secondary schools.[139]

In a 2009 report[140] ERO found planning for improvement is likely to be enhanced when school leaders and trustees know which aspects of teaching support children to achieve. The quality of monitoring and review is a critical aspect of effective school practice. Effective schools used student achievement data to:

> set annual goals and targets, and monitor children's progress against these targets

> decide which interventions are necessary and where to allocate learning resources

> decide what PLD is needed to support teaching and learning.

From their evaluation of reading and writing in years 1 and 2 ERO found that 63 percent of schools did not monitor reading achievement well, and only 21 percent of schools had very effective monitoring of reading achievement.

[136] Wylie, C. (2010). *Principal Vacancies and Appointments 2008-9*. Wellington: New Zealand Council for Educational Research.

[137] Education Review Office. (2010). *Preparing to Give Effect to the New Zealand Curriculum*. Wellington: Education Review Office.

[138] Robinson, V., Hohepa, M. and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why*. Wellington: Ministry of Education.

[139] Education Review Office. (2009). *Managing Professional Learning and Development in Primary Schools*. Wellington: Education Review Office.
Education Review Office. (2009). *Managing Professional Learning and Development in Secondary Schools*. Wellington: Education Review Office.

[140] Education Review Office. (2009). *Reading and Writing in Years 1 and 2*. Wellington: Education Review Office.

Professional Leadership Plan

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 and 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 2009, 174 principals started the 18-month programme. Over half of New Zealand's principals have participated in the programme since it began in 2002, including 98 percent of first-time principals.

> The Experienced Principals' Development Programme is a new professional development programme directed at experienced principals. It incorporates some of the findings from the Educational Leadership BES. The programme is delivered by ten providers to 300 principals.

> The University of Waikato and Te Whare Wānanga o Awanuiārangi were contracted to provide He Kākano to 100 secondary schools across the country in 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.

> The June 2009 evaluation of the 2008 National Aspiring Principals Pilot found that overall the programme was good preparation for principal recruitment, but the pilot needed to put a stronger emphasis on the 'management' roles for the principal in the programme's curriculum.

> Leadership and management advisors employed by School Support Services at six universities provide government-funded PLD support for middle and senior leaders. These providers estimate that they supported approximately 2,220 middle and senior leaders in 2009.[141]

Where to find out more

www.educationalleaders.govt.nz

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[141] Middle and senior leaders are teachers in leadership roles including assistant/associate principals, deputy principals, syndicate leaders and heads of department. In May 2009 there were 10,435 FTTE in middle and senior leadership positions.

COMMUNITY REPRESENTATION AS SCHOOL TRUSTEES

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 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.

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 and 2007. Membership fluctuates in intervening years due to casual vacancies, by-elections, mid-term elections and annual student representative elections (for year 9 and above).

Community representation has improved since boards began in 1998. The proportion of board members who are Māori has increased by 24 percent since 1998. There has been a 15 percent increase in the proportion of Pasifika school trustees since 1998, but a slight reduction from the peak in 2006.

Why is this important?

School leadership and governance should reflect the nature of the school community if decisions are to be appropriate and effective for students' education 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.

How are we going?

School trustees who are Māori

Current levels and trends

The following data concerns parent-elected, appointed and coopted representative boards of trustees members. Other members, such as school principals, staff representatives, student representatives and proprietors' representatives, are not included in this analysis.

In December 2009, 19 percent of board members were Māori, representing no change since 2008. Over the last 11 years, however, the proportion of Māori board members has gradually increased. In 1998, 15 percent were Māori, indicating a 24 percent increase between 1998 and 2009.

The proportion of Māori board members is four percentage points lower than the proportion of Māori students in these schools (23 percent in 2009). This is largely due to demographics: the proportion of the school-age population who are Māori is considerably higher than the proportion of the population aged 25–49 who are Māori.

Figure 3.5.2: Māori Board of Trustees Members (1998–2009)

Legend: Percentage of elected, appointed and co-opted members — Percentage of students who are Māori
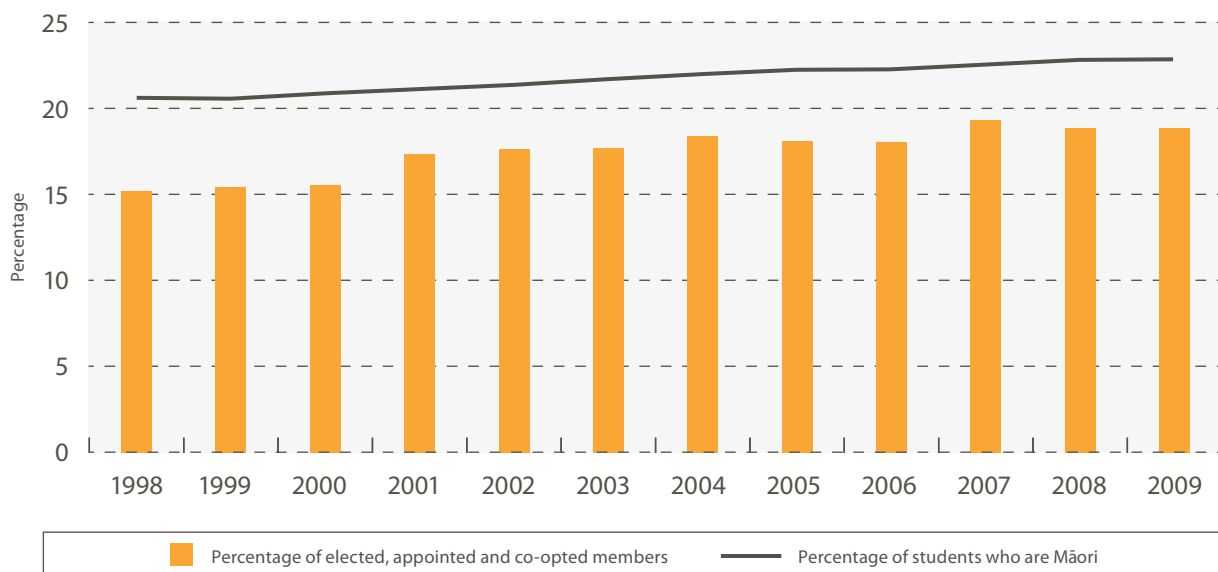
Gender differences

In 2009 Māori women accounted for 63 percent of all Māori board members. This represents a 3 percent increase in the proportion of female Māori board members from 1998 (61 percent). In comparison, 46 percent of all non-Māori board members in 2009 were women.

Regional differences

The Gisborne region had the highest rate of Māori representation (58 percent), followed by Northland (41 percent) and Bay of Plenty (38 percent). Canterbury and Otago had the lowest rates (6 percent), preceded by Southland (8 percent).

School trustees who are Pasifika

Current levels and trends

While there are Pasifika throughout New Zealand, most are concentrated in four main regions: Auckland, Wellington, Waikato and Canterbury. The four cities with the greatest Pasifika populations are Manukau, Auckland, Waitakere and Porirua.

This concentration means that we need to apply a different type of analysis for representation, based on schools with sufficient Pasifika students on the roll to expect Pasifika representation on the board.

This expectation is based both on the relative size of the Pasifika roll and the number of available positions on the board.

Since 2000 the proportion of schools that achieved the criteria for adequate Pasifika representation on boards has not significantly changed. In 2009, 445 schools had a large enough Pasifika roll to expect to have Pasifika representation on boards. Of these, 30 percent had adequate Pasifika representation.

In December 2009, 18 percent of board members in these schools were of Pasifika ethnicity. This represents a 15 percent increase since 1998 (15 percent), but a slight reduction since the peak in 2006 (19 percent). The proportion of Pasifika board members is lower than the proportion of Pasifika students in these schools (32 percent in 2009). This is heavily influenced by demographics: 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 European/Pākehā adults aged 25–49 for every European/Pākehā child.

Figure 3.5.3: Pasifika Board Members in Schools that Had Enough Pasifika Students on Their Roll to Have at Least One Pasifika Board Member (1998–2009)

Legend: ■ Percentage of elected, appointed and co-opted members ── Percentage of students who are Pasifika
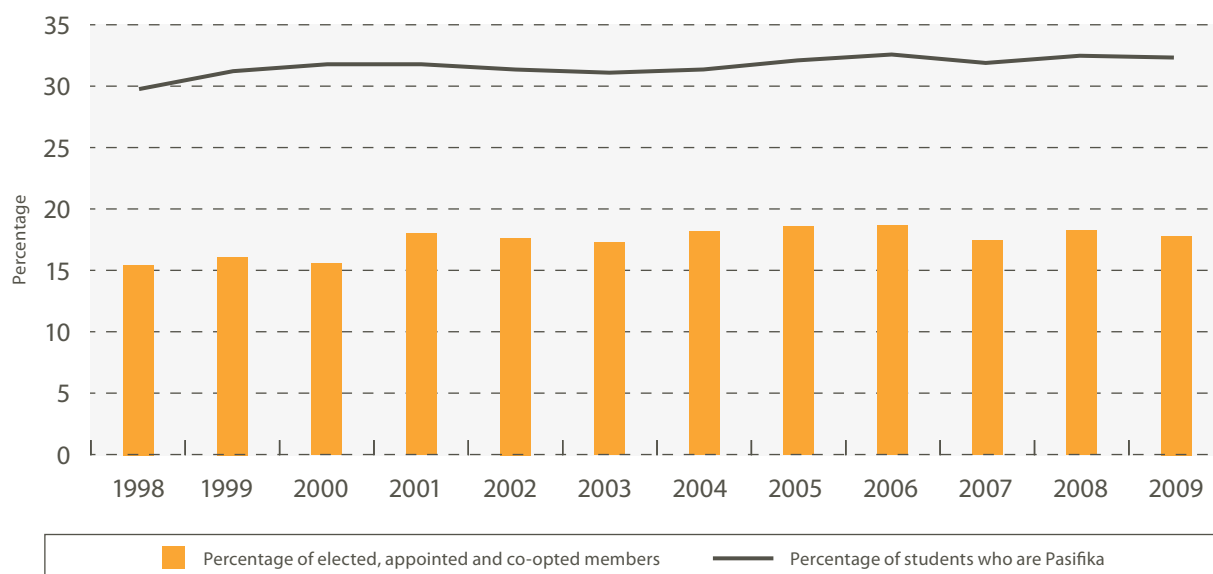
Gender differences

In 2009, 58 percent of Pasifika board members were female, an increase of 3 percentage points since 1998. In comparison, 51 percent of all non-Pasifika board members in these schools in 2009 were women.

Regional differences

Of the regions that had at least ten schools where sufficient Pasifika students were on the roll to expect Pasifika representation on the board, Waikato had the highest representation (40 percent), followed by Hawke's Bay (30 percent) and Wellington (35 percent). Auckland (29 percent) and Manawatu–Wanganui (20 percent) had the lowest representation.

Where to find out more

Visit www.educationcounts.govt.nz

education COUNTS

| Indicators | Quality education providers | • School trustees who are Māori
• School trustees who are Pasifika |

Appendix

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. Mission Heights Primary School, Mission Heights Junior College and Snells Beach School opened for instruction at the start of the 2009 school year. Planning for Orimiston Senior College and Stonefields School continues. These schools are due to open for instruction at the start of the 2011 school year. A primary school in Hingaia, scheduled to open in 2012, is well underway.

Increased demand is also managed through the use of enrolment schemes and the provision of additional classrooms. During 2009, 102 schemes were reviewed, 87 schemes were confirmed, seven were amended and eight abandoned. Eleven new schemes were implemented. For the 2009 calendar year, roll growth reports recommended a total of 103 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.

Under Section 153 of the Education Act 1989, change of class applications were approved for 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) to become composite wharekura providing immersion education for years 1–13. Under Section 146 of the Education Act 1989, 'Area School Gisborne' (located in Te Karaka, north of Gisborne) has also been established. This will open for instruction at the start of the 2011 school year and provide for years 1–13 in a mainstream environment.

Predicted population growth trends in the Tauranga and Western Bay of Plenty areas have seen the establishment of a new year 7–13 college and a year 1–6 contributing primary school in Papamoa East, both of which will open for instruction at the beginning of the 2011 school year. Each school will open with an enrolment scheme in place to ensure that its growth can be managed. Site development and construction is presently underway for these schools.

To meet demand for Māori immersion education, two wharekura have also been established in the Tauranga area.

Te Wharekura o Mauao was established under Section 156 of the Education Act 1989. This is a composite wharekura, providing for students in years 7–13. It opened on a temporary site at the beginning of the 2010 school year and will remain at its current location until a permanent site in the Bethlehem area has been developed.

Te Kura Kaupapa Māori o Te Kura Kokiri was established under Section 155 of the Education Act 1989 and adheres to the philosophy of Te Aho Matua. This is a composite wharekura approved with effect from 1 July 2009 and provides education for years 1–3. The Ministry is presently working through a site selection process with the board of trustees.

CENTRAL SOUTH REGION

The region operated in 2009 with generally stable rolls. Six enrolment schemes were abandoned and three new enrolment schemes were introduced, all at primary schools.

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.

In March 2009 settlement was reached for the purchase of a second parcel of land to provide a site for a new primary school in Churton Park, Wellington. A Governance Facilitator and Establishment Board of Trustees were appointed. Work was advanced for the appointment of a Construction Consortium, in order to have the new school built and open on time, to meet existing pressure and projected growth.

The monitoring of population growth in the Kāpiti Coast District continued. The two Waikanae primary schools are operating at capacity and are under pressure for additional spaces. Proposed developments and their potential population have been taken into account, indicating a need for a further school. As the year concluded, work had been undertaken to secure a suitable site.

In December 2009 Te Horo School (near Otaki) was approved for a phased-in recapitation, effective from the start of 2010.

SOUTHERN REGION

Localised population growth continues to cause roll pressure on some primary schools in the region, including a number of rural schools. As a result, seven new enrolment schemes were implemented at primary and intermediate schools during 2009. 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.

The Urban Development Strategy (UDS) for Greater Christchurch continues to provide an important framework for the Ministry to plan for future education provision in Canterbury. The Ministry continued to work with councils/developers on plan changes resulting from the UDS and other district plans.

An area report focusing on determining the extent of projected growth was completed for the Wanaka and Belfast areas.

Construction of new schools in Rolleston and Frankton (Queenstown) commenced, as well as a relocation in Wanaka.

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 OR ALL OF 2009

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3700	Abbotsford School	23/8/2005	Yes	3295	Blaketown School	2/11/2007	Yes
1680	Aberdeen School	20/12/1999	Yes	2546	Bledisloe School	14/11/2008	Yes
1195	Adventure School	23/6/2008	No	1232	Blockhouse Bay Intermediate	2/8/2008	No
82	Aidanfield Christian School	8/9/2005	No	1233	Blockhouse Bay School	8/9/1999	Yes
6948	Albany Junior High School	30/10/2004	Yes	1234	Bombay School	14/8/2002	Yes
1202	Albany School	24/10/2000	Yes	1235	Botany Downs School	12/3/2004	Yes
563	Albany Senior High School	22/07/2008	Yes	6930	Botany Downs Secondary College	20/12/2002	Yes
6929	Alfriston College	5/5/2003	Yes	2813	Boulcott School	30/6/2000	Yes
1203	Alfriston School	30/9/1999	Yes	3716	Bradford School	9/9/2002	No
3274	Allenton School	31/5/2002	No	20	Bream Bay College	14/12/2007	Yes
3276	Amberley School	24/1/2007	No	2547	Bridge Pā School	29/6/2004	Yes
96	Aorere College	09/4/2009	Yes	3184	Broadgreen Intermediate	18/6/2002	Yes
253	Aotea College	30/7/2001	Yes	1236	Brookby School	30/11/1999	Yes
2802	Arakura School	12/12/2005	No	2816	Brooklyn School (Wellington)	6/9/1999	Yes
1208	Ardmore School	23/9/1999	Yes	3303	Broomfield School	16/11/2005	No
3930	Arrowtown School	7/1/2002	No	1237	Browns Bay School	7/10/1999	Yes
2543	Arthur Miller School	27/2/2004	Yes	1238	Bruce McLaren Intermediate	26/2/2004	Yes
3284	Ashgrove School	24/1/2003	No	1239	Buckland School	29/10/1999	Yes
3285	Ashley School	7/3/2008	No	1240	Bucklands Beach Intermediate	9/8/1999	Yes
53	Auckland Girls' Grammar School	25/8/1999	Yes	319	Burnside High School	4/6/1999	Yes
54	Auckland Grammar	1/12/1999	Yes	3306	Burwood School	5/11/1999	Yes
1211	Auckland Normal Intermediate	13/10/1999	Yes	1700	Cambridge East School	15/3/2005	Yes
2152	Auroa School	1/10/2008	No	1242	Campbells Bay School	6/10/1999	Yes
78	Avondale College	3/8/1999	Yes	211	Campion College	17/7/2006	No
1212	Avondale Intermediate	31/10/2002	No	3308	Carew Peel Forest School	25/1/2008	No
1213	Avondale Primary School (Auckland)	28/9/1999	Yes	2345	Carlton School	7/8/2008	No
3287	Avonhead School	22/10/1999	Yes	35	Carmel College	16/5/2007	Yes
324	Avonside Girls' High School	3/5/1999	Yes	2821	Cashmere Avenue School	12/7/2004	Yes
1691	Awakeri School	20/12/1999	Yes	340	Cashmere High School	27/5/1999	No
2544	Awapuni School (Gisborne)	19/11/2004	No	3310	Cashmere Primary School	29/11/1999	Exists
3709	Balaclava School	19/9/2009	Yes	2418	Central Normal School	18/12/2003	Yes
1219	Balmoral School (Auckland)	29/11/1999	Yes	1650	Central Southland Rural Primary School	27/8/2007	No
3289	Banks Avenue School	26/5/2004	Yes	1581	Chapel Downs School	24/11/1999	Yes
2112	Barton Rural School	31/8/2004	No	1244	Chelsea School	23/9/1999	Yes
6960	Baverstock Oaks School	25/8/2004	Yes	3314	Chisnallwood Intermediate	16/9/2005	No
382	Bayfield High School	13/6/2003	No	327	Christchurch Boys' High School	4/6/1999	Yes
1220	Bayfield School	7/9/1999	Yes	328	Christchurch Girls' High School	27/5/1999	Yes
3291	Beckenham School	22/10/1999	Yes	3318	Christchurch South Intermediate	12/4/2008	No
3292	Belfast School	29/1/2008	No	1246	Churchill Park School	19/10/1999	Yes
2807	Belmont School (Lower Hutt)	12/6/2006	No	2824	Churton Park School	23/4/2001	Yes
1695	Berkley Normal Middle School	20/9/2007	Yes	3321	Clarkville School	22/11/1999	No
1697	Bethlehem School	13/12/2002	Yes	1247	Clayton Park School	23/3/2001	Yes
2810	Birchville School	25/7/2006	No	1248	Clendon Park School	29/6/2005	Yes
1231	Birkenhead School	23/9/1999	Yes	1249	Clevedon School	6/11/2006	Yes

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
2826	Clifton Terrace Model School	24/8/1999	Yes	2839	Fairhall School	22/11/1999	Yes
2549	Clive School	14/6/2004	Yes	1272	Farm Cove Intermediate	20/12/1999	Yes
2827	Clyde Quay School	3/5/2005	Yes	197	Feilding High School	22/11/2006	No
3725	Clyde School	12/6/2007	No	3338	Fendalton Open Air School	25/11/1999	Yes
1252	Coatesville School	23/6/1999	Yes	3707	Fenwick School	10/8/2007	Yes
3323	Cobham Intermediate	22/10/1999	Yes	2842	Fernlea School	7/4/2006	No
1253	Cockle Bay School	5/8/1999	Yes	2843	Fernridge School	18/11/2003	Yes
2352	Coley Street School	7/9/2006	Yes	3340	Fernside School	5/9/2001	No
2353	College Street Normal School	17/8/2004	Yes	2117	Fernworth Primary School	31/1/2007	No
3726	College Street School	21/3/2003	No	1275	Finlayson Park School	23/7/1999	Yes
386	Columba College	19/7/2004	Yes	2560	Flaxmere Primary School	13/10/2004	Yes
2354	Colyton School	14/5/2008	Yes	175	Francis Douglas Memorial College	11/7/2005	No
1255	Conifer Grove School	19/10/1999	Yes	2168	Frankley School	7/4/2000	No
1256	Cornwall Park School	25/11/1999	Yes	1279	Freemans Bay School	24/6/2008	No
3324	Cotswold School	22/11/1999	No	3344	Freeville School	22/12/2004	Yes
357	Craighead Diocesan School	10/7/2006	No	200	Freyberg High School	3/7/2006	Yes
3729	Cromwell Primary School	22/11/2002	No	2563	Frimley School	14/1/2003	Yes
3325	Cust School	31/3/2006	Yes	2107	Geraldine Primary School	2/21/2008	No
2553	Dannevirke South School	1/7/1999	No	1282	Gladstone School (Auckland)	29/9/1999	Yes
346	Darfield High School	25/8/2006	Yes	2845	Gladstone School (Masterton)	11/10/2006	No
3326	Darfield School	18/10/2006	Yes	1283	Glamorgan School	7/10/1999	Yes
1709	David Street School	7/7/2003	No	1284	Glen Eden Intermediate	22/10/1999	Yes
1710	Deanwell School	30/4/2007	Yes	1285	Glen Eden School	10/6/2008	No
1260	Devonport School	11/27/2009	Yes	1011	Glenbervie School	9/8/1999	No
1635	Discovery One School	27/8/2001	Yes	65	Glendowie College	20/8/1999	No
2832	Discovery School	24/8/2004	Yes	1294	Glendowie School	19/10/1999	Yes
1263	Drury School	9/8/1999	Yes	3347	Gleniti School	30/7/2001	Yes
1192	Dunedin Rudolf Steiner School	11/7/2008	No	3352	Glentunnel School	26/10/2006	Yes
2355	Durie Hill School	5/10/2006	No	3741	Goldfields School (Cromwell)	12/11/2009	Yes
2833	Dyer Street School	13/11/2007	Yes	1727	Goodwood School	30/5/2006	Yes
3733	East Taieri School	12/12/2006	No	2848	Gracefield School	8/8/2005	Yes
2834	Eastern Hutt School	17/10/2001	Yes	2111	Grantlea Downs School	14/10/2004	No
3947	Edendale School (Southland)	08/22/2008	No	1729	Greenpark School (Tauranga)	21/7/2003	Yes
79	Edgewater College	22/7/2003	Yes	1301	Grey Lynn School	21/2/2005	Yes
1266	Edmonton School	1/11/2002	Yes	3361	Greymouth Main School	9/2/2007	No
1268	Ellerslie School	27/9/1999	Yes	2850	Greytown School	17/10/2003	No
349	Ellesmere College	8/8/2006	Yes	6920	Gulf Harbour School	8/7/1999	No
3334	Elmwood Normal School	22/11/1999	Yes	336	Hagley Community College	13/9/1999	Yes
1168	Emmanuel Christian School	9/11/2005	No	1302	Halsey Drive School	8/9/1999	Yes
64	Epsom Girls' Grammar School	25/8/1999	Yes	3366	Halswell School	22/11/1999	Yes
1270	Epsom Normal School	26/11/1999	Yes	131	Hamilton Boys' High School	10/8/1999	Yes
2557	Eskdale School	28/10/2004	Yes	132	Hamilton Girls' High School	9/8/1999	Yes
2837	Evans Bay Intermediate	9/9/2002	Yes	1733	Hamilton West School	1/5/2007	Yes
1164	Everglade School	30/9/1999	Yes	135	Hamilton's Fraser High School	16/10/2000	Yes
1715	Fairfield Intermediate	19/6/2008	No	3367	Hampstead School	28/8/2007	Yes
3736	Fairfield School (Dunedin)	20/8/2001	No	3370	Harewood School	11/11/2004	Yes
2838	Fairfield School (Levin)	2/9/1999	No	1303	Harrisville School	6/9/2006	Yes
				443	Hastings Christian School	30/11/2006	No

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228	Hastings Girls' High School	19/6/2003	Yes	532	John Paul College	5/2/2007	Yes
2854	Hātaitai School	21/9/1999	Yes	2866	Johnsonville School	7/1/2004	Yes
112	Hauraki Plains College	2/12/2003	Yes	1756	Kaharoa School	21/8/2001	No
1735	Hautapu School	26/5/2004	No	2369	Kai Iwi School	27/6/2008	No
2572	Havelock North Intermediate	18/6/2002	No	3388	Kaiapoi Borough School	3/2/2006	Yes
2573	Havelock North Primary School	28/7/1999	Yes	314	Kaiapoi High School	19/10/2007	Yes
3747	Hawea Flat School	12/3/2007	No	3389	Kaiapoi North School	1/7/2005	No
3371	Heathcote Valley School	22/10/1999	Yes	3753	Kaikorai School	15/2/2007	Yes
3372	Heaton Normal Intermediate	8/11/1999	Yes	381	Kaikorai Valley College	16/7/1999	Yes
3963	Heddon Bush School	3/9/2007	Yes	1024	Kaingaroa School (Kaitaia)	31/1/2008	Yes
45	Henderson High School	24/6/2008	No	2372	Kaitoke School (Whanganui)	10/7/2007	Yes
1307	Henderson Intermediate	1/8/2001	Yes	1029	Kamo Intermediate	10/9/1999	Yes
1308	Henderson North School	7/10/1999	Yes	1030	Kamo School	14/11/2006	Yes
1311	Henderson Valley School	7/10/1999	Yes	3393	Kaniere School	14/12/2006	No
3194	Henley School (Nelson)	4/12/2002	Yes	2871	Kapanui School	7/9/1999	Yes
2575	Heretaunga Intermediate	20/3/2003	No	2873	Kapiti School	24/9/2007	Yes
2172	Highlands Intermediate	27/2/2007	Yes	1325	Karaka School	1/8/2006	Yes
138	Hillcrest High School	9/8/1999	Yes	229	Karamu High School	24/4/2002	Yes
1739	Hillcrest Normal School	5/11/2008	No	2874	Karori Normal School	14/12/1999	Yes
1312	Hillpark School	30/9/1999	Yes	3394	Karoro School	05/12/2009	Yes
1313	Hillsborough School	20/9/1999	Yes	1326	Kaukapakapa School	12/17/2009	Yes
1740	Hilltop School	20/12/1999	Yes	1327	Kauri Park School	29/5/2003	Yes
341	Hillview Christian School	1/6/2004	No	1032	Kaurihohore School	04/21/2009	Yes
2578	Hiruharama School	29/4/2002	No	1328	Kaurilands School	3/8/1999	Yes
1314	Hobsonville School	25/9/2003	Yes	536	Kavanagh College	14/2/2003	Yes
1316	Holy Cross School (Henderson)	6/5/2008	No	1329	Kedgley Intermediate	30/8/1999	Yes
557	Holy Family School (Wanaka)	25/7/2008	No	2876	Kelburn Normal School	5/5/2006	No
3379	Hoon Hay School	25/9/2000	Yes	2877	Kelson School	7/8/2006	No
3381	Hororata School	19/2/2007	Yes	1332	Kelvin Road School	27/4/2004	Yes
1746	Horotiu School	6/11/2003	Yes	2878	Kenakena School	24/8/2004	Yes
1747	Horsham Downs School	07/15/2009	Yes	5	Kerikeri High School	30/8/1999	Yes
2861	Houghton Valley School	16/9/2005	No	1034	Kerikeri Primary School	20/8/1999	No
87	Howick College	6/9/1999	Yes	2880	Kilbirnie School	17/1/2006	No
1318	Howick Intermediate	29/5/2003	Yes	1333	Kingsford School	23/10/2007	Yes
1749	Hukanui School	20/12/1999	Yes	1779	Kio Kio School	1/12/2006	No
435	Hukarere College	1/5/2003	No	3397	Kirwee Model School	21/8/2006	Yes
2366	Hunterville Consolidated School	6/11/2007	Yes	1781	Knighton Normal School	20/12/1999	No
1018	Hurupaki School	12/9/2005	No	6939	Kōhia Terrace School	10/12/1999	Yes
2862	Hutt Central School	5/5/2006	No	1334	Kohimarama School	2/12/1999	Yes
2863	Hutt Intermediate	5/10/1999	Yes	1036	Kōkopu School	18/2/2005	No
261	Hutt Valley High School	21/12/1999	No	2385	Kopane School	10/10/2008	No
3384	Ilam School	27/7/2001	Yes	2882	Koputaroa School	17/12/2001	No
2581	Ilminster Intermediate	29/4/2002	Yes	2100	Koraunui School	11/12/2008	No
3966	Invercargill Middle School	15/11/2005	Yes	2883	Korokoro School	12/10/2006	No
224	Iona College	2/4/2004	Yes	1784	Koromatua School	22/2/2008	Yes
2865	Island Bay School	7/11/2005	No	1336	Koru School	30/8/1999	Yes
552	James Hargest College	15/5/2005	No	1337	Kōwhai Intermediate	19/10/1999	Yes
387	John McGlashan College	7/7/2004	Yes	3402	Ladbrooks School	18/6/2004	No

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3410	Leeston School	11/23/2009	Yes	2968	Maungaraki School	27/1/2006	No
2182	Lepperton School	14/2/2004	No	1821	Maungatapu School	16/3/2007	No
2886	Levin East School	21/2/2006	No	1367	Maungawhau School	26/11/1999	Yes
2889	Levin School	16/12/2008	No	1050	Maunu School	24/12/2007	Yes
4117	Liberton Christian School	30/8/2004	No	1370	Meadowbank School	27/9/1999	Yes
3975	Limehills School	6/12/2002	No	1371	Mellons Bay School	6/10/1999	Yes
347	Lincoln High School	4/6/1999	No	3434	Merrin School	22/10/1999	Yes
3412	Lincoln Primary School	14/11/2001	No	3436	Methven School	9/5/2008	No
230	Lindisfarne College	6/4/2004	Yes	335	Middleton Grange School	5/2/2006	Yes
3415	Linwood North School	24/11/2008	No	1375	Milford School (Auckland)	6/10/1999	Yes
3419	Loburn School	3/3/2005	No	2915	Miramar Central School	25/5/2005	Yes
27	Long Bay College	12/9/2005	Yes	2916	Miramar North School	6/4/2001	No
1342	Long Bay School	7/12/2006	Yes	553	Mission Heights Junior College	15/05/2008	Yes
3594	Longbeach School	26/5/2008	No	570	Mission Heights Primary School	15/05/2008	Yes
2590	Lucknow School	15/8/2005	Yes	2403	Mosston School	29/3/2005	Yes
75	Lynfield College	27/7/1999	Yes	3206	Motueka South School	29/11/1999	Yes
1791	Lynmore Primary School	27/5/2002	No	2404	Mount Biggs School	17/9/1999	No
41	Macleans College	25/8/1999	Yes	348	Mount Hutt College	29/6/2006	Yes
1792	Maeroa Intermediate	3/9/2002	Yes	69	Mt Albert Grammar School	22/5/2000	Yes
3201	Mahana School	1/7/2005	Yes	1382	Mt Carmel School (Meadowbank)	4/11/2008	No
2592	Mahora School	21/5/2002	Yes	1378	Mt Eden Normal School	26/11/1999	Yes
2893	Maidstone Intermediate	15/8/2000	No	1838	Mt Maunganui School	27/1/2008	Yes
1343	Mairangi Bay School	7/10/1999	Yes	3443	Mt Pleasant School	1/11/2005	No
3425	Mairehau School	21/9/2004	Yes	74	Mt Roskill Grammar	3/8/1999	Yes
2593	Makaraka School	18/6/2007	Yes	1383	Mt Roskill Intermediate	29/7/2002	Yes
2595	Makauri School	13/5/2005	No	1384	Mt Roskill Primary School	17/9/1999	Yes
2597	Mangapapa School	08/24/2009	Yes	3441	Mt Somers Springburn School	18/2/2008	No
2899	Mangaroa School	7/12/2004	Yes	1386	Murrays Bay Intermediate	10/8/1999	Yes
1038	Mangawhai Beach School	23/11/2004	Yes	3991	Myross Bush School	5/2/2003	Yes
1346	Māngere Bridge School	29/10/1999	Yes	216	Napier Boys' High School	21/6/2002	Yes
1347	Māngere Central School	23/10/2007	Yes	217	Napier Girls' High School	3/6/2001	Yes
1348	Māngere East School	30/8/1999	Yes	2619	Napier Intermediate	2/9/2008	No
2189	Mangorei School	18/10/2000	No	1841	Nawton School	14/12/2000	Yes
1354	Manurewa Central School	30/9/1999	Yes	293	Nayland College	6/8/2003	Yes
99	Manurewa High School	29/11/1999	Yes	3208	Nayland Primary School	13/1/2003	No
3768	Maori Hill School	12/17/2009	Yes	2620	Nelson Park School	30/9/2002	No
3203	Māpua School	1/7/2005	Yes	1389	New Lynn School	24/10/2007	Yes
566	Maraekakaho School	14/11/2008	No	2406	Newbury School	23/10/2003	No
1357	Maraetai Beach School	19/8/2008	No	268	Newlands College	14/5/2004	No
2094	Marian Catholic School (Hamilton)	15/7/2008	No	1391	Newmarket School	26/11/1999	Yes
1592	Marina View School	2/12/1999	Yes	1392	Newton Central School	2/11/2007	Yes
1362	Marshall Laing School	8/9/1999	Yes	2205	Ngaere School	23/3/2001	No
3429	Marshland School	10/5/2002	Yes	1844	Ngāhinapōuri School	9/2/2001	Yes
43	Massey High School	18/12/2000	Yes	2927	Ngaio School	6/2/2001	No
1363	Massey Primary School	19/10/1999	Yes	1847	Ngapuke School	21/1/2008	Yes
1364	Matakana School	9/12/2004	No	2206	Norfolk School	26/8/2005	No
1043	Matarau School	12/1/2009	Yes	3447	North Loburn School	4/9/2006	Yes
1820	Matua School	17/12/2007	Yes	32	Northcote College	30/5/2003	Yes

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2931	Northland School	14/2/2001	Yes	95	Papatoetoe High School	5/8/1999	Yes
3450	Oaklands School	22/11/1999	Yes	1428	Papatoetoe Intermediate	30/8/1999	Yes
2208	Oakura School	19/5/2004	No	1429	Papatoetoe North School	9/8/1999	Yes
2933	Ōhau School	15/10/1999	No	1430	Papatoetoe South School	9/8/1999	Yes
3451	Ohoka School	7/3/2001	Yes	1431	Papatoetoe West School	9/8/1999	Yes
1857	Ohope Beach School	12/12/2008	No	2948	Paraparaumu Beach School	15/7/2002	Yes
7	Okaihau College	1/12/1999	Yes	248	Paraparaumu College	23/4/2002	No
1860	Omanu School	19/7/2004	No	2950	Paremata School	3/11/1999	Yes
2214	Omata School	6/11/2007	Yes	2424	Parkland School (P North)	1/11/2007	Yes
1863	Omokoroa School	16/12/2004	No	2641	Parkvale School	28/11/2003	Yes
86	Onehunga High School	9/8/1999	Yes	1436	Parnell School	27/9/1999	Yes
1399	Onehunga Primary School	25/11/1999	Yes	1888	Paroa School (Whakatāne)	20/12/1999	Yes
2629	Ongaonga School	3/31/2006	No	1438	Patumahoe Primary School	21/6/2007	Yes
269	Onslow College	21/9/1999	Yes	2953	Pāuātahanui School	23/6/2005	Yes
1401	Opaheke School	9/8/1999	Yes	1892	Peachgrove Intermediate	24/10/2002	Yes
2936	Opaki School	24/11/2003	No	1893	Pekerau School	11/5/2007	No
3455	Opawa School	19/11/1999	Yes	3737	Pembroke School (Oamaru)	31/5/2007	No
2937	Opiki School	10/20/2009	No	2644	Peterhead School	22/11/2002	No
1063	Opua School	30/3/2005	No	1439	Pigeon Mountain School	25/11/1999	Yes
1404	Oratia School	7/10/1999	Yes	1894	Pillans Point School	20/12/1999	Yes
25	Orewa College	30/8/2004	No	2957	Pinehaven School	02/27/2009	Yes
1407	Orewa School	21/4/2006	Yes	6932	Pinehill School (Browns Bay)	27/10/1999	Yes
2631	Ormond School	31/3/2006	Yes	1897	Pirongia School	18/2/2002	Yes
2414	Oroua Downs School	7/7/2006	No	2959	Plateau School	6/9/2006	No
378	Otago Girls' High School	7/8/1999	Yes	2960	Plimmerton School	18/6/1999	Yes
88	Ōtāhuhu College	9/8/1999	Yes	6921	Point View School	9/9/1999	Yes
21	Otamatea High School	17/11/2008	No	1442	Pokeno School	24/6/2008	No
6946	Oteha Valley School	25/11/2003	Yes	1445	Ponsonby Intermediate	16/10/2002	Yes
120	Otumoetai College	9/8/1999	Yes	1446	Ponsonby Primary School	7/9/1999	Yes
1878	Otumoetai Intermediate	1/7/2003	Yes	2965	Poroutawhao School	10/7/2006	Yes
3464	Ouruhia Model School	22/11/1999	No	2648	Port Ahuriri School	05/27/2009	No
1884	Pāhoia School	1/10/2005	Yes	2650	Poukawa School	19/4/2006	No
2638	Pakowhai School	12/2/2004	Yes	3478	Prebbleton School	24/11/2003	Yes
80	Pakuranga College	23/9/1999	Yes	1440	Pt Chevalier School	28/9/1999	Yes
1417	Pakuranga Intermediate	19/9/2002	Yes	1441	Pt England School	23/7/1999	No
202	Palmerston North Boys' High School	8/7/2005	No	1448	Puhinui School	9/8/1999	Yes
203	Palmerston North Girls' High School	20/5/1999	No	2651	Pukehamoamoa School	18/6/2007	Yes
2419	Palmerston North Intermediate	15/12/1999	No	2652	Pukehou School	16/5/2007	Yes
2946	Papakowhai School	12/2/2007	No	1449	Pukekawa School	14/5/2008	Yes
1421	Papakura Central School	10/8/2005	Yes	1450	Pukekohe East School	24/8/2004	Yes
1423	Papakura Normal School	5/12/2001	Yes	103	Pukekohe High School	16/7/2002	Yes
1885	Papamoa School	1/7/2005	Yes	1451	Pukekohe Hill School	29/10/1999	Yes
316	Papanui High School	2/5/2006	Yes	1452	Pukekohe Intermediate	1/8/2006	Yes
3467	Papāroa Street School	26/11/1999	Yes	1454	Pukeōware School	1/12/1999	Yes
1426	Papatoetoe Central School	6/8/1999	Yes	1907	Puketaha School	4/7/2003	Yes
1427	Papatoetoe East School	9/8/1999	Yes	2654	Puketapu School (Hawke's Bay)	11/4/2003	Yes
				1455	Puni School	6/4/2000	Yes
				3479	Queenspark School	21/2/2003	Yes

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1679	Rahotu School	22/9/2006	No	40	Rutherford College	17/6/2003	Yes
1456	Ramarama School	27/11/2009	Yes	59	Sacred Heart College (Auckland)	3/3/2006	No
6944	Randwick Park School	1/11/1999	Yes	174	Sacred Heart Girls' College (New Plymouth)	16/2/2006	Yes
1457	Rangeview Intermediate	27/5/2004	Yes	4014	Salford School	12/11/2002	Yes
2970	Rangikura School	7/3/2005	No	491	Sancta Maria College	20/11/2003	Yes
3481	Rangiora Borough School	28/11/2008	No	1479	Sandspit Road School	26/09/2009	Yes
312	Rangiora High School	8/3/2006	No	2987	Seatoun School	1/1/2001	No
418	Rangiora New Life School	28/11/2008	No	3501	Sefton School	1/11/2006	No
28	Rangitoto College	1/12/1999	Yes	6945	Selwyn Ridge School	6/12/2001	No
2971	Rapaura School	14/9/2001	Yes	1480	Shelly Park School	16/12/2003	Yes
2972	Raroa Normal Intermediate	30/5/2005	No	1481	Sherwood School (Auckland)	3/4/2008	Yes
2974	Raumati Beach School	14/5/2007	No	321	Shirley Boys' High School	29/5/1999	Yes
1194	Red Beach School	19/10/1999	No	3504	Shirley School	21/9/2004	Yes
3483	Redcliffs School	8/11/1999	No	1482	Silverdale School	7/9/2007	Yes
1459	Redhill School	28/8/2007	Yes	2990	Silverstream School	24/8/2004	No
1460	Redoubt North School	14/5/2008	Yes	1251	Sir Edmund Hillary Collegiate Junior School	10/10/2006	Yes
3484	Redwood School (Christchurch)	17/8/2004	Yes	1217	Sir Edmund Hillary Collegiate Middle School	10/10/2006	Yes
2663	Reignier Catholic School	7/7/2008	No	97	Sir Edmund Hillary Collegiate Senior School	10/10/2006	Yes
1461	Remuera Intermediate	19/10/1999	Yes	6759	Snells Beach Primary School	06/12/2008	No
1462	Remuera School	22/12/1999	Yes	2991	Solway School	20/11/2003	Yes
6978	Reremoana Primary School	12/7/2005	Yes	3506	Somerfield School	18/12/2006	Yes
1924	Rhode Street School	22/2/2008	Yes	6760	Somerville Intermediate School	10/12/1999	Yes
334	Riccarton High School	16/6/1999	Yes	1149	Sonrise Christian School	20/11/2006	No
1463	Richmond Road School	21/12/2004	Yes	2993	South Featherston School	30/9/2004	No
4006	Rimu School	30/8/1999	Yes	2446	South Mākirikiri School	3/9/1999	No
2437	Riverdale School (P North)	21/10/1999	Yes	3508	South New Brighton School	10/23/2008	No
1464	Riverhead School	02/5/2009	Yes	3510	Southbrook School	30/5/2001	No
2981	Riverlands School	22/11/1999	Yes	452	Southern Cross Campus	20/11/2002	Yes
1594	Riverview School	11/6/2007	Yes	404	Southland Boys' High School	10/7/2006	Yes
3217	Riwaka School	25/8/2003	No	405	Southland Girls' High School	10/7/2006	Yes
1467	Robertson Road School	23/12/2008	No	3512	Spreydon School	19/2/2007	Yes
23	Rodney College	26/7/2008	No	2996	Springlands School	12/6/2007	Yes
3488	Rolleston School	21/5/2003	Yes	3516	Springston School	3/31/2006	Yes
1470	Roscommon School	17/12/2003	Yes	3517	St Albans Catholic School (Christchurch)	6/7/2006	Yes
3812	Rosebank School (Balclutha)	1/10/2001	No	3518	St Albans School	12/12/2003	Yes
102	Rosehill College	6/9/1999	Yes	3521	St Bernadette's School (Hornby)	8/8/2006	No
2439	Roslyn School	10/7/2007	No	3835	St Clair School	2/12/1999	No
2440	Ross Intermediate	17/6/2009	Yes	47	St Dominic's College (Henderson)	31/8/2006	Yes
1930	Rotokauri School	20/12/1999	Yes	1489	St Heliers School	29/11/1999	Yes
1927	Roto-O-Rangi School	10/8/2007	Yes	380	St Hildas Collegiate	4/8/2004	Yes
1933	Rotorua Intermediate	23/10/2002	No	1490	St Ignatius School (St Heliers)	13/9/2006	Yes
6976	Rototuna Primary School	10/9/2002	Yes	226	St John's College (Hastings)	24/8/2006	Yes
1351	Royal Oak Intermediate School	28/11/2002	Yes	4131	St John's Girls' School (Invercargill)	21/3/2003	No
1475	Royal Oak School	19/10/1999	Yes	2450	St John's Hill School	3/9/2001	No
3493	Roydvale School	11/5/2006	Yes	222	St Joseph's Māori Girls' College	5/12/2004	No
2669	Ruahine School	5/5/2006	No				
2441	Russell Street School	3/9/2001	Yes				
3496	Russley School	6/5/2007	Yes				

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3530	St Joseph's School (Kaikōura)	15/12/2006	No	257	Tawa College	4/7/1999	Yes
3531	St Joseph's School (Papanui)	14/12/2004	No	3034	Tawa Intermediate	30/7/1999	No
4016	St Joseph's School (Queenstown)	21/10/2002	No	6940	Te Ākau ki Papamoa Primary School	26/11/1999	Yes
2678	St Joseph's School (Waipukurau)	7/7/2008	No	3037	Te Aro School	5/11/2003	Yes
1499	St Leonards Road School	9/12/1999	No	1532	Te Hihi School	1/9/2004	No
3534	St Martin's School	18/11/1999	Yes	2007	Te Kōwhai School	7/10/2003	Yes
1958	St Mary's Catholic School (Rotorua)	12/12/2007	Yes	2697	Te Mata School (Havelock North)	28/3/2003	Yes
265	St Oran's College	1/1/2007	No	6741	Te Mātauranga	22/8/2003	Yes
252	St Patrick's College (Silverstream)	30/8/2006	No	2020	Te Rapa School	6/9/2001	Yes
3537	St Patrick's School (Bryndwr)	15/6/2004	No	577	Te Totara Primary School	29/8/2007	Yes
3541	St Paul's School (Dallington)	16/5/2004	Yes	2025	Te Waotu School	19/2/2003	Yes
1643	St Paul's School (Massey)	6/7/2006	Yes	3555	Templeton School	28/6/2004	No
1627	St Paul's School (Richmond)	18/2/2003	Yes	6947	The Gardens School	1/10/2001	Yes
331	St Thomas of Canterbury College	2/12/2008	No	3040	Thorndon School	30/9/2002	Yes
1510	St Thomas School (Auckland)	19/10/1999	Yes	3557	Thorrington School	22/10/1999	Yes
1511	Stanhope Road School	18/08/2009	Yes	1535	Three Kings School	19/10/1999	Yes
1512	Stanley Bay School	15/2/2002	No	3561	Tinwald School	30/10/2007	No
1514	Star of the Sea School (Howick)	10/11/2006	Yes	1536	Tirimoana School	8/5/2000	No
1663	Stella Maris Primary School	18/7/2008	No	2467	Tiritea School	14/8/2006	Yes
6937	Summerland Primary	8/10/2001	Yes	4029	Tisbury School	26/7/2004	Yes
3546	Sumner School	25/8/2006	Yes	1537	Tītīrangi School	9/8/1999	Yes
1515	Sunny Hills School	6/10/1999	Yes	2038	Tokoroa North School	22/9/1999	No
1516	Sunnybrae Normal School	19/10/1999	Yes	212	Tolaga Bay Area School	8/12/2004	No
1518	Sunnynook School	6/10/1999	Yes	1538	Torbay School	6/10/1999	Yes
3547	Swannanoa School	21/10/2004	Yes	143	Trident High School	31/8/2001	Yes
6742	Tahatai Coast School	26/11/1999	Yes	3050	Tua Marina School	26/10/1999	Yes
3839	Tāhuna Normal Intermediate	5/5/2004	Yes	2711	Twyford School	25/5/2002	Yes
3549	Tai Tapu School	27/6/2005	Yes	483	Unlimited Paenga Tawhiti	24/5/2005	No
495	Taieri College	27/7/2006	No	6955	Upper Harbour Primary School	8/8/2005	Yes
231	Taikura Rudolf Steiner School	3/2/2009	No	250	Upper Hutt College	18/11/2003	No
3841	Tainui School	12/7/2005	Yes	3053	Upper Hutt School	22/10/2004	Yes
1523	Takanini School	18/6/2007	Yes	1540	Valley School	29/10/1999	Yes
36	Takapuna Grammar School	13/10/1999	Yes	1541	Vauxhall School	14/4/2003	Yes
1524	Takapuna Normal Intermediate	9/8/1999	No	1544	Victoria Avenue School	27/9/1999	Yes
1976	Tamahere Model Country School	21/12/2004	Yes	3565	View Hill School	24/11/1999	No
2685	Tamatea Intermediate	14/11/2003	Yes	1546	Viscount School	10/14/2009	Yes
2686	Tamatea School	06/10/2009	No	6922	Waiheke Primary School	10/8/2004	No
58	Tangaroa College	13/9/2004	Yes	114	Waihi College	5/9/2005	No
215	Taradale High School	16/6/2004	Yes	4035	Waihopai School	10/12/2004	Yes
2687	Taradale Intermediate	19/4/2002	Yes	3056	Waikanae School	26/1/2004	Yes
2688	Taradale School	16/5/2003	Yes	1548	Waikōwhai Intermediate	1/7/2003	Yes
3228	Tasman School	25/4/2005	Yes	3570	Waikuku School	24/11/2009	Yes
1529	Taupaki School	4/12/2000	Yes	3571	Waimairi School	13/8/2001	Yes
121	Tauranga Boys' College	9/8/1999	Yes	1550	Waimauku School	8/12/1999	No
122	Tauranga Girls' College	9/8/1999	Yes	296	Waimea College	27/7/2005	Yes
1990	Tauranga Intermediate	24/1/2000	Yes	3233	Waimea Intermediate	25/7/2007	Yes
1991	Tauranga Primary School	21/2/2000	Yes	2721	Wainui Beach School	3/12/2008	No
1994	Tauriko School	20/12/1999	Yes	1552	Wainui School	30/11/2007	Yes

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3059	Wainuiomata Primary School	20/12/2005	No	1570	Weymouth School	23/7/1999	Yes
3060	Wainuioru School	29/7/2005	No	2481	Whakarongo School	21/1/2004	No
2066	Wairakei School	22/9/2005	No	144	Whakatāne High School	31/8/2001	Yes
241	Wairarapa College	3/7/1999	No	2082	Whakatāne Intermediate	25/8/2005	No
44	Waitakere College	22/8/2003	Yes	6763	Whangaparaoa College	1/7/2004	Yes
1557	Waitakere School	28/11/2007	Yes	1571	Whangaparaoa School (Auckland)	31/8/2008	No
1558	Waitoki School	3/12/1999	No	2736	Whangara School	27/2/2007	Yes
1559	Waiuku Primary School	24/8/2004	Yes	15	Whangarei Boys' High School	30/7/2005	Yes
1560	Wakaaranga School	11/1/2002	Yes	16	Whangarei Girls' High School	20/4/2005	Yes
189	Wanganui High School	6/9/1999	No	1129	Whangarei Intermediate	10/9/1999	Yes
2477	Wanganui Intermediate	19/8/2003	No	1130	Whangarei School	27/4/2007	Yes
1562	Waterlea Public School	25/11/1999	Yes	2088	Whenuakite School	22/12/2008	No
3068	Waterloo School	30/10/1999	Yes	1572	Whenuapai School	20/9/1999	Yes
4047	Waverley Park School	6/12/2002	Yes	3981	Willowbank School	9/3/2008	No
3585	Weedons School	10/12/1999	Yes	6959	Willowbank School (Howick)	21/11/2000	Yes
275	Wellington College	1/7/1999	Yes	1573	Willowpark School	19/10/1999	Yes
274	Wellington East Girls' College	4/6/2004	No	2484	Winchester School (P North)	8/6/2004	Yes
272	Wellington Girls' College	5/8/1999	Yes	3074	Windley School	6/7/2001	No
273	Wellington High School & Com Ed Centre	5/11/2003	Yes	3967	Windsor North School	8/6/2008	No
2479	West End School (P North)	30/5/2003	Yes	3596	Windsor School (Christchurch)	5/11/1999	Yes
3586	West Eyreton School	4/4/2005	Yes	4052	Winton School	4/4/2008	No
3587	West Melton School	15/11/2005	Yes	1576	Wiri Central School	4/9/2007	Yes
3589	Westburn School	22/10/1999	Yes	3075	Witherlea School	1/1/2004	Yes
1567	Western Heights School (Auckland)	7/10/1999	Yes	3600	Woodend School	28/6/2006	Yes
48	Western Springs College	5/7/2005	Yes	225	Woodford House	2/4/2004	Yes
37	Westlake Boys' High School	29/10/1999	Yes	1577	Woodhill School	3/3/2006	Yes
38	Westlake Girls' High School	13/10/1999	Yes	2093	Woodstock School	10/4/2006	No
1568	Westmere School (Auckland)	29/9/1999	Yes	3077	Worser Bay School	2/9/2008	No
2480	Westmere School (Whanganui)	22/11/2006	No	3602	Yaldhurst Model School	10/9/2001	No
3864	Weston School	6/3/2007	No				
1569	Weymouth Intermediate	30/9/2007	Yes				

A total of 712 schools had enrolment schemes in 2009.

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