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## New Zealand Schools

Ngā Kura o Aotearoa



A Report on the Compulsory  
Schools Sector in New Zealand 2008

MINISTER OF EDUCATION





2008 New Zealand Schools / Ngā Kura o Aotearoa

Ministry of Education  
National Office  
45-47 Pipitea Street, Thorndon  
Private Bag 1666, Wellington 6011  
Telephone: (04) 463 8000  
Fax: (04) 463 8001

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A Report on the Compulsory  
Schools Sector in New Zealand 2008

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.

Report of the Minister of Education on the Compulsory Schools Sector in New Zealand

Presented to the House of Representatives pursuant to section 87B of the Education Act 1989



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# Foreword

Lifting student literacy and numeracy is a key priority for this government. We know that students need good literacy and numeracy skills to participate in the curriculum, to stay engaged in learning, to leave school with good options and, ultimately, to succeed in the workforce.

During 2008, *Ka Hikitia – Managing for Success: the Māori Education Strategy 2008–2012* was released. This government wants to see the performance of the education sector lifted and better outcomes for Māori achieved. *Ka Hikitia – Managing for Success* now forms a focus for all parts of the education sector: ‘Māori enjoying education success as Māori.’

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. Up to one in three of our young people leaves school without the skills and qualifications they need to succeed. This needs to change. These students start school with the same enthusiasm to learn as all children. We need to engage with these learners and their families and whānau, and set them on a path of lifelong learning.

That’s why this government is introducing National Standards. These standards will be used in all English- and Māori-medium primary and intermediate schools from 2010. The government wants parents, families and whānau to be well informed of the progress their child is making against national benchmarks. This will enable all students to start secondary school with excellent numeracy and literacy skills, to participate fully in secondary education, to leave school with higher qualifications and to be better prepared for their chosen career path, including tertiary study.

The standards build on a number of things that we already know work well in education and will support effective assessment and teaching. They will 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. As literacy and numeracy are crucial in all areas of the curriculum, the standards will be closely linked to the content of the national curriculum.

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. These initiatives will give teenagers a free programme of educational study towards school-level qualifications.

This report shows that, overall, the New Zealand schooling system is performing well but we are committed to doing better. We will make the changes required to improve performance. Budget 2009 demonstrates the government’s commitment to strengthening the ladder of opportunity for young New Zealanders by allocating \$1.68 billion to improving frontline educational services in the current year and over the next four years.

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 main focus will 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*



# Key Findings

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.

# Student Outcomes

# 01

Successful student outcomes are fundamental to participation in employment, tertiary education and society. International studies show that New Zealand students' outcomes compare favourably with those of other countries. However, some students are not achieving as well as most of their peers and can benefit from focused and sustained support.

Literacy and numeracy initiatives are making a difference for low-achieving students in particular. In primary schooling, building strong early foundations for all students, with an emphasis on literacy and numeracy, is critical.

The overall picture for school leavers is positive. Since the introduction of the National Certificate of Educational Achievement (NCEA), more students have left school with qualifications and fewer have left with no qualifications. Forty-three percent of school leavers in 2008 attained University Entrance or a Level 3 qualification, compared with 32 percent in 2004. Sixteen percent of 2008 school leavers did not gain a qualification.

Māori outcomes have improved slightly but remain a concern – 49 percent of Māori school leavers in 2008 had attained a Level 2 qualification or higher, compared with 44 percent of 2007

Māori school leavers, and 31 percent of Māori school leavers in 2008 did not gain a qualification.

Pasifika achievement has also improved – 62 percent of Pasifika school leavers in 2008 had attained a Level 2 qualification or higher, compared with 56 percent of 2007 Pasifika school leavers, and 21 percent of Pasifika school leavers in 2008 did not gain a qualification.

A study of the 2006 Year 11 cohort's NCEA achievement between 2006 and 2008 shows that the majority of students achieved at least one qualification, over a quarter achieved two and almost one-third achieved three qualifications by the end of Year 13. Female students were more likely to gain three qualifications by the end of Year 13 than their male counterparts – 39 percent compared with 25 percent.



# Student Engagement

# 02

The more that students are engaged with learning, the more likely they are to succeed in life. There are many influences on student involvement and so helping students to engage fully is an issue for the whole school community – students, families and whānau, teachers and communities.

Studies show that most New Zealand students are actively engaged in schools. Significant challenges remain, however, to successfully engage all students, particularly those with serious behavioural issues.

Substantial progress has been made in reducing the number of students who leave school early. Continuing the trend of positive change that began in 2007, the number of early leaving exemptions reduced again to 11 students per 1,000 15-year-olds in 2008. However the rates for male students and Māori students remain relatively high, which is a concern.

Managing student behaviour is an important element of learning within all levels of the curriculum framework. The Student Engagement Initiative is one of the many supports available to schools and continues to enable significant progress to be made in reducing suspension rates, by nearly 56 percent overall, in long-term participating schools.

While the picture of student engagement is reasonably positive in New Zealand, a number of challenges remain. Pedagogical leadership, effective teaching, whānau engagement and school-home connections are key to meeting those challenges and successfully engaging students.

# Teaching

# 03

Quality teaching, pedagogical leadership and capability-building are fundamental to successful student outcomes.

The process of teacher development begins with the pre-service teacher education programmes and continues through to induction of ‘beginning teachers’ and beyond. The nature of this induction will influence teacher retention, which, in turn, affects overall teacher quality.

*The New Zealand Curriculum* is the framework that schools use to develop teaching programmes that have a positive impact on student learning. Initiatives to support the implementation of the curriculum are under way, including a review of NCEA standards and a review of the Senior Teaching and Learning Guidelines.

*Ka Hikitia – Managing for Success*, an overarching strategy focusing on improving the presence, engagement and achievement of Māori students in education, was introduced in 2008. Three of

the main focus areas of *Ka Hikitia – Managing for Success* are foundation learning, young people learning and quality teaching of Māori language.

Several projects are achieving gains in student achievement including the Numeracy Development Project and the Assess to Learn project. Sustaining these gains is a challenge for schools.

The soon-to-be-released Educational Leadership Best Evidence Synthesis shows that, of all the leadership dimensions, pedagogical leadership, with a focus on dimensions close to the core business of teaching and learning, makes the biggest difference to student outcomes.

The challenges that emerged from the Quality Teaching Research and Development project are informing future professional learning and development, policy and practice.

# Governance and Resourcing

# 04

High-quality leadership is a critical factor in determining whether schools are effective and achieve successful outcomes for students. School leadership in New Zealand is a collaborative partnership between the school, the local community and the government. Key figures in this partnership are the members of the board of trustees and the school principal.

*Kiwi Leadership for Principals* was published in 2008 and describes the qualities, knowledge and skills required for leading learning in 21st-century New Zealand English-medium schools. Programmes for new and aspiring principals also featured in 2008.

Government investment in education has continued to increase – total government funding per student increased by 12.8 percent in real terms between 2004 and 2008. State and state integrated

schools receive government funding for their operational expenses, salaries and property works. A number of support programmes are also funded by the government.

Analysis of schools' 2008 financial reports shows that, overall, New Zealand schools are being capably governed and are in financially healthy positions.

# Student Outcomes

# 01

Good progress in literacy and numeracy early in a student's schooling is fundamental to successful outcomes at the secondary level, in tertiary education and in everyday life. Students who gain qualifications at school have more options in tertiary education and for future employment.

This chapter looks at information on student achievement that became available in 2008 and 2009. The chapter is divided into two sections. The first section looks at specific areas of achievement and includes findings from the Literacy Professional Development Project (LPDP), the Numeracy Development Project (NDP), the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading and Literacy Study (PIRLS) and the Programme for International Student Assessment (PISA). The second section looks at the highest levels of attainment of 2008 school leavers and analyses student progress through the National Certificate of Educational Achievement (NCEA) by the 2006 Year 11 cohort.

## ACHIEVEMENT IN SPECIFIC AREAS

Many New Zealand students perform well in literacy, maths and science, but the spread of achievement is wider in literacy in New Zealand than in other developed countries.

### Literacy and Reading

PIRLS is designed to measure reading comprehension skills. It examines the reading literacy achievement of middle primary school students every five years. Analysis of PIRLS data<sup>1</sup> has revealed more information on the spread of results among New Zealand students at a national and sub-group level. Both boys and girls scored on average significantly higher than the international mean for their groups. Boys are doing as well as girls at the higher levels but are over-represented among lower achievers.

<sup>1</sup> Chamberlain, M. (2009). *PIRLS 2005/2006 in New Zealand*. Wellington: Ministry of Education.





Scores for New Zealand Year 5 students ranged more widely than those for students in many high-performing countries. The range for New Zealand at 290 was similar to England (290) and Bulgaria (276) but higher than France (220) and Scotland (266). The variation in reading literacy levels across ethnic groups proves that high- and low-performing students exist in all ethnic groups (see Table 1.1). Compared with PIRLS 2001 results, there is no significant change across the ethnic groups in mean reading literacy scores.

**Table 1.1: Distribution of Year 5 Students' Reading Literacy Scores in 2005–2006 by Gender and Ethnic Group**

Year 5 Student Group	Mean Reading Literacy Score	Range (Difference between the 5th and 95th Percentiles)
<b>Ethnic grouping</b>		
European/Pākehā	552	266
Māori	483	289
Pasifika	479	254
Asian	550	246
<b>Gender</b>		
Girls	544	272
Boys	520	298

In primary schooling, building strong early foundations for all students, with an emphasis on literacy and numeracy, is critical. Students who are below the average range for their year level will benefit from focused and sustained support.

The Competent Children, Competent Learners (CL@16) project is a longitudinal study that has followed a group of young people from early childhood education, beginning at age 4, through to age 16.

The CL@16 project found that the performance of low-achieving students is less likely to improve after age 8. In the study, three-quarters of those with low literacy and numeracy levels at age 8 still had low levels at age 16.<sup>2</sup> Performance can change as individuals respond to changing experiences, opportunities and relationships, and as they build on

what they achieve. However, students with the lowest levels of cognitive performance are least likely to show positive improvement/change.

The LPDP has had success in improving the achievement levels of students in the low attainment group. Schools with students in Years 1–8 can receive in-depth, schoolwide professional development in literacy through the LPDP and focus on either reading comprehension or writing.

The LPDP reported that, in Years 4–8 asTTle<sup>3</sup> reading, most students in the lower curriculum levels were moving up to expected curriculum levels within the two years their school participated in the LPDP.<sup>4</sup> Although low decile schools have the lowest achievement levels, students who were at risk of under-achievement had made considerable progress compared with other students.

Similar progress is evident among students in asTTle writing in Years 4–8, where, after one year, there was progress equivalent to two years' progress in the 2006–2007 cohort. Medium decile (deciles 4–7) schools made the greatest progress. The difference in achievement levels between high and medium decile schools in the LPDP is reducing, but the difference in achievement levels between high and low decile schools remains unchanged.

According to the Education Review Office (ERO), the majority of schools have programmes in place to identify children with low-level literacy skills and are able to address the needs of these students. ERO completed a review of 155 schools<sup>5</sup> and found that the majority could adequately identify students at risk of not achieving, particularly in literacy and numeracy. There was a wide variation in how schools addressed the specific needs of students and monitored, reviewed and reported on the progress and impact of that provision.

ERO found that inclusive, well-structured programmes for Māori helped those who were at risk of not achieving. One example was a secondary school that was participating in Te Kōtahitanga. The school made substantial progress in Years 9 and 10. A group of students was identified as being at risk on entry to the school. By Year 10, Māori students in the group were reading at a level comparable to non-Māori.

<sup>2</sup> Wylie, C., Hodgen, E., Hipkins, R. and Vaughan, K. (2008). *Competent Learners on the Edge of Adulthood*. Wellington: Ministry of Education.

<sup>3</sup> asTTle (Assessment Tools for Teaching and Learning) is an educational resource for assessing reading, writing and mathematics. It provides information about a student's level of achievement relative to the desired curriculum achievement outcomes.

<sup>4</sup> Ministry of Education. (2009). *Literacy Professional Development Project Milestone Report*. Wellington: Learning Media.

<sup>5</sup> Education Review Office. (2008). *Schools' Provision for Students at Risk of Not Achieving*. Wellington: Education Review Office.

**SMART TOOLS**

The soon-to-be-released *School Leadership and Student Outcomes: Identifying What Works and Why* Best Evidence Synthesis (Educational Leadership BES) is focused on leadership and practice that leads to improved outcomes for students.<sup>6</sup>

The Educational Leadership BES uses the term ‘smart tools’ to describe tools and routines that are well designed and based on sound evidence-based theories. They shape the way teachers do their jobs, keeping them focused on the intended purposes.

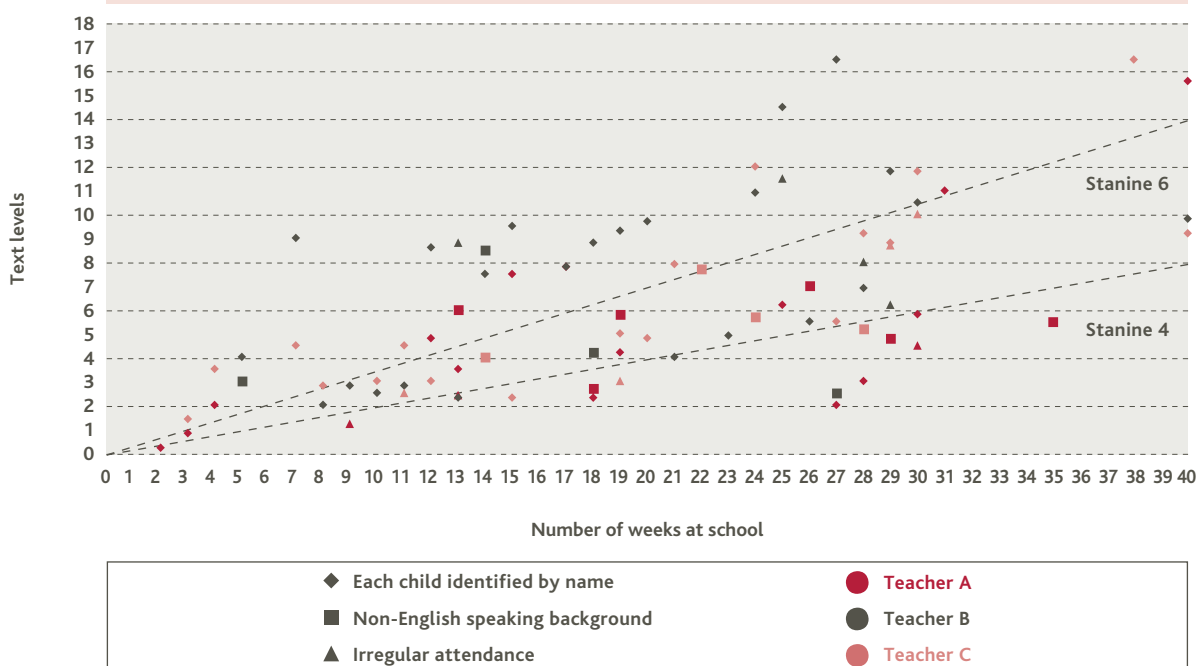
An example of a smart tool is the wedge graph<sup>7</sup> in Figure 1.1. It is used by teachers to assess progress in literacy. It is a smart tool because it enables teachers to evaluate their own and their students’ performance against explicit standards. This is a precursor to acting on the analysis the teacher makes linked to their intended goal. Further analysis of the wedge graph over time provides feedback about the effectiveness of teacher interventions in student literacy achievement.

The graph records the achievement of each child and plots that achievement against literacy benchmarks. Researchers found the graph gave teachers a focus and urgency to the goal of raising their students’ levels of achievement in reading.

The tool uses regular, structured meetings to make collective assessments, and the graph records achievement about individuals at a point in time relative to other students and age-related benchmarks. When interviewed, one teacher replied:

*One of the surprises when we first started looking at the graph was how long some of the children had been at school. I think in your room you don’t focus on that really. They’re just your class and you sort of forget, ‘Well, hey, this one has been here quite a long time.’*

**Figure 1.1: Reading Level of Year 1 Students**



<sup>6</sup> Robinson, V., Hohepa, M. and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why*. Wellington: Ministry of Education.

<sup>7</sup> Timperley, H., Phillips, G. and Wiseman, J. (2003). *The Sustainability of Professional Development in Literacy: Part Two: School-based Factors Associated with High Student Achievement*. Wellington: Ministry of Education.



## Numeracy and Mathematics

TIMSS measures trends in mathematics achievement at Years 5 and 9. In the latest assessment, which was in 2006–2007, New Zealand participated at Year 5 level only.

Results showed that the proportion of students reaching the advanced, high, intermediate and low benchmarks has not changed significantly since TIMSS 2002–2003. New Zealand Year 5 students, on average, achieved above the mean.<sup>8</sup>

There was no difference in mean mathematics achievement between boys and girls. Both have shown a significant improvement since 1994 (when TIMSS assessment began). This is also true of gender differences within each of the ethnic groups.

The mean mathematical literacy achievement rate for New Zealand's 15-year-old students in PISA 2006 was also above the OECD mean. There was no significant change in New Zealand results for 15-year-old students between 2003 and 2006. New Zealand boys had a higher mean mathematical literacy rate than New Zealand girls, mainly due to a larger proportion of boys at the higher proficiency levels.

A large proportion of New Zealand students (19 percent) were found in the top two proficiency levels. This is above the average for OECD countries



(13 percent). New Zealand students classified as low achievers, with Level 1 proficiency or below, totalled 14 percent. New Zealand had fewer low achievers than the OECD average of 21 percent, a similar result to that of Australia.

Recognition of the importance of mathematical literacy previously led to setting up the NDP in order to improve mathematics teaching and learning at primary and secondary levels.

The NDP has had some success in improving student achievement. Research has shown that the NDP continues to impact positively on the number strategies of students in NDP-focused schools.<sup>9</sup>

The NDP has been under way for eight years in primary schools. The Secondary Numeracy Project (SNP) was introduced to secondary schools, including Māori-medium schools, in 2005. Since then, NDP or SNP practices have been initiated in most New Zealand schools.<sup>10</sup>

At the end of 2008, teachers at around 95 percent of primary and intermediate schools, 40 percent of secondary and 85 percent of Māori-medium schools had completed the projects' initial two-year numeracy professional development.

## Science and Scientific Literacy

New Zealand students have performed at or above the mean in international studies in science achievement (TIMSS 1994–2006). PISA 2006<sup>11</sup> focused specifically on scientific literacy among 15-year-olds. Only two countries among the 57 participating countries performed better than New Zealand in scientific literacy, and another eight countries performed at a similar level.

PISA 2006 data shows that 65 percent of New Zealand 15-year-old students were enrolled in some form of science education course for four hours or more per week, similar to students in the United Kingdom (62 percent). The participation rate for Year 11 students in NCEA general science is approximately 80 percent (since 2004). Student attainment in NCEA Level 1 science was 58 percent in 2008, the same as in 2004.

<sup>8</sup> Caygill, R. and Kirkham, S. (2008). *Mathematics: Trends in Year 5 Mathematics Achievement 1994 to 2006*. Wellington: Ministry of Education.

<sup>9</sup> Ministry of Education. (2007). *New Zealand Numeracy Development Projects 2007*. Wellington: Learning Media.

<sup>10</sup> Thomas, G. and Tagg, A. (2009). 'The Numeracy Development Project Longitudinal Study: How Did the Students Perform in Year 7' in *New Zealand Numeracy Development Projects 2009*. Wellington: Learning Media.

<sup>11</sup> Caygill, R. (2008). *PISA 2006: School Context of Science Achievement*. Wellington: Ministry of Education.



TIMSS<sup>12</sup> science results for New Zealand Year 5 students compared 1994 with 2006. Results show that the mean science achievement of students in 2006 was about the same as in 1994 – 13 percent of students did not reach the low benchmark (for example, did not demonstrate some elementary knowledge of life and physical sciences), which is poor compared with countries such as Australia (7 percent) and Scotland (10 percent).

On average, New Zealand Year 5 students have significantly lower levels of science achievement compared with those in other English-speaking countries (except Scotland). They also spend less time at the middle primary level learning science compared with recorded levels in 2002. However, TIMSS 2006 results show that fewer students are demonstrating very low achievement in science compared with 2002 results.

### OUTCOMES AT THE SENIOR SECONDARY LEVEL

A successful school system results in school leavers who are motivated, self-directed, lifelong learners.

The sections that follow discuss the outcomes for students at the senior secondary level. They begin with the qualification outcomes for school leavers in 2008 compared with previous years. Then follows a discussion of NCEA outcomes between 2006 and 2008 of a cohort of students as they advance through their schooling.

### School Leavers in 2008

School leaver data provides a way of measuring the cumulative performance of students (see Table 1.2). It shows the overall success of schools in ensuring that students are adequately equipped to participate in society, the labour market and further education. This data includes students who are gaining qualifications through NCEA and also international examinations.

The overall picture for school leavers in 2008 is positive, with more students attaining qualifications at all levels. Since 2004, a greater proportion of leavers has attained NCEA Level 3 and University Entrance, and a smaller proportion has left school with attainment below NCEA Level 1.

**Table 1.2: Highest Attainment of School Leavers, 2008**

Highest Attainment of School Leavers	European/Pākehā <sup>13</sup>	Māori	Pasifika	Asian	Other	All School Leavers
University Entrance or Level 3 qualification or higher <sup>14</sup>	49	20	23	67	42	43
Halfway to a Level 3 qualification	8	10	18	9	11	10
Level 2 qualification	18	19	21	9	16	17
Halfway to a Level 2 qualification <sup>15</sup>	7	12	13	5	11	8
Level 1 qualification	6	8	4	2	3	6
Halfway to a Level 1 qualification <sup>16</sup>	5	12	9	2	5	6
Less than halfway to a Level 1 qualification	3	8	6	2	4	4
Little or no formal attainment	4	12	7	4	9	6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

<sup>12</sup> Caygill, R. (2008). *Science: Trends in Year 5 Science Achievement 1994 to 2006*. Wellington: Ministry of Education.

<sup>13</sup> For this indicator, ethnicity is prioritised in the order of Māori, Pasifika, Asian, other groups except European/Pākehā, and European/Pākehā. European/Pākehā refers to people who affiliate as New Zealand European, other European or European (not further defined). For example, this includes but is not limited to people who consider themselves as Australian (excluding Australian Aborigines), British and Irish, American, Spanish and Ukrainian.

<sup>14</sup> Includes leavers achieving a university entrance standard which is defined as: those students with 42–59 credits NCEA Level 3 and satisfying University Entrance criteria; or a national certificate at Level 3 or above including an 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.

<sup>15</sup> Includes leavers with Year 12 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas award.

<sup>16</sup> Includes leavers with Year 11 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas award.

### School Leavers with Less than NCEA Level 1

School-level qualifications provide an indicator of a level of literacy and skill. School leavers without qualifications are, on average, more likely to have difficulty finding sustained and skilled employment than those who leave school with qualifications. Some school leavers without qualifications are likely to continue their education through tertiary education providers in preference to pursuing secondary school qualifications.

The number of students leaving without a qualification decreased to 16 percent in 2008, compared with 18 percent of 2007 school leavers and 25 percent of 2006 school leavers.

In 2008, 31 percent of Māori school leavers attained less than a Level 1 qualification, compared with 35 percent in 2007. There was a similar change for Pasifika students: 21 percent of 2008 Pasifika school leavers attained less than a Level 1 qualification, compared with 26 percent in 2007.

### School Leavers with NCEA Level 2 or a Higher Qualification

Seventy percent of school leavers in 2008 had attained NCEA Level 2 or a higher qualification, compared with 66 percent in 2007 and 63 percent in 2006 (see Figure 1.2).

Attainment improved among Māori school leavers. In 2008, 49 percent of Māori school leavers had

attained a Level 2 qualification or higher, compared with 44 percent in 2007.

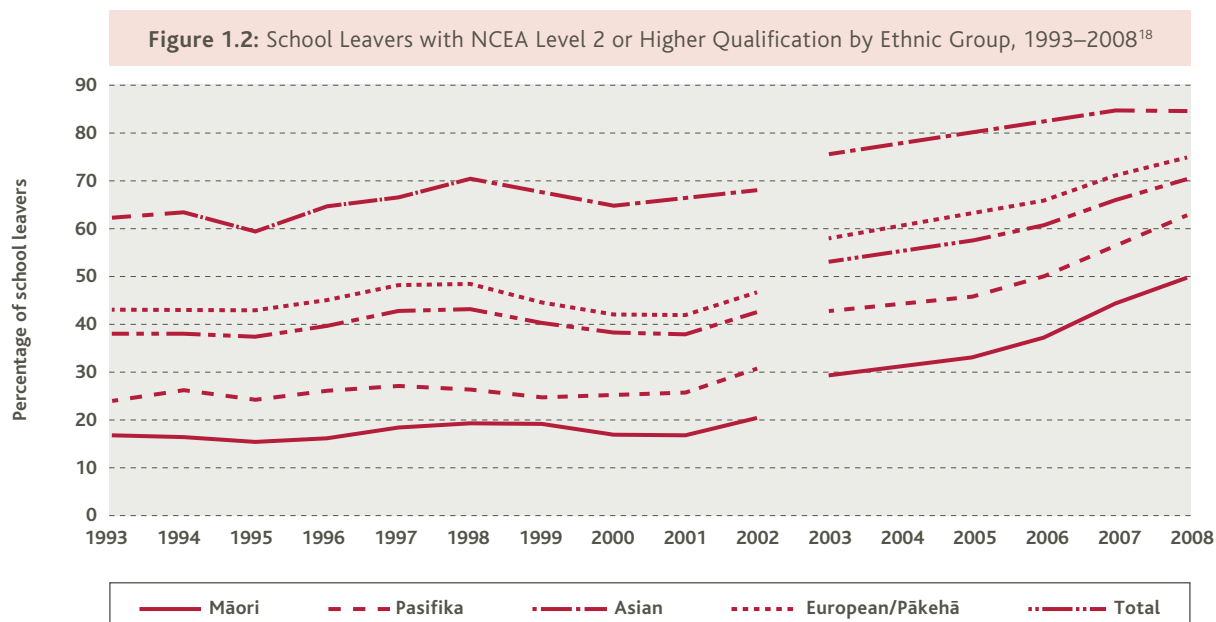
Attainment also improved among Pasifika school leavers. In 2008, 62 percent of Pasifika school leavers attained a Level 2 qualification or higher, compared with 56 percent in 2007.

A formal school qualification is a measure of the extent to which young adults have completed a basic prerequisite for higher education and training, and many entry-level jobs. Educational qualifications are linked to labour force status and incomes. People with no qualifications have relatively high unemployment rates and lower average incomes. School leavers without NCEA Level 2 have limited educational and job prospects.

### School Leavers Achieving University Entrance or a Higher Qualification

Students who achieve University Entrance or an equivalent qualification<sup>17</sup> can enter directly into degree-level tertiary study.

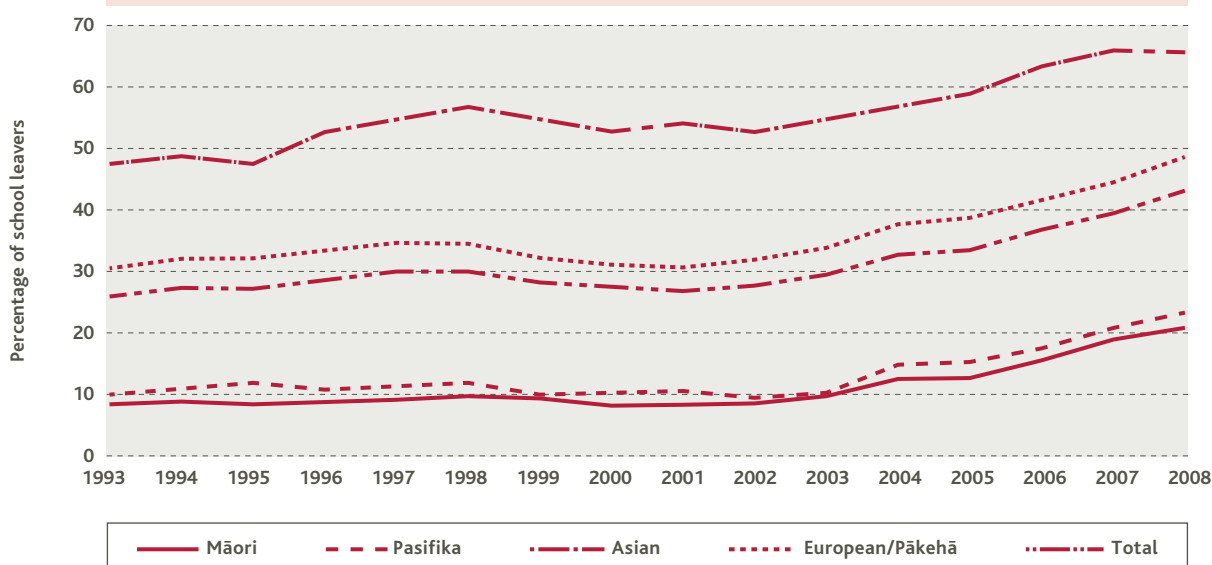
In 2008, 43 percent of school leavers achieved University Entrance or a Level 3 (or higher) qualification, compared with 32 percent in 2004 (see Figure 1.3). Female students achieved at higher rates than males, with 50 percent attaining at least a university entrance standard, compared with 36 percent of male students.



<sup>17</sup> Students are required to meet the university entrance standard, as established by the New Zealand Vice-Chancellors' Committee.

<sup>18</sup> Due to methodological changes in the allocation of attainment levels in 2003 and 2004 of leavers achieving a qualification between little or no formal attainment and university entrance standard, the percentages of leavers with NCEA Level 2 or higher in 2003 are not comparable with other years and have been omitted.

**Figure 1.3: School Leavers with University Entrance or a Level 3 or Higher Qualification by Ethnic Group, 1993–2008**



**National Certificate of Educational Achievement**

The flexibility of the National Qualifications Framework (NQF) and NCEA allows students to build up credits over time towards a qualification. Students who do not gain a qualification in one year retain any credits they have gained and can add to them in subsequent years. The information available on NQF study allows us to follow the outcomes of groups of students over time.

The flexibility and complexity of the NCEA system and the wide range of subjects it offers benefit many students but at the same time make it easy for other students to make non-strategic course choices.

Research has shown that Māori and Pasifika students, most of whom attend low decile schools, tend to be enrolled in less academic subjects and in unit standards rather than achievement standards.<sup>19</sup> Students who have the ability to succeed in degree-level qualifications need to make strategic course choices from Year 11 upwards or risk either not achieving University Entrance or reduced access to university programmes.

Schools play a strong mediating role, determining which subjects are available and how they are timetabled, which standards within individual subjects are selected and the prerequisites for further study. Students taking traditional academic subjects are much more likely to achieve University Entrance than students taking vocational subjects.

Students would benefit from more guidance about where their aspirations and course choices will lead after secondary school. Making NCEA pathways more straightforward and transparent will lead to improved outcomes from secondary-level education.

In the following section, the progress of three groups of students tracked over two to three years is reported in order to show:

- > the common pathways that students take through NCEA
- > the highest levels of qualification that students typically reach by following each pathway.

This section focuses on the 2006 cohort (in which the Year 11 students of 2006 were tracked through to 2008). Some comparisons are made with earlier groups of students: the 2003 cohort (in which the Year 11 students of 2003 were tracked through to 2005), the 2004 cohort (in which the Year 11 students of 2004 were tracked through to 2006) and the 2005 cohort (in which the Year 11 students of 2005 were tracked through to 2007).<sup>20</sup>

Students can take different pathways to achieving qualifications. Through these pathways, the majority of students achieve at least one qualification on the NQF, many achieve two and almost one-third achieve three (see Table 1.3).

<sup>19</sup> Starpath Project. (2008). *Towards University: Navigating NCEA Course Choices in Low–Mid Decile Schools*. Auckland: University of Auckland.

<sup>20</sup> Ninety percent of Year 11 students participated in NCEA in 2005, 90 percent in 2004, 87 percent in 2003 and 85 percent in 2002. Participation is defined as gaining at least one credit.

**Table 1.3: Pathways to Achievement Taken by the 2006 Cohort**

	Year 11	Year 12	Year 13	Proportion %
<b>Three qualifications</b>				32
Path 1	Qualification	Qualification	Qualification	32
<b>Two qualifications</b>				26
Path 2	Qualification	Qualification	Credits	11
Path 3	Qualification	Qualification	No participation	8
Path 4	Credits	Qualification	Qualification	4
Path 5	Qualification	Credits	Qualification	3
Path 6	Qualification	No participation	Qualification	0
<b>One qualification</b>				22
Path 7	Credits	Qualification	No participation	6
Path 8	Qualification	No participation	No participation	5
Path 9	Credits	Qualification	Credits	4
Path 10	Qualification	Credits	No participation	5
Path 11	Credits	Credits	Qualification	1
Path 12	Qualification	Credits	Credits	1
Path 13	Credits	No participation	Qualification	0
Path 14	Qualification	No participation	Credits	0
<b>No qualification</b>				20
Path 15	Credits	No participation	No participation	14
Path 16	Credits	Credits	No participation	5
Path 17	Credits	Credits	Credits	1
Path 18	Credits	No participation	Credits	0

In Table 1.3, the pathways that students followed are made up of the following:

- > qualification (dark colour) – the student gained a national certificate (usually NCEA) in the year<sup>21</sup>
- > credits (light colour) – the student gained credits but did not complete a national certificate in the year
- > no participation (no colour) – the student did not gain credits or a qualification in Year 12 or Year 13.

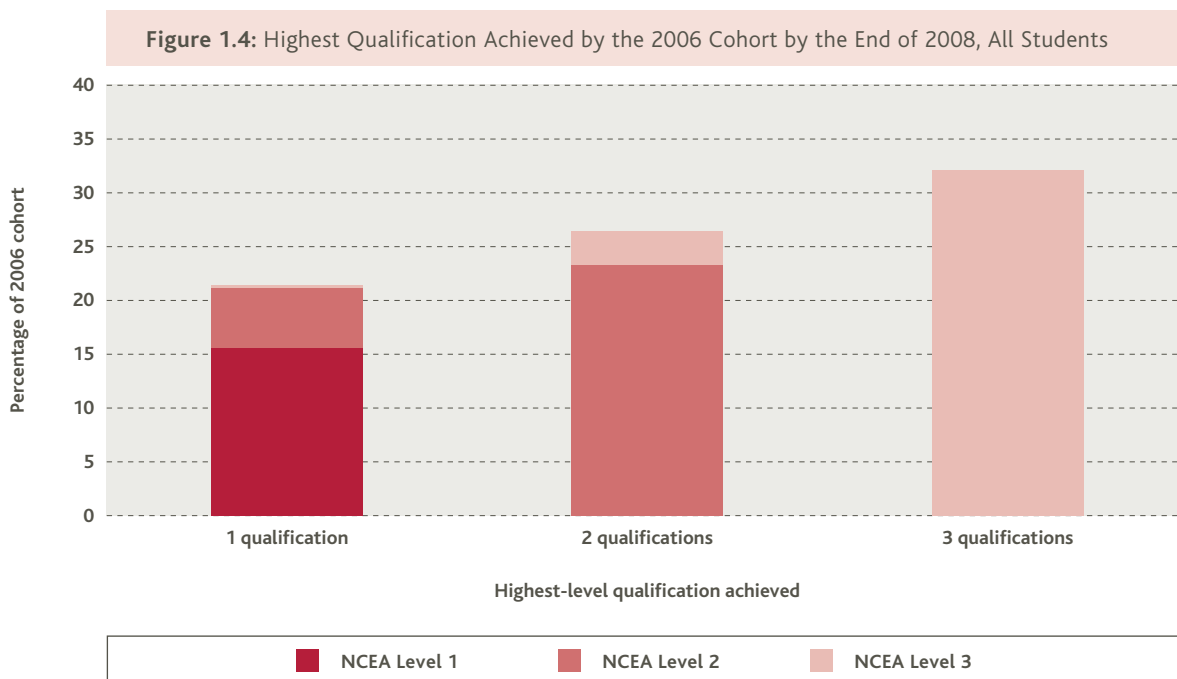
Nearly one-third (32 percent) of the 2006 cohort achieved three qualifications by the end of Year 13 (see Figure 1.4). This is an increase of six percentage points over the 2002 cohort, 26 percent of whom achieved three qualifications. Students typically achieve Level 1 in Year 11, Level 2 in Year 12 and Level 3 in Year 13.

A further 26 percent of the 2006 cohort achieved two qualifications by the end of Year 13. Students take various pathways in achieving these qualifications. Most gain their two qualifications in their first two years of senior secondary study (see paths 2 and 3 in Table 1.3). The students who do not return to NCEA to gain a NCEA Level 3 qualification may be studying towards international examinations in Year 13.

Most of the students with two qualifications by the end of Year 13 had a Level 2 qualification as their highest qualification. Only about 7 percent had a Level 3 qualification as their highest qualification (see Figure 1.4).

<sup>21</sup> Students who skip lower-level qualifications in favour of higher-level qualifications are automatically awarded the lower-level qualification(s) when they gain the higher-level qualification(s). Here, only one qualification per year is counted (the highest level awarded in the year).





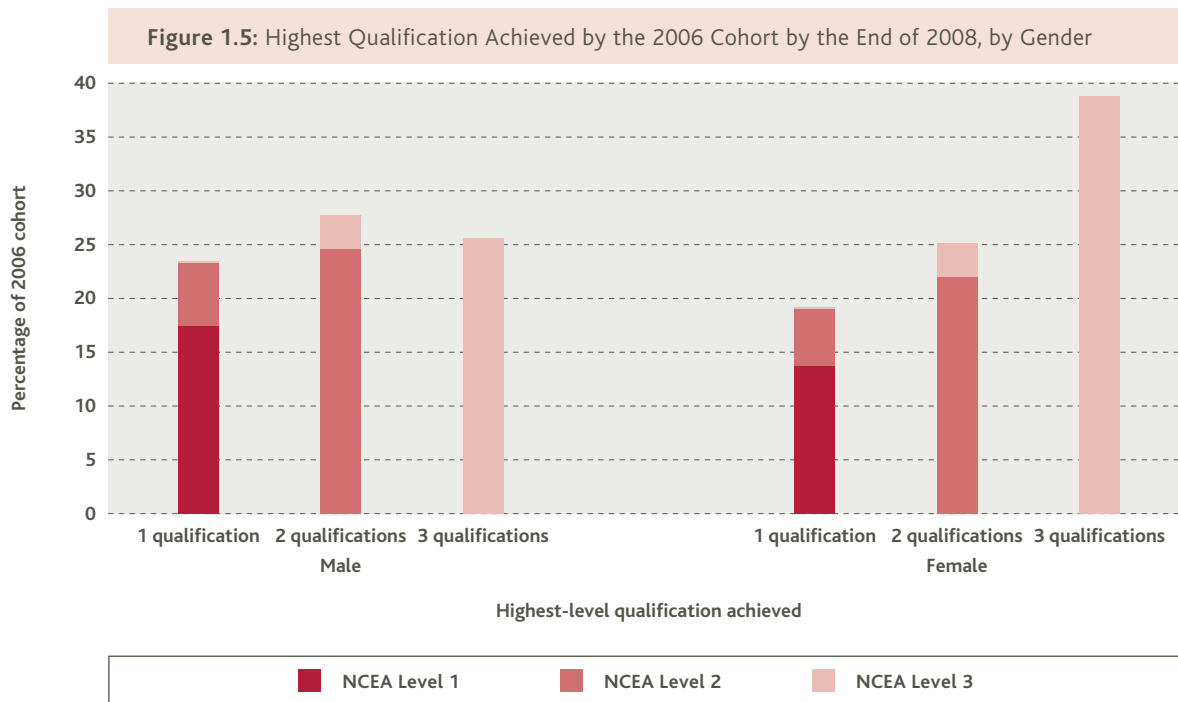
Just over one-fifth of the 2006 cohort had achieved a single qualification by the end of Year 13. The most common pathways to this were to gain the qualification in either the first or second year of senior secondary study and then not return (Table 1.3). However, a small number of students (2 percent) do gain their first qualification on the NQF after three years of study.

Most of the students with one qualification had gained a Level 1 qualification (16 percent). The remainder had a Level 2 qualification (6 percent) or a Level 3 qualification (1 percent).

One-fifth (20 percent) of the students in the 2006 cohort did not achieve a qualification on the NQF by the end of Year 13. Most of this group (14 percent) left school after their first senior secondary year. A minority returned for a second year before leaving.

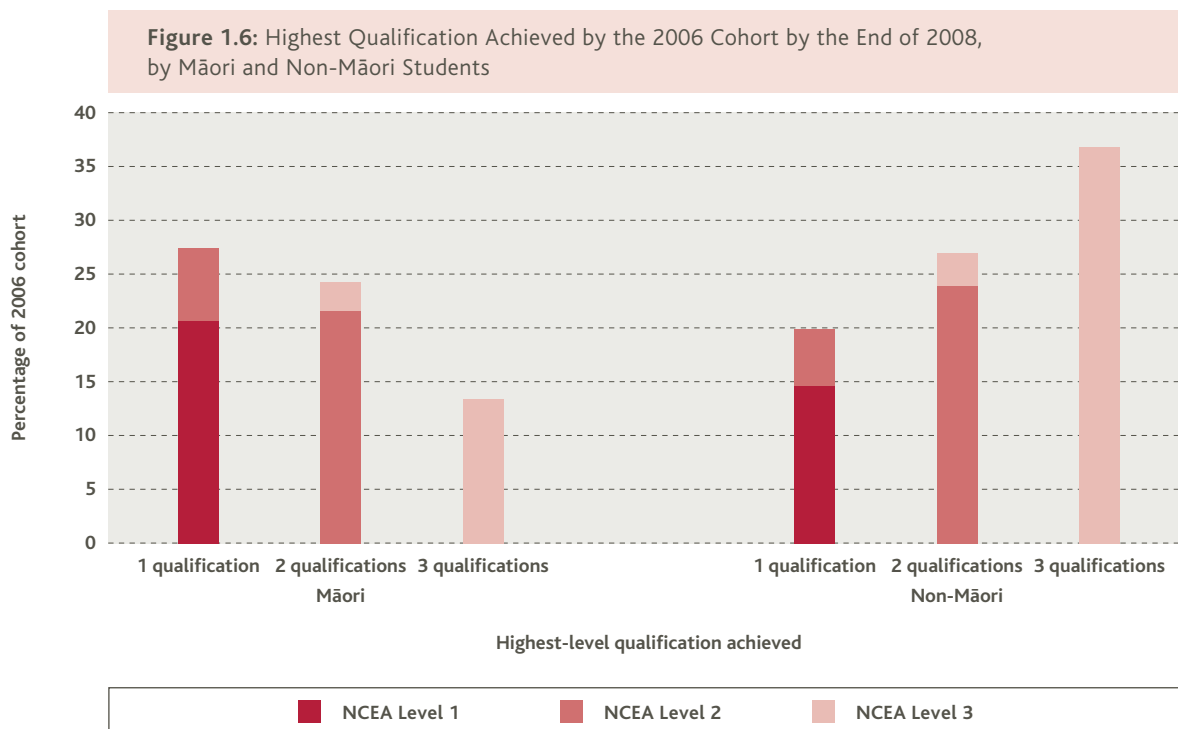
Just over a quarter of the group (26 percent) who did not achieve a qualification met the literacy and numeracy requirements for NCEA Level 1. Most students met the requirements by the end of Year 11, with a minority meeting the requirements by the end of Year 12. A small number take even longer to meet these requirements, only doing so by the end of Year 13.

Female students were more likely to gain three qualifications by the end of Year 13 than their male counterparts (39 percent compared with 26 percent – see Figure 1.5). Male students were more likely than female students to gain only one qualification (24 percent compared with 19 percent) or no qualification (23 percent compared with 17 percent). The proportion of male students to gain only one qualification or less has decreased four percentage points since 2004.



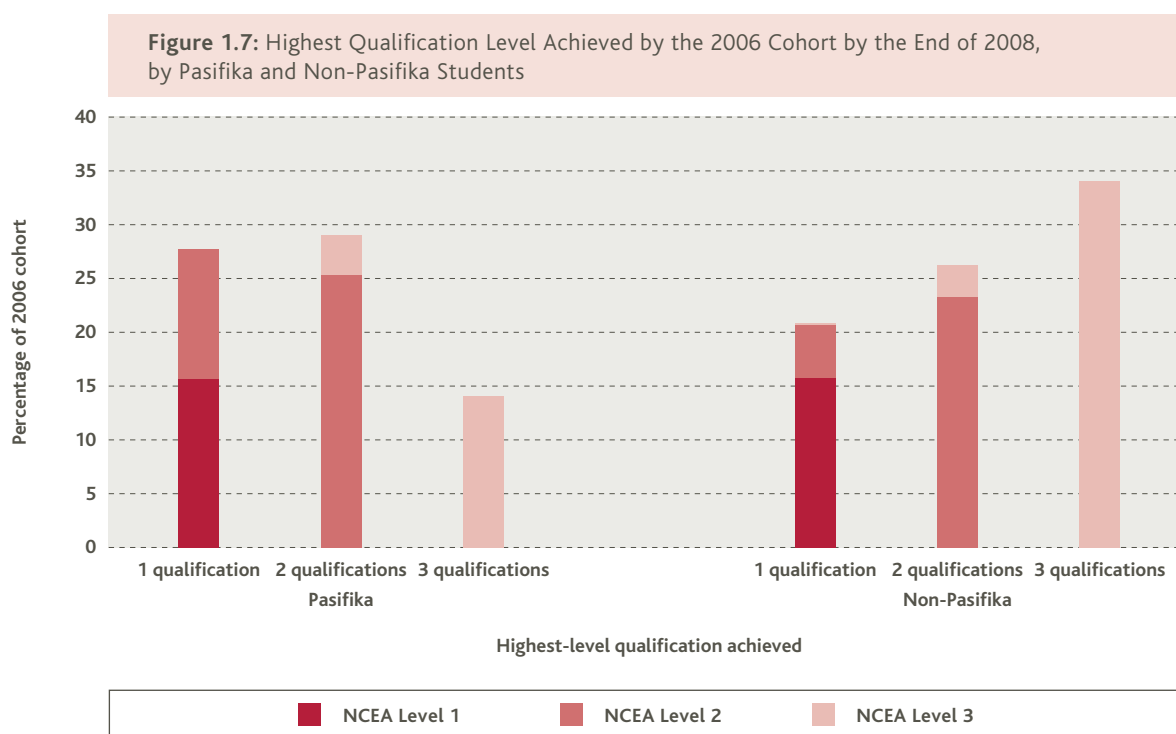
Only 13 percent of Māori students in the cohort gained three qualifications, compared with 37 percent of non-Māori students (see Figure 1.6). This is a small improvement compared with the 2004 cohort. The number of Māori students to gain at least two qualifications increased from 34 percent to 37 percent when compared with the 2004 cohort; for non-Māori, there was an increase from 61 to 64 percent.

Māori students remain more likely than non-Māori students to gain no qualifications (35 percent compared with 16 percent). This is a small improvement for Māori when compared with the 2004 cohort (39 percent), a difference of four percentage points and an overall increase in the number of qualifications gained by the 2006 cohort.



Only 14 percent of Pasifika students gained three qualifications compared with 34 percent of non-Pasifika students (see Figure 1.7). This is a small improvement on the 2004 Pasifika cohort rate (12 percent). The number of Pasifika students to

gain at least two qualifications by the end of Year 13 (43 percent) was also lower than for non-Pasifika students (60 percent). Pasifika students were more likely to take three years to gain two qualifications (see path 2 or path 4 in Table 1.3).



### Transitions to Tertiary Education

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

New Zealanders aged 15–64 with higher qualifications have better employment prospects and incomes.<sup>22</sup> In 2008, the unemployment rate of those with a bachelor’s degree or a higher qualification was 2.1 percent. This compares with 3.1 percent for those with another tertiary qualification, 4.5 percent for those with a school qualification and 6.0 percent for those with no qualification. In 2008, the average weekly income for people aged 15 and over was \$1,078 for those with a bachelor’s degree or higher qualification, \$769 for those with a vocational or trade qualification, \$651 for those with another post-school qualification, \$524 for those with a school qualification and \$468 for those with no qualifications.<sup>23</sup>

Movements in the measures of employment reflect changes in the labour market value of particular skills, levels of education and changes in the skill requirements of the overall economy. The labour market demand for young people with upper secondary and tertiary education qualifications foreshadows an increasing risk of exclusion for those with lower levels of attainment.

Transition from school to tertiary education and employment will impact on long-term outcomes for students, including their participation in learning throughout life. Those who leave school with qualifications find it easier to move into tertiary education and have greater access to employment-related training and employment.

Students from high decile schools are more likely to participate in tertiary education and to enrol in bachelor’s-level study. Of the population of 19-year-olds in 2008,<sup>24</sup> 47 percent of the students from high

<sup>22</sup> Statistics New Zealand, Household Labour Force Survey (June 2008 quarter).

<sup>23</sup> Statistics New Zealand, New Zealand Income Survey (June 2008 quarter).

<sup>24</sup> As at 1 July 2008, based on domestic population enrolled in school five years earlier when students were 14.

decile schools were enrolled in bachelor's-level study. This compares with 25 percent of students from medium decile schools and 10 percent of students from low decile schools. For participation of 19-year-olds in other formal tertiary education courses by decile, see Appendix Table A7.

Most of the observed demographic differences at tertiary level are a result of differences in the level of qualifications with which students leave school.<sup>25</sup> Students with University Entrance or a Level 3 or higher qualification were more likely to participate in tertiary education. Of the students aged 19 in 2008 who had attained University Entrance or a Level 3 or higher qualification on the NQF, 88 percent had participated in formal tertiary education (during or prior to 2008), with 74 percent participating in bachelor's-level study.

For students aged 19 in 2008 whose highest NQF attainment was a Level 1 or Level 2 qualification, 68 percent had participated in formal tertiary education (in or before 2008). These students participated mainly in Level 4 certificates or Level 5–7 diplomas (27 percent), Industry Training or Modern Apprenticeships (21 percent) and Level 1–3 certificates (29 percent).

The course options in tertiary education are limited for students without any NQF qualifications. Sixty-three percent of students aged 19 in 2008 whose highest NQF attainment was less than a Level 1 qualification participated in formal tertiary education (during or prior to 2008). These students participated mainly in Level 1–3 certificates (29 percent) and targeted training courses (26 percent).

The targeted training programmes consist of Youth Training, Training Opportunities and Skill Enhancement (Rangatahi Māia and Tupulaga Le Lumana'i) programmes.<sup>26</sup> Youth Training is targeted to young learners, and Training Opportunities is for Work and Income clients. Both focus on learners with no or low qualifications acquiring foundation skills that enable them to move more easily into employment or further tertiary training. The two Skill Enhancement funds aim to provide young Māori and Pasifika learners with NQF qualifications at Level 3 and above. These qualifications lead to employment at higher occupational levels in fields where they are under-represented.

The overall rate of participation in formal tertiary education among Māori 19-year-olds (48 percent in 2008) was lower than the mean participation for all 19-year-olds (57 percent in 2008). Within this participation, Māori 19-year-olds are under-represented in bachelor's-level study (12 percent of Māori 19-year-olds in 2008) despite increases in the proportion of Māori school leavers gaining a university entrance standard since 2004.

The overall rate of participation in formal tertiary education among Pasifika 19-year-olds (59 percent in 2008) was the same as the rate for all 19-year-olds. Like Māori learners, Pasifika 19-year-olds are under-represented in bachelor's-level study (18 percent of Pasifika 19-year-olds in 2008) despite increases in the proportion of Pasifika school leavers gaining a university entrance standard since 2004.



<sup>25</sup> Loader, M. and Dalgety, J. (2007). *Students' Transition between School and Tertiary Education*, 2nd Edition. Wellington: Ministry of Education.

<sup>26</sup> Tertiary Education Commission. (2007). *Targeted Training Funding Handbook*. Wellington: Tertiary Education Commission.



## CONCLUSION

New Zealand students continue to perform well compared with those in other countries. There are still some students who are not achieving as well as most of their peers. Literacy and numeracy initiatives are making a difference for low-achieving students in particular.

Since the introduction of NCEA, more students have left school with qualifications. The proportion of students leaving with little or no formal attainment has dropped from 18 percent to 5 percent since 2004. Thirty-nine percent of school leavers in 2008 attained a university entrance standard or a Level 3 qualification compared with 32 percent in 2004.

These results are positive, but there is a continuing need to focus on establishing strong foundations for all students and to ensure that students have every opportunity to gain a qualification before leaving secondary school.

## WHERE TO FIND OUT MORE

Visit [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

### Indicators

#### *Education and Learning*

- > Reading literacy achievement: primary schooling
- > Reading literacy achievement: senior secondary schooling
- > Mathematics achievement: primary schooling
- > Mathematics achievement: middle schooling
- > Mathematics literacy achievement: senior secondary schooling
- > Science achievement: primary schooling
- > Science achievement: middle schooling
- > Science literacy achievement: senior secondary schooling
- > Percentage of Māori population proficient in te reo Māori
- > School leavers with no qualifications
- > School leavers with NCEA Level 2 or above
- > School leavers with a university entrance standard
- > Educational attainment in the adult population
- > School leavers entering tertiary education
- > Unemployment rate by highest qualification
- > Graduate income premium
- > Impact of education on income



# Student Engagement

# 02

Students who are engaged in learning while at school have an advantage that will serve them later in life. Schools and parents have many reasons to work towards common goals. Many schools have set up or become involved in projects to improve student engagement and enhance student achievement.

There are various influences on student engagement, among them, the classroom climate and the wider school environment, student relationships with their teachers and peers, and the involvement of their families, whānau and communities in student learning.

National and international studies show that New Zealand students are generally engaged positively in their learning. They are positive about the subjects they are learning, their teachers and working with other students. Most students have a strong connection to their school and attend regularly. Most stay on beyond the years of compulsory schooling, and many go on to tertiary institutions to continue their education.

At 1 July 2008, 758,094 students were enrolled in New Zealand schools, including those in alternative education, international fee-paying students, adult students and students with special needs. Students come from a range of ethnic backgrounds, with increasing numbers being Māori, Pasifika and Asian. Schools need to recognise and value this cultural diversity and build partnerships with families,

whānau and communities to engage all of these students in compulsory schooling.

## ENGAGING FAMILIES, WHĀNAU AND COMMUNITIES

Connecting what goes on at school with students' lives, parents, whānau and communities can make teaching and learning more relevant and effective. Teaching that taps into students' cultural and out-of-school experiences can make learning more relevant and, as a consequence, more successful in the classroom.

In 2008 ERO reported on information resulting from 34 discussion groups and 55 parent questionnaires.<sup>27</sup>

ERO found that Māori parents and whānau expected or wanted:

- > to be involved in their children's learning and their children's school
- > teachers to have a range of skills and strategies to engage their children in learning

<sup>27</sup> Education Review Office. (2008). *Partners in Learning: Parents' Voices*. Wellington: Education Review Office.





- > for their culture and values to be acknowledged and included, for example, programmes in te reo Māori, tikanga that supported their children's learning and Māori protocols such as mihi and karakia at meetings
- > their children to become confident learners who accepted challenges and maintained their personal mana.

Factors that made engagement difficult for Māori parents in surveyed schools included teachers with negative or deficit views and attitudes about their children, rushed teacher-parent interviews, policies and procedures that were not available or clearly stated (in particular, processes for parents to raise concerns about their child), memories of their own experience of school, not having time to go on trips and not having money to support activities such as camps.

ERO found Pasifika parents wanted their children to have a good education that included themselves as their children's first teachers; they saw the home as providing their child with a strong foundation that included maintaining their first language.

ERO found that Pasifika parents expected or wanted:

- > schools to help their children learn English
- > homework for their children, through which they wanted to support and learn with their children
- > regular and timely communication, including face-to-face communication and newsletters



translated into their own language and posted to them

- > consultation on a range of matters
- > Pasifika representation on the board of trustees, because it gave them a voice
- > opportunities to be involved with celebrations, particularly those that acknowledged a range of achievements.

Factors that made engagement difficult for Pasifika parents included language and communication as they were not all confident speaking in English – particularly when contact with the school was only negative – witnessing negative interactions between teachers and their children, and financial costs for school uniforms and education outside the classroom.

ERO found that Pasifika parents believe that having an understanding of Pasifika families made it easier for teachers to develop relationships with them. Teachers without this understanding could seek training from Pasifika organisations.

### School-Home Connections that Have an Impact on Student Outcomes

Research into parental and other school-home connections rarely includes the impact such connections have on student outcomes. The Educational Leadership BES<sup>28</sup> builds on the Community and Family Influences BES<sup>29</sup> to summarise the research evidence about what types of school-home connections have the largest impact on educational outcomes.

While connections between school and home have the potential to enhance outcomes, particularly for those who have been under-served or are at risk, some can be counterproductive.

The Educational Leadership BES used meta-analysis of 168 indicators of impact, of which 42 were reported effects of homework and 126 were reported effects of school-home connections. The findings were grouped into 19 categories. An effect size greater than 0.6 has a large positive effect, and Professor John Hattie suggests 0.35 is equivalent to the gains from one year's teaching in an average classroom.

<sup>28</sup> Robinson, V., Hohepa, M. and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why*. Wellington: Ministry of Education.

<sup>29</sup> 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.

## WHAKAMANA TE WHĀNAU

Whakamana te Whānau: Making a Bigger Difference for Tamariki and Whānau is a te reo Māori reading literacy initiative that started in term 4, 2008 in three Rotorua schools. Hiro Grace, a Resource Teacher of Māori and a trained Taumatua,<sup>30</sup> worked in these schools to introduce whānau members to Tatari Tautoko Tauawhi<sup>31</sup> and then to monitor the improvements in students' reading.

Tatari Tautoko Tauawhi is a one-to-one Māori language reading-tutoring programme that employs many of the same reading-tutoring strategies as the English language reading-tutoring programme Pause Prompt Praise,<sup>32</sup> from which it has been derived. Reconstructed within a kaupapa Māori context, this resource can assist tutors to provide readers with supported opportunities to self-correct errors and to practise problem-solving strategies when they read.

In order to ensure that the reader understands and is able to talk about what they have read, the programme promotes the use of first previewing the text then reviewing what has been read.

At initial meetings in term 3 of 2008, staff from the Ministry of Education, Kia Atamai and Rotorua schools identified who would be involved and what their roles and responsibilities would be. At these meetings, it was decided that the Poutama Pounamu Research and Development Centre for Māori-medium learning would provide the Tatari Tautoko Tauawhi resources and assist with the initial training in schools.

Hiro Grace and Ripeka Lessels would contact schools, identify teachers, students and whānau, and organise dates and venues for training. They would also conduct pre- and post-reading assessments with the students involved and undertake to record reading-tutoring sessions so that tutors could be given feedback on the tutoring that they were providing.

Rangiwakaehu Walker, one of the original developers of Tatari Tautoko Tauawhi, gave this advice to schools thinking about engaging with whānau:

*I think the only way they're going to be able to work with whānau is to establish those relationships... make them feel comfortable. Just like you have to make that child feel comfortable... Do that with the whānau. Have a cup of tea and talk about the programme.*

*So start with parents first, and then work with the wider whānau.*

*I think parents, they can be of great help to their tamariki. Not only if they've got the spare time to go to the school but also to do it at home. I think if they want their children to succeed at the kura, then they need to dedicate that time, set aside that time to be with their tamariki.*

She also identified the importance of leadership:

*I guess schools' commitment to whānau depends... if the leadership is within the school, then parents can come... and sit alongside their tamaiti and listen to the reo. That would be the great advantage.*

Despite this work not beginning until the first weeks of term 4, implementation went according to plan. Rotorua Primary, Ngongotahā School and Whakarewarewa joined the programme. Three teachers and 15 students from Years 3 to 5 participated throughout the term. Three tutors, one at each school, were trained to run the programme in schools. Whānau members were also taught how to use the programme at home.

Pre- and post-reading assessments were completed for four of these students, with very encouraging results. There was an average shift of one book level, the average percentage of correct words increased two percentage points and the average comprehension percentage increased from 49 to 70 percent. These schools and their communities achieved a lot in one term and, importantly, all were enthusiastic and have begun a longer, more intensive two-term project over terms 2 and 3 of 2009.



<sup>30</sup> Ngā Taumatua are Resource Teachers for Literacy in Māori language education.

<sup>31</sup> Glynn, T., Atvars, K., Furlong, M. and Teddy, N. (1993). 'From Pause Prompt Praise to Tatari Tautoko Tauawhi: A Bicultural Process of Adaptation' in *Towards Excellence: Providing Effective Services for Learners with Special Needs*. Conference Proceedings. Dunedin: New Zealand Special Education Service, p40–43.

<sup>32</sup> McNaughton, S., Glynn, T. and Robinson, V. (1987). *Pause, Prompt and Praise: Effective Tutoring of Remedial Reading*. Birmingham: Positive Products.

Effect sizes for homework vary widely, so it is less useful to talk about the mean effect size of homework connections and more useful to look at the types of connections with moderate to large positive effects. The best homework practices had an effect size of 1.38. They are teacher-designed interactive homework practices that engaged parents in assisting their children with learning. The least effective had a negative impact.

Overall, the mean effect size of other school-home connections (excluding homework) was 0.42, a moderate effect.

Joint connections involving parents and teachers had the greatest impact, an overall effect size of 1.81. These connections are designed to help parents or other community members support children's learning at home and at school. Simultaneously, teachers receive professional development that aligns with, is informed by and supports the contributions of parent and community funds of knowledge.

Of the 13 analyses informing this category, 12 involved joint school-home connections led by Poutama Pounamu. Central to the work of Poutama Pounamu is the focus on ako (reciprocity in learning and teaching). Most connections focused solely on literacy, but one had an additional focus on training parents and teachers to address behavioural and learning difficulties. A case study of Whakamana te Whānau, a school-home connection led by Poutama Pounamu is described on page 27.

### ENGAGEMENT WITH LEARNING

The more students engage with learning, the more successful they are likely to be. Students with positive attitudes tend to achieve better, so it is a concern that some become less positive about learning as they get older.

The Competent Learners @ 16 (CL@16) project<sup>33</sup> found that children are well placed for learning if they:

- > enjoy reading
- > have interests that provide goals and challenges
- > have a sense of achievement
- > have interests that involve communication or the use of symbols.

The time spent in quality early childhood education (ECE) was found to have a significant relationship to achievement at age 8 and age 10 (in literacy, mathematics and logical problem-solving measures). In 2008, 95 percent of new entrants participated in regular ECE, an increase from 91 percent in 2000. Pasifika new entrant students had the lowest prior participation rates in ECE, 85 percent in 2008. The rate is also low for Māori new entrant students, at 90 percent in 2008.<sup>34</sup>

Students in CL@16 who left school early tended to have had lower competency at age 5 but similar, positive attitudes to learning. Disengagement with learning often started before students turned 12, and escalated in adolescence.

Classes that students found most engaging had teachers who framed things clearly, showed an interest in the students, made connections with students' interests and experiences, gave feedback that helped students see what to do next and offered plenty of practical activities.

Providing cultural and sporting activities in schools and neighbourhoods encourages students to develop interests and is more effective than providing passive or one-off events.

### ENGAGEMENT AT SCHOOL

Participating in education is fundamental to student achievement. Most indicators show that 80–90 percent of New Zealand students are effectively engaged in schooling. This includes students who attend on a regular basis and stay on at school, the qualifications they achieve while at school (see Chapter One) and their progression to tertiary education. When students are engaged in learning, they actively participate in school and classroom activities, and feel both safe and a sense of belonging at school.

#### Student Retention in Senior Secondary Schooling

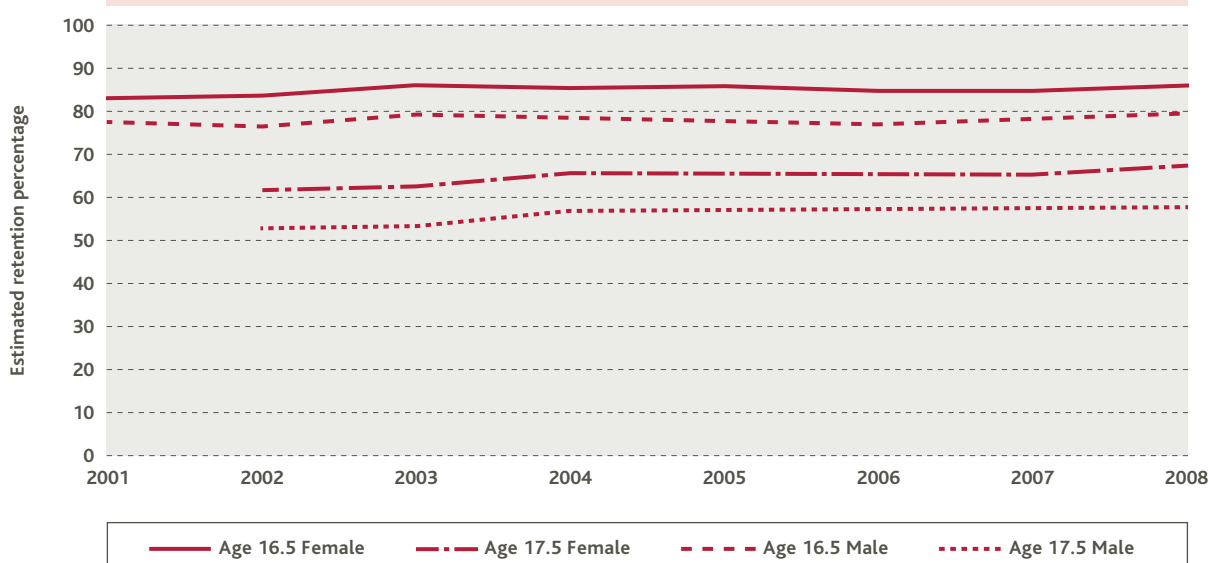
A key indicator of continuing engagement is retention – the proportion of students who continue to attend school beyond the minimum school leaving age. Retention rates are influenced by the level of engagement that students have with school and the

<sup>33</sup> Wylie, C., Hogden, E., Hipkins, R. and Vaughan, K. (2008). *Competent Learners on the Edge of Adulthood*. Wellington: Ministry of Education.

<sup>34</sup> Increasing participation is an important target in both *Ka Hikitia – Managing for Success: Māori Education Strategy 2008–2012* and the *Pasifika Education Plan 2008–2012*. Ministry of Education. (2008). *Ka Hikitia – Managing for Success: Māori Education Strategy 2008–2012*. Wellington: Ministry of Education.  
Ministry of Education. (2008). *Pasifika Education Plan 2008–2012*. Wellington: Ministry of Education.



**Figure 2.1: Retention of 16.5- and 17.5-year-old Students in School by Gender, 2001–2008**



availability of alternatives such as employment and learning opportunities in tertiary institutions.

In 2008, 82 percent of 16.5-year-olds and 62 percent of 17.5-year-olds stayed on at school. Figure 2.1 shows that the apparent rate of retention of 16.5-year-olds and 17.5-year-olds has been steady or improving since 2001.

There is a clear difference between the retention of female students and male students. Figure 2.1 shows that, in 2008, 86 percent of females and 79 percent of males stayed at school until the age of 16.5 years, and 67 percent of females and 58 percent of males stayed until the age of 17.5 years.

**Measuring Retention**

The historical measures of student retention in senior secondary schools to age 16.5 and age 17.5 are estimates derived from the aggregate roll returns. They represent a snapshot of retention at a point in time, as at 1 July. The aggregate roll returns capture the ages of students only in years. These indicators are

therefore a measure of those who stay at school to ages 16.5 and 17.5 (on average), respectively. Also, since the denominator for each is the number of students in the 1 July roll return from the year students were aged 14.5, net migration can affect results.

Since 2007, schools have used ENROL, a central electronic register for school enrolments, to submit disaggregated school leaver data. Table 2.1 shows the results, using different methods, for the proportions of students remaining at school at different ages in 2008.

These two methods of data collection show large differences, the key factor being that they measure different age groups (for example, 16.5 in the disaggregated data and 16.0 in the aggregated data).

In 2008, there was improved retention to age 16, due to the second year of reduced early leaving exemptions. Regardless of the source, it is clear that Māori student retention rates are lower than non-Māori. Pasifika students continue to have a higher than average retention rate in all age categories.

**Table 2.1: Comparing School Retention Measures, 2008**

Year	Ethnicity	Proportion of Students Retained to Age Disaggregated Data			Apparent Retention Aggregated Data	
		16.0 %	17.0 %	18.0 %	16.5 %	17.5 %
2008	Māori	98	66	29	66	40
	Pasifika	99	85	48	85	70
	Total	99	81	41	82	62

### Managing Student Enrolments

ENROL was implemented in New Zealand schools in 2006–2007. For each student enrolled, this national database holds demographic information, the eligibility criteria under which students enter school, the year level, movements between schools and some information on their destination when they leave the school system.

This simple set of data is potentially very powerful for analysis because it records events over time. For example:

- > some schools anecdotally report a high student turnover – the number of students coming and going between schools could be used to develop a more formal way to measure this
- > some schools report on students who are only enrolled for short periods and the difficulty that this poses for continuity in their schooling – ENROL can help us to understand the prevalence of short stays in schools and, over time, can quantify how much schooling these students miss out on.

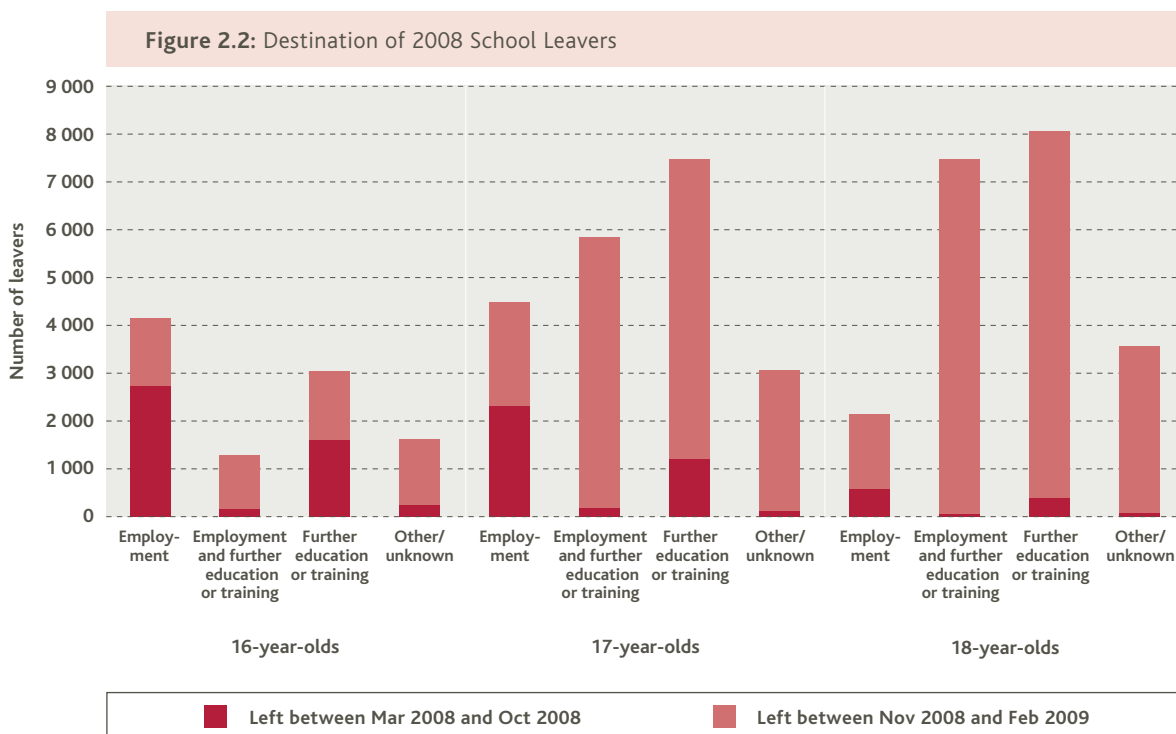
Secondary schools have used ENROL since July 2006, and we can quantify the stated destination of 2008 school leavers<sup>35</sup> with it. Of these, 10,073 left school during the academic year, before 1 November 2008, and a further 43,130 left school at the end of the year and had not re-enrolled in school by 1 March 2009.

Of the 2008 school leavers who left during the academic year, 48 percent stated employment (without further education/training) as their destination. Figure 2.2 shows this proportion is higher for 16- and 17-year-old school leavers than 18-year-old school leavers. Leavers who complete the academic year are more likely to be transitioning to further education and training (with or without employment).

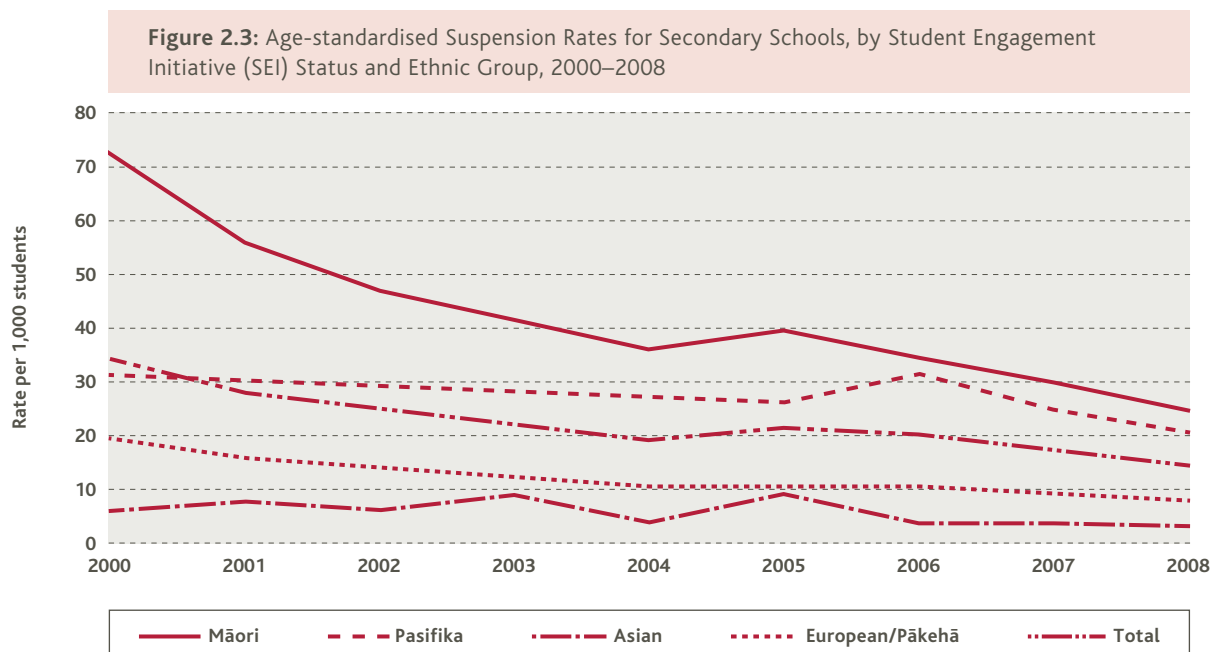
### Attendance

Regular attendance at school is fundamental to student achievement and leads to better life outcomes for students. Truancy impacts on student safety and community well-being. Over time, patterns of non-attendance can place students at risk of poor achievement and early disengagement from school. It is therefore important to recognise gaps in attendance and help students re-engage in learning as soon as possible.

A student is truant if he or she is away from school without good reason. Most students attend school every day, but the 2006 national attendance data showed that, on average, around 4 percent of students are absent without explanation for part or all of the day. Secondary school students and students of Māori and Pasifika ethnicities have much higher rates of truancy than other students.



<sup>35</sup> Statistics on school leavers count students leaving between 1 March and the end of February. Hence, 2008 school leavers left school between 1 March 2008 and 28 February 2009.



Attendance is an area of focus for schools involved in the Student Engagement Initiative (SEI). Many of these schools are using or moving towards using an electronic attendance register with their student management systems. It takes time to train administration staff and get full staff support for the new system. SEI schools report that getting data on the electronic systems immediately is allowing early contact with families and whānau and highlighting engagement and learning in the classroom. This allows schools to put in place support for targeted at-risk students.

### Improving Student Engagement

The SEI is a programme designed to reduce suspensions, exclusions and early leaving exemptions, and to increase participation. SEI schools receive support and funding to develop approaches that will raise their levels of student engagement.

The SEI has lowered suspension rates in its original cohort of secondary schools. The overall age-standardised suspension rate<sup>36</sup> for these schools dropped from 35 students per 1,000 in 2000 to 15 students per 1,000 in 2008, a reduction of 56 percent. This compares with a 12 percent increase in the overall age-standardised suspension rate over the same period for secondary schools that have never been part of the SEI.

Figure 2.3 shows that the age-standardised suspension rate for Māori students in the original SEI schools dropped from 73 students per 1,000 in 2000 to 25 students per 1,000 in 2008, a reduction of 66 percent. This compares with a 9 percent increase in the Māori age-standardised suspension rate over the same period for secondary schools that have never been part of the SEI. Pasifika students in the original SEI schools showed little change in age-standardised suspension rates between 2000 and 2006. The rate has since dropped from 32 students per 1,000 in 2006 to 22 students per 1,000 in 2008, a reduction of 35 percent. This compares with a 13 percent increase in the Pasifika age-standardised suspension rate over the same period for secondary schools that have never been part of the SEI.

In 2008, there were 107 schools involved in the SEI initiative. For examples of good practice, see findings from *What Makes a Difference in SEI Schools?* on page 32.

<sup>36</sup> The age-standardised stand-down and suspension rates remove differences due to one group having an older or younger population, providing an estimate of how groups of schools, or overall rates by year, might compare if they had the same age distribution.

## WHAT MAKES A DIFFERENCE IN SEI SCHOOLS?

Schools in the SEI focus on student retention and achievement. They use student engagement, behaviour and attendance data to revise their student behaviour policies and help students and their families and whānau overcome the cycle of disruptive behaviour.

Overall suspension rates have been reducing in SEI schools, but rates for Māori and Pasifika students, particularly Māori boys, remain high in some schools.

Improving behaviour, reducing truancy and making contact early with families and whānau remain major focuses at many of these schools. Most SEI schools have support in place for students who have crossed the boundaries of reasonable behaviour. Suspension is seen as another tool to give a student time out to reflect on the consequences of their behaviour and how it affects others.

The SEI recognises that boys have higher rates of suspension and is trying to address the difference through curriculum changes, having male or cultural role models/mentors, establishing boys' social groups and involving other agencies earlier with boys and whānau.

With the release of *Ka Hikitia – Managing for Success* in 2008, schools and SEI teams from the Ministry have been looking at targets that are appropriate for SEI schools. Strategies include support for at-risk Māori students, greater involvement of whānau around attendance and a greater awareness by teachers of the needs of Māori students. These appear to be having a positive impact in reducing suspensions of Māori students. For example:

- > the principal at Onehunga High School attributes the decrease in Māori suspensions to putting in place appropriate cultural support for key personnel. Careful selection of staff for teaching and transitioning Māori students has also been a focus
- > the deputy principal at One Tree Hill College reports that property redevelopment to a whānau structure, the implementation of restorative practices, targeted literacy and numeracy classes for Year 9 and 10 students and an increased level of support for Māori students have all helped Māori students engage more in learning.

The Pasifika Education Plan was promoted strongly by the Ministry Pasifika team in 2008, with fono attracting large numbers of Pasifika families. The Plan supports SEI school strategies to ensure early contact with families around attendance and behaviour issues, and positive interaction for academic mentoring, goal-setting and achievement. The principal of Avondale Intermediate School reports that the social worker employed to liaise between family and school is helping to minimise engagement and learning issues.

Many SEI schools attribute the change in suspension rates to a change in school culture and behaviour management policies, and the adoption of a more

restorative approach. More rigorous monitoring of attendance data also helps schools to identify engagement issues early. Schools continue to focus on some or all of the following:

- > A restorative approach, with many schools investing in more staff training. More schools see restorative practice as key to developing an inclusive school culture.
- > Collecting and using reliable attendance data. School and whānau engagement is vital for improving attendance. Identifying at-risk students and providing support are also important.
- > Engagement in the classroom, revolving around positive staff/student relationships and school structure, and focusing on a relevant curriculum in the classroom.
- > Schools are looking at the difficulty some students experience moving from having one teacher in Year 8 to having many teachers for integrated studies in Year 9. School whānau structure, staff coaching and mentoring through learning communities are examples of possible changes.
- > Analysis of behaviour issues suggests that new students arriving mid-year would benefit from a more rigorous induction. Transition processes can expand to include transition of students and staff during the year and include more schools in the transition plan, if appropriate.

All SEI schools recognise that effective change is a long-term process. They also recognise that it is important to take time to get 'buy-in' from staff, students and communities so that change becomes part of the school culture. Principals and senior management teams report that conferences are a vital forum for discussing ideas. These are some of the changes effected by SEI schools in 2008:

- > Wairoa College implemented CACTUS, a youth self-esteem programme. It also uses restorative practices more regularly and has more trained staff in this area. It has regional rōpu meetings – partnership meetings with parents on local marae.
- > Tauranga Girls' College tūakana (Years 12 and 13 students) work with tēina (Year 9 students) to encourage engagement and attendance.
- > Matamata College employs a full-time social worker to work with at-risk students and help with attendance issues. Where appropriate, the social worker develops an educational career plan, arranges work experience and liaises with families and whānau.
- > Central Hawke's Bay College employs a Māori male as a learning motivator to work with students who are not engaged in the classroom. He works with groups or individuals until they are ready to integrate back into mainstream classes.

## Staying at School

International evidence indicates that the longer students engage in schooling the better their outcomes in later life. Students who stay at school into the senior secondary years usually have better health, more stable employment and higher earnings than early leavers. There is also a link between staying on at school and reduced offending in adolescence.

### Early Leavers

To reduce the relatively high number of early leavers, the Ministry of Education strengthened its early leaving application and approval process in May 2007.

The evidence so far suggests the new process has been successful. After seven years without much change, the rate of demand for early leaving exemptions declined by 78 percent from 70 applications per 1,000 15-year-old students in 2006 to 15 applications per 1,000 15-year-old students in 2008. At the same time the proportion of applications that were declined by the Ministry of Education increased from 6.6 percent in 2006 to 28 percent in 2008 (see Figure 2.4).

Schools report that early leaving exemptions are no longer seen as an option and are not even discussed. The community, students and teachers expect that students will stay at school. Schools are using mentoring, career support networks and programmes to help students map out a career path. A number of schools use the Creating Pathways and Building Lives (CPaBL) programme to encourage goal-setting and career planning at Years 9 and 10.

## Broadening Curriculum Choices

Gateway and the Secondary Tertiary Alignment Resource (STAR) broaden educational options for senior secondary students by offering them work-based learning or courses with tertiary providers. These courses can lead to the attainment of credits in NCEA or recognised tertiary qualifications.

Schools use Gateway and STAR, and the curriculum's flexibility, to develop broad programmes of learning that work for students at their school.

In 2008, 16,800 school students undertook courses with tertiary providers through STAR, and 9,700 students participated in work-based learning through Gateway.

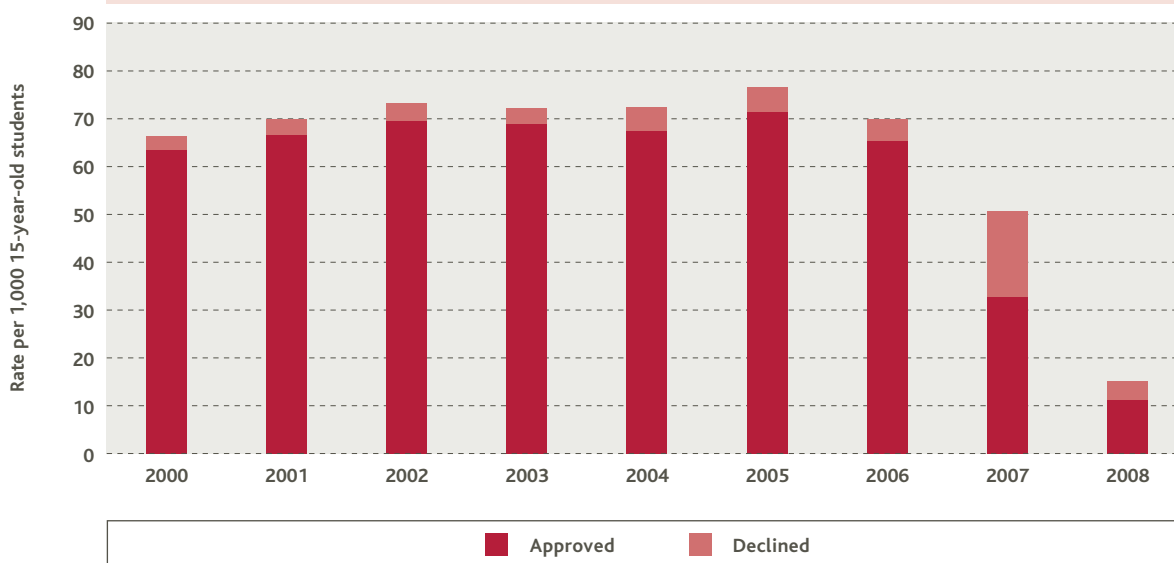
### Behaviour

Behaviour is an important element of learning within all levels of the curriculum framework, for example, managing self and relating to others (*The New Zealand Curriculum*) and well-being and belonging (*Te Whāriki*) are core competencies.

Evidence suggests<sup>37</sup> that positive educational experiences and a good level of academic achievement can contribute significantly to enhancing self-esteem and confidence, better employment, life opportunities and social support.

Schools, families, whānau and students share the responsibility for and responses to reducing disruptive behaviour, with the Ministry providing support and leadership. Positive school cultures or

Figure 2.4: Rates of Early Leaving Exemptions, 2000–2008



<sup>37</sup> Lassen, S., Steele, M. and Sailor, W. (2006). 'The Relationship of School-wide Positive Behavior Support to Academic Achievement in an Urban Middle School' in *Psychology in the Schools*, 43(6), p701–712.



safe learning environments require cross-school approaches to tackling bullying or poor behaviour.<sup>38</sup>

Positive outcomes are achievable through:

- > effective teaching and positive teacher-student and school-community engagement
- > positive support rather than punishment
- > understanding that culture counts
- > early intervention when necessary
- > programmes with a strong evidence base.

Support, services and programmes make the greatest difference when they are coordinated and complement messages from schools and teachers.

Disruptive behaviour takes a serious toll emotionally and in educational terms. It is a barrier to learning, and research shows that severe behaviour difficulties at a young age are a predictor of poor life outcomes.<sup>39</sup> Poor behaviour is caused by a multitude of factors and requires well structured, multi-systemic intervention.<sup>40</sup>

### *Additional Support and Services*

The provision of targeted support for students with moderate and severe behaviour difficulties recognises and supports the additional workload for teachers.<sup>41</sup>



The Ministry of Education and other agencies provide a number of additional funding pools and services. These mainly focus on addressing behavioural difficulties:

- > Severe Behaviour Service – \$35 million, 200 staff, 4,500 students supported.
- > Interim Response Fund – \$2 million.
- > Residential Behaviour Schools – three schools, 100 students per annum.
- > Project Early – two clusters, 90 students.
- > High and Complex Needs Unit – \$6 million joint initiative by the Ministries of Health, Education and Social Development.
- > Incredible Years Parent Training Programme – 1,100 parents in 2008; provided through the Ministry of Education, Special Education, District Health Boards (child and adolescent mental health services) and non-government organisations.
- > Supporting Positive Behaviours website – resources and information.

Initiatives that contribute to a range of needs, including addressing behavioural difficulties, include the following:

- > The Special Education Grant to all schools – \$35 million.
- > The Enhanced Programme Fund for schools with moderate needs – \$8 million.
- > Professional leadership programmes, in-service training and professional development such as Te Kōtahitanga, Te Kauhua and TIPS for autism.
- > Resource Teachers: Learning and Behaviour (RTLb) – \$75 million, 780 teachers.
- > The Student Well-being Mental Health Education Initiative – 75 schools.
- > Off-site and activity centres – short-term provision \$1.8 million, 15 centres.
- > Student Engagement Initiative (SEI) – \$1.7 million for 100 schools.

<sup>38</sup> Schools are responsible for the behaviour of their students. National Administration Guideline (NAG) 5 (i) requires school boards of trustees to provide a safe physical and emotional environment. Boards provide behaviour management plans that set out the policies expected across the school. Professional leadership and effective teaching are key.

<sup>39</sup> Findings from the Dunedin Longitudinal Study and Christchurch Health and Development Study. See: [dunedinstudy.otago.ac.nz](http://dunedinstudy.otago.ac.nz) and [www.chmeds.ac.nz/research/chds/](http://www.chmeds.ac.nz/research/chds/).

<sup>40</sup> Church, R. (2003). *The Definition, Diagnosis and Treatment of Children and Youth with Severe Behaviour Difficulties: A Review of Research*. Wellington: Ministry of Education.

<sup>41</sup> Meyers, L. and Evans, I. (2006). *Literature Review on Intervention with Challenging Behaviour in Children and Youth with Development Disabilities: Final Report*. Wellington: Victoria University of Wellington.



- > Non-enrolment Truancy Service – \$4.5 million, 89 providers.
- > Traumatic Incidents Response Teams – 400 incidents in 2007.
- > Social Workers in Schools – 122 in 330 low decile schools.
- > B4 School Checks by the Ministry of Health, which include a behaviour screening tool.
- > Early Intervention – \$32 million.

Around 780 RTLB are itinerant within clusters of schools. These clusters receive referrals for students and teachers requiring interventions for behaviour and learning difficulties. In 2008, approximately 30 RTLB attended training with Special Education staff on how to support teachers with students who have challenging behaviours. The training for Special Education staff and RTLB was an example of collaboration to ensure a seamless provision of service for students and teachers in the clusters. A number of RTLB were involved with Te Kōtahitanga, which supports the raising of Māori student achievement by providing professional development for teachers.

Support and interventions for children with the most severe behaviour problems are critical. These behaviours are persistent, outside the age-expected norm and expressed across social settings. Research

shows that these behaviours are at a high cost to individuals and society.<sup>42</sup> Severe behaviour in childhood leads to poor adult outcomes.

There is a focus on intervening early in the life of a child when a problem becomes apparent. Special Education, along with other agencies, delivers the Incredible Years Parent Training Programme, which provides parents with increased skill and confidence to address severe behaviour problems. Research here and overseas suggests that this programme is effective.<sup>43</sup>

### *Bullying*

Bullying is a safety issue that has a wide-reaching impact on both the recipients and the initiators. Bullying in any form is harmful and should always be treated seriously. There must be a clear and consistent response to establish that this behaviour is unacceptable in the school community.

While bullying may have little effect on resilient students, it can cause a great deal of harm to those with inadequate support.<sup>44</sup> There is less bullying in schools where there is regular support for those who are bullied.<sup>45</sup>

Many approaches, programmes and interventions support schools in creating positive learning environments, and schools can use whichever they believe will meet their particular need, including:

<sup>42</sup> Advisory Group on Conduct Problems. (2009). *Conduct Problems: Best Practice Report*. Wellington: Ministry of Social Development.

<sup>43</sup> Fergusson, D., Stanley L. and Horwood, L. (2009). 'Preliminary Data on the Efficacy of the Incredible Years Basic Parent Programme in New Zealand' in *Australian and New Zealand Journal of Psychiatry*, 43(1), p76–79.

<sup>44</sup> Rigby, K. (2000). 'Effects of Peer Victimization in Schools and Perceived Social Support on Adolescent Well-being' in *Journal of Adolescence*, 23(1), p57–68.

<sup>45</sup> Slee, P. and Rigby, K. (1994). 'Peer Victimization at School' in *Australian Journal of Early Childhood*, 19(1), p3–10.



- > a whole-school approach
- > classroom-based interventions
- > targeted interventions.

### *Stand-downs and Suspensions*

Standing-down or suspending students is one option a school may take in order to manage serious cases of disruptive or unsafe behaviour. The decision to stand-down or suspend is a difficult one because student engagement and learning may be further compromised by a student being taken out of school.

Stand-downs and suspensions affect a small proportion of students, with less than 1 percent being suspended and less than 3 percent being stood-down in 2008.

The age-standardised stand-down rate<sup>46</sup> increased from 26 students per 1,000 in 2000 to a peak of 31 students per 1,000 in 2006 but decreased to 29 students per 1,000 in 2008.

As in previous years, the most common reported behaviours that led to a stand-down in 2008 were continual disobedience, physical assault of other students and staff, and verbal abuse of other students and staff. One of these three reasons was reported in 70 percent of all stand-downs in 2008.

The age-standardised suspension rate has decreased by 22 percent between 2000 (7.9 students per 1,000) and 2008 (6.1 students per 1,000), including a 6.1 percent reduction from 2007 to 2008.

The most common reported behaviours that led to a suspension in 2008 were continual disobedience,

misuse of drugs (including substance abuse) and physical assault of other students and staff. Between 2000 and 2008, there was a drop in the number of students suspended for drug-related behaviour and an increase in those suspended for continual disobedience and physical assault of other students.

The continual disobedience category is worth closer monitoring and analysis because it includes many complex behaviours.

The reduction in drug-related suspensions may be the result of a shift in attitude within schools to view and treat drugs as a health issue rather than primarily as a behaviour issue.

Stand-downs and suspensions are more frequent among males and young teenagers. Over 70 percent of cases involved males, and 62 percent involved students in the 13–15-year-old age group.

There is a correlation between the socio-economic mix of a school and age-standardised suspension rates. Low decile schools (deciles 1 and 2) draw their students from communities with the highest degree of socio-economic disadvantage. These students are over four times more likely to be suspended than students from deciles 9 and 10 schools.

Māori students have the highest rates of suspensions and stand-downs. In 2008, the age-standardised suspension rate for Māori students (13.1 students per 1,000) was 1.8 times higher than for Pasifika students (7.2 students per 1,000) and over three times higher than for European/Pākehā students (3.9 students per 1,000). Similarly, the age-standardised stand-down

<sup>46</sup> The age-standardised stand-down and suspension rates remove differences due to one group having an older or younger population, providing an estimate of how groups of schools, or overall rates by year, might compare if they had the same age distribution.

rate for Māori students (53.6 per 1,000) was 1.6 times higher than for Pasifika students (33.7 students per 1,000) and 2.6 times higher than for European/Pākehā students (20.8 per 1,000).

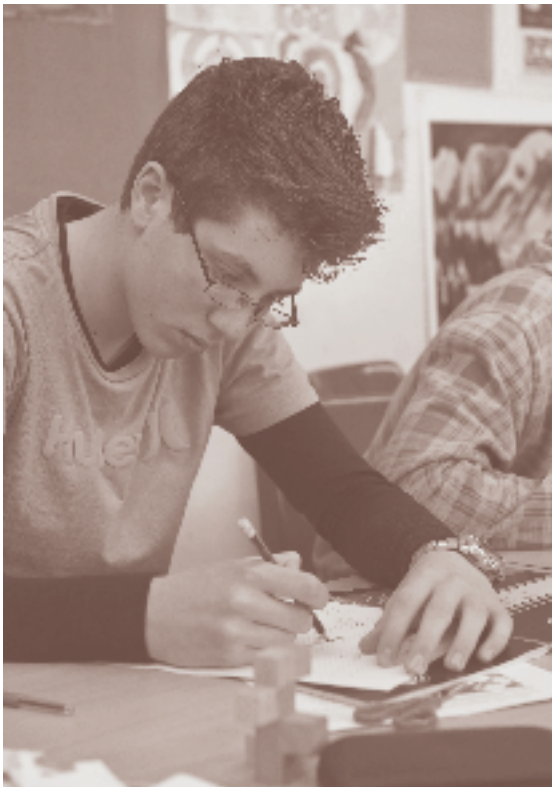
Most suspended students return to some form of schooling, either returning to their own school, entering an alternative education programme or accessing The Correspondence School's services. A small proportion leave schooling altogether.

## CONCLUSION

Although most New Zealand students are actively engaged in education, educators continue to face a number of challenges. It is especially important to support student outcomes by engaging with their communities to celebrate students' diversity and successes as well as disciplinary issues.

Pedagogical leadership and effective teaching, and engaging with students' family and whānau are key to ensuring good outcomes for students. The most effective school-home connections are those involving parents and teachers.

Students who leave school early and without qualifications risk lasting social and economic disadvantages as they move through adult life. Encouragingly, after seven years without significant change, the number of 15-year-olds receiving early leaving exemptions has recently halved.



## WHERE TO FIND OUT MORE

Visit [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

### Indicators

#### *Student Participation*

##### *Schooling*

- > Truancy from school
- > Stand-downs and suspensions from school
- > Exclusions and expulsions from school
- > Early leaving exemptions
- > Retention of students in senior secondary schools

##### *Family and Community*

- > Education of primary caregiver: schooling
- > Children living in low income households
- > Children experiencing hearing loss: new entrants

Visit [www.tki.org.nz/r/student\\_support](http://www.tki.org.nz/r/student_support)

### Supporting Positive Behaviours – Information

- > Support
- > Culture
- > Bullying
- > Classroom
- > Individuals
- > Community
- > Playground
- > Success factors
- > Research
- > Ministry funding and resources
- > Professional development
- > Strategies
- > Programmes
- > School stories

### Taumata Whanonga 2009 (Behaviour Summit) website

Visit [www.minedu.govt.nz/theMinistry/EducationInitiatives/TaumataWhanonga](http://www.minedu.govt.nz/theMinistry/EducationInitiatives/TaumataWhanonga)



# Teaching

# 03

There is agreement internationally that one of the most powerful ways to raise student achievement is to foster quality or excellence in teaching. Teacher knowledge is critical to effective practice – knowledge of the subject, of how to teach and of learners and how they learn as well as how to manage student behaviour.

## TEACHER EDUCATION AND INDUCTION

The development of effective teaching practice occurs at all stages of a teacher's career. Ensuring the effective teaching of students starts with selecting people with suitable knowledge, skills and dispositions for pre-service teaching programmes. Knowledge, skills and dispositions are then developed through teacher education programmes and the induction phase for provisionally registered 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 2008, there were 9,000 students in pre-service teacher education programmes, with primary teacher education student numbers showing a decline since peaking in 2000 (see Figure 3.1).

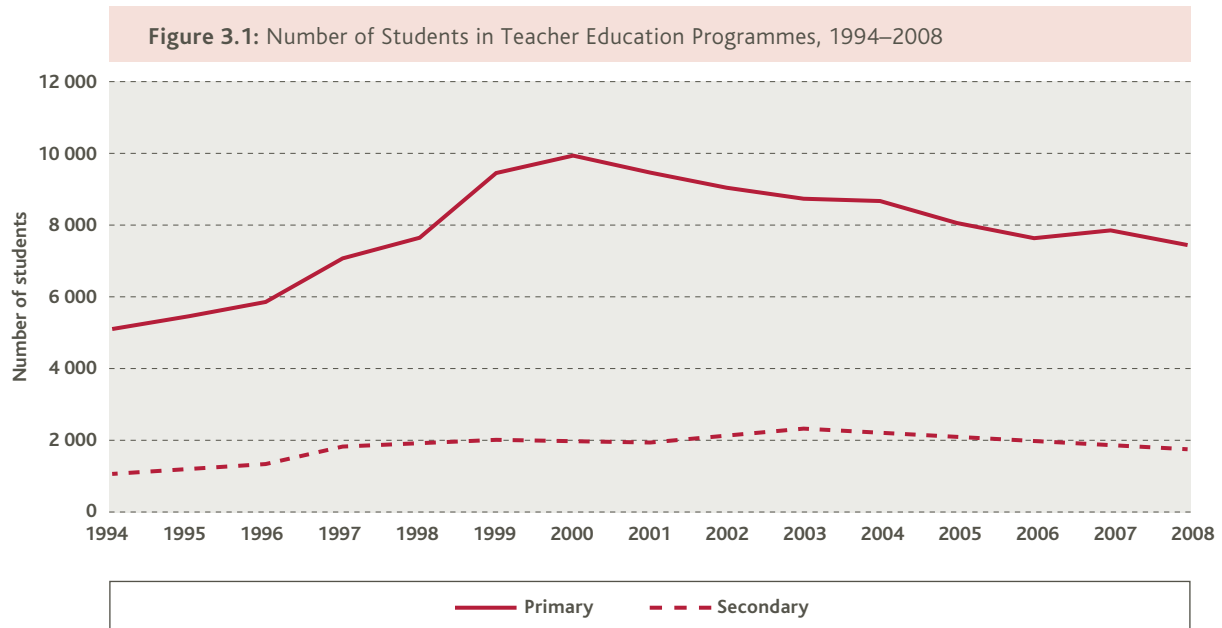
Teacher Recruitment Scholarships<sup>47</sup> are targeted to meet increasing demand for teachers in certain priority areas over the next 10 years. Currently these areas are rural, Māori-medium and secondary teachers of technology, mathematics, physics, te reo Māori, chemistry and home economics.

Māori student teachers made up 11 percent of the 2008 student teacher population, while Pasifika and Asian student teachers made up 6 and 5 percent respectively. The over-representation of women in teacher education has remained fairly constant over the past decade, with around 80 percent of enrolled students since 1996 being female.

<sup>47</sup> Teacher Recruitment Scholarships are available from TeachNZ via their website: [www.teachnz.govt.nz](http://www.teachnz.govt.nz).







### New Teacher Uptake Rate

Over the past seven years, 30–40 percent of primary teacher education graduates and 50–60 percent of secondary teacher education graduates have obtained teaching positions within one year after graduation. Over the longer term, this rate has remained relatively steady for secondary teacher graduates, while, for primary teacher graduates, it represents a sharp decline from 10 years ago.

The total number of teacher subject vacancies has fallen between 2007 and 2008 from 5,811 to 5,624. This drop was driven by a reduced number of vacancies in mathematics, technology and physical education.<sup>48</sup>

The total number of teacher subject vacancies in Māori-medium<sup>49</sup> schools had increased from 249 in 2007 to 276 in 2008. The main drivers for this increase were in bilingual and immersion, te reo Māori and English teacher subject vacancies.

### Beginning Teachers

The first few years of teaching are critical for developing newly qualified or ‘beginning’ teachers into effective teachers and retaining them in the teaching profession. Assistance for beginning teachers, including, in particular, mentoring

programmes, has a positive impact on teachers and their retention.<sup>50</sup>

Beginning 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,<sup>51</sup> which, in turn, impacts on teacher quality. However, research shows that the quality of induction in New Zealand primary and secondary schools is variable, with a significant minority of teachers receiving no or little advice and guidance.

In 2008, about 62 percent of primary and 45 percent of secondary beginning teachers were employed under non-permanent arrangements in their first year. ERO and the New Zealand Council for Educational Research have both reported that provisionally registered teachers in permanent positions are more likely than those in temporary

<sup>48</sup> Vacancy data sourced from the *New Zealand Education Gazette*. Subject data vacancies are for all state and state-integrated schools and exclude regraded vacancies.

<sup>49</sup> Māori-medium schools are those in which all students are taught the curriculum in te reo Māori for at least 12 percent of the time.

<sup>50</sup> Ingersoll, R. and Kralik, J. (2004). *The Impact of Mentoring on Teacher Retention: What the Research Says*. Denver: Education Commission of the States.

<sup>51</sup> Organisation for Economic Co-operation and Development. (2005). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. Paris: Organisation for Economic Co-operation and Development.

positions to benefit from meaningful advice and guidance programmes, and this improves the registration process for them.

The total number of beginning teachers dropped in 2008 (from 2,272 in 2007 to 2,223 in 2008). The drop was entirely in the secondary schools, while primary numbers remained stable. This result follows a fall in beginning teacher numbers in the past two years.

### DELIVERING THE CURRICULUM

*The New Zealand Curriculum* was released in 2007.<sup>52</sup> *Te Marautanga o Aotearoa* was released in 2008 and is the parallel curriculum document for Māori-medium schools.<sup>53</sup> These documents set the direction for learning, which schools use to develop their school curriculum and teaching programmes.

*The New Zealand Curriculum* describes a number of teaching strategies that have a positive impact on student learning. One key strategy is teaching as inquiry (Figure 3.2). Effective pedagogy requires teachers to inquire into the impact of their teaching on their students. Inquiry into the teaching-learning relationship can be visualised as the cyclical process demonstrated in Figure 3.2.

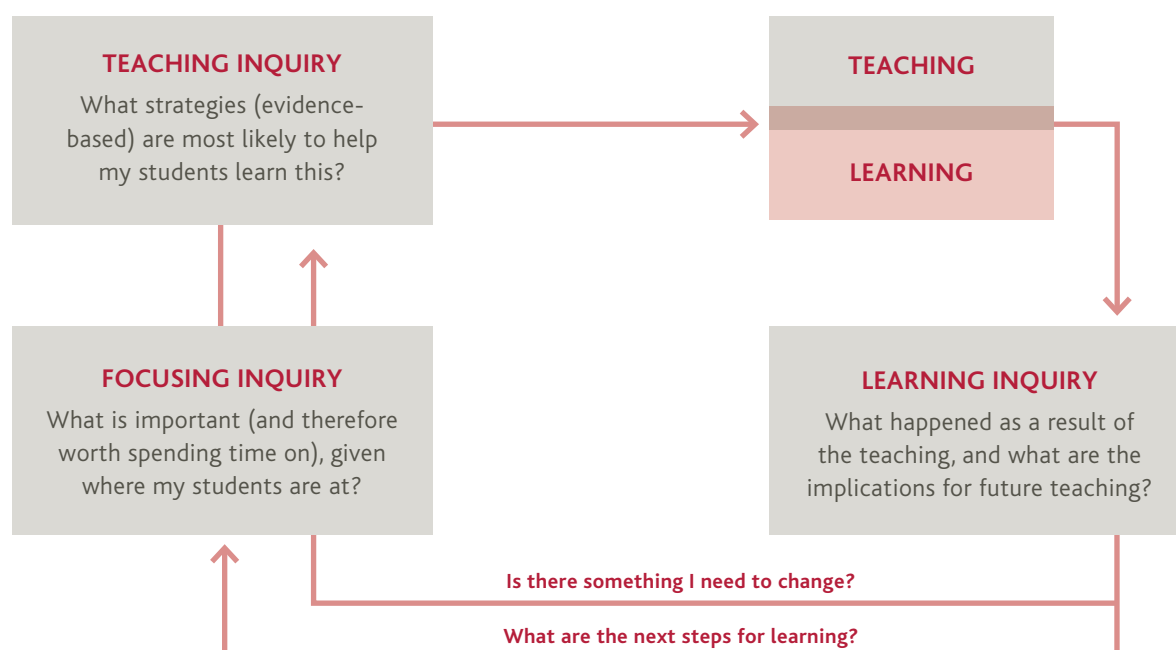
Two key initiatives have been developed to help secondary school teachers implement the national curriculum: the alignment of NCEA standards with *The New Zealand Curriculum* and the development of the Senior Teaching and Learning Guidelines.

### Review of NCEA Standards

The Ministry of Education and the New Zealand Qualifications Authority (NZQA) are reviewing NCEA standards to align with *The New Zealand Curriculum*. This means that, when senior secondary schools implement *The New Zealand Curriculum*, standards will be available for the outcomes of teaching and learning programmes derived from it. A wide consultation on the reviewed Level 1 draft standards in all subject areas happened in mid-2009, with Level 2 consultation planned during 2010 and Level 3 in 2011.

If secondary teachers are to implement the new NCEA standards consistently and confidently, they need quality resources such as assessment activities and exemplars of student work. The Ministry and NZQA are developing these resources. This type of support will help to ensure that the revised standards are fit for purpose, that teachers widely accept and understand them and that teachers can create engaging senior curriculum courses of learning.

Figure 3.2: Teaching as Inquiry



<sup>52</sup> Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

<sup>53</sup> Te Tāhuhu o te Mātauranga. (2007). *Te Marautanga o Aotearoa*. Te Whanganui-a-Tara: Te Pou Taki Kōrero Whaiti.



## Review of Guidelines

The Senior Teaching and Learning Guidelines were initially designed to help bridge a gap between some existing subjects and the learning areas articulated in *The New Zealand Curriculum*. Since the standards review has begun, however, it has become apparent that other, more established subjects would benefit from guidelines being developed. Many of the subject guidelines went out for wider consultation in mid-2009.

Guidelines have been developed to support *Te Marautanga o Aotearoa* for all but one curriculum area, Tikanga-ā-Iwi.

The guidelines are to help teachers, middle managers and school leaders design and develop effective teaching and learning programmes in the senior school.

## Literacy and Reading

As language is a key to learning, the importance of literacy cannot be over-emphasised. Programmes and tools have been developed to address the literacy issue. The following highlights some of the programmes conducted in 2008.

### Literacy Development Officers

During 2008, approximately 400 schools were supported by Literacy Development Officers (LDOs) to raise levels of achievement in literacy for all students in Years 1 to 8 by encouraging schools to view literacy teaching and learning as part of a continuous cycle of improvement. LDOs assist schools to build professional capacity, base decisions on sound evidence, cater for diversity, develop



effective first teaching that makes a difference to learning and encourage the growth of professional learning communities.

LDOs' contact in schools is primarily with principals, senior management and literacy leaders. They provide advice and help to identify suitable professional support and promote processes for sustained collaboration.

If the needs of schools cannot be met within the school, the LDOs assist schools to broker support from providers, such as the literacy facilitators or Reading Recovery Tutors within School Support Services, or access to the Literacy Professional Development Project. They also take a lead role within the regional literacy networks to prioritise the literacy resource to schools and areas of greatest need.

The impact of this initiative on learning outcomes is evaluated at the school level and reported through schools' reporting, ERO reports and the ongoing national and international monitoring of student achievement through programmes such as the National Education Monitoring Project and PIRLS.

### Students Who Are Learning English as an Additional Language

In 2008, nearly 30,000 students in approximately 1,200 schools benefited from funding to support students with high English language learning needs. These include students from refugee or migrant backgrounds and New Zealand-born students from homes where a language other than English is spoken.

Mainstream and specialist teachers of English for Speakers of Other Languages are also provided with a range of teaching and learning resources.<sup>54</sup> These resources are applicable not only for new learners of English but also for students who come from diverse linguistic backgrounds, including New Zealand-born students.

### Reading Together

Reading Together<sup>55</sup> is a research-based workshop programme for parents, children and teachers. First developed in 1982, the Reading Together programme is currently being used in four schools in Rotorua. It is designed to help parents (and/or caregivers) support their child's reading at home more effectively (and thereby also support teachers in their classroom programmes).

<sup>54</sup> Recently published resources include *The English Language Learning Progressions* and the *Making Language and Learning Work* professional development DVD series.

<sup>55</sup> Biddulph, J. (2004). *Reading Together: Workshop Leader's Handbook*. Hamilton: The Biddulph Group.

Reading Together is designed to be implemented by one (or preferably two) interested teachers in each school. The teachers (and their principal) attend a full-day seminar as professional development. The four workshops in the programme are usually offered after normal school hours at a time that suits workshop leaders and parents and whānau.

This programme has been implemented in both Māori and English mediums. There are different sets of tools used for each medium.

Formal and informal evaluations of the programme by the participating schools showed a range of positive outcomes, beyond the achievement gains, including stronger trust relationships between whānau and schools.<sup>56,57</sup>

### Numeracy and Mathematics

The Numeracy Development Project (NDP) was first implemented in New Zealand schools in 2001. Since then, the majority of schools teaching students in Years 1–6 have taken part. Many schools have had changes to staffing over that period, including new graduates, teachers returning from overseas or taking a break in their careers, and teachers who have moved from other schools.

Te Poutama Tau (the Māori-medium numeracy project) evolved from a pilot in 2002. Since then, more than 120 schools have participated in the project. Te Poutama Tau provides professional development and support to Māori-medium pāngarau/mathematics teachers via the NDP model. In general, student performance in pāngarau improved throughout 2007. Progress from 2004 to 2007 has revealed positive longitudinal trends in most areas of the number framework.<sup>58</sup>



The national pick-ups programme targets new teachers who have had little training in the NDP.<sup>59</sup> Results indicate that students taught by these new teachers are making good progress against the number framework and other students at the NDP schools. At each year level, the proportion of students rated in the lower stages of each domain decreased between initial and final assessments, and the proportion of students in the higher stages increased.

Study of students involved in the NDP moved on to Year 7 students in 2008. The findings indicate that students continued to use appropriate strategies to perform as or better than expected. Student attitudes towards mathematics showed a positive correlation between their perceived abilities and actual performance. Table 3.1 shows that the proportion of students performing as well as or better than expected remains steady, while national curriculum expectations indicate a drop in performance in Years 6 and 7.<sup>60</sup>

<sup>56</sup> An example of feedback can be found in the *New Zealand Education Gazette*, 23 March 2009, p5, [www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=7795](http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=7795)

<sup>57</sup> Tuck, B., Horgan, L., Franich, C. and Wards, M. (2007). *School Leadership in a School-Home Partnership: Reading Together at St Joseph's School Otahuhu*. Wellington: Ministry of Education.

<sup>58</sup> Trinick, T. and Stevenson, B. (2007). 'Te Ara Poutama: An Evaluation of Te Poutama Tau 2007' in *Findings from the New Zealand Numeracy Development Projects 2007*. Wellington: Learning Media Ltd.

<sup>59</sup> Tagg, A. and Thomas, G. (2009). 'Numeracy Development Projects' Patterns of Performance and Progress: National Pick-up Programme 2008' in *Findings from the New Zealand Numeracy Development Projects 2008*. Wellington: Learning Media Ltd.

<sup>60</sup> Thomas, G. and Tagg, A. (2009). 'The Numeracy Development Project Longitudinal Study: How Did the Students Perform in Year 7?' in *Findings from the New Zealand Numeracy Development Projects 2008*. Wellington: Learning Media Ltd.



The main focus of the NDP studies is to see how students are progressing from a certain beginning level. However, one study went further, focusing on the final level of achievement at the end of the year. Results showed initial differences favouring certain groups of students, or students from high decile schools, were exacerbated, and gaps between the groups became wider. This finding reinforced the importance of ensuring low decile schools have high levels of high-quality teachers of mathematics.<sup>61</sup>

### KA HIKITIA – MANAGING FOR SUCCESS

*Ka Hikitia – Managing for Success*<sup>62</sup> is an overarching strategy that informs how the education sector works as a whole and supports specific actions to improve Māori student population outcomes.<sup>63</sup> This strategy sharpens the focus on improving the presence, engagement and achievement of Māori students in education.

*Ka Hikitia – Managing for Success* promotes a Māori potential approach – that is, building on what works and investing in a way that spreads these positives rather than focusing solely on problem areas. The Māori potential approach will require a change in thinking from all participants in the education system to prove a success.

Teacher effectiveness is an important component for success in the *Ka Hikitia – Managing for Success* strategy. Quality teaching is the most important system influence on high quality outcomes for students. Positive teaching relationships between teacher and student will aid students in continued engagement and achievement in secondary and tertiary education.

Māori have a cultural advantage by virtue of who they are. Te reo Māori forms the basis for the Māori culture. For the continued use of the Māori language to develop, teachers who are adept in te reo Māori and

pedagogical knowledge are required. An ERO study focused on Manukau<sup>64</sup> has found the quality of te reo Māori teaching to be low. A key reason was teachers were competent in te reo Māori, but had limited pedagogical knowledge. Furthermore, most te reo Māori teachers did not receive suitable professional development and learning opportunities. ERO recommended suitable support and development programmes and appraisal procedures for te reo Māori teachers to help reduce this problem.

### MĀORI IN THE ENGLISH MEDIUM

Te Tere Auraki – a professional development strategy – contributes to the *Ka Hikitia – Managing for Success* goals of:

- > improving teaching effectiveness and learning for Māori students in Years 9 and 10
- > supporting professional leaders to take responsibility for Māori students' presence, engagement and achievement.

Te Tere Auraki includes programmes such as Te Kōtahitanga, Te Kauhua, Te Hiringa i te Mahara (THM) and Te Mana Kōrero.

Te Kauhua is a professional learning programme that aims to improve teaching practice and the level and quality of interaction between whānau and schools. Te Kauhua has ako<sup>65</sup> as its key principle and 'culture counts' and 'productive partnerships' as the main pillars. Current research finds evidence of positive teaching and learning changes within classrooms and productive partnerships developed amongst learners, teachers, whānau and the wider community. There is also evidence of improved achievement results, an increase in learner confidence and reduction in suspension and stand-down rates.<sup>66</sup>

**Table 3.1:** Year 7 Students at or above the Expected Levels of Achievement in Numeracy, 2008

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2008 NDP study results	87%	73%	95%	87%	88%	85%	89%
Curriculum expectations	84%	74%	94%	73%	90%	73%	68%

<sup>61</sup> Young-Loveridge, J. (2009). 'Patterns of Performance and Progress of NDP Students in 2008' in *Findings from the New Zealand Numeracy Development Projects 2008*. Wellington: Learning Media Ltd.

<sup>62</sup> Ministry of Education. (2008). *Ka Hikitia – Managing for Success: Māori Education Strategy 2008–2012*. Wellington: Ministry of Education.

<sup>63</sup> Ministry of Education. (2008). *Statement of Intent, 2008–2013*. Wellington: Ministry of Education.

<sup>64</sup> Education Review Office. (2008). *An Evaluation of the Quality of Māori Language Teaching in Secondary Schools: Manukau*. Wellington: Education Review Office.

<sup>65</sup> Ako is effective teaching and learning for Māori students and the conditions that support it.

<sup>66</sup> UNITEC Institute of Technology. (2008). *Evaluation of Te Kauhua – Phase Three Milestone Report 2*. Unpublished report for the Ministry of Education.

Te Kōtahitanga is a professional learning programme designed to strengthen cultural responsiveness and teaching capability. Te Kōtahitanga encourages teachers to develop strong, authentic learning and teaching relationships with Māori learners and incorporate a wider range of interactions into their classroom practices in order to engage more effectively with Māori learners (and all learners). Victoria University of Wellington is currently evaluating Te Kōtahitanga to ascertain how, and in what ways, it improves Māori learner achievement. The evaluation combines interviews with teachers, learners, whānau, principals and school trustees as well as in-class observations and assessments.

The Māori Secondary Teacher Workload programme supports secondary and wharekura teachers with a wide range of professional development opportunities.

THM provides support to Māori teachers in a culturally and professionally relevant context that supplements other support available. So far, this programme has focused on providing resources, strengthening te reo Māori and second language acquisition pedagogy, career development, professional learning communities and management. A 2008 survey of Māori secondary school teachers<sup>67</sup> found that THM has:

- > successfully engaged many Māori secondary teachers in professional development (75 percent of respondents)
- > helped 67 percent of teachers to improve teaching practice
- > helped 68 percent of teachers to increase their professional experience and networks
- > helped 62 percent of teachers involved in THM to manage their workload better.

From 2009, THM has been replaced by Ako Panuku (to learn and teach to the very best of one's abilities). The Ako Panuku programme offers opportunities for professional learning, career development and professional communities.

### EFFECTIVE TEACHING

Teachers can develop their teaching skills through professional learning opportunities. Achieving successful outcomes for students requires teachers and professional leaders to engage in effective



ongoing professional development that enhances their professional knowledge, skills and attitudes, and links to positive impacts on valued student outcomes.

The following sections identify three key ways to achieve these key outcomes: professional learning and development, leadership and quality teaching.

### Professional Learning and Development

As part of the work towards the Educational Leadership BES,<sup>68</sup> Professor Helen Timperley presented a synthesis of research looking into teacher professional learning and development.<sup>69</sup> The synthesis focused on 10 key principles:

- > *Focus on valued student outcomes* – professional learning activities and teachers need to be focused on improving student outcomes.
- > *Worthwhile content* – the knowledge and skills developed are established to be effective in improving student outcomes.
- > *Integration of knowledge and skills* – for improved student outcomes, teachers must use their current knowledge of and ability to teach the curriculum and assess whether students have learned.
- > *Assessment for professional inquiry* – what do teachers need to learn and what assessment tools should they use to improve learning?
- > *Multiple opportunities to learn and apply* – teachers need to be given many opportunities to learn skills and strategies as professional learning activities continually change. Given teachers are teaching and learning at the same time, it may take one to two years to understand that their existing practices and knowledge differ from those being promoted and enact changes to their pedagogical knowledge and practices.

<sup>67</sup> Gardiner & Parata Ltd. (2008). *Te Hiringa i te Mahara: The Power of the Mind: Māori Secondary School Teachers and Professional Development. THM 1998–2008: 10 Years On*. Wellington: Gardiner & Parata Ltd.

<sup>68</sup> Robinson, V., Hohepa, M. and Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why*. Wellington: Ministry of Education.

<sup>69</sup> Timperley, H. (2008). 'Teacher Professional Learning and Development' in Educational Practices Series 18. Brussels: International Bureau of Education.



- > *Approaches responsive to learning processes* – professional learning should focus on building new knowledge and skills that are similar to a teacher's existing beliefs. However, if the teacher has different beliefs to those promoted in the professional learning, the professional learning requires a different approach, otherwise the teacher will resist the new knowledge and skills being promoted.
- > *Opportunities to process new learning with others* – teachers' learning in a community environment must focus on improved student outcomes, otherwise it will have little impact on improved student outcomes.
- > *Knowledgeable expertise* – expertise from outside the group of participating teachers is necessary for learning, and this may come from within a school (e.g. principal) or outside (e.g. researcher).
- > *Active leadership* – leaders need to be involved in one or more of the following activities to ensure effective professional development: developing a vision of new possibilities; leading learning; and organising learning opportunities.

- > *Maintaining momentum* – professional learning and development is a continual process, not a one-off exercise.

The 10 principles do not operate independently – they are integrated. They also present four important understandings:

- > Student learning is strongly influenced by what and how teachers teach – this is evident in the Educational Leadership BES findings.
- > Teaching is a complex activity. Teachers' decisions about lesson content and process are shaped by numerous factors.
- > It is important to set up conditions that are responsive to ways in which teachers learn.
- > Professional learning is strongly shaped by the context in which the teacher practises. This is usually the classroom, which is influenced by the wider school culture and the community and society in which the school is situated.

### Pedagogical Leadership

The latest Educational Leadership BES examines how school leadership affects the outcomes of diverse learners.

Using statistical methods to quantify their findings,<sup>70</sup> the authors found that pedagogical leadership<sup>71</sup> had three to four times the effect (moderate to large) on student outcomes compared with transformational leadership.<sup>72</sup> The specific strengths of pedagogical leadership are that:

- > it is grounded in evidence of leadership practices that make a difference for students
- > assessment tools focus on educational practices and purposes
- > surveys are less subject to personal bias.

<sup>70</sup> The Educational Leadership BES contains meta-analysis of effect size. Effect size is adjusted for sample size. The following convention is used when interpreting effect sizes: 0 to 0.19, no or weak effect; 0.2 to 0.39, small effect; 0.4 to 0.59, moderate effect;  $\geq 0.6$ , large effect. When interpreting negative effects: -0.1 to -0.19, no or weak negative effect; -0.2 to -0.39, small negative effect; -0.4 to -0.59, moderate negative effect;  $\leq -0.60$ , large negative effect. A useful benchmark for judging the magnitude of effect is Professor John Hattie's finding that 0.35 is the effect of a year of 'average' teaching and that, for a year of excellent teaching, it is about 0.6.

<sup>71</sup> The common core to the definitions of pedagogical leadership includes close involvement of leaders in establishing an academic mission, monitoring and providing feedback on teaching and learning, and promoting professional development.

<sup>72</sup> Transformational leaders inspire their people to work towards a common goal using for influence processes, individualised consideration, intellectual stimulation, inspirational motivation and idealised influence.

The Educational Leadership BES estimated the mean effect size of the five dimensions of leadership that made a difference to student outcomes, which are:

- > establishing goals and expectations – moderate to large effect (0.42)
- > strategic resourcing – moderate effect (0.31)
- > planning and coordinating teaching and the curriculum – moderate to large effect (0.42)
- > promoting and participating in teacher learning and development – large effect (0.84, the highest mean effect size)
- > ensuring an orderly and supportive environment – small effect (0.29).

Dimensions that were closer to the core business of teaching and learning had a greater effect on student outcomes.

The Educational Leadership BES also contains a qualitative analysis of six leadership dimensions associated with enhanced student outcomes. One of these dimensions is selecting, developing and using ‘smart tools’ (see page 13 for an example).

### Quality Teaching Research and Development

The Quality Teaching Research and Development (QTR&D) project was designed to explore and understand more about quality teaching for Māori and Pasifika students, within designated contexts (literacy,

numeracy, social studies and science) and across different language settings (English, Māori and Samoan bilingual).<sup>73</sup> The project was implemented in 2006–2007. Tertiary providers and research facilitators took part and provided structure and support for primary and secondary teachers.

The project built on existing knowledge about effective teaching. The challenges that emerged will be used to inform future professional learning and development, policy and practice. The main findings were that:

- > the diversity of teachers’ experience of transferring theory into practice resulted in a wide range of support required for teachers, not the uniform approach that was expected
- > the diversity of ways of dealing with cultural responsiveness, one of the foundational tenets of this project, signalled a need for further work in this area
- > the project was influenced by university structure and timelines, not designed around teacher availability and timelines, which resulted in a large amount of collaborative planning from all those involved in the project
- > teachers may have perceived projects as research projects in a tertiary study context rather than the teaching as inquiry model of professional teaching practice.<sup>74</sup>



<sup>73</sup> Earl, L., Timperley, H. and Stewart, G. (2009). *Learning from the QTR&D Programme: Findings for External Evaluation*. Wellington: Ministry of Education.

<sup>74</sup> The inquiry model indicated has been discussed earlier, see Figure 3.2 on page 41.



## ASSESSMENT FOR LEARNING

The assessment statement in *The New Zealand Curriculum* outlines the fundamentals of effective assessment, being that it:<sup>75</sup>

- > benefits students
- > involves students
- > supports teaching and learning goals
- > is planned and communicated
- > is suited to the purpose
- > is valid and fair.

The assessment statement in *Te Marautanga o Aotearoa* outlines similar fundamentals of purposeful assessment as being that it:<sup>76</sup>

- > improves student learning
- > identifies current knowledge levels and positively supports further learning
- > sets the direction for teaching programmes and influences teaching practice
- > empowers learners to set specific learning goals for themselves.

Recent research used this statement to provide broad advice on strategies, policies and plans for enhancing the assessment capabilities of all stakeholders, including students and teachers.<sup>77</sup> The advice to key stakeholders was to:

- > educate young people in ways that develop their capability to assess their own learning
- > provide focused professional learning for all school leaders and teachers on developing student assessment capabilities.

One project aiding teachers and students with assessment is the Assess to Learn (AtoL) project.

A recent report<sup>78</sup> evaluated the project over the 2005 to 2007 period against four key outcomes:

- > Improving student learning and achievement – the report showed that student achievement had improved at up to twice the rate of expected benchmarks for educational interventions.<sup>79</sup>
- > Shifting teachers' knowledge and assessment practice – teachers provided targeted feedback to students focusing on next steps and lessons learnt and less on praise alone. Teachers were more proficient with available assessment tools and more focused on differentiating learning for individual students.
- > Developing coherence between assessment processes, practices and systems in classrooms and schools to promote better learning.
- > Demonstrating a culture of continuous school improvement – schools found that maintaining the momentum of professional development gains was difficult due to staff turnover and other professional development opportunities available.

Eighty percent of schools continued to show improvement without a facilitator. Some of the following features were present in these schools:

- > Schools set up buddy systems so that any new teachers paired up with an existing teacher. The two worked together to explain and provide feedback about AtoL.
- > Key elements and principles of AtoL were incorporated into teachers' personal professional plans and performance appraisal systems.
- > Schools communicated with cluster schools involved in the AtoL project to maintain their focus and share new ideas.
- > The AtoL project was flexible and adapted to suit particular needs.

<sup>75</sup> Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

<sup>76</sup> Te Tāhuhu o te Mātauranga. (2007). *Te Marautanga o Aotearoa*. Te Whanganui-ā-Tara: Te Pou Taki Kōrero Whaiti.

<sup>77</sup> Absolum, M., Flockton, L., Hattie, J., Hipkins, R. and Reid, I. (2008). *Directions for Assessment in New Zealand: Developing Students' Assessment Capabilities*. Wellington: Ministry of Education.

<sup>78</sup> Poskitt, J. and Taylor, K. (2008). *National Education Findings of Assess to Learn (AtoL) Report*. Wellington: Ministry of Education.

<sup>79</sup> The report used 'Cohen's *d*' – a measure of effect size. It measures the difference between 'beginning of year' and 'end of year' scores relative to the standard deviation. The interpretation of Cohen's *d* effect scores are: < 0.20 small effect; ~ 0.50 medium effect; and > 0.80 large effect. Previous research indicates that an effect size of 0.3–0.5 is an expected benchmark for educational interventions.



## CONCLUSION

Teachers and professional leaders engaged in professional development and learning programmes must remain focused on the key outcome of improved student outcomes. Teachers begin their professional development with pre-service teacher education programmes providing foundations in pedagogical knowledge and skills. They then become beginning teachers, one of the key stages where the level of support provided will determine whether a teacher remains teaching.

*The New Zealand Curriculum* provides a framework that schools use to develop teaching programmes that have a positive impact on student learning. Initiatives to support the implementation of the curriculum are under way, including a review of NCEA standards and a review of the Senior Teaching and Learning Guidelines.

*Ka Hikitia – Managing for Success* is an overarching strategy providing focus for all participants in education to improve Māori student outcomes at all levels of education. Along with a range of existing teacher development programmes, effective teaching and leadership is identified as one lever to achieving the strategy goals.

A number of projects are achieving gains in student achievement, including the NDP and the AtoL project. Sustaining the momentum from these gains is a challenge for schools, given problems of staff turnover and other development opportunities.

A synthesis of professional learning and development identified 10 key principles. Three of these principles – focus on student outcomes, active leadership and maintaining momentum – are evident in the findings from the soon-to-be-released Educational Leadership BES and the QTR&D project.

## WHERE TO FIND OUT MORE

Visit [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

### Indicators

#### *Effective Teaching*

- > Teacher qualifications: schooling
- > Match of teacher qualification to subject taught: secondary schooling

### Themes

#### *BES*

- > Māori education

Visit [www.tki.org.nz/e/tki/](http://www.tki.org.nz/e/tki/)

### Communities

- > Literacy
- > Numeracy
- > Professional learning
- > Assessment
- > The New Zealand Curriculum
- > Te Marautanga o Aotearoa
- > Māori education
- > Ako Panuku
- > Pasifika



# Governance and Resourcing

04

The quality of schooling is an important contributor to outcomes for students. Sound governance, effective leadership, adequate resourcing and the effective management of resources are all critical to the operation of a quality school.

## SCHOOL GOVERNANCE

Boards of trustees are accountable and responsible to both their school community and the government. Boards require informed and committed people with a variety of skills and experience to govern successfully. School governance is a complex role for a trustee.

*Trustees are faced with finance, law, sales and marketing, human resources, student discipline and of course the school curriculum and education issues in general.<sup>80</sup>*

A recent report<sup>81</sup> by ERO confirms that school boards competently manage the majority of schools. The findings highlight some common features of well-governed schools:

- > Governance is centred on students, with trustees committed to improving student learning and achievement.

- > The principal and teachers give trustees analysed student achievement information that is used to set realistic targets and underpin decision-making, especially in supporting professional development of staff.
- > Strategic planning and annual planning have a strong focus on improving student achievement.
- > The principal plays a key role in working with trustees and providing strong professional leadership for the board, staff and students.

## 2008 Mid-term Elections

Two hundred and eighty schools participated in the most recent mid-term elections held on 12 September 2008. Of this total, 117 schools held a voting election, posting out over 60,000 voting forms (an average of 542 forms per school). Of the forms posted out, 26 percent were returned.

<sup>80</sup> Lorraine Kerr, associate president New Zealand School Trustees Association. Speech on trustee recognition, NZSTA Conference, July 2007.

<sup>81</sup> Education Review Office. (2007). *School Governance: An Overview*. Wellington: Education Review Office.





## *Candidates Offering Themselves for 2008 Mid-term Elections*

Of the 117 schools that held voting elections in 2008, there were 619 positions available and 772 candidates.

Fifty-four percent of candidates had no previous experience of having been on a board of trustees, an increase from 2005 (49 percent). The percentage of male and female candidates remained stable from 2005 to 2008, with 54 percent being male.

In 2008, 78.6 percent of the candidates were European/Pākehā. There was a small decline in the proportion of Māori candidates from 12.2 percent in 2005 to 11.4 percent in 2008. There was also a small decline in the proportion of Pasifika candidates, from 2.9 percent in 2005 to 1.8 percent in 2008. There was an increase in the number of Asian candidates from 1.4 percent in 2005 to 1.8 percent in 2008.

## *Election Irregularities*

Election irregularities were minimal, with only one school having its election invalidated and being required to hold a new election on 14 November 2008.

## **Strategic Focus**

One of a board's core activities is establishing a strategic focus. Since 2003, all schools have been required to document their strategic plans in their annually updated school charters. A board of trustees' self-review, including analysis of student achievement data, informs the setting of future priorities and targets for student outcomes.

In 2008, 95 percent of schools sent copies of their charters to the Ministry of Education. Of these schools, 70 percent had specified learning area targets

for student outcomes. A reduced number of schools (57 percent) cited a language area target compared with 2007 (81 percent). Mathematics, at 32 percent, was the next most common learning area target. Health-related targets were set by 7 percent of schools, and information and communication technology (ICT) targets were set by 5 percent.

## **Statutory Interventions in Schools**

Since the implementation of legislation on statutory interventions in October 2001, 392 interventions have been initiated in schools. Ninety-eight of these statutory interventions were current at the end of 2008.

The most common form of statutory intervention is a limited statutory manager. This is a person appointed by the Secretary for Education at the direction of the Minister of Education to take over specified powers of a board while leaving the board intact with continued responsibility for all other functions.

During 2008, 54 statutory interventions were initiated, compared with 53 in 2007 and 51 in 2006. Fifty-one were revoked during the year, 10 in order to be reinstated under a different section of the Education Act (1989) (seven were reduced to a lower level; three were escalated from limited statutory manager to commissioner). At the end of 2008, about 4 percent of all state and state integrated schools were subject to statutory interventions.

Fifty-five percent of statutory interventions in 2008 were initiated in response to requests from boards.

Twenty-three of the statutory interventions commencing in 2008 involved the appointment of a limited statutory manager. Most commonly, the identified area of risk that justified these appointments related to employment matters.



## SCHOOL LEADERSHIP

*Kiwi Leadership for Principals* (KLP)<sup>82</sup> describes the qualities, knowledge and skills required for leading learning in 21st-century New Zealand schools. It reflects the key messages from the Best Evidence Synthesis report on leadership. Research has found that school leaders can make a significant difference to student achievement.

The Ministry responded to feedback from principals on the draft KLP document in early 2008. This feedback confirmed that most principals were committed to being leaders of learning with a focus on student achievement. Principals also advocated a broader educational leadership focus to better reflect the principal as leader of the learning organisation. The KLP was modified to achieve this in consultation with stakeholder groups and was ready for publishing in early 2009.

The First-time Principals Programme is an induction programme for new principals and has a strong commitment to their development as school leaders. Since 2002, around 1,000 new principals have taken part in the programme. This is run over 18 months by the University of Auckland. The programme includes three 'residentials' during term breaks, involvement with professional learning groups, online learning and working with mentors. The programme uses the KLP document as a framework for professional learning for school leaders and a roadmap for principals to use to chart their progress.

The National Aspiring Principals Pilot was announced in the 2007 Budget, to be run in 2008 with 180 participants nationwide. The purpose of the pilot is to provide a programme of professional learning to prepare aspirants for principalship. The pilot programme was delivered in six regions by the Leadership and Management Advisors attached to the universities. There were over 400 applications for the 180 places. The evaluation of the pilot will be completed in the latter half of 2009.

## NETWORK OF SCHOOLS

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.

Significant changes in school rolls nationally are not expected over the next four years. There are, however, specific areas of growth and decline in different parts of the country.

During 2008, a number of school reorganisations took place:

- > Three schools closed.
- > Four schools merged to form two schools.
- > One state school changed its classification to become a designated character school.
- > Two contributing schools were approved to retain students to Years 7 and 8.
- > Three schools changed their class from full primary schools (Years 1–8) to composite schools (Years 1–10).
- > Five new state schools were established.
- > One private school was approved to become a state integrated school.

## INTERNATIONAL STUDENTS

The International Education Agenda (2007)<sup>83</sup> sets out four goals to support international education in New Zealand schools and by tertiary providers. Goal two focuses on enriching the experience of international students and relates to school management responsibilities:

*International students are welcomed, receive effective orientation guidance, and exemplary pastoral care and learning support.*

During 2008, there were 15,660 international students enrolled in New Zealand schools.<sup>84</sup> It is important that international students are well informed, safe and properly cared for while they are studying in New Zealand. The Code of Practice for the Pastoral Care of International Students provides a framework for service delivery by education providers and is mandatory for all providers who enrol international students. The Code sets out the minimum standards of advice and care expected of education providers. It applies to pastoral care and provision of information only and not to academic standards. More than 800 schools are Code signatories.

After two periods of consultation a draft revised Code was notified to all Code signatories in September

<sup>82</sup> Ministry of Education. (2008). *Kiwi Leadership for Principals*. Wellington: Ministry of Education.

<sup>83</sup> Ministry of Education. (2007). *International Education Agenda: A Strategy for 2007–2012*. Wellington: Ministry of Education.

<sup>84</sup> On 1 July 2008 there were 9,815 international fee-paying (IFP) students, 619 exchange students and 87 New Zealand Agency for International Development students in New Zealand schools. Almost half the IFP students were enrolled in schools in the Auckland region (49.3 percent), 18.6 percent in Canterbury schools, 6.2 percent in Waikato schools and 5.9 percent in Wellington schools.



2008. Some of the proposed amendments to the draft were new or went further than those anticipated in the initial discussion document, so it was accompanied by a supplementary consultation document. The consultation on both documents ended on 22 October 2008.

Traditionally, a large proportion of the international students studying at New Zealand schools have been from Asia. More than 80 percent were citizens of Asian countries in 2004 (see Table 4.1). The past five years have seen a decline in this trend as New Zealand becomes a well-noted destination at which to learn and practise English. A greater proportion of enrolments are now coming from European and South American countries.

South Korea remains the most prominent country of origin for international students in New Zealand schools, but now contributes only 42 percent of all international enrolments, since a high of nearly 50 percent in 2006. Enrolments from Chinese students have shown an even greater decline, decreasing by over 50 percent since 2004, and now contributing just 13 percent to all international school enrolments.

Germany is the dominant European country of origin, contributing 10 percent of international school enrolments, up from 2 percent in 2004. Student numbers from Italy, Brazil and Russia have also increased since 2004.

## RESOURCING SCHOOLS

New Zealand schools are funded primarily by the government. The three main components of government funding are: staffing (on which the government spent \$3,162 million in 2008); operational funding, including property maintenance (\$963 million in 2008); and property capital works<sup>85</sup> (\$489 million in 2008).

On top of this, the government gives schools various forms of 'in-kind' resourcing, including software licensing, laptops for principals, other ICT support and professional development.

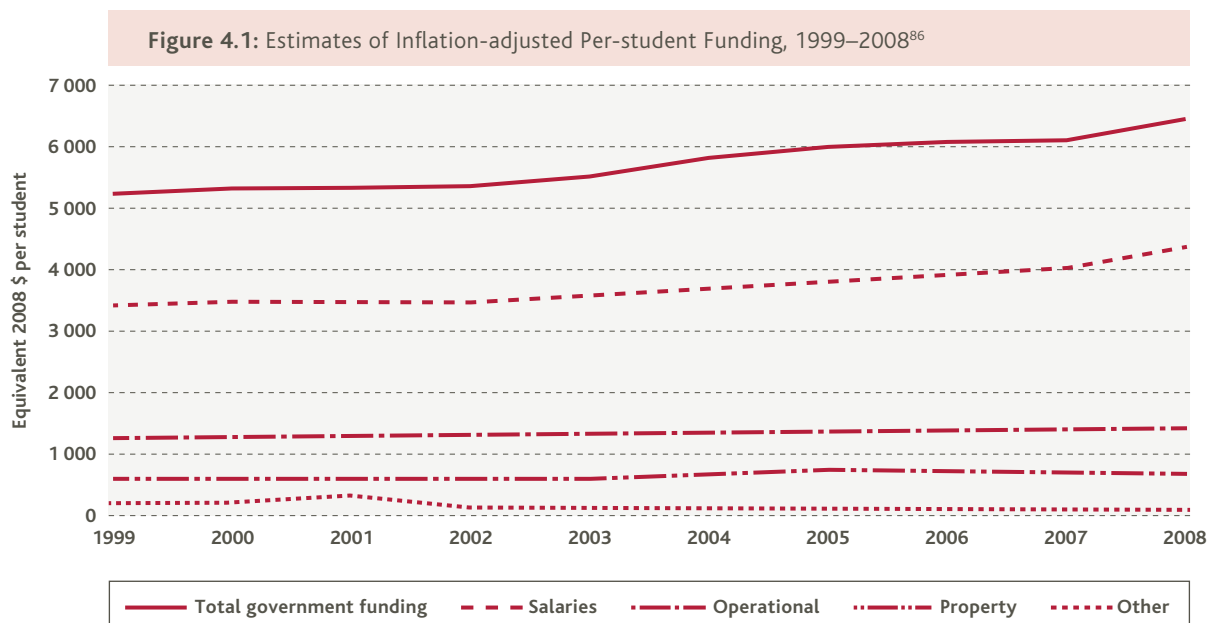
Some schools receive resourcing to meet particular needs (for example, transport), and other resources are available from discretionary funding. In 2008, over 30 discretionary funding pools were available to schools. These allocated \$96 million for programmes as diverse as English for Speakers of Other Languages, support for refugees and migrants, study support centres, initiatives to reduce suspensions and truancy, parent mentoring and programmes to support collaboration across schools.

In both nominal and real terms, there has been an increase in total government funding of schools (including teachers' salaries, operational funding, property funding and other resources) in the past decade. Total government per-student funding increased 12.8 percent between 2004 and 2008 (see Figure 4.1), over and above an inflation rate of 13.3 percent. Over the past year, government funding has increased by 6.2 percent, over and above an inflation rate of 4 percent. In 2008, the government committed to a 5 percent increase in operational funding for schools from 2009, including provision for extended ICT expenditure.

**Table 4.1: Region of Origin of International Students, 2004–2008**

Region of Origin	2004 %	2005 %	2006 %	2007 %	2008 %
Asia	84	78	80	69	67
Europe	3	6	7	15	15
South East Asia	10	12	9	10	11
Central/South America	1	1	1	3	3
Middle East	<1	<1	<1	1	2
Oceania	1	1	2	2	1
North America	<1	1	<1	1	1
Africa	<1	<1	<1	<1	<1
Total international students	18 311	14 447	13 934	15 574	15 660

<sup>85</sup> All government funding components are exclusive of GST. The figure for property capital works is an estimate from cash payments made during 2008 and includes both capital and operating expenditure.



### Changes to Schools' Operational Funding

In Budget 2008, schools' operational funding increased by 5 percent, including \$65.3 million over four years to help meet the cost of ICT.

Secondary schools received a boost to their operational funding to support students' access to tertiary-type courses through an increase to the Secondary Tertiary Alignment Resource (STAR) funding rates in 2008. The government announced changes to STAR in September 2008 to enable more students to participate in STAR-funded courses. From the beginning of 2009, the STAR funding rate for the first 40 units increased from \$655.81 to \$668.53, and the per-unit rate increased from \$88.66 to \$117.49.

The range of courses for which STAR can be used was also increased, through changes to the STAR Excluded List (SEL). Courses within the Core Generic and Communications Skill subfields of the National Qualifications Framework (NQF) were removed from the SEL from the beginning of 2009.

### NZCER National Survey Thematic Report

The New Zealand Council for Educational Research (NZCER) released a report<sup>87</sup> in May 2009 detailing results from a 2006–07 National Survey on School Resources, Culture and Connections. The survey was designed to assess the impact of recent education reforms.

The survey found that, for all stakeholder groups (principals, teachers, school trustees and parents) in both primary and secondary schools, funding was identified as the major issue affecting schools. Real government funding per student has been increasing since the 1990s. However, expectations have also grown, as have the use of ICT and high associated depreciation costs.

Principals identified a range of areas where unexpected extra costs, or rapid increases in costs, had contributed to financial difficulties. These included areas such as property and ICT maintenance, teacher aides, administration staff and health and safety. To balance these increased pressures, possible cuts were considered in areas such as school initiatives, ICT depreciation and property, and relievers to cover professional development.

Schools were trying to raise additional income to help ease budget pressures. A quarter of secondary schools and one in six primary schools had increased the amount of parent donations requested over the past two years, although principals reported that a substantial number of parents did not pay. Income from IFP students was another source of income, which mainly benefited high decile secondary schools.

<sup>86</sup> GST exclusive. Rolls exclude estimated new entrants.

<sup>87</sup> New Zealand Council for Educational Research. (2009). *School Resources, Culture and Connections. NZCER National Survey Thematic Report*. Wellington: Ministry of Education.



### Management of School Property

Government property expenditure in schools in 2008 was \$489 million, compared with \$358 million in 2007. In 2008, \$258 million (\$216 million in 2007) was spent on the modernisation of buildings and other property improvements, \$206 million (\$110 million in 2007) on increasing capacity in the network through new classrooms and schools, \$16 million (\$19 million in 2007) on furniture and equipment, and \$9 million (\$14 million in 2007) on unplanned capital works made necessary for health and safety reasons.

Schools plan for maintenance and capital projects using a 10-Year Property Plan. As part of a school's charter, the property plan is linked to, and is consistent with, the school's vision and educational objectives for its students. In forming their plans, most schools consult with specialists such as architects and acoustics consultants. Schools also consider the opinions of their students, staff and community, who, as users, often have valuable ideas on making improvements.

### Schools' Financial Accounts

The following is a summary of the estimated financial performance and position of New Zealand state and state integrated schools in 2008, based on the aggregation of these schools' annual accounts. At the time of publication, the Ministry has received 94 percent of schools' audited accounts. Audited accounts from earlier years are used to estimate financial accounts for the remaining 6 percent of schools that have yet to supply data for 2008.

Since 2007, New Zealand schools have been required to prepare their annual financial accounts in accordance with the New Zealand equivalents to International Financial Reporting Standards (NZ IFRS).<sup>88</sup>

More details on schools' finances are included in Appendix Two, Tables A26–A43.

### Schools' Income

New Zealand state and state integrated schools had an estimated total income of \$5,060 million in 2008, an increase of 7.5 percent from \$4,798 million in 2007 (see Table A26).

As in previous years, the main source of school resourcing was government funding, which accounted for 86.6 percent of schools' total resources in 2008. The remaining came from locally raised funds (11.8 percent), investments (1.4 percent) and other revenue (1.3 percent).

Schools' revenue figures per student (see Table A29)<sup>89</sup> show that government grants increased between 2004 and 2008 by 23.4 percent in primary schools and 27.8 percent in secondary schools. This is a real increase in funding for both sectors when compared with the inflation rate of 13.3 percent over the same period. Estimated per-student government funding for 2008 is \$5,283 for primary students and \$6,797 for secondary students.

Locally raised funds include voluntary donations, non-compulsory amounts paid by parents, income from fundraising activities, fees charged to international students and revenue generated from such sources as school canteens and stationery shops.

<sup>88</sup> Data reported here are not fully comparable with schools' financial accounts prepared under NZ IFRS. Accounts are adapted to make them comparable with schools' financial accounts in earlier years.

<sup>89</sup> The number of students used in per-student revenue calculations in Table A29 excludes IFP students. However, when reference is made to government expenditure, per-student figures are based on the funding roll.

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, having increased by 8.1 percent between 2004 and 2008 compared with a 25.5 percent increase in government grants over the same period.

### *Schools' Expenditure*

Estimated expenditure in state and state integrated schools in 2008 was \$5,029 million, an increase of 7.7 percent compared with \$4,668 million in 2007.

Overall there has been little change since 2004 in the way schools allocate expenditure across different areas. Around three-quarters of expenditure is on learning resources, such as teachers' salaries, classroom resources, consumables and salaries for teacher aides (see Tables A27 and A28).

### *Schools' Assets and Depreciation*

As of 31 December 2008, the schools sector had invested \$2,426 million in fixed assets measured at historical cost or acquisition value (see Table A33). Measured at net depreciated value (NDV), schools' investments in fixed assets have been increasing steadily. In 2008, the combined NDV of schools' fixed assets stood at \$1,167 million, an increase of 1.5 percent over the previous year.

### *Indicators of Good Financial Management*

Schools are resourced to provide quality education to students. It is important that school boards ensure the future financial health of their schools while doing so.

Principals and boards develop and work to five-year strategic goals for curriculum development, and these form the basis of their annual plans. After setting aside funds for their essential operating costs, schools use their strategic plans to determine how they can best use the remaining funds to meet their strategic goals.

There is a range of indicators of good financial management, including whether schools have an operating surplus, have sufficient working capital to operate effectively, have increasing public equity and manage their staffing resources effectively.

#### *Operating Surplus*

An operating surplus represents the difference between revenue and normal operating expenditure (including depreciation). In general, it is desirable to have a small surplus each year in order to have sufficient reserves available to provide for unexpected expenditure.

Schools achieved an estimated combined operating surplus of 0.6 percent in 2008, compared with 0.9 percent in 2007 and 0.8 percent in 2006

(see Table A26). Primary schools recorded a total operating surplus of \$26 million (1.0 percent of their revenue) in 2008, compared with \$22 million (0.9 percent) in 2007 (see Table A27). Secondary schools recorded a total operating surplus of \$2 million (0.1 percent of revenue) in 2008, compared with \$16 million (0.7 percent) in 2007 (see Table A28).

In 2008, 57 percent of schools had an operating surplus (see Table A35), a increase from 55 percent in 2007. It is not unusual for schools to incur an operating deficit in any one given year. A deficit may arise, for example, if a board of trustees decides to focus on improving student literacy levels and implements a major programme of teacher professional development in a particular year. However, if a school consistently incurs substantial operating deficits over consecutive years, its asset base will reduce, and this could adversely affect that school's ability to provide effective education to its students. For the three years ending December 2008, approximately 14 percent of schools had consecutive years of operating deficits (see Table A38).

#### *Working Capital*

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

Schools have had a steady increase in their working capital, with a total increase of \$156 million since 2004 (see Table A30). Estimated at 1.89:1, the average working capital ratio for all state and state integrated schools in 2008 suggests that, on average, for every \$1 of current liabilities schools owe, they have \$1.89 worth of current assets to meet their short-term financial obligations. This is considered healthy and the ratio has increased for five consecutive years to 2007. However, it decreased slightly in 2008.

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. Schools that do not have an adequate working capital ratio are, therefore, operating on a thinner margin than other schools because they do not have sufficient short-term reserves to cover their immediate debts.

Approximately 93 percent of schools had a positive working capital ratio in 2008 (see Table A35). Primary schools were more likely to have positive working capital (94 percent) than secondary schools (84 percent). The proportion of both primary and secondary schools with positive working capital has declined slightly since 2006.



### *Public Equity*

Public equity represents the net worth of schools and is the difference between total assets and total liabilities. Schools in a healthy financial position generally show increasing levels of public equity over time (see Tables A30–A32).

Across all schools, public equity has increased each year over the past five years – a 26.6 percent increase since 2004. Among individual primary schools, 73 percent had increasing public equity between 2004 and 2008. Public equity increased by a third or more for 39 percent of primary schools. High and medium decile primary schools are slightly more likely to have increasing public equity than low decile schools.

Similarly, in the secondary sector, 65 percent of schools had experienced public equity growth between 2004 and 2008. In 38 percent of secondary schools, their public equity increased by a third or more. High decile secondary schools are more likely to have increasing public equity than low and medium decile schools, with low decile schools being least likely in 2008 to have increasing public equity.

Overall, between 2007 and 2008, public equity increased for around 36 percent of schools (approximately 43 percent of primary schools and 37 percent of secondary schools).

### *Effective Use of Banking Staffing*

Schools receive approximately two-thirds of their funding through staffing entitlements. Consequently, it is important for schools to manage this resource well. Overusing their staffing entitlement results in schools having to repay money in the following year, and underusing the entitlement means that schools forego valuable resources.

At the end of the 2008 school year, 856 schools (35 percent) had overused their staffing entitlement, 11 had exactly used it and 1,596 (65 percent) had underused it.

Schools were given eight weeks in the new school year to manage their overused entitlement down to a balanced position or to use their underused staffing entitlement from the previous year. After this eight-week period, about 33 percent of all schools had managed their entitlement to a balanced position, 22 percent had still overused it and 45 percent had underused it.

The recovery rate for 2008 is \$57,500 for each full-time teaching equivalent (FTTE).

A total of \$6.8 million is being recovered from the 509 schools that overused their staffing entitlement in 2008. Of these, 476 schools (94 percent) were within 5 percent of their entitlement. The total

overuse for these schools was 101 FTTE, with an average per school of 0.21 FTTE.

Of the 1,113 schools that had underused their entitlements, 1,031 schools (93 percent) were within 5 percent of their entitlement. The average amount of underuse was 0.16 FTTE. The total staffing underuse was 163 FTTE in 2008, estimated at \$13.1 million. This represents about 0.5 percent of schools' 2008 staffing entitlements.

### *Overall Financial Management*

The Ministry's financial advisers closely monitor schools that show indicators of financial risks. Schools that are considered to be at a low or moderate level of financial risk receive advice and support, as appropriate. Schools with more serious levels of risk undergo an in-depth financial analysis and are offered school support options, including ongoing financial advisory services.

### **CONCLUSION**

New Zealand schools are generally being capably governed, and most are in a financially healthy position, although they face increased budgetary pressure. Government funding has continued to increase above the rate of inflation.

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#### **Indicators**

##### *Resources*

- > Total investment in education
- > Annual expenditure per student

# Appendices



# 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 of Education 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**

Within the Northern Region, effective planning continues to meet the demands of changing population patterns.

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

Strategic planning continues, with the North West Waitakere (Primaries) Area Strategy completed and the Hingaia Area Strategy in the final stages of completion. Consultation for the Franklin Area Report has been completed and a draft report prepared. Options for providing for roll growth in

Māngere and the Papatoetoe/Manukau population growth nodes are being investigated.

The ARGS continues to indicate sustained future growth although Auckland Regional Council projections suggest that growth is expected sooner than the ARGS initially anticipated.

Within existing schools, increased demand is managed through the use of enrolment schemes and the provision of additional classrooms. During 2008, 90 schemes were reviewed, 81 schemes were confirmed, four were amended and five abandoned. Eighteen new schemes were implemented.

From 1 July 2008, funding approval was provided for 47 new classrooms for roll growth. The growth patterns and forecasts for Auckland indicate the potential requirement for up to 17 new schools between 2010 and 2015.

### **CENTRAL NORTH REGION**

Predicted population growth trends are being maintained in the Tauranga and Western Bay of Plenty areas. In the Mt Maunganui and Papamoa areas, school rolls show a steady increase. The Papamoa Area Strategy confirmed future schooling options, and a new primary school and a Years 7–13 secondary school are intended to open in Papamoa for the start of 2011.

The western and southern segments of Tauranga City also continue to experience growth. A section 156 Māori immersion Years 7–13 school has been approved to open in the Bethlehem area. However, to enable a 2010 opening, a temporary site will be

needed, and plans for this are soon to be finalised. In addition, a section 155 Te Aho Matua wharekura has recently been approved, and a site selection process for this school is in progress.

Primary and secondary schools in the Rotorua area show rolls are slowly downward tracking, which is leading to some surplus capacity. At the same time, pressures on the roll of John Paul College, a Years 7–13 Catholic state integrated school, led to the recent approval of a maximum roll increase.

School rolls in the Hawkes Bay/East Coast area remain stable. There is localised growth in the Taradale/Greenmeadows districts. Residential development in Havelock North has required the acquisition of a site for a new primary school in the future, and this has now been completed. In recent times, there has also been increasing demand for Māori immersion education options, which is being managed with regard to the overall need in the local network.

Residential growth in the north-eastern districts of Hamilton continues to increase. A new primary school (Te Tōtara Primary School) opened for the 2008 school year. The school was officially opened by the Governor-General on 10 June 2008. The school has an enrolment scheme to manage its growth and complements the other schools in the network. The Ministry is also finalising the acquisition of an 11-hectare site to meet future capacity demand at Years 7–13 in Hamilton's north-eastern districts.

The Ministry's local office is monitoring demographic change across the city and in the surrounding rural areas. It will continue to work with boards of trustees where enrolment schemes may need to be implemented or require amendment to reflect the changes occurring.

### CENTRAL SOUTH REGION

At the start of 2008, the region had 127 enrolment schemes operating. During the year, nine new enrolment schemes were introduced at primary schools and five enrolment schemes were abandoned. Established enrolment schemes and the new enrolment schemes have generally been effective in assisting boards of trustees to manage their rolls and the region to operate with a certain amount of stability.

The 1:18 staffing improvements for new entrants effective from 23 April 2008 generated funding for additional teaching spaces at relevant schools. There were pockets of growth in the primary school-aged population that caused roll pressure on some primary schools in the region. A very minimal number of additional classrooms were provided at these primary schools, which were necessary in view of underlying growth in the local catchment.

Three kura situated in the Greater Wellington area were successful with applications for a change of class. Te Kura Māori o Porirua became a composite school in April 2008, Te Kura Kaupapa Māori o Ngā Mokopuna was approved for the retention of wharekura composite status in May 2008 and Te Kura Kaupapa Māori o Te Ara Whānui became a Years 1–10 composite school in July 2008.

In the latter part of the year, Ministry analysis identified the Kapiti Coast District as one of only a few territorial authorities in the region that is expected to see population growth over the 2006–2031 period. Continued close monitoring of this expected growth will occur.

As the year concluded, a site was acquired for a new school in the Wellington suburb of Churton Park.

### 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, 15 new enrolment schemes were implemented at primary and intermediate schools during 2008. Additional classrooms were provided at primary schools where justified by underlying growth in the local catchment. Enrolment schemes have generally been effective in enabling schools to manage their rolls and make best use of the existing school property at neighbouring schools.

Enrolment schemes were implemented at a composite and a secondary state integrated school in Canterbury.

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 for Greater Christchurch continues to provide an important framework for the Ministry to plan for future education provision in Canterbury.

Community consultation was completed to inform area strategies for growth areas.

An area report focusing on determining the extent of projected growth was completed for Blenheim (Marlborough).

Other areas identified to have area reports completed during 2009 include Belfast (an update based on new information), Wānaka (Queenstown Lakes) and Kaiapoi (Waimakariri District).

Concept designs for new schools in Rolleston, Frankton (Queenstown) and Wānaka (relocation) began.



## INTEGRATED SCHOOLS

Roll pressure at integrated schools is being addressed. In some instances, this is being managed by the Minister 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.

If additional classroom provision by the proprietors means that the state does not have to fund increased provision in the local state network, proprietors are funded under the capital assistance policy.

Joint planning across different proprietors of state integrated schools is increasing, and the Christchurch Christian Schools Network Strategy was approved. The Strategy has provided for greater educational collaboration as the involved schools develop curricula, share resources and seek maximum roll increases.

## SCHOOLS WITH ENROLMENT SCHEMES IN PLACE FOR PART OR ALL OF 2008

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3700	Abbotsford School	23/08/2005	Yes
1680	Aberdeen School	20/12/1999	Yes
1195	Adventure School	23/06/2008	No
82	Aidanfield Christian School	8/09/2005	No
6948	Albany Junior High School	30/10/2004	Yes
1202	Albany School	24/10/2000	Yes
6929	Alfriston College	5/05/2003	Yes
1203	Alfriston School	30/09/1999	Yes
3274	Allenton School	31/05/2002	No
3276	Amberley School	24/01/2007	No
253	Aotea College	30/07/2001	Yes
2802	Arakura School	12/12/2005	No
1208	Ardmore School	23/09/1999	Yes
3930	Arrowtown School	7/01/2002	No
2543	Arthur Miller School	27/02/2004	Yes
3284	Ashgrove School	24/01/2003	No
3285	Ashley School	7/03/2008	No
53	Auckland Girls' Grammar School	25/08/1999	Yes
54	Auckland Grammar	1/12/1999	Yes
1211	Auckland Normal Intermediate	13/10/1999	Yes
2152	Auroa School	1/10/2008	No
78	Avondale College	3/08/1999	Yes
1212	Avondale Intermediate	31/10/2002	No
1213	Avondale Primary School (Auckland)	28/09/1999	Yes
3287	Avonhead School	22/10/1999	Yes
324	Avonside Girls' High School	3/05/1999	Yes
1691	Awakeri School	20/12/1999	Yes
2544	Awapuni School (Gisborne)	19/11/2004	No
1219	Balmoral School (Auckland)	29/11/1999	Yes
3289	Banks Avenue School	26/05/2004	Yes
2112	Barton Rural School	31/08/2004	No
6960	Baverstock Oaks School	25/08/2004	Yes
382	Bayfield High School	13/06/2003	No
1220	Bayfield School	7/09/1999	Yes
3291	Beckenham School	22/10/1999	Yes
3292	Belfast School	29/01/2008	No
2807	Belmont School (Lower Hutt)	12/06/2006	No
1695	Berkley Normal Middle School	20/09/2007	Yes
1697	Bethlehem School	13/12/2002	Yes
2810	Birchville School	25/07/2006	No
1231	Birkenhead School	23/09/1999	Yes
3295	Blaketown School	2/11/2007	Yes
2546	Bledisloe School	14/11/2008	Yes
1232	Blockhouse Bay Intermediate	2/08/2008	No

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
1233	Blockhouse Bay School	8/09/1999	Yes	3323	Cobham Intermediate	22/10/1999	Yes
2113	Bluestone School	20/12/2005	No	1253	Cockle Bay School	5/08/1999	Yes
1234	Bombay School	14/08/2002	Yes	2352	Coley Street School	7/09/2006	Yes
1235	Botany Downs School	12/03/2004	Yes	2353	College Street Normal School	17/08/2004	Yes
6930	Botany Downs Secondary College	20/12/2002	Yes	3726	College Street School	21/03/2003	No
2813	Boulcott School	30/06/2000	Yes	386	Columba College	19/07/2004	Yes
3716	Bradford School	9/09/2002	No	2354	Colyton School	14/05/2008	Yes
20	Bream Bay College	14/12/2007	Yes	1255	Conifer Grove School	19/10/1999	Yes
2547	Bridge Pa School	29/06/2004	Yes	1256	Cornwall Park School	25/11/1999	Yes
3184	Broadgreen Intermediate	18/06/2002	Yes	1257	Cosgrove School	23/01/2004	Yes
1236	Brookby School	30/11/1999	Yes	3324	Cotswold School	22/11/1999	No
2816	Brooklyn School (Wellington)	6/09/1999	Yes	357	Craighead Diocesan School	10/07/2006	No
3303	Broomfield School	16/11/2005	No	3729	Cromwell Primary School	22/11/2002	No
1237	Browns Bay School	7/10/1999	Yes	3325	Cust School	31/03/2006	Yes
1238	Bruce McLaren Intermediate	26/02/2004	Yes	2553	Dannevirke South School	1/07/1999	No
1239	Buckland School	29/10/1999	Yes	346	Darfield High School	25/08/2006	Yes
1240	Bucklands Beach Intermediate	9/08/1999	Yes	3326	Darfield School	18/10/2006	Yes
319	Burnside High School	4/06/1999	Yes	1709	David Street School	7/07/2003	No
3306	Burwood School	5/11/1999	Yes	1259	Dawson School	22/10/1999	Yes
1700	Cambridge East School	15/03/2005	Yes	1710	Deanwell School	30/04/2007	Yes
1242	Campbells Bay School	6/10/1999	Yes	1635	Discovery One School	27/08/2001	Yes
211	Campion College	17/07/2006	No	2832	Discovery School	24/08/2004	Yes
3308	Carew Peel Forest School	25/01/2008	No	1661	Douglas Park School	16/05/2007	No
2345	Carlton School	7/08/2008	No	1263	Drury School	9/08/1999	Yes
35	Carmel College	16/05/2007	Yes	1192	Dunedin Rudolf Steiner School	11/07/2008	No
2821	Cashmere Avenue School	12/07/2004	Yes	2355	Durie Hill School	5/10/2006	No
340	Cashmere High School	27/05/1999	No	2833	Dyer Street School	13/11/2007	Yes
3310	Cashmere Primary School	29/11/1999	Yes	3733	East Taieri School	12/12/2006	No
2418	Central Normal School	18/12/2003	Yes	2834	Eastern Hutt School	17/10/2001	Yes
1650	Central Southland Rural Primary School	27/08/2007	No	79	Edgewater College	22/07/2003	Yes
1581	Chapel Downs School	24/11/1999	Yes	1266	Edmonton School	1/11/2002	Yes
1244	Chelsea School	23/09/1999	Yes	1268	Ellerslie School	27/09/1999	Yes
3314	Chisnallwood Intermediate	16/09/2005	No	349	Ellesmere College	8/08/2006	Yes
327	Christchurch Boys' High School	4/06/1999	Yes	3334	Elmwood Normal School	22/11/1999	Yes
328	Christchurch Girls' High School	27/05/1999	Yes	1168	Emmanuel Christian School	9/11/2005	No
3318	Christchurch South Intermediate	12/04/2008	No	64	Epsom Girls' Grammar School	25/08/1999	Yes
1246	Churchill Park School	19/10/1999	Yes	1270	Epsom Normal School	26/11/1999	Yes
2824	Churton Park School	23/04/2001	Yes	2557	Eskdale School	28/10/2004	Yes
3321	Clarkville School	22/11/1999	No	2837	Evans Bay Intermediate	9/09/2002	Yes
1247	Clayton Park School	23/03/2001	Yes	1164	Everglade School	30/09/1999	Yes
1248	Clendon Park School	29/06/2005	Yes	1715	Fairfield Intermediate	19/06/2008	No
1249	Clevedon School	6/11/2006	Yes	3736	Fairfield School (Dunedin)	20/08/2001	No
2826	Clifton Terrace Model School	24/08/1999	Yes	2838	Fairfield School (Levin)	2/09/1999	No
2549	Clive School	14/06/2004	Yes	2839	Fairhall School	22/11/1999	Yes
2350	Cloverlea School	8/07/2004	No	1272	Farm Cove Intermediate	20/12/1999	Yes
2827	Clyde Quay School	3/05/2005	Yes	197	Feilding High School	22/11/2006	No
3725	Clyde School	12/06/2007	No	3338	Fendalton Open Air School	25/11/1999	Yes
1252	Coatesville School	23/06/1999	Yes	3707	Fenwick School	10/08/2007	Yes
				2842	Fernlea School	7/04/2006	No

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2843	Fernridge School	18/11/2003	Yes	2572	Havelock North Intermediate	18/06/2002	No
3340	Fernside School	5/09/2001	No	2573	Havelock North Primary School	28/07/1999	Yes
2117	Fernworth Primary School	31/01/2007	No	3747	Hawea Flat School	12/03/2007	No
1275	Finlayson Park School	23/07/1999	Yes	3371	Heathcote Valley School	22/10/1999	Yes
1277	Flat Bush School	30/03/2004	Yes	3372	Heaton Normal Intermediate	8/11/1999	Yes
2560	Flaxmere Primary School	13/10/2004	Yes	3963	Heddon Bush School	3/09/2007	Yes
2561	Flemington School (Waipukurau)	13/05/2005	No	45	Henderson High School	24/06/2008	No
175	Francis Douglas Memorial College	11/07/2005	No	1307	Henderson Intermediate	1/08/2001	Yes
2168	Frankley School	7/04/2000	No	1308	Henderson North School	7/10/1999	Yes
1279	Freemans Bay School	24/06/2008	No	1311	Henderson Valley School	7/10/1999	Yes
3344	Freeville School	22/12/2004	Yes	3194	Henley School (Nelson)	4/12/2002	Yes
200	Freyberg High School	3/07/2006	Yes	2575	Heretaunga Intermediate	20/03/2003	No
2563	Frimley School	14/01/2003	Yes	2172	Highlands Intermediate	27/02/2007	Yes
2107	Geraldine Primary School	21/02/2008	No	138	Hillcrest High School	9/08/1999	Yes
1282	Gladstone School (Auckland)	29/09/1999	Yes	1739	Hillcrest Normal School	5/11/2008	No
2845	Gladstone School (Masterton)	11/10/2006	No	1312	Hillpark School	30/09/1999	Yes
1283	Glamorgan School	7/10/1999	Yes	1313	Hillsborough School	20/09/1999	Yes
1284	Glen Eden Intermediate	22/10/1999	Yes	1740	Hilltop School	20/12/1999	Yes
1285	Glen Eden School	10/06/2008	No	341	Hillview Christian School	1/06/2004	No
1011	Glenbervie School	9/08/1999	No	2578	Hiruhārama School	29/04/2002	No
65	Glendowie College	20/08/1999	No	1314	Hobsonville School	25/09/2003	Yes
1294	Glendowie School	19/10/1999	Yes	1316	Holy Cross School (Henderson)	6/05/2008	No
3347	Gleniti School	30/07/2001	Yes	557	Holy Family School (Wanaka)	25/07/2008	No
3352	Glentunnel School	26/10/2006	Yes	3379	Hoon Hay School	25/09/2000	Yes
1727	Goodwood School	30/05/2006	Yes	3381	Hororata School	19/02/2007	Yes
2848	Gracefield School	8/08/2005	Yes	1746	Horotiu School	6/11/2003	Yes
2111	Grantlea Downs School	14/10/2004	No	236	Horowhenua College	22/05/2001	No
1729	Greenpark School (Tauranga)	21/07/2003	Yes	2861	Houghton Valley School	16/09/2005	No
1301	Grey Lynn School	21/02/2005	Yes	87	Howick College	6/09/1999	Yes
3361	Greymouth Main School	9/02/2007	No	1318	Howick Intermediate	29/05/2003	Yes
2850	Greytown School	17/10/2003	No	1749	Hukanui School	20/12/1999	Yes
6920	Gulf Harbour School	8/07/1999	Yes	435	Hukarere	1/05/2003	No
336	Hagley Community College	13/09/1999	Yes	2366	Hunterville Consolidated School	6/11/2007	Yes
1302	Halsey Drive School	8/09/1999	Yes	1018	Hurupaki School	12/09/2005	No
3366	Halswell School	22/11/1999	Yes	2862	Hutt Central School	5/05/2006	No
131	Hamilton Boys' High School	10/08/1999	Yes	2863	Hutt Intermediate	5/10/1999	Yes
132	Hamilton Girls' High School	9/08/1999	Yes	261	Hutt Valley High School	21/12/1999	No
1733	Hamilton West School	1/05/2007	Yes	3384	Ilam School	27/07/2001	Yes
135	Hamilton's Fraser High School	16/10/2000	Yes	2581	Ilminster Intermediate	29/04/2002	Yes
3367	Hampstead School	28/08/2007	Yes	3966	Invercargill Middle School	15/11/2005	Yes
3369	Hāpuku School	16/07/2001	Yes	224	Iona College	2/04/2004	Yes
3370	Harewood School	11/11/2004	Yes	2865	Island Bay School	7/11/2005	No
1303	Harrisville School	6/09/2006	Yes	552	James Hargest College	15/05/2005	No
443	Hastings Christian School	30/11/2006	No	387	John McGlashan College	7/07/2004	Yes
228	Hastings Girls' High School	19/06/2003	Yes	532	John Paul College	5/02/2007	Yes
2854	Hātaitai School	21/09/1999	Yes	2866	Johnsonville School	7/01/2004	Yes
2571	Haumoana School	13/05/2005	Yes	1756	Kaharoa School	21/08/2001	No
112	Hauraki Plains College	2/12/2003	Yes	2369	Kai Iwi School	27/06/2008	No
1735	Hautapu School	26/05/2004	No	3388	Kaiapoi Borough School	3/02/2006	Yes

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314	Kaiapoi High School	19/10/2007	Yes	3419	Loburn School	3/03/2005	No
3389	Kaiapoi North School	1/07/2005	No	27	Long Bay College	12/09/2005	Yes
3753	Kaikorai School	15/02/2007	Yes	1342	Long Bay School	7/12/2006	Yes
381	Kaikorai Valley College	16/07/1999	Yes	3594	Longbeach School	26/05/2008	No
1024	Kaingaroa School (Kaitaia)	31/01/2008	Yes	3200	Lower Moutere School	29/11/1999	Yes
2372	Kaitoke School (Wanganui)	10/07/2007	Yes	2590	Lucknow School	19/03/2002	Yes
1029	Kamō Intermediate	10/09/1999	Yes	75	Lynfield College	27/07/1999	Yes
1030	Kamō School	14/11/2006	Yes	1791	Lynmore Primary School	27/05/2002	No
3393	Kaniere School	14/12/2006	No	41	Macleans College	25/08/1999	Yes
2871	Kapanui School	7/09/1999	Yes	1792	Maeroa Intermediate	3/09/2002	Yes
2873	Kapiti School	24/09/2007	Yes	3201	Mahana School	1/07/2005	Yes
1325	Karaka School	1/08/2006	Yes	2592	Mahora School	21/05/2002	Yes
229	Karamu High School	24/04/2002	Yes	2893	Maidstone Intermediate	15/08/2000	No
2874	Karori Normal School	14/12/1999	Yes	1343	Mairangi Bay School	7/10/1999	Yes
1327	Kauri Park School	29/05/2003	Yes	3425	Mairehau School	21/09/2004	Yes
1328	Kaurilands School	3/08/1999	Yes	2593	Makaraka School	18/06/2007	Yes
536	Kavanagh College	14/02/2003	Yes	2595	Makauri School	13/05/2005	No
1329	Kedgley Intermediate	30/08/1999	Yes	2596	Mangaorapa School	30/05/2005	No
2876	Kelburn Normal School	5/05/2006	No	2899	Mangaroa School	7/12/2004	Yes
2877	Kelson School	7/08/2006	No	1038	Mangawhai Beach School	23/11/2004	Yes
1332	Kelvin Road School	27/04/2004	Yes	1346	Māngere Bridge School	29/10/1999	Yes
2878	Kenakena School	24/08/2004	Yes	1347	Māngere Central School	23/10/2007	Yes
5	Kerikeri High School	30/08/1999	Yes	1348	Māngere East School	30/08/1999	Yes
1034	Kerikeri Primary School	20/08/1999	No	2189	Mangorei School	18/10/2000	No
2880	Kilbirnie School	17/01/2006	No	1354	Manurewa Central School	30/09/1999	Yes
1333	Kingsford School	23/10/2007	Yes	99	Manurewa High School	29/11/1999	Yes
1779	Kio Kio School	1/12/2006	No	2602	Manutuke School	14/06/2004	No
3397	Kirwee Model School	21/08/2006	Yes	3203	Māpua School	1/07/2005	Yes
1781	Knighton Normal School	20/12/1999	No	566	Maraekakaho School	14/11/2008	No
6939	Kōhia Terrace School	10/12/1999	Yes	1357	Maraetai Beach School	19/08/2008	No
1334	Kohimarama School	2/12/1999	Yes	2094	Marian Catholic School (Hamilton)	15/07/2008	No
1036	Kōkopu School	18/02/2005	No	1592	Marina View School	2/12/1999	Yes
2385	Kopane School	10/10/2008	No	1362	Marshall Laing School	8/09/1999	Yes
2882	Koputaroa School	17/12/2001	No	3429	Marshland School	10/05/2002	Yes
2100	Koraunui School	11/12/2008	No	43	Massey High School	18/12/2000	Yes
2883	Korokoro School	12/10/2006	No	1363	Massey Primary School	19/10/1999	Yes
1784	Koromatua School	22/02/2008	Yes	1364	Matakana School	7/12/2004	Yes
1336	Koru School	30/08/1999	Yes	1820	Matua School	17/12/2007	Yes
1337	Kōwhai Intermediate	19/10/1999	Yes	2968	Maungaraki School	27/01/2006	No
3402	Ladbrooks School	18/06/2004	No	1821	Maungatapu School	16/03/2007	No
2182	Lepperton School	14/02/2004	No	1367	Maungawhau School	26/11/1999	Yes
2886	Levin East School	22/02/2006	Yes	1050	Maunu School	24/12/2007	Yes
2889	Levin School	16/12/2008	No	1370	Meadowbank School	27/09/1999	Yes
4117	Liberton Christian School	30/08/2004	No	1371	Mellons Bay School	6/10/1999	Yes
3975	Limehills School	6/12/2002	No	3434	Merrin School	22/10/1999	Yes
347	Lincoln High School	4/06/1999	No	3436	Methven School	9/05/2008	No
3412	Lincoln Primary School	14/11/2001	No	335	Middleton Grange School	5/02/2006	Yes
230	Lindisfarne College	6/04/2004	Yes	1375	Milford School (Auckland)	6/10/1999	Yes
3415	Linwood North School	24/11/2008	No	2915	Miramar Central School	25/05/2005	Yes



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2916	Miramar North School	6/04/2001	No	1401	Opapeke School	9/08/1999	Yes
2403	Mosston School	29/03/2005	Yes	2936	Opaki School	24/11/2003	No
3206	Motueka South School	29/11/1999	Yes	3455	Opawa School	19/11/1999	Yes
2404	Mount Biggs School	17/09/1999	No	1063	Opua School	30/03/2005	No
69	Mt Albert Grammar School	22/05/2000	Yes	1404	Oratia School	7/10/1999	Yes
1382	Mt Carmel School (Meadowbank)	4/11/2008	No	25	Orewa College	30/08/2004	No
1378	Mt Eden Normal School	26/11/1999	Yes	1407	Orewa School	21/04/2006	Yes
348	Mt Hutt College	29/06/2006	Yes	2631	Ormond School	31/03/2006	Yes
1838	Mt Maunganui School	27/01/2008	Yes	2414	Oroua Downs School	7/07/2006	No
3443	Mt Pleasant School	1/11/2005	No	378	Otago Girls' High School	7/08/1999	Yes
74	Mt Roskill Grammar	3/08/1999	Yes	88	Ōtāhuhu College	9/08/1999	Yes
1383	Mt Roskill Intermediate	29/07/2002	Yes	21	Otamatea High School	17/11/2008	No
1384	Mt Roskill Primary School	17/09/1999	Yes	6946	Oteha Valley School	25/11/2003	Yes
3441	Mt Somers Springburn School	18/02/2008	No	120	Otumoetai College	9/08/1999	Yes
1386	Murrays Bay Intermediate	10/08/1999	Yes	1878	Otumoetai Intermediate	1/07/2003	Yes
3991	Myross Bush School	5/02/2003	Yes	3464	Ouruhia Model School	22/11/1999	No
216	Napier Boys' High School	21/06/2002	Yes	2945	Pahiatua School	4/12/2006	No
217	Napier Girls' High School	3/06/2001	Yes	1884	Pāhoia School	1/10/2005	Yes
2619	Napier Intermediate	2/09/2008	No	2638	Pakowhai School	12/02/2004	Yes
1841	Nawton School	14/12/2000	Yes	80	Pakuranga College	23/09/1999	Yes
293	Nayland College	6/08/2003	Yes	1416	Pakuranga Heights School	6/10/1999	Yes
3208	Nayland Primary School	13/01/2003	No	1417	Pakuranga Intermediate	19/09/2002	Yes
2620	Nelson Park School	30/09/2002	No	202	Palmerston North Boys' High School	8/07/2005	No
1389	New Lynn School	24/10/2007	Yes	203	Palmerston North Girls' High School	20/05/1999	No
2406	Newbury School	23/10/2003	No	2419	Palmerston North Intermediate	15/12/1999	No
268	Newlands College	14/05/2004	No	2946	Papakowhai School	12/02/2007	No
1391	Newmarket School	26/11/1999	Yes	1421	Papakura Central School	10/08/2005	Yes
1392	Newton Central School	2/11/2007	Yes	1423	Papakura Normal School	5/12/2001	Yes
2205	Ngaere School	23/03/2001	No	1885	Papamoa School	1/07/2005	Yes
1844	Ngāhinapōuri School	9/02/2001	Yes	316	Papanui High School	2/05/2006	Yes
2927	Ngaio School	6/02/2001	No	3466	Papanui School	14/11/2005	Yes
1847	Ngapuke School	21/01/2008	Yes	3467	Papāroa Street School	26/11/1999	Yes
2206	Norfolk School	26/08/2005	No	1426	Papatoetoe Central School	6/08/1999	Yes
3447	North Loburn School	4/09/2006	Yes	1427	Papatoetoe East School	9/08/1999	Yes
32	Northcote College	30/05/2003	Yes	95	Papatoetoe High School	5/08/1999	Yes
2931	Northland School	14/02/2001	Yes	1428	Papatoetoe Intermediate	30/08/1999	Yes
3450	Oaklands School	22/11/1999	Yes	1429	Papatoetoe North School	9/08/1999	Yes
2208	Oakura School	19/05/2004	No	1430	Papatoetoe South School	9/08/1999	Yes
2933	Ōhau School	15/10/1999	No	1431	Papatoetoe West School	9/08/1999	Yes
3451	Ohoka School	7/03/2001	Yes	2948	Paraparaumu Beach School	15/07/2002	Yes
1857	Ōhope Beach School	12/12/2008	No	248	Paraparaumu College	23/04/2002	No
7	Okaihau College	1/12/1999	Yes	2950	Paremata School	3/11/1999	Yes
1860	Omanu School	19/07/2004	No	2424	Parkland School (Palmerston North)	1/11/2007	Yes
2214	Omata School	6/11/2007	Yes	2641	Parkvale School	28/11/2003	Yes
1863	Omokoroa School	16/12/2004	No	1436	Parnell School	27/09/1999	Yes
86	Onehunga High School	9/08/1999	Yes	1888	Paroa School (Whakatāne)	20/12/1999	Yes
1399	Onehunga Primary School	25/11/1999	Yes	1438	Patumahoe Primary School	21/06/2007	Yes
2629	Ongaonga School	31/03/2006	No				
269	Onslow College	21/09/1999	Yes				

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2953	Pāuātahanui School	23/06/2005	Yes	2663	Reignier School (Taradale)	7/07/2008	No
1892	Peachgrove Intermediate	24/10/2002	Yes	1461	Remuera Intermediate	19/10/1999	Yes
1893	Pekerau School	11/05/2007	No	1462	Remuera School	22/12/1999	Yes
3737	Pembroke School (Oamaru)	31/05/2007	No	6978	Reremoana Primary School	12/07/2005	Yes
2644	Peterhead School	22/11/2002	No	1924	Rhode Street School	22/02/2008	Yes
1439	Pigeon Mountain School	25/11/1999	Yes	334	Riccarton High School	16/06/1999	Yes
1894	Pillans Point School	20/12/1999	Yes	1463	Richmond Road School	21/12/2004	Yes
6932	Pinehill School (Browns Bay)	27/10/1999	Yes	4006	Rimu School	30/08/1999	Yes
1897	Pirongia School	18/02/2002	Yes	2437	Riverdale School (Palmerston North)	21/10/1999	Yes
2959	Plateau School	6/09/2006	No	2981	Riverlands School	22/11/1999	Yes
2960	Plimmerton School	18/06/1999	Yes	1594	Riverview School	11/06/2007	Yes
1440	Pt Chevalier School	28/09/1999	Yes	3217	Riwaka School	25/08/2003	No
1441	Pt England School	23/07/1999	No	1467	Robertson Road School	23/12/2008	No
6921	Point View School	9/09/1999	Yes	23	Rodney College	26/07/2008	No
1442	Pokeno School	24/06/2008	No	3488	Rolleston School	21/05/2003	Yes
1445	Ponsonby Intermediate	16/10/2002	Yes	1470	Roscommon School	17/12/2003	Yes
1446	Ponsonby Primary School	7/09/1999	Yes	3812	Rosebank School (Balclutha)	1/10/2001	No
2965	Poroutawhao School	10/07/2006	Yes	102	Rosehill College	6/09/1999	Yes
2650	Poukawa School	19/04/2006	No	2439	Roslyn School	10/07/2007	Yes
3478	Prebbleton School	24/11/2003	Yes	1927	Roto-o-Rangi School	10/08/2007	Yes
1448	Puhinui School	9/08/1999	Yes	1930	Rotokauri School	20/12/1999	Yes
2651	Pukehomoamo School	18/06/2007	Yes	1933	Rotorua Intermediate	23/10/2002	No
2652	Pukehou School	16/05/2007	Yes	6976	Rototuna Primary School	10/09/2002	Yes
1449	Pukekawa School	14/05/2008	Yes	1351	Royal Oak Intermediate School	28/11/2002	Yes
1450	Pukekohe East School	24/08/2004	Yes	1475	Royal Oak School	19/10/1999	Yes
103	Pukekohe High School	16/07/2002	Yes	3493	Roydvale School	11/05/2006	Yes
1451	Pukekohe Hill School	29/10/1999	Yes	2669	Ruahine School	5/05/2006	No
1452	Pukekohe Intermediate	1/08/2006	Yes	2441	Russell Street School	3/09/2001	Yes
1454	Pukeōware School	1/12/1999	Yes	3496	Russley School	6/05/2007	Yes
1907	Puketaha School	4/07/2003	Yes	40	Rutherford College	17/06/2003	Yes
2654	Puketapu School (Hawkes Bay)	11/04/2003	Yes	59	Sacred Heart College (Auckland)	3/03/2006	No
1455	Puni School	6/04/2000	Yes	174	Sacred Heart Girls' College (New Plymouth)	16/02/2006	Yes
3479	Queenspark School	21/02/2003	Yes	3517	St Albans Catholic School (Christchurch)	6/07/2006	Yes
1679	Rahotu School	22/09/2006	No	3518	St Albans School	12/12/2003	Yes
6944	Randwick Park School	1/11/1999	Yes	3521	St Bernadette's School (Hornby)	8/08/2006	No
1457	Rangeview Intermediate	27/05/2004	Yes	3835	St Clair School	2/12/1999	No
2970	Rangikura School	7/03/2005	No	47	St Dominic's College (Henderson)	31/08/2006	Yes
3481	Rangiora Borough School	28/11/2008	No	1489	St Heliers School	29/11/1999	Yes
312	Rangiora High School	8/03/2006	No	380	St Hilda's Collegiate	4/08/2004	Yes
418	Rangiora New Life School	28/11/2008	No	1490	St Ignatius School (St Heliers)	13/09/2006	Yes
28	Rangitoto College	1/12/1999	Yes	226	St John's College (Hastings)	24/08/2006	Yes
2971	Rapaura School	14/09/2001	Yes	4131	St John's Girls' School (Invercargill)	21/03/2003	No
2972	Raroa Normal Intermediate	30/05/2005	No	2450	St John's Hill School	3/09/2001	No
2974	Raumati Beach School	14/05/2007	No	222	St Joseph's Māori Girls' College	5/12/2004	No
1194	Red Beach School	19/10/1999	No	3530	St Joseph's School (Kaikōura)	15/12/2006	No
3483	Redcliffs School	8/11/1999	No	3531	St Joseph's School (Papanui)	14/12/2004	No
1459	Redhill School	28/08/2007	Yes				
1460	Redoubt North School	14/05/2008	Yes				
3484	Redwood School (Christchurch)	17/08/2004	Yes				

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4016	St Joseph's School (Queenstown)	21/10/2002	No	3546	Sumner School	25/08/2006	Yes
2678	St Joseph's School (Waipukurau)	7/07/2008	No	1515	Sunny Hills School	6/10/1999	Yes
1499	St Leonards Road School	9/12/1999	No	1516	Sunnybrae Normal School	19/10/1999	Yes
3534	St Martin's School	18/11/1999	Yes	1518	Sunnynook School	6/10/1999	Yes
1958	St Mary's Catholic School (Rotorua)	12/12/2007	Yes	3547	Swannanoa School	21/10/2004	Yes
2681	St Mary's School (Hastings)	24/06/2005	No	6742	Tahatai Coast School	26/11/1999	Yes
265	St Oran's College	1/01/2007	No	3839	Tāhuna Normal Intermediate	5/05/2004	Yes
252	St Patrick's College (Silverstream)	30/08/2006	No	3549	Tai Tapu School	27/06/2005	Yes
3537	St Patrick's School (Bryndwr)	15/06/2004	No	495	Taieri College	27/07/2006	No
3541	St Paul's School (Dallington)	16/05/2004	Yes	3841	Tainui School	12/07/2005	Yes
1643	St Paul's School (Massey)	6/07/2006	Yes	258	Taitā College	14/12/2001	Yes
1627	St Paul's School (Richmond)	18/02/2003	Yes	1523	Takanini School	18/06/2007	Yes
1510	St Thomas School (Auckland)	19/10/1999	Yes	36	Takapuna Grammar School	13/10/1999	Yes
331	St Thomas of Canterbury College	2/12/2008	No	1524	Takapuna Normal Intermediate	9/08/1999	No
4014	Salford School	12/11/2002	Yes	1525	Takapuna School	19/09/2002	Yes
491	Sancta Maria College	20/11/2003	Yes	1976	Tamahere Model Country School	21/12/2004	Yes
2987	Seatoun School	1/01/2001	No	2685	Tamatea Intermediate	14/11/2003	Yes
3501	Sefton School	1/11/2006	No	58	Tangaroa College	13/09/2004	Yes
6945	Selwyn Ridge School	6/12/2001	No	215	Taradale High School	16/06/2004	Yes
1480	Shelly Park School	16/12/2003	Yes	2687	Taradale Intermediate	19/04/2002	Yes
1481	Sherwood School (Auckland)	3/04/2008	Yes	2688	Taradale School	16/05/2003	Yes
321	Shirley Boys' High School	29/05/1999	Yes	1178	Tasman Bay Christian School	6/03/2003	Yes
3504	Shirley School	21/09/2004	Yes	3228	Tasman School	25/04/2005	Yes
1482	Silverdale School	7/09/2007	Yes	1529	Taupaki School	4/12/2000	Yes
2990	Silverstream School	24/08/2004	No	167	Taupō-nui-ā-Tia College	16/08/2005	No
1251	Sir Edmund Hillary Collegiate Junior School	10/10/2006	Yes	121	Tauranga Boys' College	9/08/1999	Yes
1217	Sir Edmund Hillary Collegiate Middle School	10/10/2006	Yes	122	Tauranga Girls' College	9/08/1999	Yes
97	Sir Edmund Hillary Collegiate Senior School	10/10/2006	Yes	1990	Tauranga Intermediate	24/01/2000	Yes
2991	Solway School	20/11/2003	Yes	1991	Tauranga School	21/02/2000	Yes
3506	Somerfield School	18/12/2006	Yes	1994	Tauriko School	20/12/1999	Yes
6760	Somerville Intermediate School	10/12/1999	Yes	257	Tawa College	4/07/1999	Yes
1149	Sonrise Christian School	20/11/2006	No	3034	Tawa Intermediate	30/07/1999	No
2993	South Featherston School	30/09/2004	No	6940	Te Ākau ki Papamoa Primary School	26/11/1999	Yes
2446	South Mākirikiri School	3/09/1999	No	3037	Te Aro School	5/11/2003	Yes
3510	Southbrook School	30/05/2001	No	1532	Te Hihī School	1/09/2004	No
452	Southern Cross Campus	20/11/2002	Yes	2007	Te Kōwhai School	7/10/2003	Yes
404	Southland Boys' High School	10/07/2006	Yes	2008	Te Kūiti Primary School	10/01/2006	No
405	Southland Girls' High School	10/07/2006	Yes	2697	Te Mata School (Havelock North)	28/03/2003	Yes
3512	Spreydon School	19/02/2007	Yes	6741	Te Mātauranga	22/08/2003	Yes
2996	Springlands School	12/06/2007	Yes	2020	Te Rapa School	6/09/2001	Yes
3516	Springston School	31/03/2006	Yes	577	Te Tōtara Primary School	29/08/2007	Yes
1512	Stanley Bay School	15/02/2002	No	2025	Te Waotu School	19/02/2003	Yes
1514	Star of the Sea School (Howick)	10/11/2006	Yes	3555	Templeton School	28/06/2004	No
1663	Stella Maris Primary School	18/07/2008	No	6947	The Gardens School	1/10/2001	Yes
6937	Summerland Primary	8/10/2001	Yes	3040	Thorndon School	30/09/2002	Yes
				3557	Thorrington School	22/10/1999	Yes
				1535	Three Kings School	19/10/1999	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
3561	Tinwald School	30/10/2007	No	272	Wellington Girls' College	5/08/1999	Yes
1536	Tirimoana School	8/05/2000	No	273	Wellington High School & Com Ed Centre	5/11/2003	Yes
2467	Tiritea School	14/08/2006	Yes	2479	West End School (Palmerston North)	30/05/2003	Yes
4029	Tisbury School	26/07/2004	Yes	3586	West Eyreton School	4/04/2005	Yes
1537	Titirangi School	9/08/1999	Yes	3587	West Melton School	15/11/2005	Yes
2038	Tokoroa North School	22/09/1999	No	3589	Westburn School	22/10/1999	Yes
212	Tolaga Bay Area School	8/12/2004	No	1567	Western Heights School (Auckland)	7/10/1999	Yes
1538	Torbay School	6/10/1999	Yes	48	Western Springs College	5/07/2005	Yes
143	Trident High School	31/08/2001	Yes	37	Westlake Boys' High School	29/10/1999	Yes
3050	Tua Marina School	26/10/1999	Yes	38	Westlake Girls' High School	13/10/1999	Yes
2711	Twyford School	25/05/2002	Yes	1568	Westmere School (Auckland)	29/09/1999	Yes
483	Unlimited Paenga Tawhiti	24/05/2005	No	2480	Westmere School (Wanganui)	22/11/2006	No
6955	Upper Harbour Primary School	8/08/2005	Yes	3864	Weston School	6/03/2007	No
250	Upper Hutt College	18/11/2003	No	1569	Weymouth Intermediate	30/09/2007	Yes
3053	Upper Hutt School	22/10/2004	Yes	1570	Weymouth School	23/07/1999	Yes
3229	Upper Moutere School	26/04/2004	Yes	2481	Whakarongo School	21/01/2004	No
1540	Valley School	29/10/1999	Yes	144	Whakatāne High School	31/08/2001	Yes
1541	Vauxhall School	14/04/2003	Yes	2082	Whakatāne Intermediate	25/08/2005	No
1544	Victoria Avenue School	27/09/1999	Yes	6763	Whangaparaoa College	1/07/2004	Yes
3565	View Hill School	24/11/1999	No	1571	Whangaparaoa School (Auckland)	31/08/2008	No
6922	Waiheke Primary School	10/08/2004	No	2736	Whangara School	27/02/2007	Yes
114	Waihi College	5/09/2005	No	15	Whangarei Boys' High School	30/07/2005	Yes
4035	Waihopai School	10/12/2004	Yes	16	Whangarei Girls' High School	4/12/2003	Yes
3056	Waikanae School	26/01/2004	Yes	1129	Whangarei Intermediate	10/09/1999	Yes
1548	Waikōwhai Intermediate	1/07/2003	Yes	1130	Whangarei School	27/04/2007	Yes
3571	Waimairi School	13/08/2001	Yes	2088	Whenuakite School	22/12/2008	No
1550	Waimauku School	8/12/1999	No	1572	Whenuapai School	20/09/1999	Yes
296	Waimea College	27/07/2005	Yes	3071	Whitney Street School	19/12/2006	No
3233	Waimea Intermediate	25/07/2007	Yes	3981	Willowbank School	9/03/2008	No
2721	Wainui Beach School	3/12/2008	No	6959	Willowbank School (Howick)	21/11/2000	Yes
1552	Wainui School	30/11/2007	Yes	1573	Willowpark School	19/10/1999	Yes
3059	Wainuiomata Primary School	20/12/2005	No	2484	Winchester School (Palmerston North)	8/06/2004	Yes
3060	Wainuioru School	29/07/2005	No	3074	Windley School	6/07/2001	No
2066	Wairakei School	22/09/2005	No	3967	Windsor North School	8/06/2008	No
241	Wairarapa College	3/07/1999	No	3596	Windsor School (Christchurch)	5/11/1999	Yes
44	Waitakere College	22/08/2003	Yes	4052	Winton School	4/04/2008	No
1557	Waitakere School	28/11/2007	Yes	1576	Wiri Central School	4/09/2007	Yes
1558	Waitoki School	3/12/1999	No	3075	Witherlea School	1/01/2004	Yes
1559	Waiuku Primary School	24/08/2004	Yes	3600	Woodend School	28/06/2006	Yes
1560	Wakaaranga School	11/01/2002	Yes	225	Woodford House	2/04/2004	Yes
189	Wanganui High School	6/09/1999	No	1577	Woodhill School	3/03/2006	Yes
2477	Wanganui Intermediate	19/08/2003	No	2093	Woodstock School	10/04/2006	No
1562	Waterlea Public School	25/11/1999	Yes	3077	Worser Bay School	2/09/2008	No
3068	Waterloo School	30/10/1999	Yes	3602	Yaldhurst Model School	10/09/2001	No
4047	Waverley Park School	6/12/2002	Yes				
3585	Weedons School	10/12/1999	Yes				
275	Wellington College	1/07/1999	Yes				
274	Wellington East Girls' College	4/06/2004	No				

A total of 712 schools had enrolment schemes in place during 2008.

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**Table A1: Achievement in Senior School Assessment\* by School Decile and School Gender, 2006–2008**

School Characteristics	Year 11 Students Achieving an NQF Qualification			Year 12 Students Achieving an NQF Qualification at Level 2 or Above			Year 13 Students Achieving an NQF Qualification at Level 3 or Above		
	2006 %	2007 %	2008 %	2006 %	2007 %	2008 %	2006 %	2007 %	2008 %
<b>School decile**</b>									
Low (deciles 1–3)	46	48	49	48	49	52	29	34	33
Medium (deciles 4–7)	60	63	65	63	65	67	50	51	52
High (deciles 8–10)	75	76	78	77	76	79	65	66	68
<b>School gender</b>									
Boys' schools	65	66	66	66	67	68	52	52	53
Co-educational schools	55	58	59	60	60	62	47	48	49
Girls' schools	78	80	81	82	83	86	72	75	73
All schools	60	62	63	64	65	66	52	53	53

\* Alternative education, international fee-paying (IFP) and New Zealand Agency for International Development (NZAID) scholarship students and students attending units attached to a school are included.

\*\* Schools without a decile are excluded. Those schools with a significant number of their students doing assessment outside the National Qualifications Framework (NQF) are also excluded from decile-related statistics.

**Table A2: Achievement in Senior School Assessment\* by Gender and Ethnicity, 2006–2008**

Student Characteristics	Year 11 Students Achieving an NQF Qualification			Year 12 Students Achieving an NQF Qualification at Level 2 or Above			Year 13 Students Achieving an NQF Qualification at Level 3 or Above		
	2006 %	2007 %	2008 %	2006 %	2007 %	2008 %	2006 %	2007 %	2008 %
<b>Gender</b>									
Male	55	58	58	59	60	61	45	46	46
Female	65	67	68	69	70	71	58	60	60
<b>Ethnicity**</b>									
Māori	43	44	44	48	49	52	32	37	35
Pasifika	36	42	44	41	45	48	23	27	27
Asian	69	69	70	67	69	69	60	60	60
European/Pākehā	69	72	72	73	73	74	60	62	62
All students	60	62	63	64	65	66	52	53	53
No. of students in year level	63 726	62 832	62 394	50 567	52 911	52 675	36 620	38 303	40 367

\* Alternative education, IFP and NZAID scholarship students and students attending units attached to a school are included.

\*\* IFP and NZAID scholarship students and those students of unknown ethnicity are excluded from the ethnicity statistics.

**Table A3: Proportion of Students\* to Achieve at Least One Credit by Learning Area, Year of Schooling and Gender, 2008**

Learning Area	Proportion of Year 11 Students to Achieve at Least One Credit		Proportion of Year 12 Students to Achieve at Least One Credit		Proportion of Year 13 Students to Achieve at Least One Credit	
	Male %	Female %	Male %	Female %	Male %	Female %
English	84	89	81	87	56	66
Te reo Māori	4	6	3	4	2	2
Other languages	8	16	5	10	5	9
Mathematics	89	93	77	75	60	52
Science	75	80	50	48	38	36
Social sciences	55	65	55	66	51	63
The arts	25	43	22	37	20	33
Health and physical education	56	60	48	46	37	36
Specialist studies	8	2	21	21	18	20
Technology	54	46	52	41	37	33

\* Alternative education, IFP and NZAID scholarship students and students attending units attached to a school are included.

**Table A4: Achievement of Literacy and Numeracy Requirements\* by Year 11 Students by Gender and Ethnicity, 2008**

Student Characteristics	Students Meeting Both Literacy and Numeracy Requirements		Students Meeting Literacy Requirements Only		Students Meeting Numeracy Requirements Only		Students Meeting Neither Literacy Nor Numeracy Requirements	
	n	%	n	%	n	%	n	%
<b>Gender</b>								
Male	22 158	69.6	783	2.5	3 992	12.5	2 694	8.5
Female	23 801	77.9	949	3.1	2 303	7.5	2 109	6.9
<b>Ethnicity**</b>								
Māori	7 657	60.4	665	5.2	1 781	14.1	1 558	12.3
Pasifika	3 470	64.1	256	4.7	891	16.5	638	11.8
Asian	4 072	76.9	86	1.6	400	7.6	407	7.7
European/Pākehā	29 302	80.9	633	1.7	2 719	7.5	1 905	5.3
All students	45 959	73.7	1 732	2.8	6 295	10.1	4 803	7.7

\* Alternative education, IFP and NZAID scholarship students and students attending units attached to a school are included.

\*\* IFP and NZAID scholarship students and those students of unknown ethnicity are excluded from the ethnicity statistics.

**Table A5a:** Proportion of School Leavers with Little or No Formal Attainment by Ethnicity, 2004–2008

	Māori %	Pasifika %	Asian %	European/Pākehā %	Total %
2004	25	16	5	10	13
2005	25	15	5	10	13
2006	22	12	4	9	11
2007	10	6	2	3	5
2008	12	7	4	4	6

**Table A5b:** Proportion of School Leavers with University Entrance by Ethnicity, 2004–2008

	Māori %	Pasifika %	Asian %	European/Pākehā %	Total %
2004	12	14	56	37	32
2005	12	14	58	38	33
2006	15	17	63	41	36
2007	18	20	66	44	39
2008	20	23	67	49	43

**Table A6:** Participation of 19-year-olds in Formal Tertiary Education\* by Tertiary Programme, 2006–2008

School Leavers Enrolling in:**	19-year-olds in 2006			19-year-olds in 2007			19-year-olds in 2008		
	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %
Level 7 bachelor's degree and above	13	18	29	13	18	29	12	18	30
Level 4 certificate or Level 5–7 diplomas	11	17	11	11	17	11	10	17	11
Level 3–5 industry training (including Modern Apprenticeships)	14	10	13	13	9	11	10	7	8
Level 1–3 certificate	14	13	8	14	13	8	12	12	7
Targeted training	8	6	3	8	6	3	7	6	3
All formal tertiary education	54	61	61	53	59	59	48	57	57
Total number of students aged 14 five years earlier	11 113	3 838	54 576	11 618	4 311	57 634	12 699	4 646	59 061

\* All ages calculated at 1 July.  
Nineteen-year-olds in formal tertiary education as a percentage of 14-year-old domestic students enrolled in New Zealand schools five years earlier.

Formal tertiary education does not include training in non-formal learning and private training establishments that neither receive tuition subsidies nor were approved for student loans or allowances.

\*\* Students enrolled in formal tertiary education at multiple levels of study are counted in each level but only once in the total.



**Table A7: Participation of 19-year-olds in Formal Tertiary Education\* by Year, Decile and Tertiary Programme, 2004–2008**

Students Enrolled in**	Year students 19-years-old	School Decile Band			All Schools %
		Low (Deciles 1–3) %	Medium (Deciles 4–7) %	High (Deciles 8–10) %	
Level 7 bachelor's degree and above	2004	10	23	39	28
	2005	9	23	39	28
	2006	9	24	40	29
	2007	10	24	41	29
	2008	10	25	47	30
Level 4 certificates or Level 5–7 diplomas	2004	9	10	9	10
	2005	8	10	9	10
	2006	9	11	10	11
	2007	9	11	10	11
	2008	10	11	10	11
Level 3–5 industry training (including Modern Apprenticeships)	2004	5	7	5	11
	2005	7	10	8	13
	2006	8	13	9	13
	2007	7	11	8	11
	2008	6	8	6	8
Level 1–3 certificate	2004	12	9	5	9
	2005	11	9	5	9
	2006	10	9	5	8
	2007	10	8	5	8
	2008	10	8	5	7
Targeted training	2004	5	2	1	4
	2005	4	2	1	3
	2006	4	3	1	3
	2007	4	3	1	3
	2008	5	2	1	3
All formal tertiary courses	2004	37	47	58	60
	2005	36	52	59	60
	2006	38	56	63	61
	2007	38	54	62	59
	2008	38	52	67	57

\* All ages calculated at 1 July.

Nineteen-year-olds in formal tertiary education as a percentage of 14-year-old domestic students enrolled in New Zealand schools five years earlier.

Formal tertiary education does not include training in non-formal learning and private training establishments that neither receive tuition subsidies nor were approved for student loans or allowances.

\*\* Students enrolled in formal tertiary education at multiple levels of study are counted in each level but only once in the total.



**Table A8:** Estimated Proportion of Domestic Students Staying on at School by Age, 2002–2008\*

Year	Age 16 %	Age 17 %	Age 18 %
2002	80	57	13
2003	82	58	14
2004	82	61	14
2005	82	61	14
2006	81	61	14
2007	81	61	13
2008	82	62	13

\* Participation rates in this table are for domestic students only and are calculated as a proportion of enrolments at age 14.

**Table A9:** Estimated Proportion of Domestic Students Staying on at School by Age, Ethnicity and Gender, 2008\*

Ethnicity	Gender	Age 16 %	Age 17 %	Age 18 %
Māori	Male	63	38	8
	Female	69	43	8
	Total	66	40	8
Pasifika	Male	81	65	18
	Female	90	75	19
	Total	85	70	19
All students	Male	79	58	13
	Female	86	67	13
	Total	82	62	13

\* Participation rates in this table are for domestic students only and are calculated as a proportion of enrolments at age 14.

**Table A10: Regional Statistics, July 2008**

Region	Domestic School Roll	Roll Growth 2004–2008 %	Pasifika Students* %	Asian Students* %	Māori Students* %	Māori Students in Māori-medium Programmes** %	Students Receiving ESOL Support*** %	Low Decile Schools (Deciles 1–3)**** %	Schools with Enrolment Schemes***** %	Age-standardised Stand-down Rates Per 1,000 Students***** %	Age-standardised Suspension Rates Per 1,000 Students***** %	Leavers with at Least 30 Credits at Level 2 or Above %
Northland	28 917	-3.4	1.8	1.9	48.4	17.3	0.5	58.9	12.3	36.5	8.8	74.2
Auckland	248 969	2.6	20.6	17.7	15.1	10.7	8.2	34.7	44.3	24.6	5.1	82.0
Waikato	73 390	0.0	3.3	4.9	31.3	12.1	1.9	30.6	15.5	32.7	7.8	73.5
Bay of Plenty	50 046	-1.8	2.0	3.1	40.6	20.7	1.3	48.4	19.1	13.7	5.4	74.0
Gisborne	9 377	-5.3	1.6	0.9	63.5	24.3	0.3	69.6	17.9	40.6	7.8	71.8
Hawkes Bay	29 598	-2.7	4.5	2.0	35.2	16.6	1.6	49.2	28.9	29.8	7.4	75.5
Taranaki	19 379	-5.6	1.7	2.1	24.1	6.4	0.7	22.1	11.6	30.1	6.1	74.9
Manawatu/Wanganui	40 526	-4.6	3.3	3.4	31.3	12.9	1.2	35.6	19.8	44.2	9.9	75.7
Wellington	78 530	-0.2	10.6	8.4	19.0	8.9	3.4	22.6	32.1	27.6	5.6	83.2
Nelson/Marlborough/Tasman	22 294	-1.8	1.8	2.0	14.2	6.7	1.1	7.1	22.6	25.4	5.6	73.7
West Coast	4 965	-8.2	1.1	1.2	16.6	0.0	0.9	24.3	5.4	35.8	9.1	61.2
Canterbury	88 747	2.3	3.2	5.6	11.4	6.1	2.1	17.0	37.8	30.6	5.5	76.3
Otago	29 816	-2.0	2.5	3.2	10.7	1.1	1.1	7.8	17.6	24.1	3.9	80.6
Southland	16 242	-6.1	1.9	1.4	17.6	5.9	0.6	16.3	20.9	50.3	8.2	71.0

\* As a percentage of domestic students only (excludes IFP and NZAID scholarship students).

\*\* Levels 1–3 Māori-medium education (at least 31 percent of instruction time in te reo Māori) as a percentage of the total Māori roll in each region.

\*\*\* As a percentage of domestic students in state schools, excluding hospital schools, health camps and The Correspondence School.

\*\*\*\* As a percentage of domestic students in state schools, excluding hospital schools, health camps and The Correspondence School.

\*\*\*\*\* State roll excludes students from private schools and The Correspondence School, adult students (aged 19 or over), NZAID scholarship and IFP students.

The stand-down and suspension rates (for January–December 2008) have been age-standardised by artificially giving each region the same age distribution. The age distributions of students in each region have been standardised to (or weighted by) the set of 2008 age-specific stand-down/suspension rates for all New Zealand students.

As stand-down and suspension rates are highest for ages 13–15, standardising for age will remove any differences due to one region having a younger or older population than other regions. As such, the standardised rate is an artificial measure, but it does provide an estimate of how groups, or overall rates by year, might more fairly compare if they had the same age distribution.

**Table A11: Number of Students by School Type, 1998 and 2004–2008**

School Type	1998	2004	2005	2006	2007	2008
<b>Primary</b>						
State full primary	166 481	169 839	168 611	167 903	167 863	167 307
State contributing	219 138	212 360	211 531	210 590	208 515	207 530
State intermediate	56 180	61 908	58 466	57 448	57 087	56 105
Independent primary, intermediate and contributing	6 286	6 089	5 838	5 829	5 822	5 601
<b>Subtotal</b>	<b>448 085</b>	<b>450 196</b>	<b>444 446</b>	<b>441 770</b>	<b>439 287</b>	<b>436 543</b>
<b>Composite</b>						
State composite	17 623	24 452	25 707	25 221	25 482	25 678
Correspondence	10 914	7 996	6 632	5 873	5 546	5 775
Independent composite	11 812	14 816	15 509	15 806	16 707	17 137
<b>Subtotal</b>	<b>40 349</b>	<b>47 264</b>	<b>47 848</b>	<b>46 900</b>	<b>47 735</b>	<b>48 590</b>
<b>Secondary</b>						
State Year 9–15	189 930	210 650	206 448	206 133	206 125	206 333
State Year 7–15	37 548	45 627	53 268	54 903	55 751	55 557
Independent Year 7–15 and Year 9–15	6 696	8 245	7 996	8 260	8 209	8 259
<b>Subtotal</b>	<b>234 174</b>	<b>264 522</b>	<b>267 712</b>	<b>269 296</b>	<b>270 085</b>	<b>270 149</b>
<b>Special</b>						
State special	1 759	2 646	2 735	2 747	2 748	2 754
Independent special	42		15			
Other Vote Education	170	26	34	48	51	58
<b>Subtotal</b>	<b>1 971</b>	<b>2 672</b>	<b>2 784</b>	<b>2 795</b>	<b>2 799</b>	<b>2 812</b>
<b>Total</b>	<b>724 579</b>	<b>764 654</b>	<b>762 790</b>	<b>760 761</b>	<b>759 906</b>	<b>758 094</b>

**Table A12: Number of Students by Ethnicity, 1 July 2008**

Ethnicity	2008	2004–2008 % Change
European/Pākehā	428 706	-5.5
New Zealand Māori	165 425	2.9
Samoan	33 261	9.7
Cook Islands Māori	10 268	1.5
Tongan	15 446	20.3
Niuean	3 887	-0.4
Fijian	3 976	47.0
Tokelauan	1 584	3.9
Other Pasifika	2 900	7.4
<b>Subtotal – Pasifika</b>	<b>71 322</b>	<b>11.2</b>
South-east Asian	10 931	39.3
Indian	20 822	18.9
Chinese	18 880	6.8
Other Asian	14 950	-4.7
<b>Subtotal – Asian</b>	<b>65 583</b>	<b>11.7</b>
Other	17 156	31.5
NZAID and IFP	9 902	-31.9
<b>Total</b>	<b>758 094</b>	<b>-0.9</b>

**Table A13: Number of Students by Age, 1998 and 2004–2008**

Age in Years	1998	2004	2005	2006	2007	2008
5	58 991	55 508	57 538	56 319	54 595	55 274
6	60 592	58 442	57 076	59 009	58 343	56 867
7	62 351	58 205	58 741	57 429	59 341	58 499
8	60 799	58 984	58 379	58 994	57 688	59 576
9	58 817	60 369	59 236	58 678	59 384	57 971
10	58 177	60 874	60 820	59 840	59 365	59 668
11	55 209	61 936	60 786	60 920	60 198	59 390
12	54 423	62 822	62 216	61 135	61 352	60 216
13	53 303	64 260	62 541	61 983	61 033	61 032
14	52 666	62 490	63 864	62 306	61 719	60 848
15	51 145	58 138	59 926	61 512	60 485	60 715
16	44 770	48 860	49 361	51 177	53 018	52 543
17	33 233	35 412	36 718	37 446	39 380	41 249
18	9 131	9 251	8 793	8 760	8 814	9 196
19 and over	10 972	9 103	6 795	5 253	5 191	5 050
<b>Total</b>	<b>724 579</b>	<b>764 654</b>	<b>762 790</b>	<b>760 761</b>	<b>759 906</b>	<b>758 094</b>

**Table A14: Number of Schools by School Type, 1998 and 2004–2008**

School Type	1998	2004	2005	2006	2007	2008
<b>Primary</b>						
State full primary	1 211	1 137	1 098	1 090	1 090	1 087
State contributing	879	816	795	798	795	793
State intermediate	136	125	121	121	121	121
Independent primary, intermediate and contributing	56	44	42	40	41	34
<b>Subtotal</b>	<b>2 282</b>	<b>2 122</b>	<b>2 056</b>	<b>2 049</b>	<b>2 047</b>	<b>2 035</b>
<b>Composite</b>						
State composite	63	89	94	94	98	100
Correspondence	1	1	1	1	1	1
Independent composite	37	50	46	47	48	44
<b>Subtotal</b>	<b>101</b>	<b>140</b>	<b>141</b>	<b>142</b>	<b>147</b>	<b>145</b>
<b>Secondary</b>						
State Year 9–15	237	228	222	221	221	239
State Year 7–15	83	90	94	96	95	94
Independent Year 7–15 and Year 9–15	23	20	19	18	19	19
<b>Subtotal</b>	<b>343</b>	<b>338</b>	<b>335</b>	<b>335</b>	<b>335</b>	<b>352</b>
<b>Special</b>						
State special	43	46	46	46	46	40
Independent special	1		1			
Other Vote Education	4	1	1	1	1	1
<b>Subtotal</b>	<b>48</b>	<b>47</b>	<b>48</b>	<b>47</b>	<b>47</b>	<b>41</b>
<b>Total</b>	<b>2 774</b>	<b>2 647</b>	<b>2 580</b>	<b>2 573</b>	<b>2 576</b>	<b>2 573</b>



**Table A15: Enrolments in Māori-medium Programmes by Level of Immersion, 2004–2008**

Year	Curriculum Instruction Undertaken in te reo Māori			Total Enrolments	Total Māori Enrolments	Participation of Māori Students in Māori-medium Programmes* %	Total Non-Māori Enrolments	Participation of Non-Māori Students in Māori-medium Programmes** %	Number of Māori-medium Providers
	31–50 %	51–80 %	81–100 %						
2004	5 345	5 360	12 580	23 285	22 639	14.1	646	0.1	388
2005	5 761	5 119	12 755	23 635	22 807	14.0	828	0.1	376
2006	5 450	5 187	12 235	22 872	21 963	13.5	909	0.2	367
2007	5 154	5 424	11 986	22 564	21 642	13.2	922	0.2	368
2008	4 795	5 157	11 774	21 726	20 892	12.6	834	0.1	349
% change 2004–2008	-10.3	-3.8	-6.4	-6.7	-7.7		29.1		-10.1

\* Calculated as the number of Māori students enrolled in Māori-medium programmes (at least 31 percent of instruction time in te reo Māori) as a percentage of Māori students.

\*\* Calculated as the number of non-Māori students enrolled in Māori-medium programmes (at least 31 percent of instruction time in te reo Māori) as a percentage of non-Māori students.

**Table A16: Number of Students by School Type, Type of Student and Gender, 1 July 2008**

School Type	Regular Classroom		Adults in Regular Classes		Alternative Education		International Fee-paying		NZAID Scholarship		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Full primary*	88 768	83 294					323	264	16	11	89 107	83 569	172 676
Contributing	106 229	100 657					343	292	25	15	106 597	100 964	207 561
Intermediate	29 161	26 415					399	320	6	5	29 566	26 740	56 306
Secondary (Year 7–15)	29 444	28 484	9	36	95	42	650	620			30 198	29 182	59 380
Secondary (Year 9–15)**	102 934	99 395	467	927	849	466	3 115	2 610	4	2	107 369	103 400	210 769
Composite***	18 745	23 154	4	13	14	5	409	468	1	2	19 173	23 642	42 815
Special	1 777	946	61	26			1	1			1 839	973	2 812
Correspondence	1 125	1 314	1 551	1 785							2 676	3 099	5 775
<b>Total</b>	<b>378 183</b>	<b>363 659</b>	<b>2 092</b>	<b>2 787</b>	<b>958</b>	<b>513</b>	<b>5 240</b>	<b>4 575</b>	<b>52</b>	<b>35</b>	<b>386 525</b>	<b>371 569</b>	<b>758 094</b>

\* Includes kura teina primary enrolments.

\*\* Includes Teen Parent Unit enrolments.

\*\*\* Includes restricted composite and kura teina composite enrolments.

**Table A17: Participation in Alternative Education Programmes, 2008\***

Ethnicity	%	Gender	%
Māori	62	Male	65
European/Pākehā	25	Female	35
Pasifika	10		
Other	3		

\* Number of students who were approved and attended programmes during 2008 = 3,298.

Note: European/Pākehā includes other European. Unspecifieds have been excluded from the denominator.

**Table A18a: Percentages of Stand-downs by Selected Reasons, Gender and Ethnicity, and Age-standardised Stand-down Rates Per 1,000 Students, 2008**

Student Characteristics	Percentage of Total* by Selected Reason						Age-standardised Stand-down Rates Per 1,000 Students**
	Continual Disobedience	Drugs and Alcohol	Physical Assault on Staff or Students	Theft	Verbal Assault on Staff or Students	Other	
Female	27.7	14.8	24.3	4.3	17.7	11.2	16.6
Male	24.0	8.9	30.2	4.4	16.5	16.0	39.9
Māori	25.8	11.0	27.7	4.8	16.7	13.9	53.6
Non-Māori	24.6	10.3	29.1	4.0	16.9	15.1	21.2
Pasifika	20.3	10.7	33.9	6.7	11.8	16.7	33.7
Non-Pasifika	25.7	10.6	27.9	4.1	17.5	14.4	28.0
All students	25.1	10.6	28.5	4.3	16.8	14.6	28.5

\* State roll excludes students from private schools and The Correspondence School, adult students (aged 19 or over), IFP and NZAID scholarship students.

\*\* The stand-down rates have been age-standardised by artificially giving each subgroup the same age distribution. The age distributions of students in each subgroup have been standardised to (or weighted by) the set of 2008 age-specific stand-down rates for all New Zealand students.

As stand-down rates are highest for ages 13–15, standardising for age will remove any differences due to one subgroup having a younger or older population than other subgroups. As such, the standardised rate is an artificial measure, but it does provide an estimate of how subgroups, or overall rates by year, might more fairly compare if they had the same age distribution.

**Table A18b: Percentages of Suspensions by Selected Reasons, Gender and Ethnicity, and Age-standardised Suspension Rates Per 1,000 Students, 2008**

Student Characteristics	Percentage of Total* by Selected Reason						Age-standardised Suspension Rates Per 1,000 Students**
	Continual Disobedience	Drugs and Alcohol	Physical Assault on Staff or Students	Theft	Verbal Assault on Staff or Students	Other	
Female	30.2	26.1	24.1	3.3	6.6	9.7	3.6
Male	29.5	20.0	24.7	4.8	5.2	15.8	8.6
Māori	29.9	21.3	24.4	4.4	6.4	13.6	13.1
Non-Māori	29.5	22.1	24.6	4.3	5.0	14.5	4.1
Pasifika	29.8	13.4	28.9	5.9	4.0	18.0	7.2
Non-Pasifika	29.7	22.7	24.0	4.2	5.8	13.6	6.0
All students	29.7	21.7	24.5	4.4	5.6	14.1	6.1

\* State roll excludes students from private schools and The Correspondence School, adult students (aged 19 or over), IFP and NZAID scholarship students.

\*\* The suspension rates have been age-standardised by artificially giving each subgroup the same age distribution. The age distributions of students in each subgroup have been standardised to (or weighted by) the set of 2008 age-specific suspension rates for all New Zealand students.

As suspension rates are highest for ages 13–15, standardising for age will remove any differences due to one subgroup having a younger or older population than other subgroups. As such, the standardised rate is an artificial measure, but it does provide an estimate of how subgroups, or overall rates by year, might more fairly compare if they had the same age distribution.

**Table A19: Indicative Participation Rates\* of 16- to 18-year-olds in Education, 2004–2008**

Age	Year	Schools %	Tertiary** %	Education*** %
16	2004	80	10	90
	2005	80	13	93
	2006	80	10	89
	2007	80	9	90
	2008	82	9	90
17	2004	60	18	78
	2005	60	20	80
	2006	60	18	78
	2007	61	18	78
	2008	62	17	79
18	2004	16	44	60
	2005	15	45	60
	2006	14	46	60
	2007	14	46	60
	2008	14	46	60

\* Participation rates in this table are for all students and represent the proportions of the general population aged 16, 17 and 18 years on 1 July.

This differs from the rates in Tables 2.1, A8 and A9, which are for domestic students only and are calculated as a proportion of enrolments at age 14.

\*\* The values in this table differ from those published before 2006. Tertiary participation is now calculated over the whole year, not just at July.

\*\*\* Totals may not add up due to rounding.

**Table A20: Actual Staff (FTE\*) at State Schools by School Type and Gender, 2004–2008**

	2004	2005	2006	2007	2008		
					Male	Female	Total
Primary	23 583	23 357	23 738	23 891	4 482	19 642	24 124
Composite	1 795	2 008	2 042	2 062	732	1 371	2 103
Correspondence	285	244	210	205	64	146	211
Secondary	17 281	18 044	18 471	18 679	8 124	10 661	18 785
Special	835	909	931	974	190	783	973
<b>Total**</b>	<b>43 778</b>	<b>44 562</b>	<b>45 393</b>	<b>45 811</b>	<b>13 591</b>	<b>32 604</b>	<b>46 196</b>

\* Full-time teaching equivalent.

\*\* Totals may not add up due to rounding.

**Table A21: Ratio\* of Students to Teaching Staff at State Schools, 2004–2008**

	2004	2005	2006	2007	2008
<b>Overall ratio**</b>					
Primary/Intermediate	18.8	18.8	18.4	18.1	17.9
Composite	13.4	12.7	12.3	12.2	12.1
Secondary	15.2	14.8	14.5	14.4	14.3
<b>General classroom ratio</b>					
Primary/Intermediate	23.1	23.9	23.9	23.2	22.8
Composite	16.7	16.4	15.4	15.5	14.4
Secondary	18.4	18.0	17.7	17.6	17.3

\* The primary and intermediate ratios are based on July rolls; the secondary and composite ratios are based on March rolls.

\*\* Includes management, special education teachers and other additional teachers.

**Table A22: Mean Salary\* of Regular\*\* State School Teachers by School Type, 2004–2008**

Year	Primary			Composite			Secondary			Special			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2004	59 105	52 068	53 579	57 582	51 586	53 801	58 692	55 694	57 121	57 901	53 801	54 663	58 787	53 265	55 074
2005	60 645	53 863	55 317	59 776	54 097	56 214	60 662	57 398	58 922	60 072	55 672	56 601	60 609	55 112	56 915
2006	62 594	55 855	57 274	61 086	55 928	57 855	62 637	59 278	60 834	61 427	61 684	61 629	62 527	57 175	58 922
2007	64 681	57 695	59 161	62 978	58 389	60 108	64 720	61 401	62 920	63 665	60 334	61 047	64 600	59 077	60 867
2008	67 331	60 117	61 601	65 372	60 540	62 384	67 306	64 139	65 582	66 979	62 972	63 823	67 203	61 611	63 407

\* Salaries are as at March each year.

\*\* 'Regular' teachers are full-time teachers who are permanently appointed or are on a contract for at least one year.

**Table A23: Board of Trustees Members at State Schools\* by Ethnicity and Gender, December 2008**

	Ethnicity						Gender		
	Māori %	Pasifika %	Asian %	European/Pākehā %	Other %	Total** %	Male %	Female %	Total** %
<b>All members</b>									
Primary	15.4	3.5	0.7	75.1	2.7	100.0	46.0	54.0	100.0
Composite	44.2	1.0	0.1	49.9	2.5	100.0	47.0	52.0	100.0
Secondary	14.7	4.9	1.4	73.4	2.7	100.0	57.0	43.0	100.0
Special	10.5	2.5	0.9	77.7	3.7	100.0	43.0	57.0	100.0
<b>Total</b>	<b>16.5</b>	<b>3.6</b>	<b>0.8</b>	<b>73.8</b>	<b>2.7</b>	<b>100.0</b>	<b>48.0</b>	<b>52.0</b>	<b>100.0</b>
<b>Elected/Appointed parent representatives</b>									
Primary	16.7	4.0	0.7	74.2	2.9	100.0	51.0	49.0	100.0
Composite	44.9	0.5	0.0	50.5	2.8	100.0	49.0	51.0	100.0
Secondary	14.2	5.4	1.2	75.5	2.4	100.0	59.0	41.0	100.0
Special	7.8	2.1	2.1	79.4	5.7	100.0	48.0	52.0	100.0
<b>Total</b>	<b>17.4</b>	<b>4.0</b>	<b>0.8</b>	<b>73.6</b>	<b>2.8</b>	<b>100.0</b>	<b>52.0</b>	<b>48.0</b>	<b>100.0</b>
<b>Co-opted members</b>									
Primary	26.0	4.9	1.7	62.5	2.4	100.0	43.0	57.0	100.0
Composite	67.5	2.4	0.0	24.1	1.2	100.0	34.0	66.0	100.0
Secondary	34.1	6.6	1.2	53.0	1.5	100.0	51.0	49.0	100.0
Special	22.0	8.0	0.0	64.0	2.0	100.0	40.0	60.0	100.0
<b>Total</b>	<b>30.0</b>	<b>5.2</b>	<b>1.4</b>	<b>58.3</b>	<b>2.1</b>	<b>100.0</b>	<b>44.0</b>	<b>56.0</b>	<b>100.0</b>

\* The Correspondence School is not included in this table because it has a different management structure.

\*\* Total includes missing values, where ethnicity or gender was not specified.

**Table A24: Value of Crown-owned School Land and Buildings, 2004–2008**

Financial Year Ended 30 June	2004 \$m	2005 \$m	2006 \$m	2007 \$m	2008 \$m
Land	2 142.5	2 856.1	3 133.3	3 408.5	3 364.6
Buildings (less depreciation)	5 776.4	6 328.9	6 867.2	6 317.8	7 115.2
Net carrying value of land and buildings	7 918.9	9 185.0	10 000.5	9 726.3	10 479.8
Cash investment in school and land	370.8	417.8	431.5	415.6	421.4



**Table A25: Age of State School Property, 2008**

Built	Number of Buildings	Square Metres	Proportion of Total Area (%)
Pre-1900	74	22 963	0.4
1900–1909	73	26 592	0.4
1910–1919	118	55 265	0.9
1920–1929	302	167 159	2.7
1930–1939	426	188 170	3.0
1940–1949	510	212 189	3.4
1950–1959	1 937	1 016 214	16.3
1960–1969	3 290	1 357 847	21.8
1970–1979	4 627	1 448 023	23.3
1980–1989	1 285	429 760	6.9
1990–1999	2 615	642 658	10.3
2000–2008	1 802	649 630	10.5
<b>Total</b>	<b>17 059</b>	<b>6 216 470</b>	<b>100</b>

**Table A26: Financial Performance of the Schools Sector, 2006–2008**

	2006		2007		2008 (Estimated*)	
	\$m	%**	\$m	%**	\$m	%**
Revenue	4 508.0	100.0	4 708.5	100.0	5 060.5	100.0
Government grants	3 902.6	86.6	4 052.0	86.1	4 381.8	86.6
Investment and other revenue	97.4	2.2	84.5	1.8	84.0	1.7
Local funds***	508.0	11.3	572.0	12.1	594.6	11.8
Expenses	4 472.8	99.2	4 668.4	99.1	5 028.9	99.4
Operating surplus	35.2	0.8	40.1	0.9	31.5	0.6

\* In this and subsequent tables, A27 to A43, the results given for 2008 are estimated. These estimates are based on actual data for 2,191 schools and previous years' data for 268 schools, whose 2008 accounts data was not available for inclusion during the preparation of this report.

\*\* Of total revenue.

\*\*\* Local funds include revenue relating to IFP students.

**Table A27: Primary Schools' Financial Performance, 2006–2008**

	2006		2007		2008 (Estimated)	
	\$m	%*	\$m	%*	\$m	%*
<b>Revenue</b>						
Government grants	2 014.5	88.9	2 075.8	88.7	2 272.8	89.2
Investments	27.8	1.2	31.9	1.4	35.8	1.4
Local funds**	217.4	9.6	228.7	9.8	235.7	9.3
Other revenue	5.5	0.2	2.8	0.1	3.0	0.1
<b>Total</b>	<b>2 265.2</b>	<b>100.0</b>	<b>2 339.2</b>	<b>100.0</b>	<b>2 547.3</b>	<b>100.0</b>
<b>Expenses</b>						
Administration	165.7	7.3	177.6	7.6	185.4	7.3
Depreciation	77.9	3.4	86.0	3.7	84.9	3.3
Learning resources	1 729.2	76.3	1 775.2	75.9	1 961.0	77.0
Local funds**	89.5	4.0	93.4	4.0	100.0	3.9
Property management	170.6	7.5	180.0	7.7	188.1	7.4
Other expenses	2.9	0.1	5.0	0.2	1.4	0.1
<b>Total</b>	<b>2 235.9</b>	<b>98.7</b>	<b>2 317.3</b>	<b>99.1</b>	<b>2 520.8</b>	<b>99.0</b>
<b>Surplus</b>	<b>29.3</b>	<b>1.3</b>	<b>22.0</b>	<b>0.9</b>	<b>26.5</b>	<b>1.0</b>

\* Of total revenue.

\*\* Local funds include revenue and expenses relating to IFP students.

**Table A28: Secondary Schools' Financial Performance, 2006–2008**

	2006		2007		2008 (Estimated)	
	\$m	%*	\$m	%*	\$m	%*
<b>Revenue</b>						
Government grants	1 745.1	83.4	1 861.6	82.9	1 939.9	83.0
Investments	22.8	1.1	26.9	1.2	29.7	1.3
Local funds**	286.7	13.7	336.6	15.0	354.5	15.2
Other revenue	38.7	1.8	21.0	0.9	11.9	0.5
<b>Total</b>	<b>2 093.3</b>	<b>100.0</b>	<b>2 246.2</b>	<b>100.0</b>	<b>2 336.0</b>	<b>100.0</b>
<b>Expenses</b>						
Administration	144.1	6.9	158.4	7.1	159.4	6.8
Depreciation	70.1	3.4	76.4	3.4	72.9	3.1
Learning resources	1 565.8	74.8	1 665.2	74.1	1 753.7	75.1
Local funds**	143.1	6.8	166.0	7.4	179.0	7.7
Property management	147.2	7.0	153.9	6.9	160.2	6.9
Other expenses	19.9	1.0	10.8	0.5	8.6	0.4
<b>Total</b>	<b>2 090.2</b>	<b>99.9</b>	<b>2 230.6</b>	<b>99.3</b>	<b>2 333.8</b>	<b>99.9</b>
<b>Surplus</b>	<b>3.0</b>	<b>0.1</b>	<b>15.6</b>	<b>0.7</b>	<b>2.2</b>	<b>0.1</b>

\* Of total revenue.

\*\* Local funds include revenue and expenses relating to IFP students.

**Table A29: Primary and Secondary Schools' Per-student Financial Performance, 2004–2008**

	2004	2005	2006	2007	2008 (Estimated)
	\$/Student	\$/Student	\$/Student	\$/Student	\$/Student
<b>Primary</b>					
Revenue	4 676	4 871	5 190	5 386	5 921
Government grants	4 141	4 332	4 616	4 779	5 283
Investments	43	54	64	73	83
Local funds*	474	472	498	527	548
Other revenue	17	12	13	7	7
Expenses	4 624	4 792	5 123	5 335	5 860
Surplus	52	79	67	51	62
<b>Secondary</b>					
Revenue	6 678	7 066	7 355	7 870	8 185
Government grants	5 439	5 857	6 132	6 522	6 797
Investments	57	70	80	94	104
Local funds*	1 065	1 009	1 007	1 179	1 242
Other revenue	117	130	136	74	42
Expenses	6 650	6 988	7 344	7 815	8 178
Surplus	28	78	11	55	8

\* Local funds include revenue and expenses relating to IFP students.

**Table A30: Financial Position of the Schools Sector, 2004–2008**

	2004	2005	2006	2007	2008 (Estimated)
	\$m	\$m	\$m	\$m	\$m
Current assets and investments*	863.1	939.2	992.3	1 043.3	1 122.7
Less current liabilities	490.4	498.1	515.5	531.4	594.1
Working capital	372.6	441.1	476.8	511.9	528.6
Non-current assets as net depreciated value	1 014.3	1 080.9	1 136.9	1 189.3	1 201.6
Less non-current liabilities	147.4	158.9	165.3	159.9	160.9
Public equity	1 239.6	1 363.0	1 448.3	1 541.3	1 569.3

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003. From 2004, they are included with non-current assets.

**Table A31: Primary Schools' Financial Position, 2004–2008**

	2004	2005	2006	2007	2008 (Estimated)
	\$m	\$m	\$m	\$m	\$m
Current assets and investments*	456.3	488.8	514.1	540.1	582.6
Less current liabilities	211.2	215.0	221.2	232.2	262.1
Working capital	245.1	273.8	293.0	307.8	320.5
Non-current assets as net depreciated value	500.7	540.6	570.8	591.1	609.7
Less non-current liabilities	73.3	75.9	77.0	77.4	78.3
Public equity	672.5	738.5	786.7	821.6	851.8

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003. From 2004, they are included with non-current assets.

**Table A32: Secondary Schools' Financial Position, 2004–2008**

	2004	2005	2006	2007	2008 (Estimated)
	\$m	\$m	\$m	\$m	\$m
Current assets and investments*	380.9	421.3	444.7	476.3	494.2
Less current liabilities	262.4	264.3	282.8	290.0	317.3
Working capital	118.5	157.1	162.0	186.3	176.8
Non-current assets as net depreciated value	490.5	518.7	547.5	567.6	570.0
Less non-current liabilities	72.5	81.4	86.7	80.9	80.4
Public equity	536.5	594.4	622.8	673.0	666.4

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003. From 2004, they are included with non-current assets.

**Table A33: Schools Sector Fixed Asset Portfolio, 2007–2008**

Fixed Asset Category	2007			2008 (Estimated)		
	Historical Cost \$m	Accumulated Depreciation \$m	Net Depreciated Value \$m	Historical Cost \$m	Accumulated Depreciation \$m	Net Depreciated Value \$m
Buildings	667.5	131.6	535.8	672.2	141.3	530.9
ICT	441.1	316.0	125.2	502.9	363.3	139.6
Plant, furniture and equipment	866.8	542.1	324.7	872.3	560.5	311.8
Land	24.5	0.0	24.5	32.5	0.0	32.5
Library resources	193.5	124.6	68.9	200.1	134.0	66.1
Motor vehicles	31.4	18.7	12.6	33.6	20.2	13.4
Houses	24.7	2.9	21.8	20.6	1.4	19.2
Other fixed assets	58.8	23.5	35.3	92.2	39.1	53.0
<b>Total</b>	<b>2 308.3</b>	<b>1 159.4</b>	<b>1 148.9</b>	<b>2 426.4</b>	<b>1 259.8</b>	<b>1 166.7</b>





**Table A36:** Proportion of Schools Incurring Large Operating Deficits by Sector, 2004–2008

	2004 %	2005 %	2006 %	2007 %	2008 (Estimated) %
Primary schools	16	13	15	16	15
Secondary schools	10	5	9	11	9
All schools	15	12	14	15	14

**Table A37:** Number of Schools in Deficit by Size of Deficit, 2006–2008

Size of Deficit	Operating Deficit			Working Capital Deficit		
	2006	2007	2008 (Estimated)	2006	2007	2008 (Estimated)
\$1–\$20,000	481	510	446	62	80	66
\$20,001–\$40,000	232	234	222	35	35	38
\$40,001–\$60,000	99	116	127	12	21	15
\$60,001–\$80,000	69	83	67	13	13	6
\$80,001–\$100,000	41	37	41	4	5	6
\$100,001 or more	105	129	151	27	34	47
Total	1 027	1 109	1 054	153	188	178

**Table A38:** Schools Moving into and out of Operating Deficit by Sector, 2006–2008

	Primary Three Years Ended:			Secondary Three Years Ended:			All Schools Three Years Ended:		
	2006 %	2007 %	2008 (Est.) %	2006 %	2007 %	2008 (Est.) %	2006 %	2007 %	2008 (Est.) %
No deficit for the 3-year period	28	27	26	24	26	22	28	27	25
A deficit for one of the 3 years	35	34	35	35	30	29	35	34	34
A deficit for two of the 3 years	26	28	27	30	30	26	26	28	27
A deficit for all 3 years	11	11	12	12	14	23	11	11	14
Total*	100	100	100	100	100	100	100	100	100

\* Totals may not add up due to rounding.

**Table A39: Primary Schools' Financial Performance by School Decile, 2007–2008**

	2007			2008 (Estimated)		
	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student
<b>Revenue</b>						
Government grants	5 437	4 888	4 166	6 055	5 251	4 745
Investments	93	68	64	106	75	74
Local funds	375	516	654	387	542	673
Other revenue	9	5	7	9	4	8
<b>Total</b>	<b>5 915</b>	<b>5 476</b>	<b>4 890</b>	<b>6 557</b>	<b>5 873</b>	<b>5 500</b>
<b>Expenses</b>						
Administration	454	413	371	481	433	391
Depreciation	209	202	186	215	189	193
Learning resources	4 531	4 176	3 658	5 101	4 518	4 198
Local funds	174	222	238	179	247	257
Property management	472	419	366	521	426	387
Other expenses	10	10	15	3	1	5
<b>Total</b>	<b>5 850</b>	<b>5 442</b>	<b>4 834</b>	<b>6 501</b>	<b>5 814</b>	<b>5 432</b>
<b>Surplus</b>	<b>65</b>	<b>35</b>	<b>56</b>	<b>57</b>	<b>59</b>	<b>68</b>

**Table A40: Secondary Schools' Financial Performance by School Decile, 2007–2008**

	2007			2008 (Estimated)		
	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student
<b>Revenue</b>						
Government grants	7 556	6 599	5 871	8 383	6 757	6 020
Investments	104	88	97	134	86	111
Local funds	712	1 195	1 409	690	1 241	1 532
Other revenue	23	124	37	41	52	30
<b>Total</b>	<b>8 394</b>	<b>8 007</b>	<b>7 414</b>	<b>9 247</b>	<b>8 135</b>	<b>7 693</b>
<b>Expenses</b>						
Administration	624	525	555	693	520	537
Depreciation	289	249	280	292	236	262
Learning resources	6 346	5 940	5 425	7 103	6 097	5 704
Local funds	395	656	587	381	715	647
Property management	636	532	497	697	551	503
Other expenses	33	55	19	29	33	27
<b>Total</b>	<b>8 324</b>	<b>7 956</b>	<b>7 362</b>	<b>9 196</b>	<b>8 151</b>	<b>7 679</b>
<b>Surplus</b>	<b>70</b>	<b>50</b>	<b>51</b>	<b>52</b>	<b>- 16</b>	<b>14</b>

**Table A41: Primary Schools' Financial Position by School Decile, 2007–2008**

	2007			2008 (Estimated)		
	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student
Current assets and investments*	1 508	1 196	1 090	1 639	1 283	1 215
Less current liabilities	583	541	491	666	612	564
Working capital	925	654	599	973	671	651
Non-current assets (NDV)	1 476	1 321	1 314	1 523	1 354	1 403
Less non-current liabilities	206	188	148	225	178	155
Public equity	2 195	1 788	1 765	2 272	1 847	1 899

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003. From 2004, they are included with non-current assets.

**Table A42: Secondary Schools' Financial Position by School Decile, 2007–2008**

	2007			2008 (Estimated)		
	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student
Current assets and investments*	1 811	1 581	1 705	2 104	1 505	1 820
Less current liabilities	925	1 022	1 057	1 116	1 069	1 164
Working capital	886	559	647	988	435	656
Non-current assets (NDV)	1 953	2 011	1 979	2 037	1 956	2 027
Less non-current liabilities	322	306	235	338	285	248
Public equity	2 517	2 264	2 392	2 687	2 107	2 436

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003. From 2004, they are included with non-current assets.

**Table A43: Proportion of Schools in Deficit by School Decile, 2006–2008**

School Decile	Operating Deficit			Working Capital Deficit		
	2006 %	2007 %	2008 (Estimated) %	2006 %	2007 %	2008 (Estimated) %
Low (deciles 1–3)	41	44	43	6	8	7
Medium (deciles 4–7)	43	48	46	6	7	8
High (deciles 8–10)	41	43	40	6	8	6

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