

2007

New Zealand Schools

Ngā Kura o Aotearoa

A Report on the Compulsory
Schools Sector in New Zealand 2007

MINISTER OF EDUCATION





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Schools Sector in New Zealand 2007

Education is central to this government's goal to transform New Zealand into a knowledge-based country – it shapes us as a nation and it is the foundation of our society.

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

Contents

FOREWORD	4		
KEY FINDINGS	5		
Student Achievement	6		
Student, Family and Community Engagement	7		
Effective Teaching	8		
Quality of Schooling	9		
Chapter One: Student Achievement	10		
Achievement in Specific Areas	10		
Literacy and Reading	10		
Numeracy and Mathematics	13		
Science and Scientific Literacy	14		
Visual Arts	14		
Achievement at the Senior Secondary Level	14		
National Certificate of Educational Achievement	14		
Impact of Te Kōtahitanga on NCEA Level 1 Achievement	19		
International Students	19		
School Leavers in 2007	20		
School Leavers with Little or No Formal Attainment	21		
Schools Leavers with Less than NCEA Level 1	21		
Schools Leavers with NCEA Level 2 or a Higher Qualification	21		
School Leavers Achieving a University Entrance Standard or a Higher Qualification	23		
Transitions to Tertiary Education	23		
Conclusion	23		
		Chapter Two: Student, Family and Community Engagement	24
		Student Engagement	24
		Engagement with Learning	24
		Engagement at School	26
		Retention of Students in Senior Secondary Schooling	26
		Managing Student Enrolments	28
		Attendance	28
		Alternative Education	29
		Staying at School	30
		Improving Student Engagement	31
		Broadening Curriculum Choices Behaviour	31
		Behaviour	32
		Engaging Families and Communities	36
		Home–School Partnerships	37
		Conclusion	38
		Positive Engagement Case Studies	39

Chapter Three:			
Effective Teaching	42	Chapter Four:	
Professional Development	42	Quality of Schooling	58
Māori in the Mainstream	44	School Governance	58
Ka Hikitia – Managing for Success	45	Triennial Trustee Elections	58
Delivering the Curriculum	46	Strategic Focus	60
Literacy	46	Statutory Interventions in Schools	61
Numeracy and Mathematics	48	School Leadership	61
Assessment for Learning	50	Network of Schools	62
Special Education	51	International Students	62
Targeted Professional Development: Effective Teaching Pilot Scheme 2007	52	Resourcing Schools	63
Teacher Education and Induction	54	Review of Schools' Operational Funding	64
Initial Teacher Education	54	Schools' Use of Funding	65
New Teacher Uptake Rate	55	Management of School Property	65
Beginning Teachers	55	Schools' Financial Accounts	66
Specialist Classroom Teachers	56	Schools' Income	66
Conclusion	57	Schools' Expenditure	66
		Schools' Assets and Depreciation	66
		Indicators of Good Financial Management	67
		Overall Financial Management	68
		Conclusion	68
		Appendices	69
		APPENDIX ONE: Plans to Address Pressures on School Capacity	70
		Northern Region	70
		Central North Region	70
		Central South Region	71
		Southern Region	71
		Integrated Schools	71
		Schools with Enrolment Schemes in Place for Part or All of 2007	72
		APPENDIX TWO: Statistical Tables	80
		INDEX	103

Foreword

The government is committed to supporting an education system that will help every young New Zealander stay in school, achieve the highest level of qualification relevant to their needs and abilities, and continue in education until at least the age of 18 years. This is the Schools Plus goal, which aligns with other key strategies, including *Ka Hikitia – Managing for Success*, an overarching strategy that sharpens the focus on improving the presence, engagement and achievement of Māori students in education, the Pasifika Education Plan and Better Outcomes for Children.

Achieving this goal is vital for New Zealand. We want our young people to have the skills, attributes, qualifications and further education and training opportunities they need to succeed. We also want to ensure New Zealand benefits in the future from a highly skilled workforce that can support ongoing economic and social prosperity.

New Zealand Schools Ngā Kura o Aotearoa 2007 evaluates the latest research data, helping us identify where we are doing well, and where we need to do more to achieve the best results for all New Zealand students.

New Zealand student achievement levels continue to compare favourably internationally. The different type of assessment and resulting flexibility offered by the National Certificate of Educational Achievement appears to be bringing benefits, although we need to do more and better to improve achievement across all groups. Literacy and reading levels have improved and support is increasingly in place for students who are struggling in this area.

Student movements are more easily tracked now, and there has been substantial progress made in reducing the number of early leavers. Initiatives to engage families and communities are working well and there are strategies in development to tackle issues relating to behaviour and disengagement.

New Zealand schools offer quality schooling – through strong leadership and governance – with support from increased government investment in education. A recent Education Review Office report confirmed that our schools are well run and have a clear strategic focus on improving student learning and achievement. They are also in good health financially.

Continuing professional development is essential for effective teaching. The emphasis in all professional development projects is on effective teaching leading to improved student achievement. There is evidence from a number of these projects of a significant impact on student achievement. The release of *The New Zealand Curriculum* was a key event in 2007 and provides a clear statement of what our young people will need to learn in order to prepare them well for the future.

This report shows a New Zealand schooling system that is performing well and is focused on addressing areas of key challenge. I am pleased to present to Parliament *New Zealand Schools Ngā Kura o Aotearoa 2007*.



Hon. Chris Carter
Minister of Education



Key Findings

Education is central to this government's goal to transform New Zealand into a knowledge-based country – it shapes us as a nation and it is the foundation of our society.

Student Achievement

01

Achievement at school contributes to students' successful participation in employment, tertiary education and society. International studies show that New Zealand's student achievement compares very favourably with other countries'. The Programme for International Student Assessment results show that New Zealand students' achievement is near the top in reading, mathematics and scientific literacy.

Students at schools involved in the Literacy Professional Development Project appear to have made good gains.

The overall picture for school leavers is one of improvement. Analysis of 2007 data suggests that the National Certificate of Educational Achievement (NCEA) is continuing to have a positive effect, with the proportion of students leaving with NCEA Level 3 and university entrance increasing and fewer leaving with no qualifications. Sixty-six percent of all school leavers had attained a Level 2 or higher qualification, compared with 60 percent in 2006, and 18 percent of 2007 school leavers did not gain a qualification.

Māori achievement has improved but remains a concern – 44 percent of Māori school leavers in 2007 had attained a Level 2 or higher qualification, compared with 37 percent of 2006

Māori school leavers, and 35 percent of Māori school leavers in 2007 did not gain a qualification.

Pasifika achievement has also improved – 56 percent of Pasifika school leavers attained a Level 2 or higher qualification, compared with 50 percent of 2006 Pasifika school leavers, and 26 percent of Pasifika school leavers in 2007 did not gain a qualification.

A study of the 2005 student cohort's NCEA achievement between 2005 and 2007 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 – 38 percent compared with 26 percent.

Student, Family and Community Engagement

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

Research studies present a reasonably positive picture of student engagement in New Zealand schools. Across most indicators of engagement, around 80 to 90 percent of New Zealand students are effectively engaged in schooling. These indicators include school attendance, length of time students stay on at school, qualifications attained and progression to tertiary education.

Substantial progress has been made in reducing the number of students who leave school early. After seven years without significant change, a strengthened application and approval process for gaining an exemption halved the number of early-leaving exemptions in 2007.

Managing student behaviour is an important element of learning within all levels of the curriculum framework. Schools have access to a number of supports to deal with challenging student behaviours. For a number of years the Student Engagement Initiative has made significant progress in reducing suspension rates, by nearly 50 percent overall, in long-term participating schools.

Most New Zealand students are actively engaged in their education environment. Significant challenges remain, however, to successfully engage all students, particularly those with serious behavioural issues.

Effective Teaching

03

The Teacher Professional Learning and Development Best Evidence Synthesis shows that effective professional development is an essential foundation for decisions about teaching practice and develops the skills of inquiry to judge the impact of teaching on learning.

In the Literacy Professional Development Project, analysis of the 2006 cohort shows that gains in writing and reading by students on the project are twice those that could be expected without professional development.

The Numeracy Development Project is achieving impressive gains in the numeracy achievement of students and reducing the percentage of students categorised as 'at risk'.

The New Zealand Curriculum was released in 2007 and provides a clear statement of what is deemed important in education. It is the result of extensive consultation with the education community that drew more than 10,000 submissions. *The New Zealand Curriculum* envisions students as lifelong learners and contains a clear set of principles upon which to base curriculum decision-making. It also identifies key competencies that are critical for participation in society and lifelong learning.

Quality of Schooling



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.

Boards of trustees play a crucial governance role and ensure that schools are accountable to the government and community. A recent report from the Education Review Office confirms that the majority of New Zealand schools are well run with a clear strategic focus on improving student learning and achievement.

Last year, the seventh trustee elections were held – one of the largest democratic events in New Zealand – with more than 14,000 candidates.

Government investment in education continues to increase – total government funding per student increased 11.8 percent between 2003 and 2007.

Investment in schools in 2007 was as follows – \$2,858 million was spent on staffing, \$918 million on operational funding, including property maintenance, and \$358 million on property capital works. A further \$89 million was spent on a variety of school support programmes. In addition, schools received various ‘in-kind’ resourcing in areas such as information and communication technologies support and professional development.

Analysis of 2007 statistics shows that, overall, New Zealand schools are being capably governed and are in financially healthy positions.

Student Achievement

01

This chapter provides a picture of student achievement in New Zealand schools. Achievement at school contributes to students' likelihood of successful participation in tertiary education and/or future employment, as well as contributing to students' well-being and their ability to participate effectively in society.

This chapter looks at information on student achievement that became available in 2007 and early 2008. The chapter is divided into two sections. The first section looks at specific areas of achievement and covers findings from the Progress in International Reading Literacy Study (PIRLS), the Literacy Professional Development Project (LPDP), the Programme for International Student Assessment (PISA), the Numeracy Development Project (NDP) and the National Education Monitoring Project (NEMP). The second section looks at overall schooling achievement outcomes. It analyses National Certificate of Educational Achievement (NCEA) progress by the 2005 Year 11 cohort, the highest levels of achievement reached by school leavers and the resulting transitions to tertiary education.

ACHIEVEMENT IN SPECIFIC AREAS

Literacy and Reading

PIRLS, LPDP and PISA report on literacy achievement by New Zealand students.

PIRLS results in 2005¹ show a slight (but not a statistically significant) improvement in the average reading scores of Year 5 students since 2001. Our students continue to score widely; the difference between highest and lowest achievers is wider than in most high-performing countries and has not improved since 2001.

Learning and achievement can improve with effective professional development. Schools with students in Years 1–6 and/or Years 7–8 can receive in-depth, school-wide professional development in literacy through the LPDP, and focus on either reading comprehension or writing.

¹ Mullis, I., Martin, M., Kennedy, A. and Foy, P. (2007). *PIRLS 2006 International Report: IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.





There are two recurring themes of improvement in LPDP data between 2004 and 2007:²

- > after taking into account expected growth and maturation, students' gains in reading and writing achievement were equivalent to twice what could be expected without the intervention
- > students who were at risk of underachieving progressed more quickly. Collectively, their rates of improvement were four times the expected gains for each cohort as a whole.

Nevertheless, analysis of sub-groups of students³ reveals some students remain at risk. For example, in PIRLS, 8 percent of the cohort (Year 5 students tested in 2005) did not reach the Low International Benchmark for reading. Evidence suggests the system is not yet providing the necessary support for these students.

The survey results indicate that some Reading Recovery and non-Reading Recovery schools were offering an extremely high number of literacy interventions. This finding, along with the lack of evidence used by schools in evaluating the effectiveness of interventions, suggests that schools may need information and support in developing school-wide literacy plans in which careful consideration is given to the choice and use of literacy interventions, and their alignment with classroom literacy practices to meet identified needs.⁴

Results on reading literacy are available for the 15-year-olds who participated in PISA 2006.⁵ The achievement of New Zealand students did not change significantly between 2000 and 2006. Only three countries (Korea, Finland and Hong Kong–China) achieved results significantly better than New Zealand. Another two countries (Canada and Ireland) had results similar to New Zealand, while the other 50 participating countries had results lower than New Zealand.

² Learning Media (2008). *Literacy Professional Development Project: Evidence of Improved Student Outcomes*. Wellington: Learning Media.

³ Chamberlain, M. (2007). *Reading Literacy in New Zealand: An Overview of New Zealand's Results from the Progress in International Reading Literacy Study (PIRLS) 2005/2006*. Wellington: Ministry of Education.

⁴ McDowall, S., Boyd, S., Hodgen, E. and van Vliet, T. (2005). *Reading Recovery in New Zealand: Uptake, Implementation and Outcomes, Especially in Relation to Māori and Pasifika Students*. Wellington: New Zealand Council for Educational Research.

⁵ Telford, M. and Caygill, R. (2007). *PISA 2006: How Ready are our 15-year-olds for Tomorrow's World?* Wellington: Ministry of Education.

Numeracy and Mathematics

The NDP, NEMP and PISA all report on numeracy achievement by New Zealand students.

The NDP was set up to improve mathematics teaching and learning at primary and secondary levels and has been under way for seven years in primary schools and three years in secondary schools.

Analysis of performance by Years 5–9 students⁶ in the project found a noticeable improvement in Years 5–8 at each year level. Improvement by Year 9 students was less marked compared with other year groups.

The findings of the Longitudinal Study indicate that students in NDP schools continue to improve each year, with the end-of-year performance of Year 6 longitudinal students improving over the course of the study.⁷ Year 6 students who had been in the same NDP school since Year 1 achieved slightly higher than other Year 6 students in their schools and significantly better than Year 6 students in non-NDP schools. The percentage of Year 6 students in longitudinal schools reaching at least stage 6 increased from 2002 to 2006 by at least 22 percentage points for each of the strategy domains (additive,

multiplicative and proportional). The number of students at NDP schools classified ‘at risk’ decreased over time. By 2006, the percentage of students still at risk decreased in all domains, with the largest decrease of 28 percentage points in the proportional domain.

The NEMP report on graphs, tables and maps⁸ focuses on extracting and interpreting information from a wide variety of graphs, tables and maps. Year 4 results were generally unchanged between 2003 and 2007, and there was a small decline for Year 8. Although little difference was seen between the performance of males and females, European/Pākehā tended to perform better than Māori and Pasifika students.

Results on mathematical literacy are available for 15-year-olds who participated in PISA 2006.⁹ The achievement of New Zealand students did not change significantly between 2003 and 2006. Only five countries (Chinese Taipei, Finland, Hong Kong–China, Korea and Netherlands) achieved results significantly better than New Zealand. Another seven countries (including Canada and Australia) had results similar to New Zealand, while 44 other participating countries had results significantly lower than New Zealand.



⁶ Young-Loveridge, J. (2008). ‘What Does the Picture Show?’ in *Findings from the New Zealand Numeracy Development Projects 2007*. Wellington: Ministry of Education.

⁷ Tagg, A. and Thomas, G. (2007). ‘Do They Continue to Improve? Tracking the Progress of a Cohort of Longitudinal Students’ in *Findings from the New Zealand Numeracy Development Projects 2006*. Wellington: Ministry of Education.

⁸ Smith, J., Crooks, T. and Flockton, L. (2008). *National Education Monitoring Project Graphs, Tables and Maps Assessment Results 2007*. Dunedin: Educational Assessment Research Unit.

⁹ Telford, M. and Caygill, R. (2007). *PISA 2006: How Ready are our 15-year-olds for Tomorrow’s World?* Wellington: Ministry of Education.

Science and Scientific Literacy

There are two sources for new information on science-related achievement: NEMP 2007¹⁰ looks at students in Years 4 and 8; and PISA 2006 reports on 15-year-olds.

The NEMP science report focuses on achievement related to the living world, the physical world, the material world and planet Earth and beyond. Achievement between 2003 and 2007 is either similar or shows small declines for both Year 4 and Year 8 students. In particular, Year 4 achievement data showed small declines in the physical world and the material world areas that were continuations of small declines seen in the same areas between 1999 and 2003.

In 2006, PISA focused on scientific literacy¹¹ for the first time. In terms of mean scores, few countries did better than New Zealand. Only two countries (Finland and Hong Kong–China) performed better than New Zealand in scientific literacy. Another eight countries performed at a similar level to New Zealand, including Australia and Canada.

Compared with other high-performing countries, New Zealand continued to have one of the biggest spreads of scores between the highest and lowest achievers. This can be attributed to the strong performance of our highest achievers as much as to the performance of the lower achievers.

PISA looked at most of the science areas covered by NEMP. Results echoed NEMP, with New Zealand students' knowledge of physical systems weaker relative to their knowledge of the living world and Earth and space systems. New Zealand mean results overall were strong compared with other countries'. The best results were for earth and space systems, where only three other countries performed better than New Zealand.

Visual Arts

The third NEMP report of 2007 focuses on visual arts,¹² in particular achievement in making art and responding to art. Although visual arts is one of the most popular subject areas, performance does not always match student enthusiasm. Year 4 and Year 8 performance improved slightly between 2003 and 2007. Males and females differed little. European/Pākehā performed slightly better than Māori but this gap reduced at Year 8.

ACHIEVEMENT 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 achievement levels of students at the senior secondary level. They begin with a discussion of NCEA achievements between 2005 and 2007 of a cohort of students as they advance through their schooling. The qualifications of school leavers (including qualifications outside the National Qualifications Framework [NQF]) are analysed. Finally, the transition of students to tertiary education is tracked.

National Certificate of Educational Achievement

The flexibility of the 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 achievements of groups of students over time.

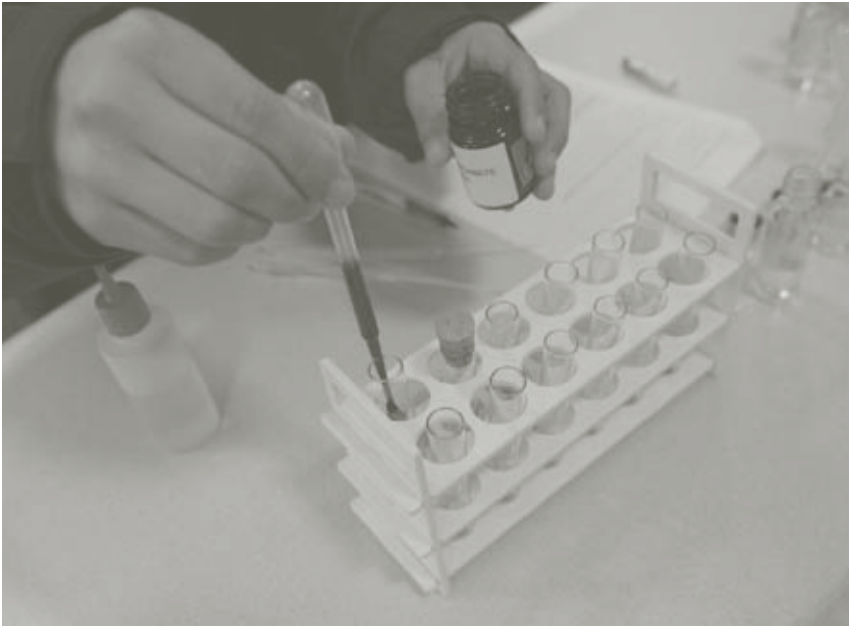
In this section, the progress of three groups of students tracked over two to three years is reported in order to show:

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

¹⁰ Crooks, T., Smith, J. and Flockton, L. (2008). *National Education Monitoring Project Science Assessment Results 2007*. Dunedin: Educational Assessment Research Unit.

¹¹ As scientific literacy was the focus of PISA 2006 the area underwent considerable expansion and change. As a result, past science learning outcomes cannot be compared with PISA 2006 assessments.

¹² Smith, J., Crooks, T. and Flockton, L. (2008). *National Education Monitoring Project Visual Arts Assessment Results 2007*. Dunedin: Educational Assessment Research Unit.



This section focuses on the 2005 cohort (in which the Year 11 students of 2005 are tracked through to 2007).¹³ Some comparisons are made with earlier groups of students: the 2002 cohort (in which the Year 11 students of 2002 were tracked through to 2004); the 2003 cohort (in which the Year 11 students of 2003 were tracked through to 2005); and the 2004 cohort (in which the Year 11 students of 2004 were tracked through to 2006).

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 1.1).

In Table 1.1, the pathways that students followed are made up of the following:

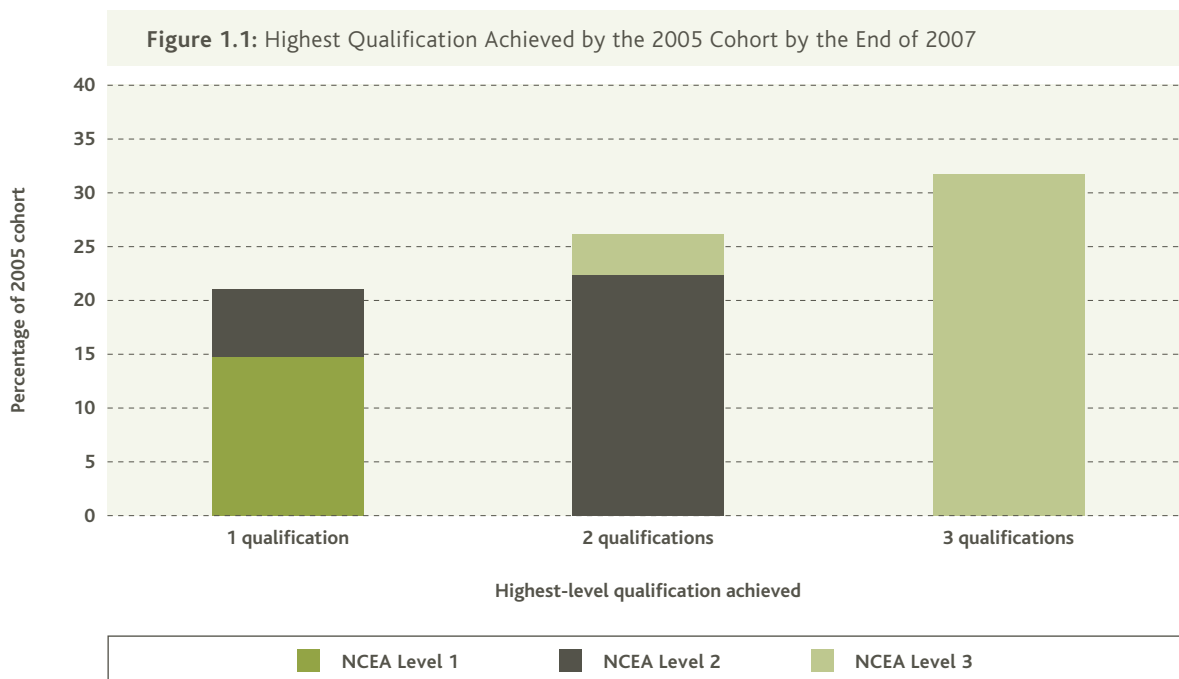
- > qualification (dark colour) – the student gained a national certificate (usually NCEA) in the year¹⁴
- > credits (light colour) – the student gained credits but did not complete a national certificate in the year
- > no participation (no colour) – the student did not gain credits or a qualification in Year 12 or Year 13.

Table 1.1: Pathways to Achievement Taken by the 2005 Cohort

	Year 11	Year 12	Year 13	Proportion %
Three qualifications				32
Path 1	Qualification	Qualification	Qualification	32
Two qualifications				26
Path 2	Qualification	Qualification	Credits	10
Path 3	Qualification	Qualification	No participation	8
Path 4	Credits	Qualification	Qualification	5
Path 5	Qualification	Credits	Qualification	3
Path 6	Qualification	No participation	Qualification	0
One qualification				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	4
Path 11	Credits	Credits	Qualification	2
Path 12	Qualification	Credits	Credits	1
Path 13	Credits	No participation	Qualification	0
Path 14	Qualification	No participation	Credits	0
No qualification				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

¹³ 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.

¹⁴ 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).



Nearly a third (32 percent) of the 2005 cohort achieved three qualifications by the end of Year 13 (see Figure 1.1). This is an increase of six percentage points over the 2002 cohort, 26 percent of whom achieved three qualifications.

A further 26 percent of the 2005 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 (paths 2 and 3 in Table 1.1). Some of the students who do not return to NCEA 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. A minority had a Level 3 qualification as their highest qualification (see Figure 1.1).

Just over one-fifth of the 2005 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 1.1). However, a small number of students

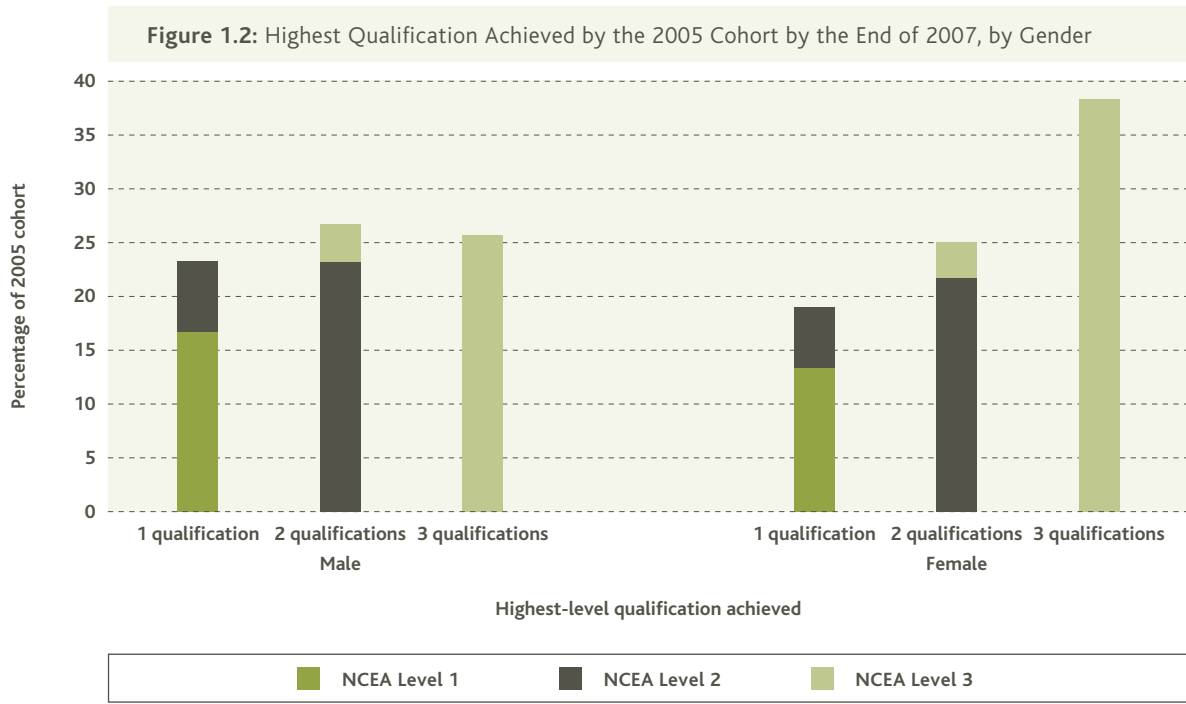
(2 percent) did gain their first qualification on the NQF after three years of study.

Most of the students with one qualification had gained a Level 1 qualification (15 percent). Most of the rest had a Level 2 qualification (6 percent), with a handful gaining a Level 3 qualification.

Just over one-fifth (21 percent) of the students in the 2005 cohort did not achieve a qualification on the NQF by the end of Year 13. Most of this group left study after their first senior secondary year. A minority returned for a second year before leaving.

A quarter of the group 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 took 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 (38 percent compared with 26 percent – see Figure 1.2).



Only 14 percent of Māori students in the cohort gained three qualifications compared with 36 percent of non-Māori students (see Figure 1.3). This is a small improvement compared with the 2004 cohort. Māori students remain more likely to gain no qualifications than non-Māori students (37 percent compared with 12 percent).

Only 15 percent of Pasifika students gained three qualifications compared with 34 percent of non-Pasifika students (see Figure 1.4). This is a small improvement on the 2004 Pasifika cohort rate (12 percent). Pasifika students were more likely (29 percent) than non-Pasifika students (26 percent) to gain two qualifications by the end of Year 13. Pasifika students were more likely to take three years to gain the two qualifications (see path 4 on Table 1.1).

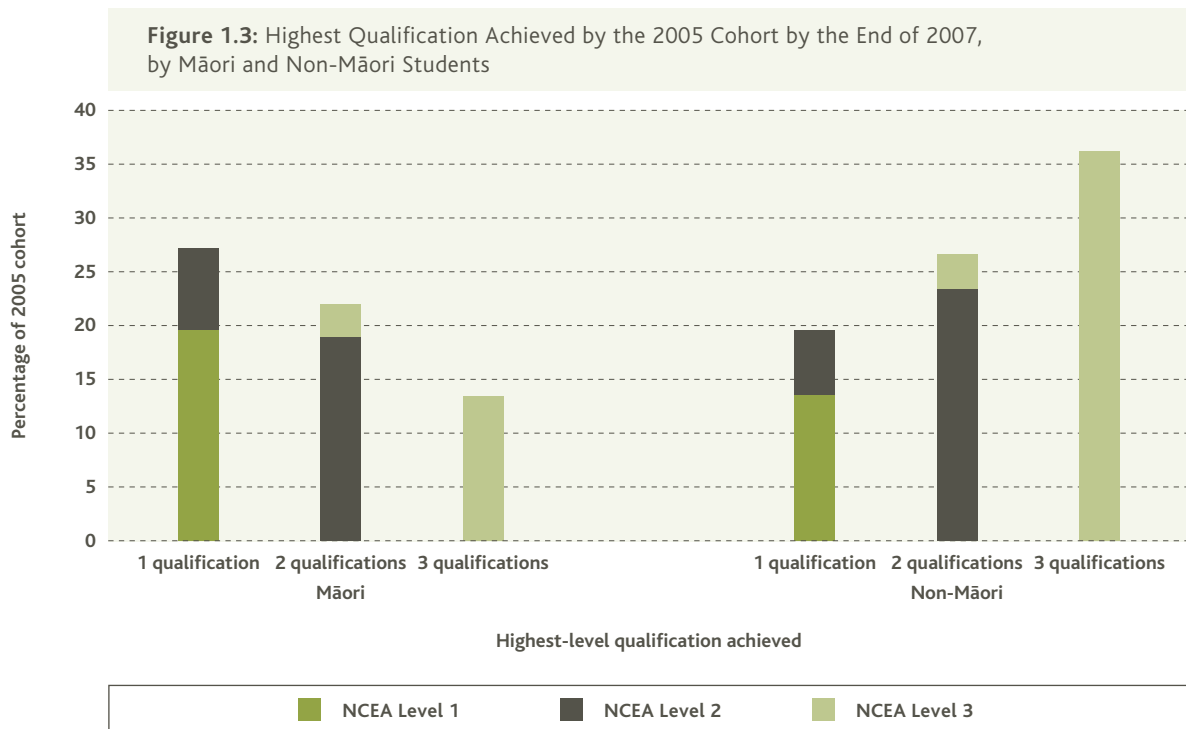
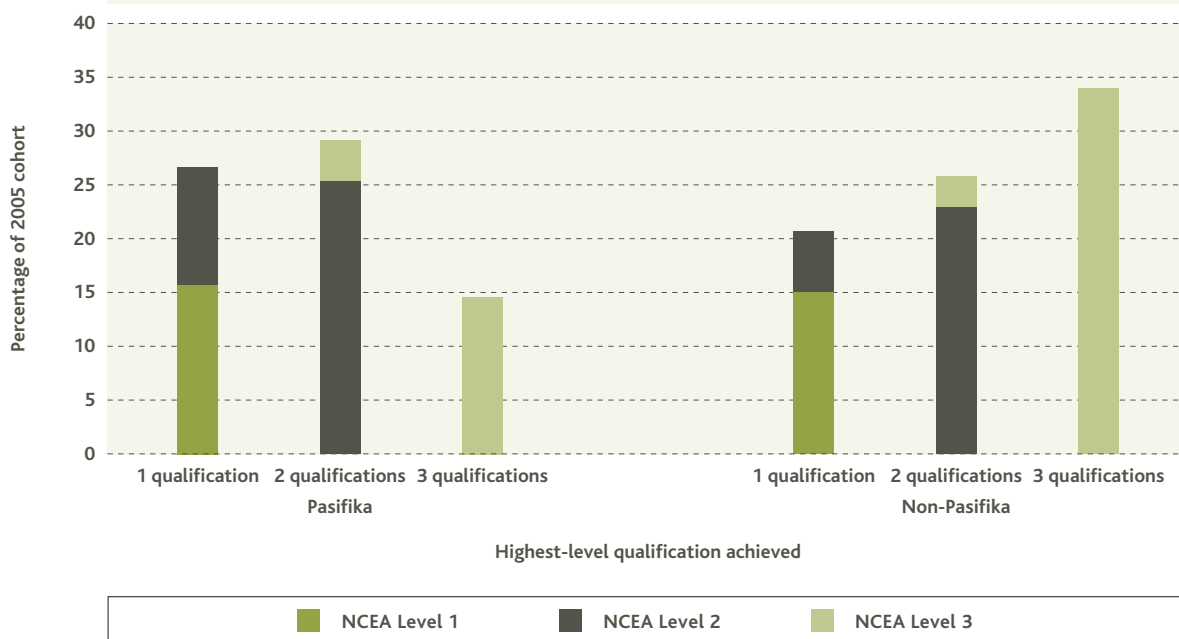


Figure 1.4: Highest Qualification Achieved by the 2005 Cohort by the End of 2007, by Pasifika and Non-Pasifika Students



Impact of Te Kōtahitanga on NCEA Level 1 Achievement

Te Kōtahitanga, a professional development project for teachers referred to on page 44, began in 2001 and focuses on students in Years 9 and 10. It has contributed insights into the effective teaching practices that work well for and with Māori learners and into high-quality professional development overall.

Research¹⁵ on the 12 schools involved in Te Kōtahitanga since 2001 shows NCEA Level 1 achievement rates increased from 49 percent in 2005 to 60 percent in 2006 and 62 percent in 2007 for all students in Year 11 taught by Te Kōtahitanga teachers for all their secondary schooling.



International Students

International students can be divided into two sub-groups – international fee-paying students (IFP) and fee-exempt students (for example, exchange students and dependents of diplomats). Currently IFP students are the only group of international students for whom NCEA achievement data can be analysed. These students make up a relatively small proportion of students in senior secondary study. IFP students come to New Zealand with a range of goals: some are seeking a high-quality education while some want to experience a different lifestyle and culture for a year. Most come from a non-English-speaking background and do not have advanced English language skills while undertaking senior secondary study.¹⁶

The proportion of Year 12 and 13 IFP students who have gained an NCEA qualification at a typical level or higher has decreased since 2005, and the proportion who have met the university entrance requirements by the end of Year 13 has also decreased over the last three years (see Table 1.2).

¹⁵ Timperley, H., Wilson, A., Barrar, H. and Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)*. Wellington: Ministry of Education.

¹⁶ Ministry of Education (2008). *Experiences of International Students in New Zealand: Report 2007, on the Results of the National Survey*. Wellington: Ministry of Education.

Table 1.2: Typical Level¹⁷ or Higher NCEA Qualifications Gained by IFP Students, 2005–2007

International Fee-paying Students	2005		2006		2007	
	Student Roll	Gained a Typical Level or Higher NCEA %	Student Roll	Gained a Typical Level or Higher NCEA %	Student Roll	Gained a Typical Level or Higher NCEA %
Year 11	1 656	32.4	1 475	33.0	1 393	32.8
Year 12	2 449	37.7	2 079	39.2	2 200	34.9
Year 13	2 396	40.3	1 946	37.8	1 884	35.2

SCHOOL LEAVERS IN 2007

School leaver data provides a way of measuring the cumulative performances of students. 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 2007 school leavers (Table 1.3) supports a positive trend, as evidence shows that attainment levels continue to improve.

Key indicators suggest that the different type of assessment and resulting flexibility offered by NCEA is having a positive impact, with a greater proportion of leavers attaining NCEA Level 3 or a university entrance standard and fewer leaving with no attainment since NCEA's introduction.

Table 1.3: Highest Attainment of School Leavers, 2007

Highest Attainment of School Leavers	European/Pākehā %	Māori %	Pasifika %	Asian %	Other %	All School Leavers %
University entrance standard, Level 3 qualification or higher ¹⁸	44	18	20	66	37	39
Halfway to a Level 3 qualification	7	8	15	9	13	9
Level 2 qualification	19	17	21	11	18	18
Halfway to a Level 2 qualification ¹⁹	8	12	14	5	10	9
Level 1 qualification	7	9	4	2	4	7
Halfway to a Level 1 qualification ²⁰	7	15	12	3	6	8
Less than halfway to a Level 1 qualification	4	10	8	2	5	5
Little or no formal attainment	4	10	6	3	7	5
Total	100	100	100	100	100	100

¹⁷ The typical level for Year 11 students is Level 1, for Year 12 students it is Level 2 and for Year 13 students it is Level 3.

¹⁸ 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 New Zealand Scholarship.

¹⁹ Includes leavers with Year 12 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas award.

²⁰ Includes leavers with Year 11 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas award.

Table 1.4: School Leavers with Less than a Level 1 Qualification, 2007

Group		Less Than a Level 1 Qualification %
All students		18
Gender	Male	21
	Female	16
School decile group	1–3	31
	4–7	20
	8–10	10
Ethnic group	European/Pākehā	14
	Māori	35
	Pasifika	26
	Asian	8
	Other	19

School Leavers with Little or No Formal Attainment²¹

The proportion of school leavers with little or no formal attainment in 2007 halved from 2006 (see Figure 1.5). This result caps five years of steady improvement in reducing the proportion of school leavers in this group (from 15 percent in 2003 to 5 percent in 2007).

The proportions of Māori and Pasifika students leaving with little or no formal attainment have also improved considerably. In 2003, 30 percent of Māori and 21 percent of Pasifika school leavers had little or no formal attainment. In 2007, this reduced to 10 percent of Māori and 6 percent of Pasifika school leavers.

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 of these school leavers are likely to continue their education through tertiary education providers in preference to pursuing secondary school qualifications. However, a number will attempt to become part of the workforce; these individuals may experience difficulties both in gaining employment and in sustaining this over the long term. Measuring school leavers with no qualifications as a percentage of total school leavers in a year helps identify the job-readiness of the future labour force.



The number of students leaving without a qualification reduced to 18 percent in 2007 (Table 1.4), compared with 25 percent of 2006 school leavers and 27 percent of 2005 school leavers.

Māori and Pasifika students continue to be over-represented among the students leaving school without qualifications. In 2007, 35 percent of Māori school leavers had attained less than a Level 1 qualification, compared with 44 percent in 2006. There was a similar change for Pasifika students: 26 percent of 2007 Pasifika school leavers attained less than a Level 1 qualification, compared with 32 percent in 2006.

School Leavers with NCEA Level 2 or a Higher Qualification

Sixty-six percent of school leavers in 2007 had an NCEA Level 2 or higher qualification, compared with 60 percent in 2006 and 57 percent in 2005.

Māori school leavers are still not achieving as well as other ethnic groups, but they experienced the biggest relative change between 2006 and 2007. In 2007, 44 percent of Māori school leavers had attained a Level 2 qualification or higher, compared with 37 percent in 2006.

Attainment also improved among Pasifika school leavers. In 2007, 56 percent of Pasifika school leavers attained a Level 2 qualification or higher, compared with 50 percent in 2006.

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. As the Staying at School section sets out on page 30, 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 Level 2 NCEA have limited educational and job prospects.

²¹ From 2005 this includes students with 0–13 credits at Level 1, 2 or 3. Between 2002 and 2004, this included students with 0–13 credits at Level 1 only. Prior to 2002, this included students who had not attained at least one School Certificate pass or who had fewer than 12 credits at NCEA Level 1.

Figure 1.5: School Leavers with Little or No Formal Attainment by Ethnic Group, 1993–2007

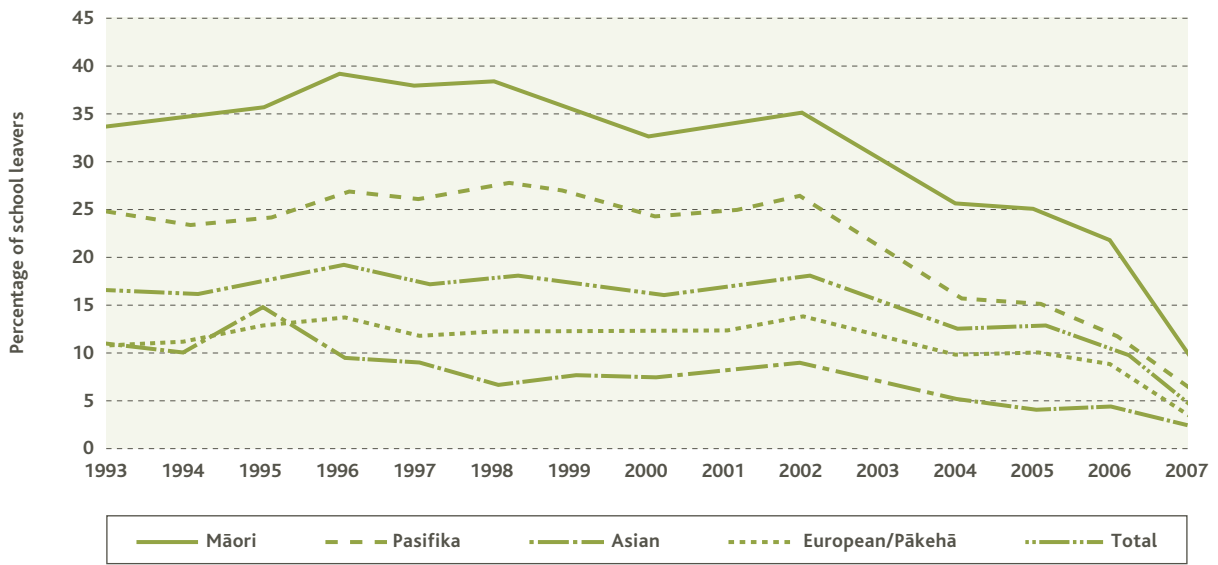
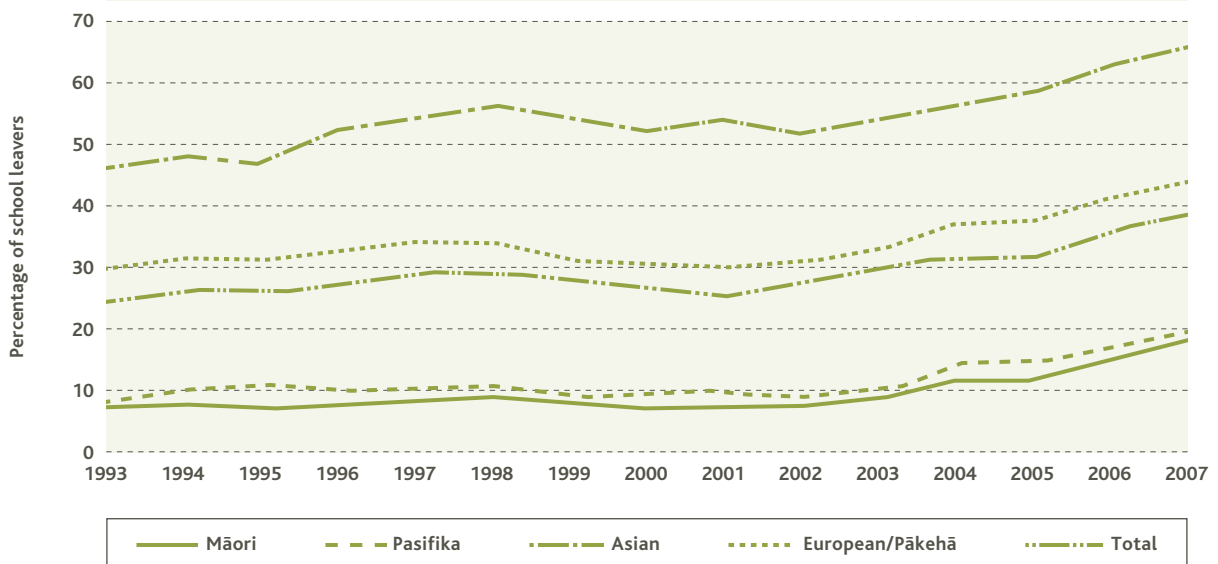


Figure 1.6: School Leavers with a University Entrance Standard or a Higher Qualification by Ethnic Group, 1993–2007



School Leavers Achieving a University Entrance Standard or a Higher Qualification

Students who achieve a university entrance standard or an equivalent level of attainment²² can enter directly into degree-level tertiary study.

In 2007, 39 percent of school leavers achieved an entrance qualification, compared with 29 percent in 2003 (Figure 1.6). Female students achieved at higher rates than males, with 45 percent attaining at least a university entrance qualification, compared with 33 percent of male students.

TRANSITIONS TO TERTIARY EDUCATION

A study looking at transitions to tertiary education by students who studied on the NQF focused on the links between achievement at school and achievement in tertiary education.²³ The combination of expected percentile,²⁴ tertiary field of study and study load were the most predictive factors for whether students would pass all of their first-year degree courses. Level 3 results were more predictive of first-year degree student pass rates than Level 1 or Level 2 results. Students who left school with NCEA Level 3 and university entrance were more likely to pass all of their courses than those with university entrance but no NCEA Level 3.

CONCLUSION

Initiatives focused in the areas of literacy and numeracy are making a difference in those schools that are involved. However, analysis of sub-groups of students reveals some students remain at risk. Evidence suggests that work is required to ensure the necessary support for these students and this is currently under consideration.

Since the introduction of NCEA more students have left school with qualifications. After close to 20 years with little or no change, the proportion of students leaving with little or no formal attainment has dropped from 18 percent to 5 percent. Thirty-nine percent of school leavers in 2007 attained a university entrance standard or a Level 3 qualification.

WHERE TO FIND OUT MORE

Visit 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 little or no attainment
- > 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



²² Students are required to meet the university entrance standard, as established by the New Zealand Vice-Chancellors' Committee.

²³ Scott, D. (2008). *How Does Achievement at School Affect Achievement in Tertiary Education?* Wellington: Ministry of Education.

²⁴ Expected percentile is a measure of academic performance which is based upon a student's performance in individual achievement standards. For more detail, refer to Scott, D. (2008). *How Does Achievement at School Affect Achievement in Tertiary Education?* Wellington: Ministry of Education.

Student, Family and Community Engagement



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 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.

STUDENT ENGAGEMENT

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.

Students' attitudes, interests and liking for a subject have a strong bearing on their achievement. NEMP 2007 looked at Years 4 and 8 students' curriculum preferences and perceptions of achievement in the areas of graphs, tables and maps,²⁵ visual arts²⁶ and science.²⁷

²⁵ Smith, J., Crooks, T. and Flockton, L. (2008). *National Education Monitoring Project Graphs, Tables and Maps Assessment Results 2007*. Dunedin: Educational Assessment Research Unit.

²⁶ Smith, J., Crooks, T. and Flockton, L. (2008). *National Education Monitoring Project Visual Arts Assessment Results 2007*. Dunedin: Educational Assessment Research Unit.

²⁷ Crooks, T., Smith, J. and Flockton, L. (2008). *National Education Monitoring Project Science Assessment Results 2007*. Dunedin: Educational Assessment Research Unit.





Students preferred physical education, followed by visual arts and maths at Year 4 and technology at Year 8. Health, social studies and speaking were favoured least.

Art remains hugely popular with Year 4 students, with 76 percent saying they liked it 'heaps' and 71 percent saying they would like to do more of it. Year 4 results were remarkably consistent between 1999 and 2007. Students' self-perceptions of their artistic abilities and the popularity of art drop fairly dramatically by Year 8, but art is still popular, with 44 percent saying they like it 'heaps' and 50 percent saying they would like to do more. Although the Year 8 results for 2007 and 2003 are similar, there has been a decline in enthusiasm and perception since 2003, which, in turn, was lower than 1999. Students said that they are most likely to see art at school rather than elsewhere.

Year 4 students were generally very positive about science at school, with 64 percent saying they liked doing it and 71 percent saying they would like to do more at school. They were less confident that they learned a lot of science at school, however; only 24 percent said they learned 'heaps' and 12 percent said their class did really good things in science 'heaps'. An increasing proportion of students over the last eight years felt that they had very limited opportunities to learn science; 16 percent said they had learned 'very little' in science at school in 2007 compared with 8 percent in 1999; and 15 percent said they 'never' did really good things in science compared with 5 percent in 1999.

Year 8 students were less positive about science at school, a common trend among national monitoring surveys. Older students tend to be more discerning and critical, as well as more realistic of their own

abilities. However, the trends across time mirrored the changes monitored in Year 4 students; the number of students particularly enjoying science between 1999 and 2007 dropped from 37 percent to 24 percent and the number who said their class 'never' did really good things in science rose from 8 percent to 16 percent.

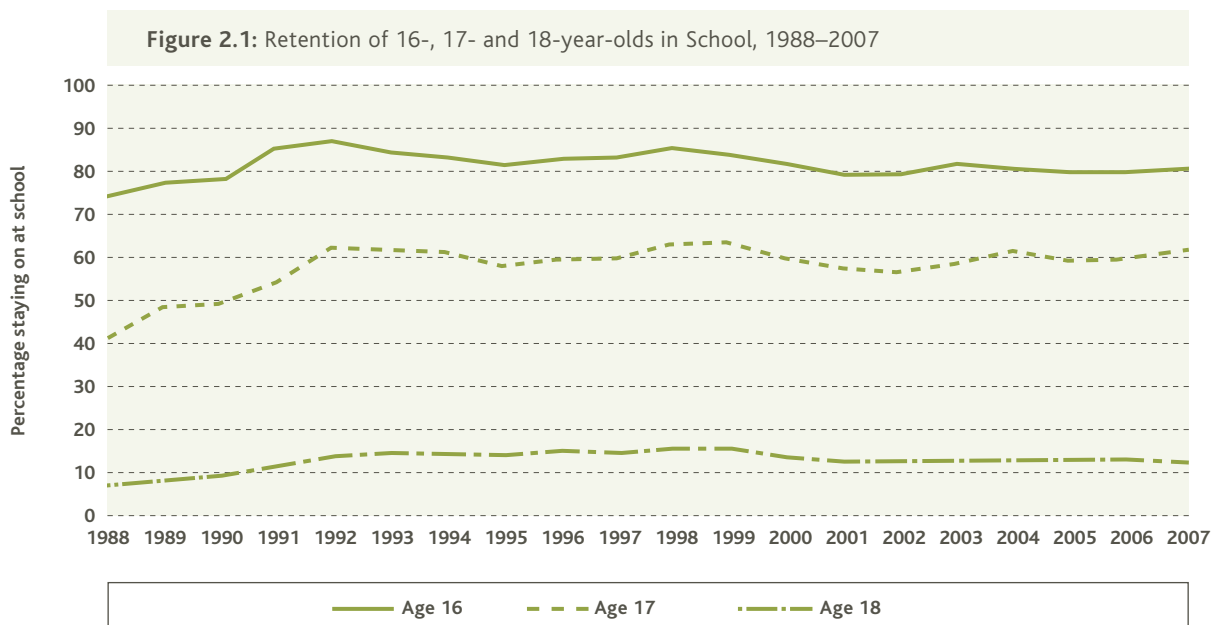
ENGAGEMENT AT SCHOOL

Participating in education is fundamental to student achievement. Most indicators show that 80–90 percent of New Zealand students appear to be 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.

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

In 2007, 81 percent of 16-year-olds, 61 percent of 17-year-olds and 13 percent of 18-year-olds stayed on at school. Figure 2.1 shows that the apparent rate of retention of 16-year-olds, 17-year-olds and 18-year-olds has been steady over the past four years, although it has dropped slightly since the late 1990s.



Measuring Retention

The historical measures of student retention in senior secondary schools to age 16, age 17 and age 18 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, 17.5 and 18.5 (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, net migration can affect results.

In 2007 schools used a new method of electronic student roll collection to submit disaggregated school leaver data. Table 2.1 shows the results, for different methods, for the proportions of students remaining at school at these three ages in 2007.

Table 2.1: Comparing School Retention Measures, 2007

Ethnic Group	Proportion of Students Retained to Age Disaggregate Data			Apparent Retention as Percentage of Age 14 Roll Aggregate Data		
	16.0 %	17.0 %	18.0 %	16.5 %	17.5 %	18.5 %
Māori	91	58	24	63	39	9
Pasifika	96	80	44	86	68	18
Total	96	75	37	81	61	13



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 disaggregate data and 16.0 in the aggregate data).

In 2007 there was improved retention to age 16, due to the reduction in the number of early leavers (see Early Leavers, page 30). Regardless of the source, it is clear that Māori student retention rates are lower than non-Māori – and that situation is not improving.

Managing Student Enrolments

A central electronic register for 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 students miss out on

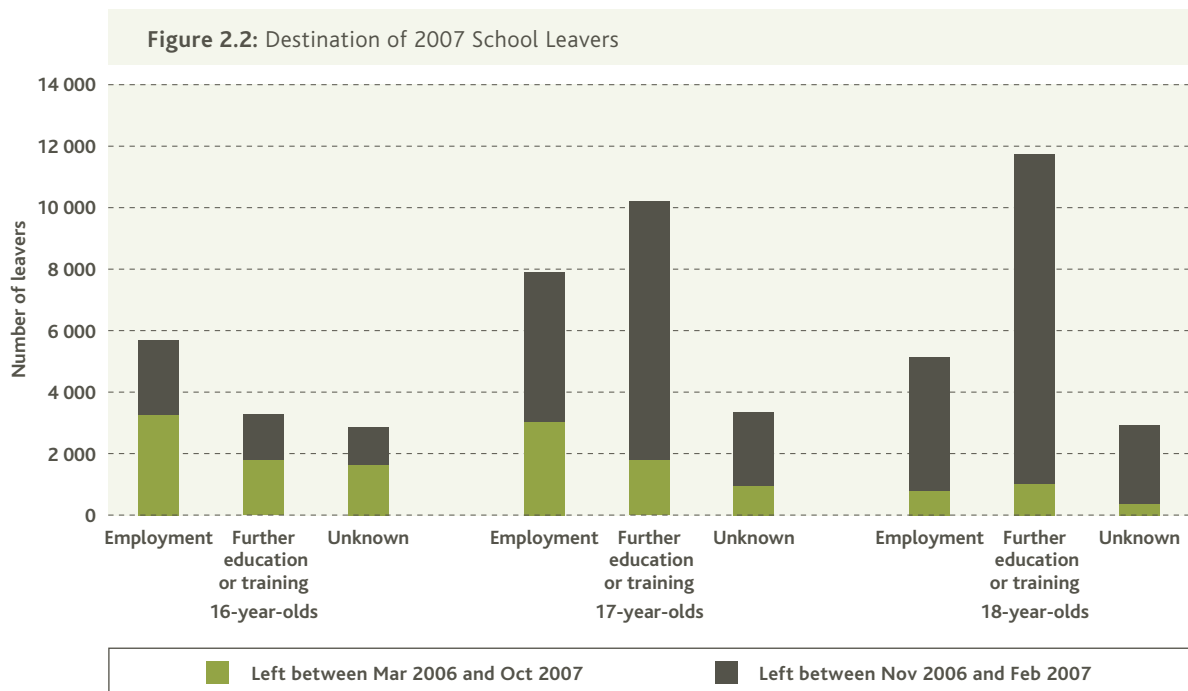
- > because ENROL records the actual date a student leaves school, it will be useful for analysing leaving patterns.

Secondary schools have used ENROL since July 2006, and we can quantify the stated destination of 2007 school leavers²⁸ with it. Of these, 13,700 left school during the academic year, before 1 November 2007, and a further 43,300 left school at the end of the year and had not enrolled in school by 1 March 2008.

Around 50 percent of 2007 school leavers who left during the academic year stated employment as their destination. Figure 2.2 shows the 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 or training.

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.



²⁸ Statistics on school leavers count students leaving between 1 March and the end of February. Hence, 2007 school leavers left school between 1 March 2007 and 29 February 2008.

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 recent Ministry of Education attendance surveys show that around 4 percent of students are truant 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.

There are legal and regulatory requirements relating to school attendance in the Education Act 1989, Attendance Regulations 1951 and National Administration Guidelines (NAGs). Under the Education Act 1989, parents and carers of children between age six and 16 can be prosecuted if they keep letting their child be away from school without good reason.

There is a variety of strategies and resources in place to support schools to manage attendance and truancy, including District Truancy Services (DTS), ENROL, Non-enrolment Truancy Service, Student Engagement Initiative (SEI), Electronic Attendance Register and Attendance Guidelines.

The Ministry of Education provides \$4.5 million (Crown) per annum to support 89 DTS across New Zealand. DTS support schools in managing students who are truant on a persistent or recurrent basis. All state schools are entitled to access their local DTS.

A student aged under 16 who is not enrolled at any school for 20 days or more is considered to be non-enrolled. The ENROL system notifies the Ministry of this.

Non-enrolment is not as simple as students not showing up at school. There are many reasons why students stay out of school, for example, health and family issues, transience and the effect of a sudden trauma (such as the death of a family member).

ENROL will, over time, generate better information about transient students, enrolment patterns among different groups of students and what happens to those who are not enrolled in the system for a significant time.

Alternative Education

Some students aged 13–15 with difficulties engaging with school can re-engage through an alternative education programme. Positive outcomes for students with significant barriers to learning include regular attendance and improved literacy and numeracy.

During 2007, 3,167 students were involved in alternative education. These students tended to be male and Māori, with half aged 14, two-thirds male and three-fifths Māori. Of the 3,167, 32 percent returned to an alternative education programme in 2008, 26 percent continued their education elsewhere (for example, with The Correspondence School or in a mainstream school) and 5 percent moved on to employment.





Staying at School

International evidence clearly 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.

New Zealanders aged 15–64 with higher qualifications have better employment prospects and incomes.²⁹ In 2007, the unemployment rate of those with a bachelor's degree or a higher qualification was 2.2 percent, compared with 2.5 percent for those with 'another tertiary' qualification, 3.8 percent for those with school qualifications and 6.3 percent for those with no qualifications. The median weekly income in 2007 was \$850 for those with a bachelor's or higher qualification, \$651 for those with a vocational or trade qualification, \$502 for those with another post-school qualification, \$378 for those with school qualifications and \$337 for those with no qualifications.³⁰

Early Leavers

After seven years without significant change, the number of 15-year-olds receiving early leaving exemptions halved in 2007.

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

- > interpreting the early leaving legislative criteria more strictly, setting a very high threshold for eligibility
- > ensuring direct contact between parents and Ministry staff at the first stage in the early leaving application process, to actively dissuade early leaving and support parents to find ways of keeping their children engaged in learning
- > encouraging alternatives to early leaving, such as a combination of school- and work-based learning.

The evidence so far suggests the new process has been successful. The demand for early leaving exemptions declined by 28 percent from 2006 to 2007, and the number of declined applications increased from less than 7 percent in 2006 to 36 percent in 2007. The net effect is that 3.2 percent of 15-year-olds were granted an early leaving exemption in 2007, a 50 percent reduction from 2006.

Consultation in 2006 with 15-year-old students granted early leaving exemptions, their caregivers and schools shows that, typically, early leavers are regular truants, struggle academically, experience difficult home lives, perceive school environments as 'exclusive' and are attracted to leave by money or friends outside school. These factors can contribute to their disengagement.³¹

When asked what could have changed or been done differently to encourage them to stay at school, three-quarters of all young people pointed to school-level factors. They would have liked the opportunity to study part time while working towards a post-school qualification, to have greater flexibility in the curriculum and to experience the world of work while still at school.

One-to-one career guidance and support from Career Services is newly available to students whose early leaving applications have been declined. The aim is to demonstrate the relevance of school-based learning to students and their families and keep these students engaged with schooling for longer.

²⁹ Statistics New Zealand, Household Labour Force Survey (June 2007 quarter).

³⁰ Statistics New Zealand, New Zealand Income Survey (June 2007 quarter).

³¹ TNS and Monarch Consulting (2006). *Consultation on 'Staying at School'*. Wellington: TNS and Monarch Consulting.



Youth Transition Services provides follow-up support to students whose early leaving applications are approved. The aim is to improve the assistance and guidance these young people receive as they move from school to other appropriate options.

Improving Student Engagement

The Suspension Reduction Initiative (SRI), established in 2001, aimed to reduce the disproportionate number of Māori students being suspended. Schools with historically high suspension rates for Māori students took part.

The SRI is now part of the SEI, a programme designed to reduce suspensions, exclusions and early leaving exemptions, and to increase attendance. Between 80 and 100 schools a year 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 rate³² for these schools dropped from 35 students per 1,000 in 2000 to 18 students per 1,000 in 2007, a reduction of 48 percent. This compares with a slight increase in the overall age-standardised suspension rate for secondary schools that have never been part of the SEI over the same period. For examples of good practice in SEI schools, see the case studies on page 39.

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 resources such as Gateway and STAR, and the curriculum's flexibility, to develop broad programmes of learning that work for their students.

In 2007, 16,587 school students undertook courses with tertiary providers through STAR and 8,239 students participated in work-based learning through Gateway.

Annette Joyce, principal of Rotorua Girls' High School, sees a 'feathering of the edges between secondary and tertiary' as being crucial to assisting retention.³³ Looking at its leaving data, the school observed a number of students applying for early leaving exemptions to attend a hairdressing course. Offering this as an option at school retained a group of students that otherwise would have left.

The course is designed to give students a taster of the industry and still has broad educational value. Annette describes this as finding 'the hook' that will keep her students 'engaged, motivated and learning'.



³² 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.

³³ Ministry of Education (2007). *Staying at School: Assisting Students to Reach their Full Potential: Eight New Zealand Case Studies*. Wellington: Ministry of Education.



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.

One of the most pressing issues our education system faces is supporting students considered to be at risk of educational and societal failure. Many of these students exhibit behaviour difficulties.³⁴

Schools, families and students share the responsibility for and responses to reducing disruptive behaviour, with the Ministry providing support and leadership. Positive school cultures or safe learning environments³⁵ require cross-school approaches to tackling bullying or poor behaviour. Best-practice schools are strong on all these elements.

The provision of targeted support for students with moderate and severe behaviour difficulties recognises and supports the additional workload for teachers. This support includes around 780 Resource Teachers: Learning and Behaviour (RTLB) who itinerate within clusters of schools, an enhanced programme fund, activity centres, Eliminating Violence programmes (around 40 schools) and the SEI.

Following the ERO evaluation of RTLB in 2004, the Ministry developed the RTLB Policy and Toolkit, which was rolled out to schools in 2007. Schools have reviewed their operational documents to align with this.

Schools and Special Education (GSE) are also working together to develop protocols, to ensure that students get the support they need. RTLB undertook joint professional development with GSE, including Effective Interventions for Challenging Behaviour (EICB) training. Other RTLB engaged with the Inservice Teacher Educator Practice Project (INSTEP), which aims to strengthen in-service teacher education practice. This enables RTLB to improve support to teachers, who can then better meet the needs of students. In the RTLB annual report,³⁶ 156 clusters commented on their satisfaction levels with the RTLB service. The majority said they were satisfied with the service RTLB provided, with ten clusters receiving 'excellent' ratings.

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. Research³⁷ shows that these behaviours are a high cost to individuals and society. Severe behaviour in childhood leads to poor adult outcomes. The recent report to government of the Advisory Group for Conduct Problems notes that the public cost of providing services to children with severe conduct problems is about ten times that for children of the same age without conduct problems.³⁸

³⁴ Macfarlane, A. (2007). *Discipline, Democracy and Diversity*. Wellington: New Zealand Council for Educational Research Press.

³⁵ Schools are responsible for the behaviour of their students. 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 for behaviour expected across the school. Professional leadership and effective teaching are key.

³⁶ Ministry of Education (2008). *Resource Teacher: Learning and Behaviour Annual Report 2006*. Wellington: Ministry of Education.

³⁷ Church, R. (2003). *The Definition, Diagnosis and Treatment of Children and Youth with Severe Behaviour Difficulties*. Wellington: Ministry of Education.

Meyers, L. and Evans, I. (2006). *Literature Review on Intervention with Challenging Behaviour in Children and Youth with Developmental Disabilities*. Wellington: Victoria University of Wellington.

³⁸ Advisory Group on Conduct Problems (2008). *Conduct Problems Best Practice Report 2008*. Wellington: Ministry of Social Development.



Support for students with severe behaviour problems includes:

- > B4 School Checks (Ministry of Health) – behaviour assessment for the under-fives
- > Incredible Years Parent Training Programme – an effective programme where 75 percent of children aged 3–8 years whose parents go through it return to a prosocial pathway
- > Severe Behaviour Service – 200 staff supporting 4,500 students
- > Interim Response Fund – introduced in 2007 to support and strengthen school systems, keep students engaged in schooling or re-engage students following significant challenging behavioural events; in the first year it supported 800 students
- > Special Education Professional Learning and Development programme – designed to upskill 430 behaviour specialists
- > Residential Behaviour Schools – involves three schools, 100 students per year
- > Project Early – two clusters including 90 students
- > Social Workers in Schools – 122 staff working with 330 low decile schools
- > High and Complex Needs Unit – jointly managed by the Ministries of Health, Education and Social Development.

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.³⁹ There is less bullying in schools where there is regular support for those who are bullied.⁴⁰

³⁹ 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.

⁴⁰ Slee, P. and Rigby, K. (1994). 'Peer Victimization at School' in *Australian Journal of Early Childhood*, 19(1), p3–10.

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

- > a whole-school approach takes a holistic view and helps to define school values, policies and practices, environment and partnerships. Effective teaching is about establishing a positive learning environment that engages all learners. Whole-school approaches involve all levels of the school community including students, staff, principals, boards of trustees, primary caregivers and the wider community
- > classroom-based interventions involve the specific implementation of a set of curriculum resources or programmes to support the development of good social, emotional and life skills. They focus on key competencies such as managing self and relating to others
- > targeted interventions focus on the needs of students who are considered at higher risk of being bullied or becoming bullies. The primary aim is to foster improved coping skills and empower all students to learn and achieve personal excellence, regardless of their individual circumstances.

Schools can access the Supporting Positive Behaviours website for a range of evidence-based programmes to support building positive school cultures and manage bullying. It includes: New Zealand anti-bullying initiatives; resources and toolkits for New Zealand schools to reduce bullying and support positive learning environments; and international reading.

Kia Kaha, a New Zealand Police initiative, uses a whole-school approach to create a supportive climate. Teachers and Police Education Officers (PEOs) support the initiative through classroom curricula and student activities. A review of the Kia Kaha programme was carried out in 2005–2007, and compared bullying in 27 schools that had been in the programme for the three years with bullying in 22 schools that had not.⁴¹ The review showed that the Kia Kaha schools experienced:

- > significantly less student victimisation by bullies
- > a positive effect on school climate
- > increased self-esteem and improved attitudes toward victims among students.

Creating a safe environment for reporting bullying helped to achieve these benefits. The evaluation also found that the flexibility of the programme and the support provided by PEOs were strengths.

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 3 percent being stood-down in 2007.

The age-standardised stand-down rate⁴² increased from 26.0 students per 1,000 in 2000 to 31.3 students per 1,000 in 2006 but decreased to 29.3 students per 1,000 in 2007.

As in previous years, the most common reported behaviours that lead to a stand-down were continual disobedience, physical assault of other students and verbal abuse of a teacher. One of these three reasons was reported in 65 percent of all stand-downs in 2007.

The age-standardised suspension rate has decreased by 17 percent since 2000 (7.9 students per 1,000 in 2000 compared with 6.6 students per 1,000 in 2007), including a 6.1 percent reduction from 2006 to 2007.

The most common reported behaviours leading to a suspension in 2007 were continual disobedience, misuse of drugs and physical assault of other students. Between 2000 and 2007 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 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 two-thirds involved students in the 13–15-year-old age group.

⁴¹ Raskauskas, J. (2007). *Evaluation of Kia Kaha Anti-bullying Programme for Students in Years 5–8*. Wellington: New Zealand Police.

⁴² 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.



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 almost five times more likely to be suspended than students from decile 9 and 10 schools.

Māori students have the highest rate of suspensions and stand-downs. In 2007, the age-standardised suspension rate for Māori students (14.4 students per 1,000) was 1.7 times higher than Pasifika students (8.7 students per 1,000) and 3.6 times higher than European/Pākehā students (4.0 students per 1,000). Similarly, the age-standardised stand-down rate for Māori students (55.3 per 1,000) was 1.5 times higher than Pasifika students (37.5 students per 1,000) and 2.6 times higher than European/Pākehā students (21.0 per 1,000). Suspension and stand-down rates for Asian students are low.

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.

ENGAGING FAMILIES AND COMMUNITIES

At 1 July 2007, 759,906 students were enrolled in New Zealand schools, including those in alternative education, IFP students, adult students, gifted 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 diversity and build partnerships with families and communities to engage all of these students in compulsory schooling.

Connecting what goes on at school with students' lives, parents, whānau and communities can make teaching and learning more relevant and effective. Research shows that families and whānau who play an important part in monitoring their children's progress at school are more likely to have children who are successful learners. 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.





Home–School Partnerships

As yet there is little clear evidence for what sort of involvement makes a difference to student achievement.⁴³ Research suggests, however, that successful home–school partnerships display many of the following features:

- > collaborative and mutually respectful relationships between school and home
- > multiple dimensions and responsiveness to community needs
- > being well-planned, embedded within whole-school development plans, well resourced and reviewed regularly
- > effective parental engagement, which happens mainly at home
- > timely two-way communication between school and parents.

ERO evaluated⁴⁴ schools' engagement with parents, whānau and communities at 233 schools in 2007. This included meetings and discussions with parents, whānau and communities as well as with school personnel.

ERO found that parents, whānau and communities have high expectations that schools will support their children to become successful learners. Parents are usually pleased and willing to attend school events and support activities such as fundraising. Relationships that focus on children's learning and achievement are most highly valued.

Parents and families noted that their involvement with school decreased as their children moved from primary to intermediate and on to secondary.

Where partnerships between families and schools worked well, the benefits for students included:

- > having their parents, whānau and communities notice and celebrate their successes and achievements
- > feeling more motivated and engaged at school
- > talking about their school work at home
- > feeling more confident about their school work
- > finding transitions between schools easier
- > wanting to stay longer at school.

⁴³ Bull, A., Brooking, K. and Campbell, R. (2008). *Successful Home–School Partnerships*. Wellington: Ministry of Education.

⁴⁴ Education Review Office (2008). *Partners in Learning: Schools' Engagement with Parents, Whānau and Communities*. Wellington: Education Review Office.

Parents' initial experiences often determine the relationship they have with their child's school and teacher(s). Times of transition into school, between classes and between schools are crucial to the establishment of meaningful and respectful relationships. Positive experiences at this early stage generally lead to beneficial home-school partnerships.

ERO found that schools with very diverse communities had some of the most successful practices for engaging parents, whānau and families in ways that bridged cultural, language and socio-economic diversity. Their strategies built relationships, broke down barriers and gave parents the confidence to become involved in their children's learning.

ERO also found that there are challenges to successful engagement. The most important challenge for schools was finding ways to involve and engage all parents, whānau and communities. The most challenging group were families that were 'hard to reach' or difficult to involve for various reasons. For parents, whānau and communities, the most significant challenges were: having the time to sustain engagement; living some distance from the school; developing and maintaining effective communication with the school; and feeling at ease in their child's school environment. Parents believed that better communication, a more inclusive school environment and increased opportunities for involvement in their child's learning could strengthen their partnership with schools.

CONCLUSION

Although most New Zealand students are actively engaged in education, educators face a number of challenges, especially around disciplinary issues, including student safety, school environment and managing difficult behaviours.

Professional leadership and effective teaching are key. The most effective interventions involving students, parents, family and whānau are those made early.

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

WHERE TO FIND OUT MORE

Visit www.educationcounts.govt.nz

Indicators

Student Participation

- > 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

Supporting Positive Behaviours – Information

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

Positive Engagement Case Studies

These are examples of good practice from four SEI schools. Each school has focused on student retention and achievement, and improved the way they support students in their individual pathways. They have used student data to revise their student behaviour management policies and help students and their families overcome the cycle of disruptive behaviour.

Tangaroa College

Tangaroa College is a decile 1 secondary school in South Auckland where Pasifika students make up a significant proportion of the school roll (82 percent in 2007).

The school has been part of the SEI since 2001. During that time it has reduced its suspensions per 1,000 students from 36 in 2001 to 5 in 2007, and among Pasifika students from 31 in 2001 to 2 in 2007.

Keeping students engaged in learning and alert to educational opportunities is at the forefront of the school's thinking. It focuses on a positive first point of contact with families by relating it to student engagement and achievement. Twice a year, at the start of term one and the end of term three, the senior leadership team and academic deans conduct personal interviews with each senior student and their caregivers, with the emphasis on academic goal-setting both now and in the future. Parents, students and teachers are also involved.

The school reports that the focus of conversations between students, staff and community is on student engagement, and links between student attendance and achievement are being made. As a result students' attendance and achievement has improved.

The approach has helped students make the connection between career possibilities and their courses and studies. They feel more ownership of their learning as they can link it to their future prospects. Together with their families, they better understand the need for some subject choices that initially appear unrelated to a future career.

The school sees early contact with families as a key factor in resolving behavioural issues without resorting to stand-downs and suspensions. Senior and middle management work closely together to provide targeted support for students with learning and behavioural needs. After an initial interview, the students link up with a suitable support person employed by the school for ongoing mentoring, such as a youth worker, social worker, dean or guidance counsellor. An important part of this process is working with the student and their family to plan a learning pathway. This ongoing support appears to help these students understand the importance of

learning and ensure that they choose appropriate courses of study.

Otumoetai College

Otumoetai College is a decile 8 secondary school in Tauranga. It was part of the SRI in 2001–2004, based on its 2000 suspension rates, which were then 16 per 1,000 students and 68 per 1,000 for Māori students.

By 2004 the Ministry identified Otumoetai College as a good-practice school because suspensions had dropped to one per 1,000 students. The school was also monitoring and analysing data more carefully and could identify trends and activities. They did not receive SEI funding after 2005, but the school continues to commit funds to ensure they meet all students' learning and pastoral care needs and treat each student as an individual. They also continue to attend annual SEI conferences to share their good practice and learn new ideas.

Data collection and analysis, and observation of behaviours indicated to senior management that no one project would meet the needs of all at-risk students. Over the years the school has tried a number of approaches to meet the varied demands of their students. Most they have retained and others were either discarded or adapted. Some examples follow:

- > a teacher aide was appointed to liaise with whānau and students who were at risk of suspensions. The aide facilitates interventions such as arranging counselling or helps to build new relationships
- > a learning assistance programme was set up and a programme facilitator appointed to develop a meaningful curriculum for Year 9 and 10 home rooms. This programme is also designed to help the transition from intermediate and has a strong focus on literacy and numeracy
- > a Learning Support Centre was established and is now very strong. It aims to identify the individual learning needs of every student and keeps staff informed. This programme deals with every student, not just those in the home rooms, and is a part of establishing individual pathways for them
- > staff professional development over the last seven years has focused on teaching and learning. It is designed to help staff meet the needs of all students in their classes in different ways, and includes a Māori values model. Developing teaching methods to meet the diverse learning styles of students is paramount, which is why professional development concentrates on learning goals, differentiation and formative assessment

- > two new senior administrators have strengthened the pastoral care team and lightened the load of deputy principals and deans. They provide support, guidance, pathways and other appropriate interventions for students at risk and facilitate communications across the school's many programmes. This has enabled the school to explore alternatives to suspension
- > an evening to recognise Māori achievement was held in 2007, based on the Kaipara College model,⁴⁵ and was hugely successful with both Māori and European/Pākehā
- > a deputy principal is responsible for developing student leadership at all year levels, allowing students of all ages to excel in a range of areas
- > the school is also involved in a number of other initiatives including School Support Services, the NDP and the Ministry initiative on student health and well-being
- > senior management, the pastoral care team and a rapidly increasing number of teaching staff are now committed to rehabilitation and restorative practices for student management. The move began two years ago and is school wide but, as the restorative training indicates, it will take up to five years to implement fully
- > the school found that drug counselling and regular drug testing for those caught with drugs did not help students commit to change. Rehabilitation and dealing with the problem through the students and their parents is seen as a much more constructive option.

Suspension rates at Otumoetai dropped because there was a commitment to change the whole ethos of the college. The current school climate has evolved out of a commitment by management and staff to bring about change by not being scared to experiment with new ideas and approaches, to reflect on their success and failures, and to recognise that each student is an individual with individual needs. The school has consolidated good ideas and continues to explore ways for students to succeed and achieve in positive ways.

Wanganui City College and Cullinane College

Wanganui City College and Cullinane College are two low decile schools in Wanganui, with rolls of 500 and 300 students respectively. Over 40 percent of students are Māori in both schools.

These schools have identified their highly at-risk students and together put a strategy in place to support those students in their mainstream schooling.

Wanganui City College's programme is called Tumataara. Cullinane College's programmes are called Encounter for Year 9s and Navigator for Year 10s. As a result of these programmes, which have minor differences in structure, both schools have seen improvements in achievement, behaviour, attendance and retention.

In 2005, staff at the two schools each identified around 12 students whose behaviour and learning issues put them at high risk of suspension. These students also had a negative impact on their classes and the hauora (well-being) of other students.

They put in place the following:

- > students 'check in' with assigned staff for the first period each Monday. They debrief the trauma/drama/hassles of the weekend, set some goals for the week and strategise about any trouble that might be brewing for the students
- > students attend their usual classes and carry a tracking sheet. They get one point for turning up on time, one point for having the right gear, one point for appropriate participation in class and a further point for completing work. Students and staff set goals for a gradual points improvement each week
- > teachers are supported to use positive and effective strategies with the students in their classes, and to reinforce the behaviours that the tracking sheet measures
- > students also check in with staff on a Wednesday, and together they deal with any emerging issues. Because Tumataara and Encounter are timetabled as an option class, they might do social skills work, extra literacy work or extra physical education

⁴⁵ An end-of-year celebration evening to honour the success and achievements of Māori teenagers, but where all students and family are welcome, held annually at Kaipara College since 2002. <http://www.edgazette.govt.nz/articles.php?action=view&id=7025>



- > an alcohol and other drug worker from the district health board runs a small group intervention with the students when needed
- > on a Friday afternoon students who achieve their points goal are rewarded. This could be a family-based reward, a school-based activity or an off-site activity
- > caregivers and families are 'in the loop' and join in a celebration at the end of the year
- > there has also been intensive classroom-based professional development in effective teaching.

A 2007 evaluation of the initiatives found that:

- > attendance rates increased from 78 percent in Year 9 (2006) to 88 percent in Year 10 (2007)

- > behaviour/discipline incidents, which were high (average 7.4 per student) in term one, decreased markedly in terms two to four. There were an average of four recorded incidents per student in the second half of the year
- > across several literacy and numeracy assessments, students' average progress ranged from 0.6 to 1.2 stanines over the year.

Over the last three years, NCEA achievement rates have improved markedly to be ahead of decile norms in most fields.

The SEI and Innovations Funding Pool for at-risk students have supported this work since 2007.

Effective Teaching

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.

PROFESSIONAL DEVELOPMENT

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 recently released *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*⁴⁶ (TPLD BES) examines and identifies what kind of professional learning results in enhanced and sustained outcomes for diverse student learners.

The TPLD BES report identifies research evidence about the kinds of skills, knowledge and opportunities teachers need to systematically improve their practice and bring about ongoing improvements in student achievement. In sustainable interventions, where student outcomes continue to improve after the total or partial withdrawal of the intensive

support that the early stages of professional development provides, the evidence suggests that teachers need:

- > an understanding of theory to provide the foundation for decisions about practice
- > assessment knowledge and skills to enable an understanding of exactly what each student knows and can do as a prerequisite for teaching that is responsive to each student's needs
- > the inquiry skills to judge the impact of teaching on learning, and to identify, diagnose and address student learning problems.

The TPLD BES report identifies these key aspects of provision for successful professional development:

- > an integration of theory along with the implications for practice, and support for the translation of theory into practice in cycles of effective professional learning

⁴⁶ Timperley, H., Wilson, A., Barrar, H. and Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)*. Wellington: Ministry of Education.



- > an underpinning understanding that what teachers do in their classrooms strongly impacts on student–teacher relationships and student learning
- > development of skills in the understanding and use of assessment information linked to valued student outcomes for the purpose of improving teaching
- > introduction of the skills of continuing inquiry into the teaching–learning relationship and identification of the next teaching steps.

Designated educational leaders have a key role in the promotion of professional learning and development opportunities for teachers. School leaders must also support continued momentum as a result of professional learning. They do this by reinforcing the importance of student goals for learning, providing support to enable teachers to gather and analyse evidence of student progress towards goals and providing ongoing expert support when it is needed.⁴⁷



Māori in the Mainstream

Te Kauhua and Te Kōtahitanga are projects with the specific aim of improving Māori student achievement in English-medium schools. They do this by enhancing teacher practice and improving school-wide structures and processes.

Both projects use the in-school facilitator professional development model. The facilitator, sometimes called a lead teacher, is selected from a school's staff and is released from teaching duties to work with their colleagues. They are chosen for their contextual knowledge of the school and its community, something an external facilitator is unlikely to have.

Victoria University of Wellington College of Education studied the two projects' in-school facilitation component.⁴⁸ It was found to be successful because:

- > teachers had immediate access to their facilitator
- > the facilitator had a wealth of knowledge about their school
- > the facilitator was willing to model effective strategies and ideas
- > community communication and involvement improved, which strengthened relationships.

The study showed that, as a result of the projects, teachers were increasingly implementing culturally responsive pedagogy within their programmes, which was increasing student engagement. Teachers were more confident, moving from observers of Māori culture to participants within Māori culture, which enhanced teacher–student/whānau relationships. Participating whānau members in turn became more confident and comfortable about approaching members of the school community when seeking help or discussing concerns.

In-school facilitators recognised that effective strategies for Māori were effective for all students.

The study observed that staff turnover was a challenge to the sustainability of the projects. Two schools used co-facilitation to address this which also helped to share the workload and embed the projects' philosophies.

⁴⁷ Timperley, H. (2008). *Teacher Professional Learning and Development*. Perth: International Academy of Education/ International Bureau of Education.

⁴⁸ Hindle, R., Marshall, M., Higgins, J. and Tait-McCutcheon, S. (2007). *A Study of In-school Facilitation in Two Teacher Professional Development Programmes*. Wellington: Ministry of Education.



KA HIKITIA – MANAGING FOR SUCCESS

*Ka Hikitia – Managing for Success: Māori Education Strategy 2008–2012*⁴⁹ was launched at Parliament by Hon. Chris Carter, the Minister of Education, and Hon. Parekura Horomia, the Associate Minister of Education, on 15 April 2008, and at a community launch as part of the Ngāti Whakaue education forum in May.

Ka Hikitia – Managing for Success is an overarching strategy that informs the way the Ministry of Education works as a whole and supports specific actions to improve Māori student population outcomes.⁵⁰ This strategy sharpens the focus on improving the presence, engagement and achievement of Māori students in education.

In August 2007 a draft of *Ka Hikitia – Managing for Success* was launched for a three-month public consultation period as a draft document. Consultation also included:

- > 13 face-to-face public hui across the country, attended by more than 600 people
- > bilateral discussions with the Ministry’s iwi and Māori education partners
- > discussions with key government departments and agencies
- > articles and features in a number of publications and communication channels
- > additional meetings with professional leaders and representatives of schools and other educators in Dunedin, Rotorua, Thames, Hamilton, Ruatoria, Christchurch, Blenheim, Nelson, Hokitika, Westport and Invercargill
- > engagement of leading Māori academics.

During the consultation, more than 7,300 copies of the strategy document (19 percent in Māori) and 4,600 copies of the summary document (24 percent in Māori) were distributed and more than 100 submissions were received.

⁴⁹ Ministry of Education (2008). *Ka Hikitia – Managing for Success: Māori Education Strategy 2008–2012*. Wellington: Ministry of Education.

⁵⁰ Ministry of Education (2008). *Statement of Intent, 2008–2013*. Wellington: Ministry of Education.

DELIVERING THE CURRICULUM

The New Zealand Curriculum was released in 2007.⁵¹ The Ministry of Education collated, analysed and took into consideration the more than 10,000 submissions it received following the release of the draft curriculum.⁵²

The New Zealand Curriculum is a clear statement of what we deem important in education. Its starting point is a vision of our young people as lifelong learners who are confident and creative, connected and actively involved. It includes a clear set of principles on which to base curriculum decision-making. It sets out values to be encouraged, modelled and explored. It also defines five key competencies that are critical to sustained learning and effective participation in society. These principles underline the emphasis on lifelong learning.

Literacy

The LPDP aims to improve student achievement through an evidence-based inquiry model. This model develops or enhances strong professional learning communities focused on quality teaching.

From 2004 to 2007 the LPDP has provided whole-of-staff, on-site literacy professional development running over two years to almost 300 schools with new entrants to Year 8 students. It also assesses its own effectiveness and makes changes to improve the quality and focus of its work as a result.

A third cohort of 127 schools entered the project from February 2006 to November 2007. Sixty-five focused on reading comprehension and 62 on writing.

As with previous cohorts, the project had a positive effect on the literacy outcomes of the February 2006 cohort.⁵³ After taking into account expected growth and maturation, students at LPDP schools improved twice as much in reading and writing as students at other schools.

Rates of progress for different groups of students were as follows:

- > those in the lowest 20 percent at Time 1 improved twice as much as the cohort as a whole (see Figures 3.1 and 3.2)
- > with the exception of Year 6 and 7 Māori students, all ethnic groups in reading-focused schools improved more than expected
- > there was an accelerated rate of progress for Pasifika students in writing-focused schools
- > there was an accelerated rate of progress for Māori students in writing-focused schools
- > there was an accelerated rate of progress for boys in all year groups, both for schools with a reading focus and schools with a writing focus.



⁵¹ Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

⁵² Ministry of Education (2006). *The New Zealand Curriculum: Draft for Consultation 2006*. Wellington: Learning Media.

⁵³ Learning Media (2008). *Literacy Professional Development Project: Evidence of Improved Student Outcomes*. Wellington: Learning Media.



Figure 3.1: For Reading-Focused Schools, the Overall Mean Score Tracking Progress from Time 1 to Time 3 for Students Initially in the Lowest 20 Percent in Years 4–7 Compared to asTTle⁵⁴ Norms

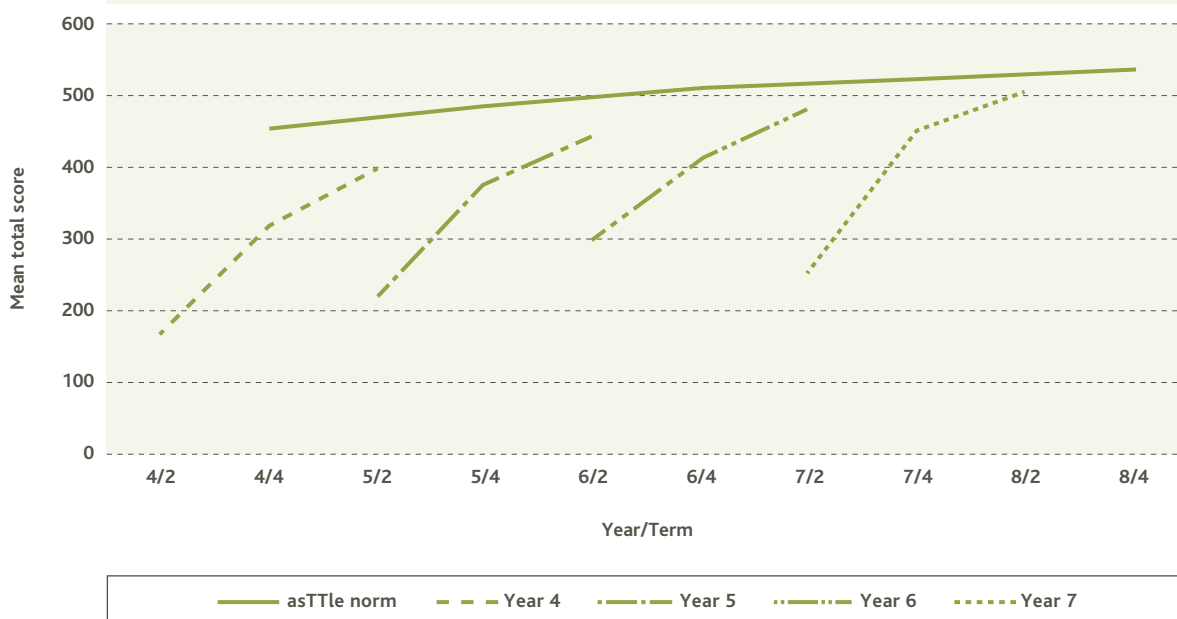
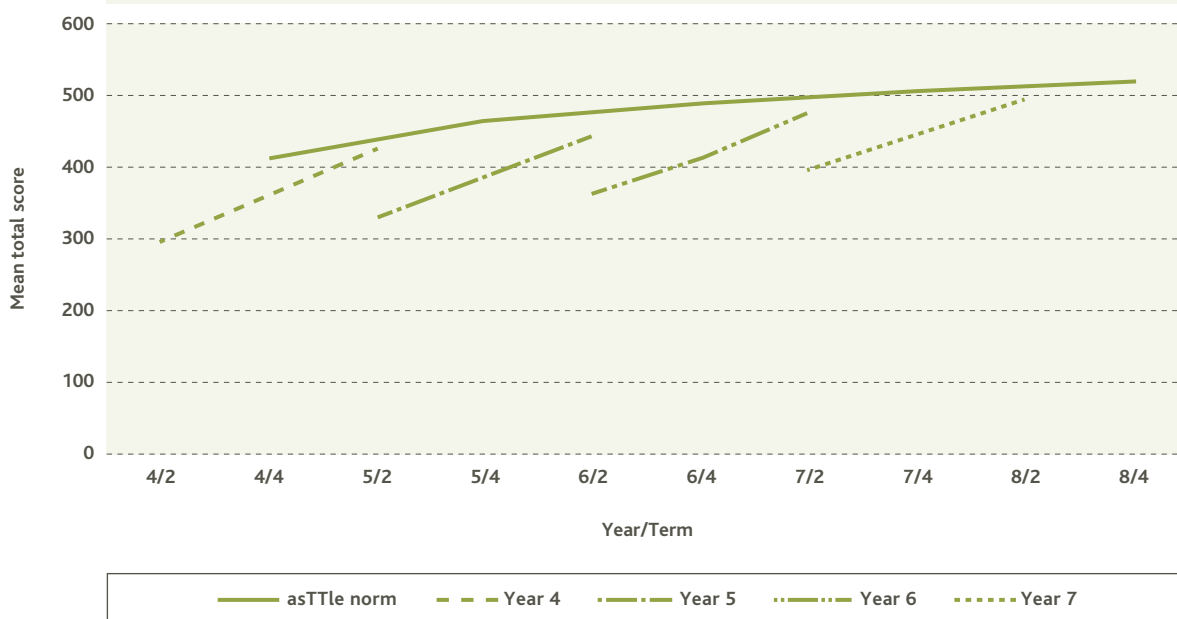


Figure 3.2: For Writing-Focused Schools, the Overall Mean Score Tracking Progress from Time 1 to Time 3 for Students Initially in the Lowest 20 Percent in Years 4–7 Compared to asTTle Norms



⁵⁴ 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.

The *Evaluation of the Literacy Professional Development Project*⁵⁵ looked at evidence of student achievement and practitioner learning, and the links between student achievement and practitioners' skills, knowledge and practices.

The evaluation found associations between the reports of effective practitioners at the end of their professional development and high positive shifts in student achievement at reading-focused schools. In these cases the reports came from:

- > teachers who rated their ability to use tools such as asTTle and STAR as 'strong'
- > teachers and literacy leaders who rated their ability to interpret student data in relation to national norms as 'strong'
- > teachers who reported understanding 'very well' the theoretical principles underpinning effective literacy teaching and learning.

Numeracy and Mathematics

The NDP was first implemented in New Zealand schools in 2001. Since then, approximately 800,000 students and 29,000 teachers have taken part. The initial professional development programmes for

teachers require the participation of the school over a minimum of two years. By 2009, virtually every primary and intermediate school in New Zealand will have had the opportunity to participate in this professional development.⁵⁶

The primary focus of the NDP is to raise the mathematics achievement of students by improving the quality of teaching and learning of mathematics in English- and Māori-medium settings. Research reports that evaluate student achievement consistently show that students with teachers in the professional development phase of the NDP make gains in their ability to understand and operate with numbers and that these gains are larger than those expected in a non-NDP environment.⁵⁷

The 2006 NDP findings show that schools that continued to focus on numeracy achievement after the initial professional development phase showed an impressive improvement. For example, there was a significant increase in the percentage of Year 6 students achieving at or above the expected level (see Figure 3.3) and a considerable reduction in the percentage of Year 6 students categorised as 'at risk' in 2002–2007 (see Figure 3.4).



⁵⁵ McDowall, S., Cameron, M., Dingle, R., Gilmore, A. and MacGibbon, L. (2007). *Evaluation of the Literacy Professional Development Project*. Wellington: Ministry of Education.

⁵⁶ Young-Loveridge, J. (2008). 'What Does the Picture Show?' in *Findings from the New Zealand Numeracy Development Projects 2007*. Wellington: Ministry of Education.

⁵⁷ Thomas, G. and Tagg, A. (2008). 'What Do the 2002 School Entrants Know Now?' in *Findings from the New Zealand Numeracy Development Projects 2007*. Wellington: Ministry of Education.

Figure 3.3: Year 6 Students at or above the Expected Level of Achievement in Numeracy, 2002–2007

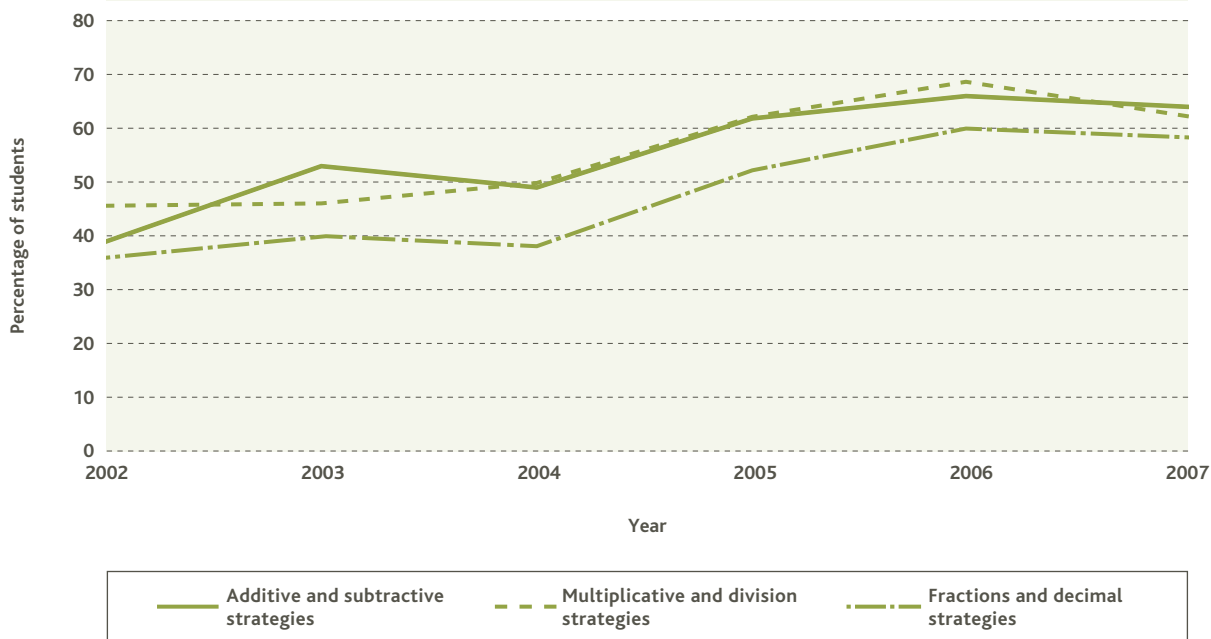
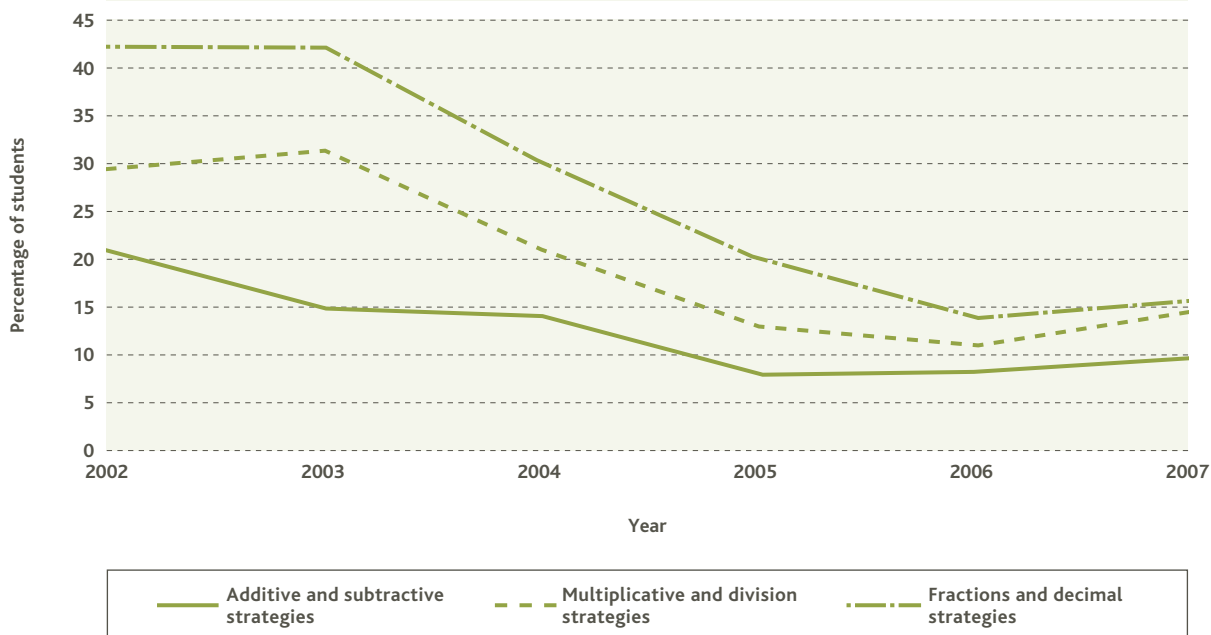


Figure 3.4: Year 6 Students at Risk in Numeracy, 2002–2007



An ERO report on good practice in mathematics⁵⁸ found that schools that demonstrated quality mathematics programmes shared a number of characteristics. Each school had:

- > participated in Ministry of Education numeracy projects and used that professional development to review and establish high-quality teaching practices for mathematics
- > organised their mathematics programme with a strong focus on numeracy
- > undertaken, or were completing, a school-wide review of the mathematics programme
- > provided teachers with opportunities to work together and share practical ideas and resources
- > collected and analysed school-wide student achievement information in mathematics.

ASSESSMENT FOR LEARNING

The TPLD BES⁵⁹ shows that teachers require a thorough understanding of assessment tools in order to diagnose student learning problems and identify steps to address them.

Following an evaluation of the quality of schools' collection and use of assessment information, ERO published reports in 2007 citing good practice for primary⁶⁰ and secondary⁶¹ schools.

Schools that demonstrated good practice:

- > ensured teachers had a shared understanding about the purpose of assessment
- > expected teachers to be knowledgeable about their students' achievements and interests
- > ensured school managers, teachers and students were aware of the rationale for the decisions being made about assessment



⁵⁸ Education Review Office (2007). *The Teaching of Mathematics: Good Practice*. Wellington: Education Review Office.

⁵⁹ Timperley, H., Wilson, A., Barrar, H. and Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)*. Wellington: Ministry of Education.

⁶⁰ Education Review Office (2007). *The Collection and Use of Assessment Information in Schools: Good Practice in Primary Schools*. Wellington: Education Review Office.

⁶¹ Education Review Office (2007). *The Collection and Use of Assessment Information in Schools: Good Practice in Secondary Schools*. Wellington: Education Review Office.



- > gave teachers the opportunity for professional development in assessment
- > encouraged their teachers to use data effectively to improve their teaching
- > expected assessment information to be drawn from a wide range of sources: day-to-day interactions with students; analysis of students' work; and more formally designed and administered assessment tasks
- > ensured teachers could analyse both numeric and narrative assessment information and interpret the results so they were understood by all potential users of the information
- > encouraged teachers to use formative assessment strategies that ensured the purpose of activities was understood and that students received effective and useful feedback
- > identified groups of students who needed extra assistance and the specific assistance that was needed, monitored the students' progress and gathered comprehensive school-wide data on their achievements
- > identified trends and patterns in students' achievements and compared the achievements of groups of students within the school
- > established clear expectations for achievement and assessment, including making collation and reporting easier so comparisons could be made to agreed achievement targets.

Primary schools demonstrating good assessment practices also built strong relationships with students' families and whānau that contributed to their learning. Secondary schools demonstrating good assessment practices promoted the philosophy that student learning rather than credit acquisition should drive assessment practices.

SPECIAL EDUCATION

Students requiring special education in New Zealand are not a homogenous group. Each is an individual with his or her own needs and will respond best to the nature and style of education that best addresses those needs. Teachers who are effective in meeting the needs of special needs students are typically effective in meeting the needs of all students.

GSE, Tai Tokerau, worked with a group of teenagers with a range of disabilities and special education needs to find out what they found helpful.⁶² They agreed that one of the most helpful things was having great teachers. They said that a great teacher:

Gives me help only when I need it

Knows my disability limits me, but still challenges me to do my best

Knows me as an individual

Allows me to take time out when I need it

Understands my disability but doesn't bring attention to it when it's not needed

Treats me like everyone else in the classroom

Knows me as an individual

Is interested to learn about my disability

Has good contact with my parents.

RTLTB provide advice and guidance to teachers of students who are at risk of low achievement due to learning and/or behaviour difficulties. This may include direct teaching, demonstrating good practice and providing teaching strategies so that students receive appropriate learning programmes and behaviour management on an ongoing basis. There are approximately 780 RTLTB working in clusters of schools (see the discussion box on Targeted Professional Development on page 52 for an example).

⁶² Ministry of Education (2007). *What Students with Disabilities and Special Educational Needs Say About Great Teachers*. [Brochure] Wellington: Ministry of Education.

Targeted Professional Development: Effective Teaching Pilot Scheme 2007

This local initiative aimed to increase the use of effective teaching strategies in the classroom to meet the needs of diverse learners. Eight schools in the South Wellington RTLB cluster took part. Three RTLB collaborated with a senior lecturer from Victoria University of Wellington to develop a targeted teacher professional development programme. This was based on a review and analysis of student data and ecological assessments from the RTLB casework in the cluster.

Teachers participated in a series of workshops throughout 2007 on four major themes: effective teaching strategies, learning theories, personal theory development and inclusion. There was a major focus on encouraging teachers to think critically and analytically to increase their teaching capacity and capability.

The programme included using research on practice, professional reading, peer coaching, modelling and time to practise strategies learnt. Voluntary teacher participation was a key part. Teachers used personal journals to reflect and set goals, and were challenged to show how their practice was changing.

The evaluation process included a comparison of pre- and post-data that indicated positive shifts in teachers' use of effective strategies to promote student learning. Teachers are making links between theory and practice, facilitating learning and gaining confidence in their teaching.

Other cluster benefits included a decline in waiting lists, a reduction in the RTLB referral rate in five of the participating schools and fewer direct requests for teacher aide support. Referrals indicated that teachers had implemented effective strategies prior to referral and therefore intervention goals were centred on environmental changes.



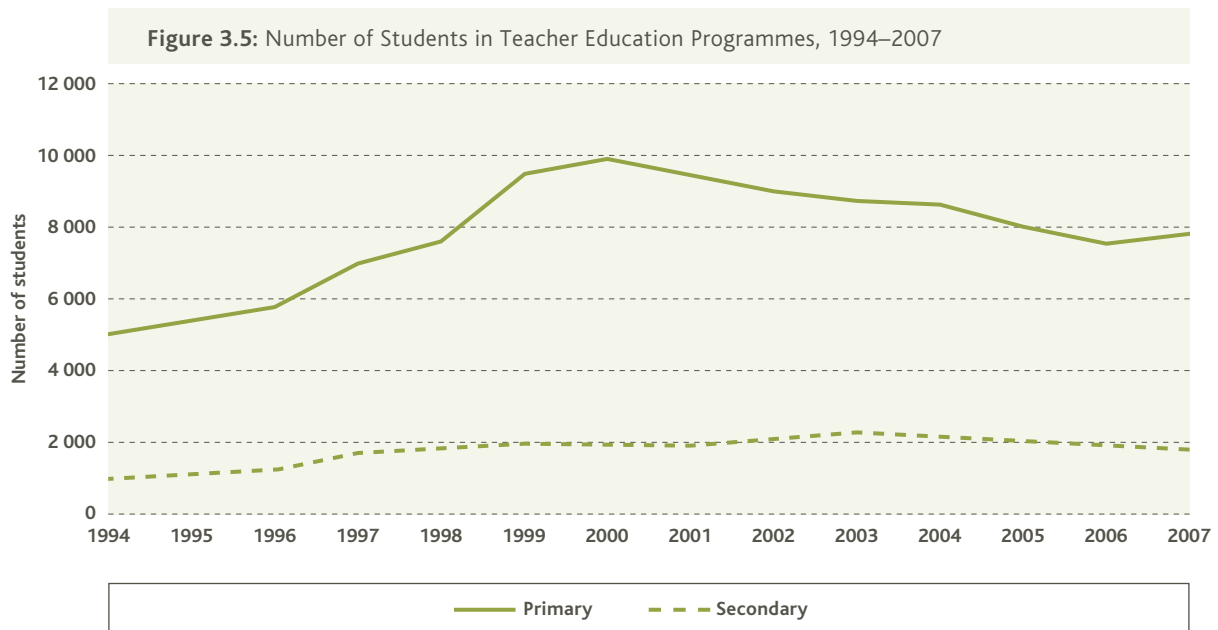


TEACHER EDUCATION AND INDUCTION

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 (PRT).

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 2007, there were 9,600 students in pre-service teacher education programmes, with primary teacher education students showing a decline since peaking in 2000 (Figure 3.5).





Māori, Pasifika and Asian student teachers made up 13 percent, 6 percent and 5 percent of the 2007 student teacher population 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.

New Teacher Uptake Rate

Over the past six years 30–40 percent of primary teacher education graduates and 60–70 percent of secondary teacher education graduates 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 education graduates it represents a sharp decline from ten years ago.

Beginning Teachers

The first few years of teaching are critical to developing newly qualified teachers into effective teachers and to retaining them in the teaching profession. Assistance for new teachers, including, in particular, mentoring programmes, has a positive impact on teachers and their retention.⁶³

Newly qualified teachers undergo a period of advice and guidance before becoming eligible for full registration. In this period, a teacher is categorised as being ‘provisionally registered’ and is entitled to a structured programme of mentoring, professional development, observation, targeted feedback on their teaching and regular assessments based on the standards for full registration. The nature of this induction plays a significant role in the future success of newly qualified teachers and on their retention. The quality of a teacher’s professional experience in their early years of teaching is a crucial influence on the likelihood of their leaving the teaching profession,⁶⁴ 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 2007, about 67 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 (NZCER) have both reported that PRT in permanent positions are more likely than those in temporary positions to benefit from meaningful advice and guidance programmes, and this improves the registration process for them.



⁶³ Ingersoll, R. and Kralik, J. (2004). *The Impact of Mentoring on Teacher Retention: What the Research Says*. Denver: Education Commission of the States.

⁶⁴ Organisation for Economic Co-operation and Development (2005). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. Paris: Organisation for Economic Co-operation and Development.



Specialist Classroom Teachers

A pilot programme was introduced in 2006 in secondary schools to create a new position of Specialist Classroom Teacher (SCT) to support and assist beginning teachers and other colleagues in developing and demonstrating purposeful learning environments and effective teaching practices. In 2007, 92 percent of secondary schools employed SCTs.

The review of the 2006 SCT pilot year involved visits to 12 schools around New Zealand for case studies of the implementation of the role.⁶⁵ In all instances participants were highly supportive of the role in general and of their SCT in particular. These case studies primarily showed how diverse the implementation of the SCT pilot was in schools and the extent to which school culture and leadership played a part in determining what it looked like.

While the majority of the SCTs appeared to focus on generic classroom management, others focused on introducing the staff at their school to new pedagogies and ideas. The latter were most common in those schools that already had a strong professional learning culture and where there was a clearly defined strategic goal related to staff professional development and teaching practice.

In one school the SCT followed a disruptive class around, observing them with a range of teachers. One of these teachers had been perceived as someone who was 'struggling' with the class. The lesson the SCT saw was excellent and she was able to provide positive feedback. As a result, the teacher seemed to regain some of his enthusiasm and motivation – or perhaps self-belief – and his teaching improved.

In another school a PRT had taught in two schools in 2006 and so had worked with two SCTs. He noted that the SCT was very important in helping a new teacher settle into a school. Both SCTs had provided him with similar support, such as classroom management, ideas for teaching and learning, and structuring his work. They provided what he saw as the things new teachers did not get from other experienced teachers, who he thought had possibly forgotten what it was like to be a beginning teacher. These included a range of solutions for different situations, generic teaching strategies and ways to approach teaching. A really big part of the SCT role, he felt, was providing emotional support. In his first two terms he had felt like resigning but the SCT organised for him to observe other teachers and talked him through this challenging time.

⁶⁵ Ward, L. (2007). *Review of Specialist Classroom Teacher Pilot (Case Studies)*. Wellington: Ministry of Education.

CONCLUSION

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 TPLD BES report describes not only the components of effective contexts for professional learning opportunities, but also the importance of content and activities, and the learning processes of the teachers themselves as learners.

School leaders must also support continued momentum as a result of professional learning. They do this by reinforcing the importance of student goals for learning, providing support to enable teachers to gather and analyse evidence of student progress towards goals and providing ongoing expert support when it is needed.

In 2007, there were a number of professional development programmes that showed clear links with improved student outcomes.

WHERE TO FIND OUT MORE

Visit www.educationcounts.govt.nz

Indicators

Effective Teaching

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

Themes

BES

Visit www.tki.org.nz/e/tki/

Select a community

Literacy and Numeracy



Quality of Schooling

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.⁶⁶

A recent report⁶⁷ by ERO confirms that school boards competently manage the majority of schools. The findings highlight some common features of well-governed schools:

- > governance was centred on students, with trustees committed to improving student learning and achievement
- > the principal and teachers gave trustees analysed student achievement information that was used to set realistic targets and underpin decision-

making, especially in supporting professional development of staff

- > strategic and annual planning had a strong focus on improving student achievement
- > the principal played a key role in working with trustees and providing strong professional leadership for the board, staff and students.

Triennial Trustee Elections

The school trustees' elections represent one of the largest democratic events in New Zealand, with more than 14,000 candidates standing for election in 2,469 state and state integrated schools. The 2007 triennial election was the seventh since Tomorrow's Schools was introduced in 1989.

In 2007 the average voter turnout was 28 percent. The proportion of the voting community which exercised its right to vote was highest for composite schools (34 percent) and lowest for secondary schools (23 percent). Over half of the schools (57 percent) had more candidates standing for election as parent

⁶⁶ Lorraine Kerr, associate president New Zealand School Trustees Association. Speech on trustee recognition, NZSTA Conference, July 2007.

⁶⁷ Education Review Office (2007). *School Governance: An Overview*. Wellington: Education Review Office.





representatives than positions available and so were required to hold a voting election. The remaining schools were able to form a board without a voting election. This represents an average of 6.3 candidates per school, the same number of candidates as for the 2004 election.

Composition of Candidates

Between 2004 and 2007 there was an increase in the proportion of Māori candidates but a slight decrease in the proportion of Māori parent elected representatives. The proportion of Asian and Pasifika candidates has decreased slightly alongside a decrease in Asian parent elected representatives. There is no change in the proportion of Pasifika parent elected representatives but a small increase in all Pasifika trustees.

Slightly over half (54 percent) of European/Pākehā parent elected representatives on boards were re-elected, that is, they were current board members at the time of the 2004 elections. For the other main ethnic groups a greater proportion of trustees were newly elected to boards rather than re-elected.

Experience of Trustees

The previous experience of the candidates (as trustees) has increased since the last triennial election. Fifty-one percent of candidates were returning trustees, with 44 percent identifying as having no previous board experience. The data shows small peaks in the proportion of parents elected in earlier triennial election years – 20 percent have been on a school board since 2004 and 6 percent since 2001.

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 2007, 95 percent of schools sent copies of their charters to the Ministry of Education. Of these schools, 93 percent had specified learning area targets for student outcomes. As in previous years, most schools (81 percent) cited a language area target. Mathematics, at 55 percent, was the next most common learning area target, followed by health (7 percent) and information and communication technologies (ICT) (5 percent).



Statutory Interventions in Schools

Since the implementation of legislation on statutory interventions in October 2001, 337 interventions have been initiated in schools. Ninety-five of these statutory interventions were current at the end of 2007.

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 2007, 53 statutory interventions were initiated, compared with 51 in 2006 and 55 in 2005. Sixty-one were revoked during the year, eleven in order to be reinstated under a different section of the Education Act (all were reduced to a lower level). At the end of 2007, about 4 percent of all state and state integrated schools were subject to statutory interventions.

Seventy-five percent of statutory interventions in 2007 were initiated in response to requests from boards.

Twenty-four of the statutory interventions commencing in 2007 involved the appointment of a limited statutory manager. Most commonly, the identified areas of risk that justified these appointments related to employment and/or financial management matters.

SCHOOL LEADERSHIP

The draft document *Kiwi Leadership for Principals* was launched in early 2008. It focuses on the role of the principal as an educational leader and, when finalised, will set the direction for principals' professional learning. It contains a model of leadership based on the knowledge, qualities, and skills required to lead schools in the future.

The document has been developed in collaboration with principals, sector representatives, leadership advisors and researchers. It is based on:

- > international and national evidence about principal leadership practices that lead to improved outcomes for students
- > evidence emerging from the Educational Leadership Best Evidence Synthesis that the Ministry is developing and that is due for release in 2008.

Early findings from the Educational Leadership Best Evidence Synthesis report were published in 2007.⁶⁸ The findings examine the relationships between types of school leadership and a range of social and academic student outcomes. The results show that the level of impact for five dimensions of leadership range from small to large. The larger impacts relate to direct leader involvement in the oversight of, and participation in, curriculum planning and coordination, teacher learning and professional development. This suggests that the closer school leaders are to the core business of teaching and learning, the greater their influence on student outcomes is likely to be.



⁶⁸ Robinson, V. (2007). *School Leadership and Student Outcomes: Identifying What Works and Why*. Winmalee: Australian Council for Educational Leaders.

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 are not expected over the next four years. However, while the overall demand is steady at present, there are specific areas of growth and decline at the local level.

During 2007, a number of school reorganisations took place:

- > eight schools closed
- > one contributing school gained approval for the disestablishment of Year 7 and 8 classes in its bilingual unit
- > two contributing primary schools merged to form one new full primary school
- > three state schools changed their classification to become designated character schools.



INTERNATIONAL STUDENTS⁶⁹

The Ministry was one of ten government agencies that collaborated to develop the International Education Agenda (2007).⁷⁰ The agenda sets out the government's vision and strategy to support international education in New Zealand schools and tertiary providers.

The agenda has four goals. 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.

It is important that international students are well informed, safe and properly cared for. The Code of Practice for the Pastoral Care of International Students provides a framework for service delivery by New Zealand education providers and is mandatory for all providers who enrol international students. Twenty-six percent of primary schools, 34 percent of composite schools (including special schools) and 91 percent of secondary schools were signatories to the Code in 2007.

The Code sets out the minimum standards of advice and care expected of educational providers. It applies to pastoral care and provision of information only, and not to academic standards. The Code was revised in 2003 but the Ministry is reviewing it again and will implement any amendments in 2009.

International students come to study in New Zealand schools for two main reasons: to learn English and to obtain entry qualifications to universities or other tertiary institutions in New Zealand or other English-speaking countries.

A second National Survey of International Students was undertaken in 2007. Overall, it shows that international students are satisfied with their studying and living experiences in New Zealand, though there is still room for improvement in some areas.

⁶⁹ On 1 July 2007 there were 10,204 IFP students, 591 exchange students and 74 New Zealand Agency for International Development (NZAID) scholarship students in New Zealand schools. Almost half of IFP students were enrolled in schools in the Auckland region, 19 percent in Canterbury schools, 6 percent in Waikato schools and 6 percent in Wellington schools.

Almost half of IFP students in New Zealand secondary schools in 2007 came from South Korea. Other students came from China (13 percent), Japan (13 percent), Thailand (6 percent) and Germany (5 percent).

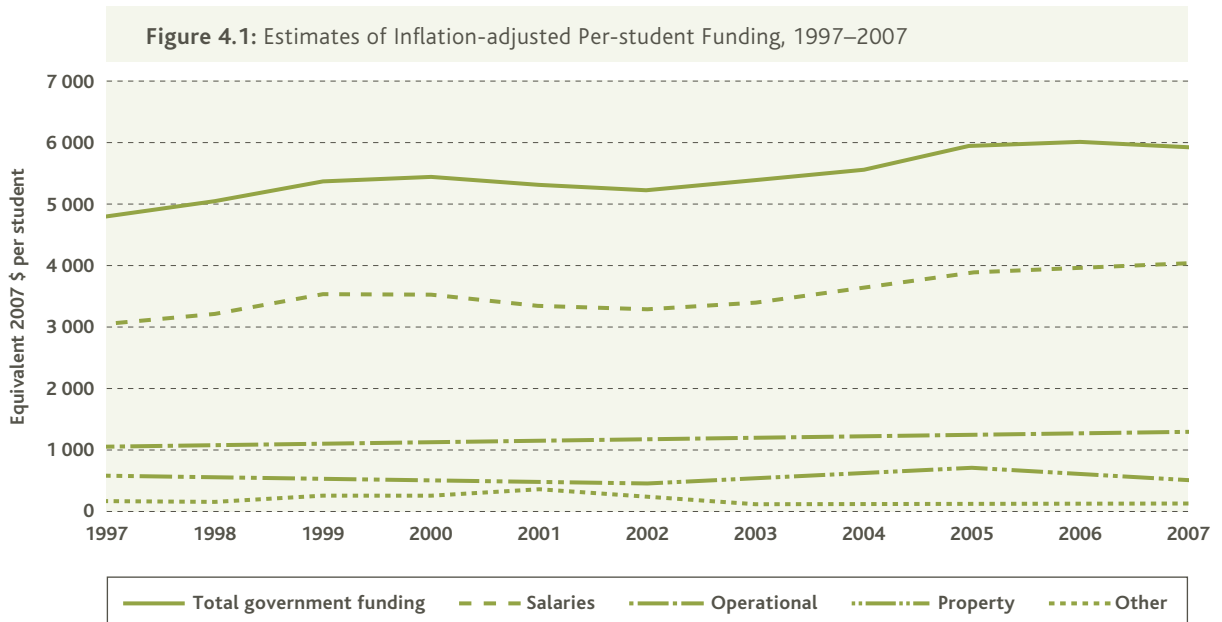
⁷⁰ Ministry of Education (2007). *International Education Agenda: A Strategy for 2007–2012*. Wellington: Ministry of Education.

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 \$2,858 million in 2007), operational funding, including property maintenance

(\$918 million in 2007) and property capital works⁷¹ (\$358 million in 2007).

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



⁷¹ All government funding components are exclusive of GST. The figure for property capital works is an estimate from cash payments made during 2007 and includes both capital and operational expenditure.

Some schools receive resourcing to meet particular needs (for example, transport), and other resources are available from discretionary funding. In 2007 over 30 discretionary funding pools were available to schools. These allocated \$89 million for programmes as diverse as English for Speakers of Other Languages (ESOL), 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 22.2 percent between 2003 and 2007 (Figure 4.1), compared with an inflation rate of 11.6 percent. Operational funding and teacher salaries have increased over the past year, while property spending has decreased due to a reduction in spending on new classrooms.

Review of Schools' Operational Funding

In 2006 the Ministry worked with a sector reference group to review schools' operational funding. The review⁷² identified four independent drivers that created pressures for schools in managing operational funding. These drivers, in no particular order, are management systems and capability, complexity, shifts in expectations and specific cost pressures.

The review made detailed recommendations for further work to address these issues. These included:

- > improving communications
- > improving management capability in schools
- > getting better information on schools' expenditure
- > developing a framework for resourcing ICT
- > considering how the support staff workforce might best be supported and resourced
- > putting measures in place to reduce compliance costs.

During 2007 the Ministry combined its communications to schools into monthly batches and made them available electronically. Over 60 percent of schools now receive only the electronic versions.

There was streamlining of several areas where compliance has been a burden, for example, the electrical testing of equipment, improving contestable funding application forms and consolidating the contestable funds information on the internet.



⁷² Ministry of Education (2006). *Review of Schools' Operational Funding*. Wellington: Ministry of Education.



Schools' Use of Funding

An ERO report⁷³ published in June 2007 on schools' use of operational funding was phase two of a study that began in 2006. The report builds on the phase one findings, where ERO concluded that schools had satisfactory financial systems, but further evaluation of financial decision-making in schools and management of financial challenges and risks would be useful. Twenty-seven diverse schools were chosen from the phase one group to take part.

Internal and external factors can affect the financial stability of a school. These factors include changes in school rolls and staff, reduction in locally raised funds and increased overhead costs. The report looked at how boards reacted to changes in finances or prepared for changing financial situations.

ERO found that boards managed and responded differently to challenges to their financial management. The extent to which boards clearly understood the relationship between financial decision-making and student achievement was an indicator for successful management in schools. To make the link between financial management and student achievement, schools must:

- > integrate their strategic, operational and financial planning
- > develop a strong evidence base for planning and financial decisions
- > access financial skills and knowledge
- > evaluate the implementation and impact of their financial decisions.

Management of School Property

Government property expenditure in schools in 2007 was \$358 million, compared with \$435 million in 2006. In 2007, \$216 million was spent on the modernisation of buildings and other property improvements, \$110 million on increasing capacity in the network through new classrooms and schools, \$19 million on furniture and equipment and \$14 million on unplanned capital works made necessary for health and safety reasons.

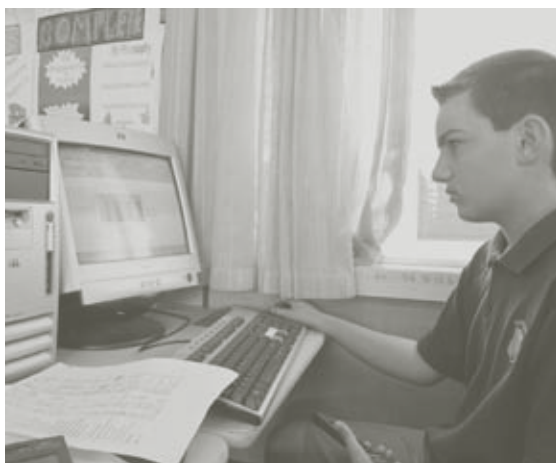
Schools plan for maintenance and capital projects using a 10-Year Property Plan. As part of a school's charter, the property plan is linked to, and is consistent with, the school's vision and educational objectives for its students. In forming their plans, most schools consult with specialists such as 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.

In 2007 the Ministry introduced a new *Property Management Handbook*⁷⁴ for schools, which had three main objectives:

- > to improve the clarity of documentation to make it easier for schools to manage property
- > to set clear and robust procurement options for property projects
- > to reduce compliance on schools.

⁷³ Education Review Office (2007). *Schools' Use of Operational Funding: Case Studies*. Wellington: Education Review Office.

⁷⁴ Ministry of Education (2007). *State Schools Property Management Handbook (Issue 1)*. Wellington: Ministry of Education.



Schools' Financial Accounts

The following is a summary of the estimated financial performance and position of New Zealand state and state integrated schools in 2007, based on the aggregation of these schools' annual accounts. At the time of publication, the Ministry had received 94 percent of schools' audited accounts. Audited accounts from earlier years were used to estimate financial accounts for the remaining 6 percent of schools that had yet to supply data for 2007.

From 2007, New Zealand schools are required to prepare their annual financial accounts in accordance with the New Zealand equivalents to International Financial Reporting Standards (NZ IFRS).⁷⁵

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 \$4,694 million in 2007, an increase of 4.1 percent from \$4,508 million in 2006 (see Table A26).

As in previous years, the main source of school resourcing was government funding, which accounted for 86.2 percent of schools' total resources in 2007. The remaining came from locally raised funds (12.0 percent), investments (1.3 percent) and other revenue (0.5 percent).

Schools' revenue figures per student (see Table A29)⁷⁶ show that government grants increased between 2003 and 2007 by 22.5 percent in primary schools and 23.2 percent in secondary schools. This is a real increase in funding for both sectors when compared with the inflation rate of 11.6 percent over the same period. Per-student government funding for 2007 is estimated to be \$4,778 for primary students and \$6,364 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. 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 8.4 percent between 2003 and 2007 compared to a 23.2 percent increase in government grants over the same period.

Schools' Expenditure

Estimated expenditure in state and state integrated schools in 2007 was \$4,652 million, an increase of 4.0 percent compared with \$4,473 million in 2006.

Overall there has been little change since 2003 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 2007, the schools sector had invested \$2,332 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 2007, the combined NDV of schools' fixed assets stood at \$1,157 million, an increase of 2.5 percent over the previous year.

⁷⁵ Data reported here is 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.

⁷⁶ 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.

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 0.9 percent in 2007, compared with 0.8 percent in 2006 and 1.3 percent in 2005 (see Table A26). Primary schools recorded a total operating surplus of \$23 million (1.0 percent of their revenue) in 2007, compared with \$29 million (1.3 percent) in 2006. Secondary schools recorded a total operating surplus of \$15 million (0.7 percent of revenue) in 2007, compared with \$3 million (0.1 percent) in 2006 (see Tables A27 and A28).

In 2007, 56 percent of schools had an operating surplus (see Table A35), a reduction from 58 percent in 2006. 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 2007, approximately 11 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 \$152 million since 2003 (see Table A30). Estimated at 1.98:1, the average working capital ratio for all state and state integrated schools in 2007 suggests that, on average, for every \$1 of current liabilities schools owe, they have \$1.98 worth of current assets to meet their short-term financial obligations. This is considered healthy and the ratio has increased for five consecutive years.

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 2007 (see Table A35). Primary schools were more likely to have positive working capital (94 percent) than secondary schools (86 percent). The proportion of secondary schools with positive working capital has been fairly constant for the past three years. The proportion of primary schools with positive working capital has declined slightly since 2005.



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 36.1 percent increase since 2003. Among individual primary schools, 80 percent had increasing public equity between 2003 and 2007. Public equity increased by a third or more for 54 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, 76 percent of schools had experienced public equity growth between 2003 and 2007. In 47 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 to have increasing public equity during this period.

Overall, between 2006 and 2007, public equity increased for 56 percent of schools (56 percent of primary schools and 54 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 2007 school year, 825 schools (34 percent) had overused their staffing entitlement, six had exactly used it and 1,626 (66 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 40 percent of all schools had managed their entitlement to a balanced position, 20 percent had still overused it and 40 percent had underused it.

The recovery rate for 2007 is \$55,000 for each full-time teaching equivalent (FTTE).

A total of \$7.7 million is being recovered from the 487 schools that overused their staffing entitlement in 2007. Of these, 442 schools (91 percent) were within 5 percent of their entitlement. The total overuse for these schools was 140 FTTE, with an average per school of 0.29 FTTE.

Of the 979 schools that had underused their entitlements, 908 schools (93 percent) were within 5 percent of their entitlement. The average amount of underuse was 0.18 FTTE. The total staffing underuse was 181 FTTE in 2007, estimated at \$10 million.

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 risks receive advice and support, as appropriate. Schools with more serious levels of risks 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 are in a financially healthy position. During 2007, schools continued to experience changes with the current decline of primary school rolls and increasing secondary school rolls. Over the next four years significant changes are not expected in the total school-age population. However, while the overall demand is steady at present, there will continue to be specific areas of growth and decline at the local level across the network of schools.

WHERE TO FIND OUT MORE

Visit www.educationcounts.govt.nz

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. Consultation for the Franklin Area Strategy is about to commence and further options for the Papatoetoe/Manukau Area Strategy 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 2007, 17 new schemes were implemented, 12 existing schemes were amended and only two schemes were abandoned. A further 31 schools were directed to establish enrolment schemes.

From 1 July 2007, funding was provided for a total of 59 new classrooms for roll growth.

The growth patterns and forecasts for Auckland indicate the potential requirement for more than 20 new schools between 2008 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 to Papamoa area, school rolls show a steady increase. A second round of consultation regarding the Papamoa Coastline Area Strategy is about to commence and it is anticipated the strategy, which confirms future schooling options, should be approved by the end of the year.

The western and southern segments of Tauranga City also continue to experience growth. Consultation with local iwi has led to the identification of a site for a Māori immersion Years 7–13 school in the Bethlehem area and the wharekura is planned to open in 2010.

Primary and secondary schools in the Rotorua area show some slow downward tracking, which is leading to some surplus capacity.

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 will require the acquisition of a site for a new primary school in the future. 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.

A growth management strategy for Hamilton City's northern districts is under development, as residential growth in the north-eastern districts of the city in particular continues to increase. A new primary school (Te Totara Primary School) opened for the 2008 school year. The school will be 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's local office is monitoring demographic change across the city and in the surrounding rural areas and will continue to work with schools where enrolment schemes may need to be implemented or require amendment to reflect the changes occurring.

CENTRAL SOUTH REGION

Pockets of growth in the primary-school-aged population are causing roll pressure on some primary schools in the region. There were 11 new enrolment schemes introduced at primary schools during 2007 (and three schemes abandoned). The region had a total of 127 enrolment schemes operating at the end of 2007. Also during 2007 there were five enrolment schemes amended, which included two schemes where the home zone was reduced. Enrolment schemes have generally been effective in assisting schools to manage their rolls.

A minimal number of additional classrooms were provided at primary schools, which were necessary in view of underlying growth in the local catchment.

The Wellington suburb of Churton Park was identified as requiring a substantial increase in capacity to cater for local education demand. In July 2007 the Minister announced that a new primary school was proposed for this suburb. As the year concluded, progress continued to be made on acquiring a site for a new school.

Waverley High School closed on 20 April 2007 and at the end of the school year Kohinui School merged with Kumeroa-Hopelands School in the Tararua District.

SOUTHERN REGION

Localised population growth continues to cause roll pressure on some primary schools in the region. As a result, 21 new enrolment schemes were implemented at primary schools during 2007. 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.

Planning in previous years for secondary roll growth assisted in the management of rolls at secondary schools facing pressure. As a result there were no new enrolment schemes implemented at secondary schools during 2007.

The Urban Development Strategy (UDS) for Greater Christchurch provides an important framework for the Ministry to plan for future education provision. Based on the settlement patterns proposed by the UDS, community consultation was commenced in Halswell/Wigram (Christchurch City), Rolleston/Lincoln (Selwyn District) and Rangiora/Pegasus (Waimakariri District) during 2007 to inform area strategies. Community consultation also began in the Wakatipu Basin during 2007 (Queenstown Lakes). Area reports focused on determining the extent of projected growth were completed for Richmond (Tasman District), with one for Blenheim (Marlborough) due to be completed in 2008.

Other areas identified to have area reports completed during 2008–2009 include Belfast (an update based on new information), Kaiapoi (Waimakariri District) and Wanaka (Queenstown Lakes).

Planning for new school construction in Wanaka and Frankton, and a relocation of Waikuku School to Pegasus were also progressed.

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.

KingsGate School in Auckland opened at the end of 2007. Schools such as these provide parents with a choice of educational provision for their children and teach *The New Zealand Curriculum* within their particular special characters.

SCHOOLS WITH ENROLMENT SCHEMES IN PLACE FOR PART OR ALL OF 2007

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists	Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3700	Abbotsford School	22/08/2005	Yes	2813	Boulcott School	30/06/2000	Yes
1680	Aberdeen School	20/12/1999	Yes	3716	Bradford School	09/09/2002	No
6948	Albany Junior High School	30/10/2004	Yes	20	Bream Bay College	14/12/2007	Yes
1202	Albany School	24/10/2000	Yes	2547	Bridge Pā School	29/06/2004	Yes
6929	Alfriston College	05/05/2003	Yes	3184	Broadgreen Intermediate	18/06/2002	Yes
1203	Alfriston School	30/09/1999	Yes	1236	Brookby School	30/11/1999	Yes
3274	Allenton School	31/05/2002	No	2816	Brooklyn School (Wellington)	06/09/1999	Yes
3276	Amberley School	24/01/2007	No	3303	Broomfield School	16/11/2005	No
253	Aotea College	30/07/2001	Yes	1237	Browns Bay School	07/10/1999	Yes
2802	Arakura School	12/12/2005	No	1238	Bruce McLaren Intermediate	26/02/2004	Yes
1208	Ardmore School	23/09/1999	Yes	1239	Buckland School	29/10/1999	Yes
2542	Argyll East School	19/06/2004	Yes	1240	Bucklands Beach Intermediate	09/08/1999	Yes
3930	Arrowtown School	07/01/2002	No	319	Burnside High School	04/06/1999	Yes
2543	Arthur Miller School	27/02/2004	Yes	3306	Burwood School	05/11/1999	Yes
3284	Ashgrove School	24/01/2003	No	1700	Cambridge East School	15/03/2005	Yes
53	Auckland Girls' Grammar School	25/08/1999	Yes	1242	Campbells Bay School	06/10/1999	Yes
54	Auckland Grammar	01/12/1999	Yes	211	Campion College	17/07/2006	No
1211	Auckland Normal Intermediate	13/10/1999	Yes	82	Canterbury Christian College	08/09/2005	No
78	Avondale College	03/08/1999	Yes	35	Carmel College	19/04/2007	Yes
1212	Avondale Intermediate	31/10/2002	No	2821	Cashmere Avenue School	12/07/2004	Yes
1213	Avondale Primary School (Auckland)	28/09/1999	Yes	340	Cashmere High School	27/05/1999	No
3287	Avonhead School	22/10/1999	Yes	3310	Cashmere Primary School	29/11/1999	Yes
324	Avonside Girls' High School	03/05/1999	Yes	2418	Central Normal School	18/12/2003	Yes
1691	Awakeri School	20/12/1999	Yes	1581	Chapel Downs School	24/11/1999	Yes
2544	Awapuni School (Gisborne)	19/11/2004	No	1244	Chelsea School	23/09/1999	Yes
1219	Balmoral School (Auckland)	29/11/1999	Yes	3314	Chisnallwood Intermediate	16/09/2005	No
3289	Banks Avenue School	26/05/2004	Yes	327	Christchurch Boys' High School	04/06/1999	Yes
2112	Barton Rural School	31/08/2004	No	328	Christchurch Girls' High School	27/05/1999	Yes
6960	Baverstock Oaks School	25/08/2004	Yes	1246	Churchill Park School	19/10/1999	Yes
382	Bayfield High School	13/06/2003	No	2824	Churton Park School	23/04/2001	Yes
1220	Bayfield School	07/09/1999	Yes	3321	Clarkville School	22/11/1999	No
3291	Beckenham School	22/10/1999	Yes	1247	Clayton Park School	23/03/2001	Yes
2807	Belmont School (Lower Hutt)	12/06/2006	No	1248	Clendon Park School	29/06/2005	Yes
1695	Berkley Normal Middle School	20/09/2007	Yes	1249	Clevedon School	06/11/2006	Yes
1697	Bethlehem School	13/12/2002	Yes	2826	Clifton Terrace Model School	24/08/1999	Yes
2810	Birchville School	25/07/2006	No	2549	Clive School	14/06/2004	Yes
1231	Birkenhead School	23/09/1999	Yes	2350	Cloverlea School	08/07/2004	No
3295	Blaketown School	02/11/2007	Yes	2827	Clyde Quay School	03/05/2005	Yes
2546	Bledisloe School	28/04/2003	Yes	1252	Coatesville School	23/06/1999	Yes
1233	Blockhouse Bay School	08/09/1999	Yes	3323	Cobham Intermediate	22/10/1999	Yes
2113	Bluestone School	20/12/2005	No	1253	Cockle Bay School	05/08/1999	Yes
1234	Bombay School	14/08/2002	Yes	2352	Coley Street School	07/09/2006	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

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386	Columba College	19/07/2004	Yes	175	Francis Douglas Memorial College	11/07/2005	No
1255	Conifer Grove School	19/10/1999	Yes	2168	Frankley School	07/04/2000	No
1256	Cornwall Park School	25/11/1999	Yes	3344	Freeville School	22/12/2004	Yes
1257	Cosgrove School	23/01/2004	Yes	200	Freyberg High School	03/07/2006	Yes
3324	Cotswold School	22/11/1999	No	2563	Frimley School	14/01/2003	Yes
357	Craighead Diocesan School	10/07/2006	No	1282	Gladstone School (Auckland)	29/09/1999	Yes
3729	Cromwell Primary School	22/11/2002	No	2845	Gladstone School (Masterton)	11/10/2006	No
3325	Cust School	31/03/2006	Yes	1283	Glamorgan School	07/10/1999	Yes
2553	Dannevirke South School	01/07/1999	No	1284	Glen Eden Intermediate	22/10/1999	Yes
346	Darfield High School	25/08/2006	Yes	1011	Glenbervie School	09/08/1999	No
3326	Darfield School	18/10/2006	Yes	65	Glendowie College	20/08/1999	No
1709	David Street School	07/07/2003	No	1294	Glendowie School	19/10/1999	Yes
1259	Dawson School	22/10/1999	Yes	3347	Gleniti School	30/07/2001	Yes
1710	Deanwell School	30/04/2007	Yes	3352	Glentunnel School	26/10/2006	Yes
1635	Discovery One School	27/08/2001	Yes	1727	Goodwood School	30/05/2006	Yes
2832	Discovery School	24/08/2004	Yes	2848	Gracefield School	08/08/2005	Yes
1661	Douglas Park School	16/05/2007	No	2111	Grantlea Downs School	14/10/2004	No
1263	Drury School	09/08/1999	Yes	2567	Greenmeadows School	11/04/2003	Yes
2355	Durie Hill School	08/10/2006	No	1729	Greenpark School (Tauranga)	21/07/2003	Yes
2833	Dyer Street School	13/11/2007	Yes	1301	Grey Lynn School	21/02/2005	Yes
3733	East Taieri School	12/12/2006	No	3361	Greymouth Main School	09/02/2007	No
2834	Eastern Hutt School	17/10/2001	Yes	2850	Greytown School	17/10/2003	No
79	Edgewater College	22/07/2003	Yes	6920	Gulf Harbour School	08/07/1999	Yes
1266	Edmonton School	01/11/2002	Yes	336	Hagley Community College	13/09/1999	Yes
1268	Ellerslie School	27/09/1999	Yes	1302	Halsey Drive School	08/09/1999	Yes
349	Ellesmere College	08/08/2006	Yes	3366	Halswell School	22/11/1999	Yes
3334	Elmwood Normal School	22/11/1999	Yes	131	Hamilton Boys' High School	10/08/1999	Yes
1168	Emmanuel Christian School	09/11/2005	No	132	Hamilton Girls' High School	09/08/1999	Yes
64	Epsom Girls' Grammar School	25/08/1999	Yes	1733	Hamilton West School	01/05/2007	Yes
1270	Epsom Normal School	26/11/1999	Yes	135	Hamilton's Fraser High School	16/10/2000	Yes
2557	Eskdale School	28/10/2004	Yes	3367	Hampstead School	28/08/2007	Yes
2837	Evans Bay Intermediate	09/09/2002	Yes	3369	Hāpuku School	16/07/2001	Yes
1164	Everglade School	30/09/1999	Yes	3370	Harewood School	11/11/2004	Yes
3736	Fairfield School (Dunedin)	20/08/2001	No	1303	Harrisville School	06/09/2006	Yes
2838	Fairfield School (Levin)	20/09/1999	No	443	Hastings Christian School	30/11/2006	No
2839	Fairhall School	22/11/1999	Yes	228	Hastings Girls' High School	19/06/2003	Yes
1272	Farm Cove Intermediate	20/12/1999	Yes	2854	Hātaimai School	21/09/1999	Yes
197	Feilding High School	22/11/2006	No	2571	Haumoana School	13/05/2005	Yes
3338	Fendalton Open Air School	25/11/1999	Yes	112	Hauraki Plains College	02/12/2003	Yes
3707	Fenwick School	09/08/2007	Yes	1735	Hautapu School	26/05/2004	No
2842	Fernlea School	07/04/2006	No	2572	Havelock North Intermediate	18/06/2002	No
2843	Fernridge School	18/11/2003	Yes	2573	Havelock North Primary School	28/07/1999	Yes
3340	Fernside School	05/09/2001	No	3371	Heathcote Valley School	22/10/1999	Yes
2117	Fernworth Primary School	31/01/2007	No	3372	Heaton Normal Intermediate	08/11/1999	Yes
1275	Finlayson Park School	23/07/1999	Yes	3963	Heddon Bush School	03/09/2007	Yes
1277	Flat Bush School	30/03/2004	Yes	1307	Henderson Intermediate	01/08/2001	Yes
2560	Flaxmere Primary School	13/10/2004	Yes	1308	Henderson North School	07/10/1999	Yes
2561	Flemington School (Waipukurau)	13/05/2005	No	1311	Henderson Valley School	07/10/1999	Yes

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3194	Henley School (Nelson)	04/12/2002	Yes	1327	Kauri Park School	29/05/2003	Yes
2575	Heretaunga Intermediate	20/03/2003	No	1328	Kaurilands School	03/08/1999	Yes
2172	Highlands Intermediate	02/03/2007	Yes	536	Kavanagh College	14/02/2003	Yes
138	Hillcrest High School	09/08/1999	Yes	1329	Kedgley Intermediate	30/08/1999	Yes
1312	Hillpark School	30/09/1999	Yes	2876	Kelburn Normal School	05/05/2006	No
1313	Hillsborough School	20/09/1999	Yes	2877	Kelson School	07/08/2006	No
1740	Hilltop School	20/12/1999	Yes	1332	Kelvin Road School	27/04/2004	Yes
341	Hillview Christian School	01/06/2004	No	2878	Kenakena School	24/08/2004	Yes
2578	Hiruharama School	29/04/2002	No	5	Kerikeri High School	30/08/1999	Yes
1314	Hobsonville School	25/09/2003	Yes	1034	Kerikeri Primary School	20/08/1999	No
3379	Hoon Hay School	25/09/2000	Yes	2880	Kilbirnie School	17/01/2006	No
3381	Hororata School	19/02/2007	Yes	1333	Kingsford School	23/10/2007	Yes
1746	Horotiu School	06/11/2003	Yes	1779	Kio Kio School	01/12/2006	No
236	Horowhenua College	22/05/2001	No	3397	Kirwee Model School	21/08/2006	Yes
2861	Houghton Valley School	16/09/2005	No	1781	Knighton Normal School	20/12/1999	No
87	Howick College	06/09/1999	Yes	6939	Kōhia Terrace School	10/12/1999	Yes
1318	Howick Intermediate	29/05/2003	Yes	1334	Kohimarama School	02/12/1999	Yes
1749	Hukanui School	20/12/1999	Yes	1036	Kokopu School	18/02/2005	No
435	Hukarere	01/05/2003	No	2882	Koputaroa School	17/12/2001	No
2366	Huntermere Consolidated School	06/11/2007	Yes	2883	Korokoro School	12/10/2006	No
1018	Hurupaki School	12/09/2005	No	1336	Koru School	30/08/1999	Yes
2862	Hutt Central School	05/05/2006	No	1337	Kōwhai Intermediate	19/10/1999	Yes
2863	Hutt Intermediate	05/10/1999	Yes	3402	Ladbroke School	18/06/2004	No
261	Hutt Valley High School	21/12/1999	No	1339	Leabank School	22/03/2001	Yes
3384	Ilam School	27/07/2001	Yes	2182	Lepperton School	14/02/2005	No
2581	Ilminster Intermediate	29/04/2002	Yes	2886	Levin East School	22/02/2006	Yes
3966	Invercargill Middle School	15/11/2005	Yes	4117	Liberton Christian School	30/08/2004	No
224	Iona College	02/04/2004	Yes	1790	Lichfield School	16/12/2002	Yes
2865	Island Bay School	07/11/2005	No	3975	Limehills School	06/12/2002	No
552	James Hargest College	28/01/2006	No	347	Lincoln High School	04/06/1999	No
387	John McGlashan College	07/07/2004	Yes	3412	Lincoln Primary School	14/11/2001	No
532	John Paul College	05/02/2007	Yes	230	Lindisfarne College	06/04/2004	Yes
2866	Johnsonville School	07/01/2004	Yes	3419	Loburn School	03/03/2005	No
1756	Kaharoa School	21/08/2001	No	27	Long Bay College	12/09/2005	Yes
3388	Kaiapoi Borough School	02/04/2006	Yes	1342	Long Bay School	07/12/2006	Yes
314	Kaiapoi High School	19/10/2007	Yes	3200	Lower Moutere School	29/11/1999	Yes
3389	Kaiapoi North School	01/07/2005	No	2590	Lucknow School	19/03/2002	Yes
3753	Kaikorai School	15/02/2007	Yes	75	Lynfield College	27/07/1999	Yes
381	Kaikorai Valley College	16/07/1999	Yes	1791	Lynmore Primary School	27/05/2002	No
2372	Kaitoke School (Wanganui)	10/07/2007	Yes	41	Macleans College	25/08/1999	Yes
1029	Kamo Intermediate	10/09/1999	Yes	1792	Maeroa Intermediate	03/09/2002	Yes
1030	Kamo School	14/11/2006	Yes	3201	Mahana School	01/07/2005	Yes
3393	Kaniere School	13/12/2006	No	2592	Mahora School	21/05/2002	Yes
2871	Kapanui School	07/09/1999	Yes	2893	Maidstone Intermediate	15/08/2000	No
2873	Kapiti School	24/09/2007	Yes	1343	Mairangi Bay School	07/10/1999	Yes
1325	Karaka School	01/08/2006	Yes	3425	Mairehau School	21/09/2004	Yes
229	Karamu High School	24/04/2002	Yes	2593	Makaraka School	18/06/2007	Yes
2874	Karori Normal School	14/12/1999	Yes	2595	Makauri School	13/05/2005	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
1796	Malfroy School	12/03/2004	No	293	Nayland College	06/08/2003	Yes
2596	Mangaorapa School	30/05/2005	No	2620	Nelson Park School	30/09/2002	No
2899	Mangaroa School	07/12/2004	Yes	1389	New Lynn School	24/10/2007	Yes
1038	Mangawhai Beach School	16/12/2002	Yes	2406	Newbury School	23/10/2003	No
1346	Māngere Bridge School	29/10/1999	Yes	268	Newlands College	14/05/2004	No
1347	Māngere Central School	23/10/2007	Yes	1391	Newmarket School	26/11/1999	Yes
1348	Māngere East School	30/08/1999	Yes	1392	Newton Central School	02/11/2007	Yes
2189	Mangorei School	18/10/2000	No	2205	Ngaere School	23/03/2001	No
1354	Manurewa Central School	30/09/1999	Yes	1844	Ngāhinapōuri School	09/02/2001	Yes
99	Manurewa High School	29/11/1999	Yes	2927	Ngaio School	06/02/2001	No
2602	Manutuke School	14/06/2004	No	2206	Norfolk School	26/08/2005	No
3203	Māpua School	01/07/2005	Yes	3447	North Loburn School	04/09/2006	Yes
1592	Marina View School	02/12/1999	Yes	32	Northcote College	30/05/2003	Yes
1362	Marshall Laing School	08/09/1999	Yes	2931	Northland School	14/02/2001	Yes
3429	Marshland School	10/05/2002	Yes	3450	Oaklands School	22/11/1999	Yes
43	Massey High School	18/12/2000	Yes	2208	Oakura School	19/05/2004	No
1363	Massey Primary School	19/10/1999	Yes	2933	Ōhau School	20/09/1999	No
1364	Matakana School	07/12/2004	Yes	3451	Ohoka School	07/03/2001	Yes
2398	Mataroa School	09/09/2004	Yes	7	Okaihau College	01/12/1999	Yes
1820	Matua School	14/12/2007	Yes	1860	Omanu School	19/07/2004	No
2968	Maungaraki School	27/01/2006	No	2214	Omata School	06/11/2007	Yes
1367	Maungawhau School	26/11/1999	Yes	1863	Omokoroa School	24/01/2005	No
1050	Maunu School	24/10/2007	Yes	86	Onehunga High School	09/08/1999	Yes
1370	Meadowbank School	27/09/1999	Yes	1399	Onehunga Primary School	25/11/1999	Yes
2613	Meeanee School	06/04/2004	Yes	2629	Ongaonga School	31/03/2006	No
1371	Mellons Bay School	06/10/1999	Yes	269	Onslow College	21/09/1999	Yes
3434	Merrin School	22/10/1999	Yes	1401	Opaheke School	09/08/1999	Yes
335	Middleton Grange School	05/02/2006	Yes	2936	Opaki School	24/11/2003	No
1375	Milford School (Auckland)	06/10/1999	Yes	3455	Opawa School	19/11/1999	Yes
2915	Miramar Central School	25/05/2005	Yes	1063	Opua School	30/03/2005	No
2916	Miramar North School	06/04/2001	No	1404	Oratia School	07/10/1999	Yes
2403	Mosston School	20/03/2005	Yes	25	Orewa College	30/08/2004	No
3206	Motueka South School	29/11/1999	Yes	1407	Orewa School	21/04/2006	Yes
2404	Mount Biggs School	17/09/1999	No	2631	Ormond School	31/03/2006	Yes
348	Mount Hutt College	29/06/2006	Yes	2414	Oroua Downs School	10/07/2006	No
69	Mt Albert Grammar School	22/05/2000	Yes	378	Otago Girls' High School	07/08/1999	Yes
1378	Mt Eden Normal School	26/11/1999	Yes	88	Ōtāhuhu College	09/08/1999	Yes
1838	Mt Maunganui School	18/12/2007	Yes	6946	Oteha Valley School	25/11/2003	Yes
3443	Mt Pleasant School	03/12/2005	No	120	Otumoetai College	09/08/1999	Yes
74	Mt Roskill Grammar	03/08/1999	Yes	1878	Otumoetai Intermediate	01/07/2003	Yes
1383	Mt Roskill Intermediate	29/07/2002	Yes	3464	Ouruhia Model School	22/11/1999	No
1384	Mt Roskill Primary School	17/09/1999	Yes	1413	Owairoa School	15/02/2001	Yes
1386	Murrays Bay Intermediate	10/08/1999	Yes	2945	Pahiatua School	04/12/2006	No
3991	Myross Bush School	05/02/2003	Yes	1884	Pāhoia School	01/10/2005	Yes
2921	Naenae Intermediate	11/08/1999	Yes	2638	Pakowhai School	12/02/2004	Yes
216	Napier Boys' High School	21/06/2002	Yes	80	Pakuranga College	23/09/1999	Yes
217	Napier Girls' High School	03/06/2001	Yes	1416	Pakuranga Heights School	06/10/1999	Yes
1841	Nawton School	14/12/2000	Yes	1417	Pakuranga Intermediate	19/09/2002	Yes

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202	Palmerston North Boys' High School	08/07/2005	No	2651	Pukehomoamo School	18/06/2007	Yes
203	Palmerston North Girls' High School	20/05/1999	No	2652	Pukehou School	16/05/2007	Yes
2419	Palmerston North Intermediate	15/12/1999	No	1450	Pukekohe East School	24/08/2004	Yes
2946	Papakowhai School	12/02/2007	No	103	Pukekohe High School	16/07/2002	Yes
1421	Papakura Central School	10/08/2005	Yes	1451	Pukekohe Hill School	29/10/1999	Yes
1423	Papakura Normal School	05/12/2001	Yes	1452	Pukekohe Intermediate	01/08/2006	Yes
1885	Papamoa School	09/07/2005	Yes	1454	Pukeōware School	01/12/1999	Yes
316	Papanui High School	02/05/2006	Yes	1907	Puketaha School	04/07/2003	Yes
3466	Papanui School	14/11/2005	Yes	2654	Puketapu School (Hawkes Bay)	11/04/2003	Yes
3467	Papāroa Street School	26/11/1999	Yes	1455	Puni School	06/04/2000	Yes
1426	Papatoetoe Central School	06/08/1999	Yes	3479	Queenspark School	21/02/2003	Yes
1427	Papatoetoe East School	09/08/1999	Yes	1679	Rahotu School	22/09/2006	No
95	Papatoetoe High School	05/08/1999	Yes	6944	Randwick Park School	01/11/1999	Yes
1428	Papatoetoe Intermediate	30/08/1999	Yes	1457	Rangeview Intermediate	27/05/2004	Yes
1429	Papatoetoe North School	09/08/1999	Yes	2970	Rangikura School	07/03/2005	No
1430	Papatoetoe South School	09/08/1999	Yes	312	Rangiora High School	08/03/2006	No
1431	Papatoetoe West School	09/08/1999	Yes	28	Rangitoto College	01/12/1999	Yes
2948	Paraparaumu Beach School	15/07/2002	Yes	2971	Rapaura School	14/09/2001	Yes
248	Paraparaumu College	23/04/2002	No	2972	Raroa Normal Intermediate	30/05/2005	No
1886	Parawai School	14/09/2005	No	2974	Raumati Beach School	14/05/2007	No
2950	Paremata School	03/11/1999	Yes	1194	Red Beach School	19/10/1999	No
2424	Parkland School	01/11/2007	Yes	3483	Redcliffs School	08/11/1999	No
2641	Parkvale School	28/11/2003	Yes	1459	Redhill School	28/08/2007	Yes
1436	Parnell School	27/09/1999	Yes	3484	Redwood School (Christchurch)	17/08/2004	Yes
1888	Paroa School (Whakatāne)	20/12/1999	Yes	1461	Remuera Intermediate	19/10/1999	Yes
1438	Patumahoe Primary School	21/06/2007	Yes	1462	Remuera School	22/12/1999	Yes
2953	Pāuātahanui School	23/06/2005	Yes	6978	Reremoana Primary School	12/07/2005	Yes
1892	Peachgrove Intermediate	24/10/2002	Yes	334	Riccarton High School	16/06/1999	Yes
1893	Pekerau School	11/05/2007	No	1463	Richmond Road School	21/12/2004	Yes
3737	Pembroke School (Oamaru)	31/05/2007	No	4006	Rimu School	30/08/1999	Yes
2644	Peterhead School	22/11/2002	No	2437	Riverdale School (Palmerston North)	21/10/1999	Yes
1439	Pigeon Mountain School	25/11/1999	Yes	2981	Riverlands School	22/11/1999	Yes
1894	Pillans Point School	20/12/1999	Yes	1594	Riverview School	11/06/2007	Yes
6932	Pinehill School	27/10/1999	Yes	3217	Riwaka School	25/08/2003	No
1897	Pirongia School	18/02/2002	Yes	3488	Rolleston School	21/05/2003	Yes
2959	Plateau School	06/09/2006	No	1470	Roscommon School	17/12/2003	Yes
2960	Plimmerton School	18/06/1999	Yes	3812	Rosebank School (Balclutha)	01/10/2001	No
6921	Point View School	09/09/1999	Yes	102	Rosehill College	06/09/1999	Yes
1445	Ponsonby Intermediate	16/10/2002	Yes	2439	Roslyn School	10/07/2007	Yes
1446	Ponsonby Primary School	07/09/1999	Yes	1927	Roto-O-Rangi School	10/08/2007	Yes
2965	Poroutāwhao School	10/07/2006	Yes	1930	Rotokauri School	20/12/1999	Yes
2650	Poukawa School	19/04/2006	No	1933	Rotorua Intermediate	23/10/2002	No
3478	Prebbleton School	24/11/2003	Yes	6976	Rototuna Primary School	10/09/2002	Yes
1440	Pt Chevalier School	28/09/1999	Yes	1351	Royal Oak Intermediate	28/11/2002	Yes
1441	Pt England School	23/07/1999	No	1475	Royal Oak School	19/10/1999	Yes
1448	Puhinui School	09/08/1999	Yes	3493	Roydvale School	11/05/2006	Yes
				2669	Ruahine School	05/05/2006	No
				2441	Russell Street School	03/09/2001	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
3496	Russley School	01/06/2007	Yes	4016	St Joseph's School (Queenstown)	21/10/2002	No
40	Rutherford College	17/06/2003	Yes	1499	St Leonards Road School	09/12/1999	No
59	Sacred Heart College (Auckland)	03/03/2006	No	3534	St Martin's School	18/11/1999	Yes
174	Sacred Heart Girls' College (New Plymouth)	16/02/2006	Yes	1958	St Mary's Catholic School (Rotorua)	12/12/2007	Yes
4014	Salford School	12/11/2002	Yes	2681	St Mary's School (Hastings)	24/06/2005	No
491	Sancta Maria College	20/11/2003	Yes	265	St Oran's College	01/01/2007	No
2987	Seatoun School	01/01/2001	No	252	St Patrick's College (Silverstream)	30/08/2006	No
3501	Sefton School	01/11/2006	No	3537	St Patrick's School (Bryndwr)	15/06/2004	No
6945	Selwyn Ridge School	06/12/2001	No	3541	St Paul's School (Dallington)	16/05/2004	Yes
1480	Shelly Park School	16/12/2003	Yes	1643	St Paul's School (Massey)	06/07/2006	Yes
321	Shirley Boys' High School	29/05/1999	Yes	1627	St Paul's School (Richmond)	18/02/2003	Yes
3504	Shirley School	21/09/2004	Yes	1510	St Thomas School (Auckland)	19/10/1999	Yes
1482	Silverdale School	07/09/2007	Yes	1512	Stanley Bay School	15/02/2002	No
2990	Silverstream School	24/08/2004	No	1514	Star of the Sea School (Howick)	08/11/2006	Yes
1251	Sir Edmund Hillary Collegiate Junior School	10/10/2006	Yes	6937	Summerland Primary School	08/10/2001	Yes
1217	Sir Edmund Hillary Collegiate Middle School	10/10/2006	Yes	3546	Sumner School	25/08/2006	Yes
97	Sir Edmund Hillary Collegiate Senior School	10/10/2006	Yes	1515	Sunny Hills School	06/10/1999	Yes
2991	Solway School	20/11/2003	Yes	1516	Sunnybrae Normal School	19/10/1999	Yes
3506	Somerfield School	18/12/2006	Yes	1518	Sunnynook School	06/10/1999	Yes
6760	Somerville Intermediate School	10/12/1999	Yes	3547	Swannanoa School	21/10/2004	Yes
1149	Sonrise Christian School	20/11/2006	No	6742	Tahatai Coast School	26/11/1999	Yes
2993	South Featherston School	30/09/2004	No	3839	Tāhuna Normal Intermediate	05/05/2004	Yes
2446	South Mākirikiriri School	06/09/1999	No	3549	Tai Tapu School	27/06/2005	Yes
3510	Southbrook School	30/05/2001	No	495	Taieri College	27/07/2006	No
452	Southern Cross Campus	20/11/2002	Yes	3841	Tainui School	12/07/2005	Yes
404	Southland Boys' High School	10/07/2006	Yes	258	Taitā College	14/12/2001	Yes
405	Southland Girls' High School	10/07/2006	Yes	1523	Takanini School	18/06/2007	Yes
3512	Spreydon School	19/02/2006	Yes	36	Takapuna Grammar School	13/10/1999	Yes
2996	Springlands School	12/06/2007	Yes	1524	Takapuna Normal Intermediate	09/08/1999	No
3516	Springston School	31/05/2006	Yes	1525	Takapuna School	19/09/2002	Yes
3517	St Albans Catholic School (Christchurch)	06/07/2006	Yes	1976	Tamahere Model Country School	21/12/2004	Yes
3518	St Albans School	12/12/2003	Yes	2685	Tamatea Intermediate	14/11/2003	Yes
3521	St Bernadette's School (Hornby)	08/08/2006	No	58	Tangaroa College	13/09/2004	Yes
3835	St Clair School	02/12/1999	No	215	Taradale High School	16/06/2004	Yes
47	St Dominic's College (Henderson)	01/09/2006	Yes	2687	Taradale Intermediate	19/04/2002	Yes
1489	St Heliers School	29/11/1999	Yes	2688	Taradale School	16/05/2003	Yes
380	St Hilda's Collegiate	04/08/2004	Yes	1178	Tasman Bay Christian School	06/03/2003	Yes
1490	St Ignatius School (St Heliers)	08/09/2006	Yes	3228	Tasman School	25/04/2005	Yes
226	St John's College (Hastings)	24/08/2006	Yes	1529	Taupaki School	04/12/2000	Yes
4131	St John's Girls' School (Invercargill)	21/03/2003	No	167	Taupō-nui-ā-Tia College	16/08/2005	No
2450	St John's Hill School	03/09/2001	No	121	Tauranga Boys' College	09/08/1999	Yes
222	St Joseph's Māori Girls' College	05/12/2004	No	122	Tauranga Girls' College	09/08/1999	Yes
3530	St Joseph's School (Kaikōura)	15/12/2006	No	1990	Tauranga Intermediate	24/01/2000	Yes
3531	St Joseph's School (Papanui)	14/12/2004	No	1991	Tauranga School	21/02/2000	Yes
				1994	Tauriko School	20/12/1999	Yes
				257	Tawa College	04/07/1999	Yes
				3034	Tawa Intermediate	30/07/1999	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
3036	Tawhai School	01/05/2006	No	3059	Wainuiomata Primary School	20/12/2005	No
6940	Te Ākau ki Papamoa Primary School	26/11/1999	Yes	3060	Wainuioru School	29/07/2005	No
3037	Te Aro School	05/11/2003	Yes	2066	Wairakei School	22/09/2005	No
1532	Te Hihi School	01/09/2004	No	241	Wairarapa College	03/07/1999	No
2007	Te Kōwhai School	07/10/2003	Yes	44	Waitakere College	22/08/2003	Yes
2008	Te Kūiti Primary School	10/01/2006	No	1557	Waitakere School	28/11/2007	Yes
2697	Te Mata School (Havelock North)	28/03/2003	Yes	1558	Waitoki School	03/12/1999	No
6741	Te Mātauranga	22/08/2003	Yes	1559	Waiuku Primary School	24/08/2004	Yes
2020	Te Rapa School	06/09/2001	Yes	1560	Wakaaranga School	11/01/2002	Yes
2025	Te Waotu School	19/02/2003	Yes	189	Wanganui High School	06/09/1999	No
3555	Templeton School	28/06/2004	No	2477	Wanganui Intermediate	19/08/2003	No
6947	The Gardens School	01/10/2001	Yes	1562	Waterlea Public School	25/11/1999	Yes
3040	Thorndon School	30/09/2002	Yes	3068	Waterloo School	30/10/1999	Yes
3557	Thorrington School	22/10/1999	Yes	4047	Waverley Park School	06/12/2002	Yes
1535	Three Kings School	19/10/1999	Yes	3585	Weedons School	10/12/1999	Yes
3561	Tinwald School	31/10/2007	No	275	Wellington College	01/07/1999	Yes
1536	Tirimoana School	08/05/2000	No	274	Wellington East Girls' College	04/06/2004	No
2467	Tiritea School	14/08/2006	Yes	272	Wellington Girls' College	05/08/1999	Yes
4029	Tisbury School	26/07/2004	Yes	273	Wellington High School & Com Ed Centre	05/11/2003	Yes
1537	Tūtūrangi School	09/08/1999	Yes	2479	West End School (Palmerston North)	30/05/2003	Yes
2038	Tokoroa North School	22/09/1999	No	3586	West Eyreton School	04/04/2005	Yes
212	Tolaga Bay Area School	08/12/2004	No	3587	West Melton School	15/11/2005	Yes
1538	Torbay School	06/10/1999	Yes	3589	Westburn School	22/10/1999	Yes
143	Trident High School	31/08/2001	Yes	1567	Western Heights School (Auckland)	07/10/1999	Yes
3050	Tua Marina School	26/10/1999	Yes	48	Western Springs College	05/07/2005	Yes
2711	Twyford School	25/05/2002	Yes	37	Westlake Boys' High School	29/10/1999	Yes
483	Unlimited Paenga Tawhiti	24/05/2005	No	38	Westlake Girls' High School	13/10/1999	Yes
6955	Upper Harbour Primary School	08/08/2005	Yes	1568	Westmere School (Auckland)	29/09/1999	Yes
250	Upper Hutt College	18/11/2003	No	2480	Westmere School (Wanganui)	22/11/2006	No
3053	Upper Hutt School	22/10/2004	Yes	3864	Weston School	06/03/2007	No
3229	Upper Moutere School	26/04/2004	Yes	1569	Weymouth Intermediate	30/09/2007	Yes
1540	Valley School	29/10/1999	Yes	1570	Weymouth School	23/07/1999	Yes
2045	Vardon School	14/12/2001	Yes	2481	Whakarongo School	21/01/2004	No
1541	Vauxhall School	14/04/2003	Yes	144	Whakatāne High School	31/08/2001	Yes
1544	Victoria Avenue School	27/09/1999	Yes	2082	Whakatāne Intermediate	22/08/2005	No
3565	View Hill School	24/11/1999	No	6763	Whangaparaoa College	01/07/2004	Yes
6922	Waiheke Primary School	10/08/2004	No	2736	Whangara School	27/02/2007	Yes
114	Waihi College	05/09/2005	No	15	Whangarei Boys' High School	30/07/2005	Yes
4035	Waihopai School	10/12/2004	Yes	16	Whangarei Girls' High School	04/12/2003	Yes
3056	Waikanae School	26/01/2004	Yes	1129	Whangarei Intermediate	10/09/1999	Yes
1548	Waikōwhai Intermediate	01/07/2003	Yes	1130	Whangarei School	27/04/2007	Yes
3571	Waimairi School	13/08/2001	Yes	1572	Whenuapai School	20/09/1999	Yes
1550	Waimauku School	08/12/1999	No	3071	Whitney Street School	19/12/2006	No
296	Waimea College	27/07/2005	Yes	220	William Colenso College	08/08/2005	Yes
3233	Waimea Intermediate	25/07/2007	Yes	6959	Willowbank School (Howick)	21/11/2000	Yes
2721	Wainui Beach School	13/10/2003	No	1573	Willowpark School	19/10/1999	Yes
1552	Wainui School	30/11/2007	Yes				

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
2484	Winchester School (Palmerston North)	08/06/2004	Yes
3074	Windley School	06/07/2001	No
3596	Windsor School (Christchurch)	05/11/1999	Yes
1576	Wiri Central School	30/08/2007	Yes
3075	Witherlea School	01/01/2004	Yes
3599	Woodbury School	23/11/2004	No
3600	Woodend School	28/06/2006	Yes
225	Woodford House	02/04/2004	Yes
1577	Woodhill School	03/03/2006	Yes
2093	Woodstock School	10/04/2006	No
3602	Yaldhurst Model School	10/09/2001	No

A total of 665 schools had enrolment schemes in place during 2007.



Appendix Two

Statistical Tables

Table	Page	Title
1.1	16	Pathways to Achievement Taken by the 2005 Cohort
1.2	20	Typical Level or Higher NCEA Qualifications Gained by IFP Students, 2005–2007
1.3	20	Highest Attainment of School Leavers, 2007
1.4	21	School Leavers with Less than a Level 1 Qualification, 2007
2.1	27	Comparing School Retention Measures, 2007
A1	82	Achievement in Senior School Assessment by School Decile and School Gender, 2005–2007
A2	82	Achievement in Senior School Assessment by Gender and Ethnicity, 2005–2007
A3	83	Proportion of Students to Achieve at Least One Credit by Learning Area, Year of Schooling and Gender, 2007
A4	83	Achievement of Literacy and Numeracy Requirements by Year 11 Students by Gender and Ethnicity, 2007
A5a	84	Proportion of School Leavers with Little or No Formal Attainment by Ethnicity, 2003–2007
A5b	84	Proportion of School Leavers with University Entrance by Ethnicity, 2003–2007
A6	84	Proportion of School Leavers Going Directly to Tertiary Education by Level of Study, 2004–2006
A7	85	Proportion of School Leavers Proceeding Directly to Formal Tertiary Education by School Year, Decile and Tertiary Programme, 2002–2006
A8	86	Estimated Proportion of Domestic Students Staying on at School by Age, 1997–2007
A9	86	Estimated Proportion of Domestic Students Staying on at School by Age, Ethnicity and Gender, 2007
A10	87	Regional Statistics, July 2007
A11	88	Number of Students by School Type, 1997 and 2003–2007
A12	88	Number of Students by Ethnicity, 1 July 2007
A13	89	Number of Students by Age, 1997 and 2003–2007
A14	89	Number of Schools by School Type, 1997 and 2003–2007
A15	90	Enrolments in Māori-medium Programmes by Level of Immersion, 2003–2007
A16	90	Number of Students by School Type, Type of Student and Gender, 1 July 2007
A17	91	Participation in Alternative Education Programmes, 2007
A18	91	Percentages of Stand-downs and Suspensions by Selected Reasons, Gender and Ethnicity and Age-standardised Stand-down and Suspension Rates Per 1,000 Students, 2007
A19	92	Indicative Participation Rates of 16- to 18-year-olds in Education, 2003–2007
A20	93	Actual Staff (FTTE) at State Schools by School Type and Gender, 2003–2007
A21	93	Ratio of Students to Teaching Staff at State Schools, 2003–2007
A22	93	Mean Salary of Regular State School Teachers by School Type, 2003–2007
A23	94	Board of Trustees Members at State Schools by Ethnicity and Gender, December 2007
A24	94	Value of Crown-owned School Land and Buildings, 2003–2007
A25	95	Age of State School Property, 2007
A26	95	Financial Performance of the Schools Sector, 2005–2007
A27	96	Primary Schools' Financial Performance, 2005–2007

Table	Page	Title
A28	96	Secondary Schools' Financial Performance, 2005–2007
A29	97	Primary and Secondary Schools' Per-student Financial Performance, 2003–2007
A30	97	Financial Position of the Schools Sector, 2003–2007
A31	98	Primary Schools' Financial Position, 2003–2007
A32	98	Secondary Schools' Financial Position, 2003–2007
A33	98	Schools Sector Fixed Asset Portfolio, 2006–2007
A34	99	Primary and Secondary Schools' Asset Portfolios, 2006–2007
A35	99	Proportion of Schools in Surplus and Deficit, 2005–2007
A36	100	Proportion of Schools Incurring Large Operating Deficits by Sector, 2003–2007
A37	100	Number of Schools in Deficit by Size of Deficit, 2005–2007
A38	100	Schools Moving into and out of Operating Deficit by Sector, 2005–2007
A39	101	Primary Schools' Financial Performance by School Decile, 2006–2007
A40	101	Secondary Schools' Financial Performance by School Decile, 2006–2007
A41	102	Primary School's Financial Position by School Decile, 2006–2007
A42	102	Secondary Schools' Financial Position by School Decile, 2006–2007
A43	102	Proportion of Schools in Deficit by School Decile, 2005–2007

Table A1: Achievement in Senior School Assessment* by School Decile and School Gender, 2005–2007

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		
	2005 %	2006 %	2007 %	2005 %	2006 %	2007 %	2005 %	2006 %	2007 %
School decile**									
Low (deciles 1–3)	39	46	48	42	48	49	27	29	34
Medium (deciles 4–7)	57	60	63	61	63	65	48	50	51
High (deciles 8–10)	74	75	76	74	77	76	63	65	66
School gender									
Boys' schools	62	65	66	64	66	67	53	52	52
Co-educational schools	51	55	58	55	60	60	45	47	48
Girls' schools	77	78	80	78	82	83	69	72	75
All schools	56	60	62	60	64	65	50	52	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, 2005–2007

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		
	2005 %	2006 %	2007 %	2005 %	2006 %	2007 %	2005 %	2006 %	2007 %
Gender									
Male	51	55	58	55	59	60	44	45	46
Female	61	65	67	65	69	70	56	58	60
Ethnicity**									
Māori	36	43	44	43	48	49	28	32	37
Pasifika	32	36	42	36	41	45	20	23	27
Asian	64	69	69	66	67	69	57	60	60
European/Pākehā	65	69	72	68	73	73	57	60	62
All students	56	60	62	60	64	65	50	52	53
No. of students in year level	62 324	63 726	62 832	49 750	50 567	52 911	35 811	36 620	38 303

* 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, 2007

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	57	66
Te reo Māori	4	6	2	3	2	2
Other languages	7	16	5	11	4	9
Mathematics	89	93	78	75	59	52
Science	75	80	50	49	39	36
Social sciences	55	64	54	65	51	62
The arts	25	43	21	36	20	34
Health and physical education	54	57	48	46	35	33
Specialist studies	7	2	21	21	16	18
Technology	54	47	52	41	37	32

* 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, 2007

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	%
Gender								
Male	22 269	69.2	713	2.2	3 991	12.4	2 860	8.9
Female	23 827	77.7	955	3.1	2 348	7.7	2 134	7.0
Ethnicity**								
Māori	7 682	61.1	632	5.0	1 741	13.8	1 532	12.2
Pasifika	3 277	62.5	243	4.6	851	16.2	654	12.5
Asian	3 930	76.3	78	1.5	399	7.7	358	6.9
European/Pākehā	29 695	80.1	666	1.8	2 837	7.7	2 098	5.7
All students	46 096	73.4	1 668	2.7	6 339	10.1	4 994	7.9

* 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, 2003–2007

	Māori %	Pasifika %	Asian %	European/Pākehā %	Total %
2003	30	21	7	11	15
2004	25	16	5	10	13
2005	25	15	5	10	13
2006	22	12	4	9	11
2007	10	6	2	3	5

Table A5b: Proportion of School Leavers with University Entrance by Ethnicity, 2003–2007

	Māori %	Pasifika %	Asian %	European/Pākehā %	Total %
2003	9	9	54	33	29
2004	12	14	56	37	32
2005	12	14	58	38	33
2006	15	17	63	41	36
2007	18	20	66	44	39

Table A6: Proportion of School Leavers Going Directly to Formal Tertiary Education by Level of Study, 2004–2006

School Leavers Enrolling* in:	2004 School Leavers			2005 School Leavers			2006 School Leavers		
	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %
Level 7 Bachelor's	9	11	23	10	11	23	11	11	25
Level 4 certificates and Level 5–7 diplomas	11	14	12	11	15	12	12	19	13
Level 1–3 certificates	30	30	22	29	29	20	28	26	19
Industry training (including Modern Apprenticeships)	5	4	6	6	5	6	6	5	7
All formal tertiary courses**	56	59	63	56	59	63	58	60	64
Total number of school leavers	10 583	4 080	55 634	11 045	4 495	57 454	10 798	4 643	56 895

* Data does not include training in non-formal learning and private training establishments, which neither receive tuition subsidies nor were approved for student loans or allowances.

Where students are enrolled in formal tertiary education at multiple levels of study, the first enrolment with highest equivalent-full-time study is used.

** Totals may not add up due to rounding.

Table A7: Proportion of School Leavers Proceeding Directly to Formal Tertiary Education by School Year, Decile and Tertiary Programme, 2002–2006

School Leavers Enrolling* in:	School Leavers' Year	School Decile Band			All Schools %
		Low (Deciles 1–3) %	Medium (Deciles 4–7) %	High (Deciles 8–10) %	
Level 7 Bachelor's	2002	8	18	37	22
	2003	8	18	35	23
	2004	9	19	35	23
	2005	8	19	35	23
	2006	10	21	37	25
Level 4 certificates and Level 5–7 diplomas	2002	10	12	12	11
	2003	10	11	12	11
	2004	10	12	12	12
	2005	12	12	13	12
	2006	13	13	13	13
Level 1–3 certificates	2002	31	25	17	23
	2003	29	22	16	21
	2004	29	23	17	22
	2005	29	21	15	20
	2006	27	20	14	19
Industry training (including Modern Apprenticeships)	2002	4	5	4	4
	2003	4	6	5	5
	2004	6	7	6	6
	2005	6	7	6	6
	2006	6	8	6	7
All formal tertiary courses**	2002	53	60	70	60
	2003	51	57	67	60
	2004	54	61	70	63
	2005	55	59	70	63
	2006	55	62	70	64

* Data does not include training in non-formal learning and private training establishments, which neither receive tuition subsidies nor were approved for student loans or allowances.

Where students are enrolled in formal tertiary education at multiple levels of study, the first enrolment with highest equivalent-full-time study is used.

** Totals may not add up due to rounding.



Table A8: Estimated Proportion of Domestic Students Staying on at School by Age, 1997–2007*

Year	Age 16 %	Age 17 %	Age 18 %
1997	84	60	15
1998	86	62	16
1999	85	63	16
2000	82	60	14
2001	80	58	13
2002	80	57	13
2003	82	58	14
2004	81	61	14
2005	80	60	13
2006	80	60	13
2007	81	61	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, 2007*

Ethnicity	Gender	Age 16 %	Age 17 %	Age 18 %
Māori	Male	60	36	9
	Female	65	42	9
	Total	63	39	9
Pasifika	Male	82	63	19
	Female	90	74	17
	Total	86	68	18
All students	Male	79	57	13
	Female	84	65	13
	Total	81	61	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 2007

Region	Domestic School Roll	Roll Growth 2002–2007 %	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 and Suspension Rates Per 1000 Students***** %	Leavers with at Least 30 Credits at Level 2 or Above %
Northland	29 346	-0.8	1.8	1.7	48.1	18.5	0.4	60.0	10.3	44.5	68.4
Auckland	248 233	7.5	20.3	17.3	15.0	11.5	7.9	34.9	41.9	32.7	79.2
Waikato	73 245	1.8	3.1	4.5	31.0	12.5	1.7	32.2	13.6	39.5	69.9
Bay of Plenty	50 438	2.3	1.9	2.9	40.2	20.6	1.0	47.7	17.6	23.3	70.7
Gisborne	9 533	-3.4	1.5	1.0	63.0	23.9	0.2	57.1	19.6	53.2	67.5
Hawkes Bay	30 058	-0.7	4.2	1.8	34.9	17.7	1.6	43.8	32.0	37.1	74.6
Taranaki	19 635	-5.4	1.5	1.9	23.3	6.6	0.6	21.5	10.8	42.3	66.9
Manawatu/Wanganui	41 212	-4.6	3.3	3.1	30.5	13.6	0.9	30.2	16.8	54.8	74.5
Wellington	78 637	1.6	10.5	7.9	18.9	9.2	3.1	22.3	32.8	31.8	78.8
Nelson/Marlborough/Tasman	22 389	-1.8	1.6	1.7	13.8	6.8	0.8	9.5	23.8	26.6	72.8
West Coast	5 069	-7.3	1.2	0.9	16.4	0.0	0.3	24.3	5.4	35.8	62.2
Canterbury	88 383	4.9	3.1	5.2	11.0	6.7	1.8	17.6	35.9	39.0	76.0
Otago	29 958	-0.8	2.3	3.0	10.5	1.3	0.8	10.4	15.6	24.0	78.0
Southland	16 508	-6.1	1.8	1.1	17.2	6.3	0.5	21.4	14.6	57.3	69.5

* 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 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), IFP and NZAID scholarship students.

The stand-down and suspension rates (for January–December 2007) 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 2007 age-specific stand-down/suspension rates for all New Zealand students.

As stand-down and suspension rates are highest for students aged 13 to 15, standardising for age will remove differences due to one region having a younger or older population. 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, 1997 and 2003–2007

School Type	1997	2003	2004	2005	2006	2007
Primary						
State full primary	161 971	172 200	169 839	168 611	167 903	167 863
State contributing	216 912	213 959	212 360	211 531	210 590	208 515
State intermediate	56 168	64 517	61 908	58 466	57 448	57 087
Independent primary and intermediate	6 449	6 106	6 089	5 838	5 829	5 822
Subtotal	441 500	456 782	450 196	444 446	441 770	439 287
Composite						
State composite	15 850	22 974	24 452	25 707	25 221	25 482
Correspondence	9 903	7 872	7 996	6 632	5 873	5 546
Independent composite	11 904	13 936	14 816	15 509	15 806	16 707
Subtotal	37 657	44 782	47 264	47 848	46 900	47 735
Secondary						
State Year 9–15	187 956	206 337	210 650	206 448	206 133	206 125
State Year 7–15	36 536	42 431	45 627	53 268	54 903	55 751
Independent Year 7–15 and Year 9–15	6 616	8 818	8 245	7 996	8 260	8 209
Subtotal	231 108	257 586	264 522	267 712	269 296	270 085
Special						
State special	1 774	2 574	2 646	2 735	2 747	2 748
Independent special	80			15		
Other Vote Education	157	31	26	34	48	51
Subtotal	2 011	2 605	2 672	2 784	2 795	2 799
Total	712 276	761 755	764 654	762 790	760 761	759 906

Table A12: Number of Students by Ethnicity, 1 July 2007

Ethnicity	2007	2003–2007 % Change
European/Pākehā	436 718	-4.2
New Zealand Māori	164 020	4.3
Samoan	32 673	9.3
Cook Islands Māori	10 281	3.7
Tongan	14 957	21.8
Niuean	3 937	4.0
Fijian	3 565	33.3
Tokelauan	1 601	10.7
Other Pasifika	2 874	6.2
Subtotal – Pasifika	69 888	11.5
South-east Asian	9 338	23.1
Indian	19 994	24.7
Chinese	19 009	11.8
Other Asian	14 526	-5.7
Subtotal – Asian	62 867	12.2
Other	16 135	31.1
IFP and NZAID scholarship	10 278	-41.5
Total	759 906	-0.2

**Table A13:** Number of Students by Age, 1997 and 2003–2007

Age in Years	1997	2003	2004	2005	2006	2007
5	59 780	56 818	55 508	57 538	56 319	54 595
6	62 349	57 754	58 442	57 076	59 009	58 343
7	60 547	58 568	58 205	58 741	57 429	59 341
8	58 599	59 886	58 984	58 379	58 994	57 688
9	57 919	60 228	60 369	59 236	58 678	59 384
10	55 347	62 124	60 874	60 820	59 840	59 365
11	54 164	62 471	61 936	60 786	60 920	60 198
12	53 379	64 046	62 822	62 216	61 135	61 352
13	52 575	62 388	64 260	62 541	61 983	61 033
14	51 971	59 991	62 490	63 864	62 306	61 719
15	50 547	56 847	58 138	59 926	61 512	60 485
16	44 418	46 821	48 860	49 361	51 177	53 018
17	32 083	33 738	35 412	36 718	37 446	39 380
18	8 578	9 803	9 251	8 793	8 760	8 814
19 and over	10 020	10 272	9 103	6 795	5 253	5 191
Total	712 276	761 755	764 654	762 790	760 761	759 906

Table A14: Number of Schools by School Type, 1997 and 2003–2007

School Type	1997	2003	2004	2005	2006	2007
Primary						
State full primary	1 198	1 173	1 137	1 098	1 090	1 090
State contributing	896	829	816	795	798	795
State intermediate	141	130	125	121	121	121
Independent primary and intermediate	58	45	44	42	40	41
Subtotal	2 293	2 177	2 122	2 056	2 049	2 047
Composite						
State composite	58	86	89	94	94	98
Correspondence	1	1	1	1	1	1
Independent composite	42	49	50	46	47	48
Subtotal	101	136	140	141	142	147
Secondary						
State Year 9–15	238	229	228	222	221	221
State Year 7–15	82	87	90	94	96	95
Independent Year 7–15 and Year 9–15	18	17	20	19	18	19
Subtotal	338	333	338	335	335	335
Special						
State special	46	46	46	46	46	46
Independent special	2			1		
Other Vote Education	4	1	1	1	1	1
Subtotal	52	47	47	48	47	47
Total	2 784	2 693	2 647	2 580	2 573	2 576

Table A15: Enrolments in Māori-medium Programmes by Level of Immersion, 2003–2007

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 %						
2003	6 024	4 658	12 209	22 891	22 173	14.1	718	0.1	395
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
% change 2003–2007	-14.4	16.4	-1.8	-1.4	-2.4		28.4		-6.8

* 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 2007

School Type	Regular Classroom		Adults in Regular Classes		Alternative Education		International Fee-paying		NZ AID Scholarship		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Full primary*	89 186	83 563					389	313	14	19	89 589	83 895	173 484
Contributing	106 787	100 939					417	354	17	10	107 221	101 303	208 524
Intermediate	29 194	27 116					536	428	2	3	29 732	27 547	57 279
Secondary (Year 7–15)	29 237	28 812	9	37	66	31	680	662			29 992	29 542	59 534
Secondary (Year 9–15)**	103 130	99 166	518	953	787	400	3 024	2 564	6	3	107 465	103 086	210 551
Composite***	18 548	22 741	11	21	21	13	369	465			18 949	23 240	42 189
Special	1 812	977	4	3			1	2			1 817	982	2 799
Correspondence	1 074	1 357	1 638	1 477							2 712	2 834	5 546
Total	378 968	364 671	2 180	2 491	874	444	5 416	4 788	39	35	387 477	372 429	759 906

* 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, 2007*

Ethnicity	%	Gender	%
Māori	61	Male	66
European/Pākehā	26	Female	34
Pasifika	11		
Other	1		

* Number of students who were approved and attended programmes during 2007 = 3,167.

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

Table A18: Percentages of Stand-downs and Suspensions by Selected Reasons, Gender and Ethnicity and Age-standardised Stand-down and Suspension Rates Per 1,000 Students, 2007

Student Characteristics	Percentage of Total* by Selected Reason						Age-standardised Stand-down and 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	
Male	27.5	9.3	22.3	4.7	16.0	20.3	50.4
Female	25.3	7.0	29.3	4.5	13.8	20.2	20.7
Māori	26.6	10.5	26.6	4.4	14.7	17.1	69.7
Non-Māori	25.4	5.7	27.9	4.6	14.1	22.3	26.2
Pasifika	22.1	5.0	31.0	7.8	10.3	23.8	46.2
Non-Pasifika	26.4	8.0	26.9	4.1	14.9	19.7	34.8
All students	25.9	7.7	27.3	4.6	14.4	20.2	35.9

* 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 and 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 2007 age-specific stand-down/suspension rates for all New Zealand students.

As stand-down and suspension rates are highest for students aged 13 to 15, standardising for age will remove differences due to one group having a younger or older population. 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 A19: Indicative Participation Rates* of 16- to 18-year-olds in Education, 2003–2007

Age	Year	Schools %	Tertiary** %	Education*** %
16	2003	80	9	89
	2004	80	10	90
	2005	80	13	93
	2006	80	10	89
	2007	80	9	90
17	2003	58	18	76
	2004	60	18	78
	2005	60	20	80
	2006	60	18	78
	2007	61	18	78
18	2003	17	44	61
	2004	16	44	60
	2005	15	45	60
	2006	14	46	60
	2007	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.

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, 2003–2007

	2003	2004	2005	2006	2007		
					Male	Female	Total
Primary	23 617	23 583	23 357	23 738	4 503	19 388	23 891
Composite	1 691	1 795	2 008	2 042	723	1 339	2 062
Correspondence	290	285	244	210	59	146	205
Secondary	16 485	17 281	18 044	18 471	8 089	10 589	18 679
Special	799	835	909	931	191	783	974
Total**	42 882	43 778	44 562	45 393	13 565	32 246	45 811

* Full-time teacher equivalent.

** Totals may not add up due to rounding.

Table A21: Ratio* of Students to Teaching Staff at State Schools, 2003–2007

	2003	2004	2005	2006	2007
Overall ratio**					
Primary/Intermediate	19.1	18.8	18.8	18.4	18.1
Composite	13.5	13.4	12.7	12.3	12.2
Secondary	15.4	15.2	14.8	14.5	14.4
General classroom ratio					
Primary/Intermediate	22.7	23.1	23.9	23.9	23.2
Composite	17.6	16.7	16.4	15.4	15.5
Secondary	18.6	18.4	18.0	17.7	17.6

* 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, 2003–2007

Year	Primary			Composite			Secondary			Special			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2003	56 895	49 939	51 440	54 471	49 149	51 131	56 201	53 185	54 628	55 905	51 328	52 230	56 380	50 964	52 728
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

* 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 2007

	Ethnicity						Gender		
	Māori %	Pasifika %	Asian %	European/Pākehā %	Other %	Total** %	Male %	Female %	Total** %
All members									
Primary	15.9	3.3	0.8	74.9	2.7	100.0	46.0	53.9	100.0
Composite	39.3	0.9	0.3	54.3	2.5	100.0	48.5	51.1	100.0
Secondary	14.5	5.0	1.4	73.8	2.4	100.0	57.3	42.6	100.0
Special	11.6	1.5	1.2	78.6	3.6	100.0	43.2	56.8	100.0
Total	16.5	3.4	0.8	73.9	2.7	100.0	47.8	52.1	100.0
Elected/Appointed parent representatives									
Primary	17.4	3.7	0.7	73.8	2.9	100.0	50.3	49.6	100.0
Composite	41.7	0.3	0.0	53.3	3.3	100.0	49.7	50.3	100.0
Secondary	14.5	5.0	1.2	74.8	2.5	100.0	58.3	41.7	100.0
Special	9.4	2.2	2.2	79.1	5.0	100.0	48.2	51.8	100.0
Total	17.7	3.8	0.7	73.3	2.9	100.0	51.3	48.6	100.0
Co-opted members									
Primary	26.9	4.9	0.8	61.6	2.5	100.0	42.6	57.4	100.0
Composite	55.7	3.8	0.0	38.0	1.3	100.0	34.2	65.8	100.0
Secondary	34.0	5.5	2.0	55.5	1.2	100.0	51.5	48.5	100.0
Special	18.9	1.9	1.9	73.6	1.9	100.0	35.8	64.2	100.0
Total	29.6	4.9	1.1	59.5	2.1	100.0	43.9	56.1	100.0

* 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, 2003–2007

Financial Year Ended 30 June	2003 \$m	2004 \$m	2005 \$m	2006 \$m	2007 \$m
Land	1 535.2	2 142.5	2 856.1	3 133.3	3 408.5
Buildings (less depreciation)	5 434.4	5 776.4	6 328.9	6 867.2	6 317.8
Net carrying value of land and buildings	6 969.6	7 918.9	9 185.0	10 000.5	9 726.3
Cash investment in school and land	295.9	370.8	417.8	431.5	415.6

**Table A25:** Age of State School Property, 2007

Built	Number of Buildings	Square Metres	Proportion of Total Area (%)
Pre-1900	73	22 861	0.4
1900–1909	72	27 064	0.4
1910–1919	118	55 296	0.9
1920–1929	302	166 494	2.8
1930–1939	433	188 801	3.1
1940–1949	513	211 812	3.5
1950–1959	1 919	1 009 897	16.7
1960–1969	3 230	1 333 960	22.1
1970–1979	4 541	1 422 572	23.5
1980–1989	1 248	419 659	6.9
1990–1999	2 610	636 137	10.5
2000–2007	1 584	554 782	9.2
Total	16 643	6 049 335	100.0

Table A26: Financial Performance of the Schools Sector, 2005–2007

	2005		2006		2007 (Estimated***)	
	\$m	%*	\$m	%*	\$m	%*
Revenue	4 290.1	100.0	4 508.0	100.0	4 693.6	100.0
Government grants	3 704.5	86.4	3 902.6	86.6	4 043.8	86.2
Investment and other revenue	88.1	2.1	97.4	2.2	85.1	1.9
Local funds**	497.4	11.6	508.0	11.3	564.7	12.0
Expenses	4 234.0	98.7	4 472.8	99.2	4 652.2	99.1
Operating surplus	56.0	1.3	35.2	0.8	41.4	0.9

* Of total revenue.

** Local funds includes revenue relating to IFP students.

** In this and subsequent tables, A27 to A43, the results given for 2007 are estimated. These estimates are based on actual data for 2,317 schools and previous years' data for 145 schools, whose 2007 accounts data was not available for inclusion during the preparation of this report.

Table A27: Primary Schools' Financial Performance, 2005–2007

	2005		2006		2007 (Estimated)	
	\$m	%*	\$m	%*	\$m	%*
Revenue						
Government grants	1 902.7	88.9	2 014.5	88.9	2 075.2	88.8
Investments	23.9	1.1	27.8	1.2	31.6	1.4
Local funds**	207.4	9.7	217.4	9.6	228.7	9.8
Other revenue	5.4	0.3	5.5	0.2	2.6	0.1
Total	2 139.4	100.0	2 265.2	100.0	2 338.1	100.0
Expenses						
Administration	158.2	7.4	165.7	7.3	177.1	7.6
Depreciation	77.9	3.6	77.9	3.4	85.4	3.7
Learning resources	1 623.6	75.9	1 729.2	76.3	1 775.4	75.9
Local funds**	82.7	3.9	89.5	4.0	93.1	4.0
Property management	160.6	7.5	170.6	7.5	179.8	7.7
Other expenses	1.7	0.1	2.9	0.1	4.1	0.2
Total	2 104.6	98.4	2 235.9	98.7	2 315.0	99.0
Surplus	34.8	1.6	29.3	1.3	23.2	1.0

* Of total revenue.

** Local funds including revenue and expenses relating to IFP students.

Table A28: Secondary Schools' Financial Performance, 2005–2007

	2005		2006		2007 (Estimated)	
	\$m	%*	\$m	%*	\$m	%*
Revenue						
Government grants	1 661.3	82.9	1 745.1	83.4	1 816.4	82.7
Investments	19.7	1.0	22.8	1.1	25.8	1.2
Local funds**	286.2	14.3	286.7	13.7	331.7	15.1
Other revenue	37.0	1.8	38.7	1.8	22.4	1.0
Total	2 004.2	100.0	2 093.3	100.0	2 196.3	100.0
Expenses						
Administration	136.0	6.8	144.1	6.9	151.9	6.9
Depreciation	72.2	3.6	70.1	3.4	73.3	3.3
Learning resources	1 476.7	73.7	1 565.8	74.8	1 631.6	74.3
Local funds**	144.7	7.2	143.1	6.8	163.0	7.4
Property management	137.3	6.9	147.2	7.0	151.1	6.9
Other expenses	15.0	0.7	19.9	1.0	10.7	0.5
Total	1 982.0	98.9	2 090.2	99.9	2 181.6	99.3
Surplus	22.2	1.1	3.0	0.1	14.7	0.7

* Of total revenue.

** Local funds including revenue and expenses relating to IFP students.

**Table A29:** Primary and Secondary Schools' Per-student Financial Performance, 2003–2007

	2003	2004	2005	2006	2007 (Estimated)
	\$/Student	\$/Student	\$/Student	\$/Student	\$/Student
Primary					
Revenue	4 414	4 676	4 871	5 190	5 383
Government grants	3 902	4 141	4 332	4 616	4 778
Investments	37	43	54	64	73
Local funds*	452	474	472	498	527
Other revenue	22	17	12	13	6
Expenses	4 336	4 624	4 792	5 123	5 330
Surplus	78	52	79	67	53
Secondary					
Revenue	6 370	6 678	7 066	7 355	7 695
Government grants	5 163	5 439	5 857	6 132	6 364
Investments	54	57	70	80	90
Local funds*	998	1 065	1 009	1 007	1 162
Other revenue	154	117	130	136	79
Expenses	6 305	6 650	6 988	7 344	7 643
Surplus	65	28	78	11	52

* Local funds including revenue and expenses relating to IFP students.

Table A30: Financial Position of the Schools Sector, 2003–2007

	2003	2004	2005	2006	2007 (Estimated)
	\$m	\$m	\$m	\$m	\$m
Current assets and investments*	906.6	863.1	939.2	992.3	1 047.0
Less current liabilities	540.8	490.4	498.1	515.5	528.7
Working capital	365.8	372.6	441.1	476.8	518.3
Non-current assets as net depreciated value	893.0	1 014.3	1 080.9	1 136.9	1 163.1
Less non-current liabilities	140.4	147.4	158.9	165.3	159.6
Public equity	1 118.5	1 239.6	1 363.0	1 448.3	1 521.8

* 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, but from 2004, they are included with non-current assets.

Table A31: Primary Schools' Financial Position, 2003–2007

	2003	2004	2005	2006	2007 (Estimated)
	\$m	\$m	\$m	\$m	\$m
Current assets and investments*	470.2	456.3	488.8	514.1	540.9
Less current liabilities	238.5	211.2	215.0	221.2	231.2
Working capital	231.8	245.1	273.8	293.0	309.7
Non-current assets as net depreciated value	442.2	500.7	540.6	570.8	587.9
Less non-current liabilities	72.7	73.3	75.9	77.0	77.4
Public equity	601.3	672.5	738.5	786.7	820.2

* 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, but from 2004, they are included with non-current assets.

Table A32: Secondary Schools' Financial Position, 2003–2007

	2003	2004	2005	2006	2007 (Estimated)
	\$m	\$m	\$m	\$m	\$m
Current assets and investments*	412.7	380.9	421.3	444.7	469.1
Less current liabilities	289.4	262.4	264.3	282.8	285.1
Working capital	123.3	118.5	157.1	162.0	184.0
Non-current assets as net depreciated value	426.4	490.5	518.7	547.5	555.1
Less non-current liabilities	66.3	72.5	81.4	86.7	80.4
Public equity	483.3	536.5	594.4	622.8	658.8

* 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, but from 2004, they are included with non-current assets.

Table A33: Schools Sector Fixed Asset Portfolio, 2006–2007

Fixed Asset Category	2006			2007 (Estimated)		
	Historical Cost \$m	Accumulated Depreciation \$m	Net Depreciated Value \$m	Historical Cost \$m	Accumulated Depreciation \$m	Net Depreciated Value \$m
Buildings	631.8	119.0	512.9	685.6	131.2	554.3
ICT	481.2	355.8	125.4	445.4	323.9	121.6
Plant, furniture and equipment	812.7	497.1	315.6	868.6	550.0	318.6
Land	29.1	0.0	29.1	22.9	0.0	22.9
Library resources	177.2	110.8	66.4	193.2	125.0	68.2
Motor vehicles	27.0	16.5	10.6	31.2	18.8	12.4
Houses	29.9	1.2	28.7	24.8	2.9	21.9
Other fixed assets	67.8	27.2	40.6	60.4	23.5	36.9
Total	2 256.6	1 127.6	1 129.1	2 332.2	1 175.4	1 156.8

Table A36: Proportion of Schools Incurring Large Operating Deficits by Sector, 2003–2007

	2003 %	2004 %	2005 %	2006 %	2007 (Estimated) %
Primary schools	13	16	13	15	16
Secondary schools	7	10	5	9	11
All schools	12	15	12	14	15

Table A37: Number of Schools in Deficit by Size of Deficit, 2005–2007

Size of Deficit	Operating Deficit			Working Capital Deficit		
	2005	2006	2007 (Estimated)	2005	2006	2007 (Estimated)
\$1–\$20,000	472	481	502	61	62	75
\$20,001–\$40,000	177	232	231	26	35	36
\$40,001–\$60,000	102	99	117	15	12	19
\$60,001–\$80,000	31	69	82	12	13	12
\$80,001–\$100,000	37	41	36	13	4	4
\$100,001 or more	69	105	124	27	27	32
Total	888	1 027	1 092	154	153	178

Table A38: Schools Moving into and out of Operating Deficit by Sector, 2005–2007

	Primary Three Years Ended:			Secondary Three Years Ended:			All Schools Three Years Ended:		
	2005 %	2006 %	2007 (Est.) %	2005 %	2006 %	2007 (Est.) %	2005 %	2006 %	2007 (Est.) %
No deficit for the 3-year period	29	28	28	27	24	29	29	28	28
A deficit for one of the 3 years	34	35	33	36	35	27	35	35	33
A deficit for two of the 3 years	26	26	28	28	30	30	26	26	28
A deficit for all 3 years	10	11	11	10	12	14	10	11	11
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, 2006–2007

	2006			2007 (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
Revenue						
Government grants	5 258	4 562	4 158	5 477	4 716	4 308
Investments	81	56	58	93	66	64
Local funds	352	468	649	366	509	667
Other revenue	17	10	12	11	5	4
Total	5 708	5 096	4 876	5 947	5 295	5 043
Expenses						
Administration	420	371	357	451	407	376
Depreciation	192	171	176	210	192	192
Learning resources	4 393	3 912	3 670	4 571	4 031	3 777
Local funds	167	205	236	172	218	242
Property management	451	380	354	473	408	375
Other expenses	8	6	6	7	8	13
Total	5 630	5 045	4 800	5 883	5 264	4 975
Surplus	77	51	77	64	31	68

Table A40: Secondary Schools' Financial Performance by School Decile, 2006–2007

	2006			2007 (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
Revenue						
Government grants	7 294	6 128	5 484	7 711	6 355	5 656
Investments	92	75	80	112	78	94
Local funds	645	962	1 270	678	1 159	1 424
Other revenue	69	166	132	51	57	121
Total	8 099	7 333	6 967	8 551	7 649	7 295
Expenses						
Administration	589	486	488	624	514	507
Depreciation	269	236	248	294	237	262
Learning resources	6 182	5 505	5 112	6 518	5 702	5 306
Local funds	373	543	521	377	640	587
Property management	633	501	475	648	521	477
Other expenses	20	82	82	36	44	29
Total	8 065	7 353	6 926	8 496	7 658	7 168
Surplus	33	-21	41	55	-9	127

Table A41: Primary Schools' Financial Position by School Decile, 2006–2007

	2006			2007 (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*	1 429	1 087	1 076	1 515	1 164	1 123
Less current liabilities	549	491	489	583	524	502
Working capital	880	596	587	932	639	621
Non-current assets (NDV)	1 392	1 239	1 314	1 442	1 284	1 358
Less non-current liabilities	203	180	151	210	179	153
Public equity	2 069	1 655	1 750	2 164	1 745	1 825

* 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, but from 2004, they are included with non-current assets.

Table A42: Secondary Schools' Financial Position by School Decile, 2006–2007

	2006			2007 (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*	1 712	1 499	1 568	1 922	1 432	1 763
Less current liabilities	912	997	1 036	962	963	1 063
Working capital	800	503	533	960	469	700
Non-current assets (NDV)	1 907	1 870	2 008	1 852	1 932	2 010
Less non-current liabilities	384	311	251	327	282	258
Public equity	2 322	2 062	2 290	2 485	2 119	2 452

* 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, but from 2004, they are included with non-current assets.

Table A43: Proportion of Schools in Deficit by School Decile, 2005–2007

School Decile	Operating Deficit			Working Capital Deficit		
	2005 %	2006 %	2007 (Estimated) %	2005 %	2006 %	2007 (Estimated) %
Low (deciles 1–3)	34	41	43	6	6	7
Medium (deciles 4–7)	39	43	48	7	6	8
High (deciles 8–10)	33	41	40	6	6	7

Index

A

- achievement
 - ethnic group comparisons *see* ethnic groups
 - gender comparisons *see* gender
 - leadership, importance of, 44, 61
 - international comparisons, 12, 13
 - literacy, 10–12
 - numeracy, 13
 - school leavers *see* school leavers
 - NCEA *see* National Certificate of Educational Achievement (NCEA)
 - Te Kōtahitanga, impact of, 19
- Advisory Group for Conduct Problems, report of, 32
- age, retention rates by, 27
- alternative education, 29
- area growth strategies, 70–71
- arts, visual, 14
- Asian students
 - stand-downs and suspensions, 34–36
- assessment practices
 - ERO report, 50
 - Literacy Professional Development Project (LPDP), 46
- Assessment Tools for Teaching and Learning (asTTle), 48
- 'at-risk' students, 12, 40, 41, 48, 49
- attendance, 26–29
- Attendance Regulations 1951, 29

B

- behaviour, 32–33, 34
- Best Evidence Synthesis (BES), 42–44, 50, 57, 61
- boards of trustees, 58–61
 - statutory interventions, 61
 - strategic focus, 60
- bullying, 33–34

C

- Career Services, 30
- Carter, Hon. Chris, 45
- charters, school, 60
- Code of Practice for the Pastoral Care of International Students, 62
- cohorts 2002–2006, 16–19
- communications, electronic, 64
- Correspondence School, The, 29, 36
- credits towards qualification, 16–17
- Cullinane College, 40–41
- curriculum *see* *New Zealand Curriculum, The*

D

- deciles *see* schools by decile
- deficits, operating, 67
- disabled students *see* special education
- District Truancy Services (DTS), 29

E

- early leavers, 30–31
- Education Act 1989, 29
- Education Agenda, International (2007), 62
- Educational Leadership Best Evidence Synthesis, 61
- Education Review Office (ERO), reports of *see* ERO reports
- Effective Interventions for Challenging Behaviour (EICB), 32
- Effective Teaching Pilot Scheme, 52
- employment, 21
- ENROL, 28–29
- enrolments, *see* roll changes
- ERO reports
 - engagement with parents, 36–37
 - good practice, teaching and assessment, 50
 - governance, 58
 - home–school partnerships, 37–38
 - schools' use of operational funding, 64
- English for Speakers of Other Languages (ESOL), 64
- ethnic groups
 - achievement
 - NCEA qualifications gained by 2005 cohort, 16–20
 - school leavers, 21–23
 - alternative education, participation in, 29
 - candidates, boards of trustees, 60
 - engagement
 - early leaving exemptions, 30–31
 - stand-downs and suspensions, 34–36
 - literacy, 46
 - school leavers, 1993–2007, 22
 - suspensions, 34–36
- European/Pākehā candidates, boards of trustees, 60
- European/Pākehā students
 - comparisons with other ethnic groups *see* ethnic groups
 - ethnic groups
 - stand-downs and suspensions, 34–36
- Evaluation of the Literacy Professional Development Project*, 48
- exemptions from schooling, 30–31
- expenditure, *see* schools

F

- facilitator, Māori in-school, 44
- families/whānau
 - engagement with, 37–38, 44, 51
- financing schools *see* schools' resourcing

G

- gender
 - engagement
 - alternative education, participation in, 29–30
 - stand-downs and suspensions, 34–36
 - qualifications achieved, 17
 - school leavers, 21–22
 - suspensions, 34–36
 - teacher education, 55
- good practice, ERO reports, 50
- governance *see* boards of trustees

H

- home–school partnerships, 37–38
- Horomia, Hon. Parekura, 45

I

- income, *see* schools' resourcing
- information and communication technologies (ICT), 60
- 'in-kind' resourcing, 63
- Inservice Teacher Education Practice Project (INSTEP), 32
- integrated schools, enrolment schemes implemented by, 71
- International Education Agenda (2007), 62
- international fee-paying students (IFP), 19, 20, 62n
- international students, 62
- international studies *see* Programme for International Student Assessment (PISA)

J

- Joyce, Annette, 31

K

- Ka Hikitia – Managing for Success*, 45
- Kaipara College model, 40
- Kia Kaha, 34
- Kiwi Leadership for Principals*, 61
- kura kaupapa Māori *see* Māori-medium education

L

- leadership, 44, 61
- learning, 50
- legislation, 29
- literacy, 10–12
 - scientific, 14
 - reading, 12, 46–48
 - international comparisons, 12
 - Low International Benchmark, 12
- Literacy Professional Development Project (LPDP), 10–12, 46
- Longitudinal Study, NDP, 13
- Low International Benchmark, 12

M

- Māori
 - candidates, boards of trustees, 60
 - culture in schools, 44
 - Ka Hikitia – Managing for Success*, 45
 - teaching facilitator, 44
- Māori Education Strategy *see* *Ka Hikitia – Managing for Success*
- Māori-medium education
 - Te Kauhua, 44
 - Te Kōtahitanga, 19, 44
- Māori students *see also* ethnic groups
 - achievement, 18, 21, 40, 44
 - engagement, 44
 - literacy, 46
 - NCEA qualifications gained by 2005 cohort, 18
 - compared with non-Māori students, 18
 - numeracy, 13
 - school leavers, 21
 - suspensions, 31, 34–36
 - Te Kōtahitanga, impact of, 19
 - alternative education, participation in, 29
 - effective teaching, 46
 - Te Kōtahitanga, 44
 - in-school facilitator, 44
 - truancy, 28–29
- mathematics *see* numeracy/mathematics
- mentoring, 55
- movements of students between schools, 28–29

N

- National Certificate of Educational Achievement (NCEA), 14–18
 - 2005 cohort
 - highest qualification level achieved, 18
 - highest qualification level achieved by Māori and non-Māori students, 18
 - highest qualification level achieved by Pasifika and non-Pasifika students, 19
 - pathways to achievement, 14, 17
 - achievement rates, 41
 - flexibility of, 14, 31
 - qualifications gained by IFP students, 20
 - school leavers, 21–23
 - transition to tertiary education, 23
 - work-based learning, 30
- National Education Monitoring Project (NEMP), 10, 13, 14, 24
- National Qualifications Framework (NQF) *see also*
- National Certificate of Educational Achievement (NCEA), 17, 23
- National Survey of International Students, 62
- New Zealand Council for Educational Research (NZCER), 55
- New Zealand Curriculum, The*, 46
- New Zealand International Financial Reporting Standards (NZ IFRS), 66
- Numeracy Development Project (NDP), 10, 13, 48
 - numeracy/mathematics, 12, 48
 - achievement, by year, 13
 - good practice, 50
 - Numeracy Development Project (NDP), 13
 - Te Kōtahitanga, 19, 44

O

- Otumoetai College, 39

P

- Pākehā/European students, *see* European/Pākehā
- Pasifika students, *see also* ethnic groups
 - achievement, 19, 21
 - compared with non-Pasifika students, 20
 - NCEA qualifications gained by 2004 cohort, 19
 - school leavers, 21
 - engagement
 - retention rates, 27
 - stand-downs and suspensions, 34–35
 - truancy rates, 29
- Pasifika candidates, boards of trustees, 60
- Pastoral Care of International Students, Code of Practice for the, 62
- pathways to achievement, 14, 17
- planning, strategic, 58, 60
- Police Education Officers (PEO), 34
- population changes, planning for, 70–71
- primary schools
 - assessment for learning, 50–51
 - good practice, 50
 - resourcing *see also* schools' resourcing
 - government grants, 66
 - working capital, 67
 - teacher education, 55
- Principals, Kiwi Leadership for*, 61
- professional development, 39, 55–57
- Programme for International Student Assessment (PISA), 10, 12–14
- Progress in International Reading Literacy Study (PIRLS), 10, 12
- property *see* schools' resourcing
- provisionally registered teachers (PRT), 54, 55
- public equity, 68

Q

- qualifications
 - 2005 cohort, 16–20
 - school leavers
 - direct entry to tertiary study, 23
 - highest level of attainment, 17–19
 - little or no formal attainment, 21–22
 - NCEA Level 2 or higher qualification, 21–23
 - proportion with university entrance by ethnicity, 21
 - significance of, 21, 23, 30
 - university entrance, 22, 23



R

- reading *see also* literacy
 - asTTle data, 48
 - international comparisons, 12
 - LPDP data, 12
- reorganisation of schools *see* schools, network of Resource Teachers: Learning and Behaviour (RTLB), 32, 51–52
- retention rates, 27–28
- roll changes, 70–71
- Rotorua Girls' High School, 31

S

- school boards of trustees *see* boards of trustees
- school leavers
 - early leavers, 30–31
 - ethnicity of, 1993–2007, 22
 - ENROL, 28
 - median incomes, 30
 - qualifications, 20, 23
- schools *see also* Correspondence School, The; primary schools; secondary schools
 - assessment information, use of, 50–51
 - charters, 60
 - enrolment schemes, 70, 71
 - finances *see* schools' resourcing
 - good practice, 50
 - governance *see* boards of trustees
 - leadership, 44, 61
 - learning area targets, 60
 - legislation, 29
 - Māori-medium, 48
 - network of, 62
 - property management *see* schools' resourcing
 - reading recovery, 12
 - reorganisations, 62
 - statutory interventions, 61
 - strategic goals, 60
 - strategic plans, 58, 60
- schools by decile, 21, 39, 68
- schools' resourcing
 - assets and depreciation, 66
 - capital, 67
 - expenditure, 66
 - discretionary funding pools, 64
 - financial accounts, 66
 - financial management, 67, 68
 - risk, 68
 - student achievement impacts, 65
 - funds, 64–67
 - government grants, 66
 - income, 66
 - 'in-kind' resourcing, 63
 - locally raised funds, 66

- operating deficits and surpluses, 67
 - operational funding, 64
 - per-student funding, 1997–2007, 63
 - property, 65
 - capital works, 63
 - public equity, 68
 - staffing, 63, 68
 - working capital, 67
- science achievement, international comparison of, 13
 - science, literacy, 14
- secondary schools
 - achievement, 13–19
 - international comparisons, 12, 13
 - career education and guidance, 30, 55
 - good practice, 50
 - international students, 62
 - resourcing *see also* schools' resourcing
 - public equity, 68
 - working capital, 67
 - Specialist Classroom Teachers (SCT), 56
 - Secondary Tertiary Alignment Resource (STAR), 31, 48
 - South Wellington RTLB cluster, 52
 - special education, 32, 51–52
 - Special Education (GSE), 33, 51
 - Specialist Classroom Teachers (SCT), 56
 - staffing, 63, 68
 - stand-downs, 34–35
 - statutory interventions, 61
 - Student Engagement Initiative (SEI), 39, 41
 - student teachers, 54
 - students
 - 2005 cohort, 16–19
 - and school boards, 65
 - Asian *see* Asian students
 - 'at-risk', 12, 40, 41, 48, 49
 - behaviour, 32–34
 - career education and guidance, 30
 - curriculum preferences, 24–26
 - disabled *see* special education
 - European/Pākehā *see* European/Pākehā students
 - families/whānau, 36–38, 51
 - government funding per student, 63
 - great teacher descriptors, 51
 - initial teacher education, 54–55
 - international, 19, 20, 62n
 - international fee-paying (IFP), 19, 20, 36
 - Māori *see* Māori students
 - non-enrolment, 29
 - Pasifika *see* Pasifika students
 - retention rates, 27–28
 - school leavers *see* school leavers
 - special education *see* special education
 - special needs, 51
 - teacher–student relationships, 38, 51
 - truancy, 28–29
 - university entrance, 19, 20, 22, 23

year of schooling
1–8, 10
4, 13, 26
4–9, 13
7, 62
8, 13–14, 26, 62
9, 19, 40
10, 19, 40
12, 19
13, 19
Supporting Positive Behaviours website, 38
suspensions, 34–36
Suspension Reduction Initiative (SRI), 31

T

Tai Tokerau, GSE, 51
Tumataara, 40
Tangaroa College, 39
Te Kauhua, 44
Te Kōtahitanga, 19, 44
teachers *see also* staffing
assessment, 42, 50–51
education of, 42–44
induction, 54–55
guidance programmes, 55
mentoring, 55
newly qualified, 55
professional development, 39, 42–44, 52, 55–57
provisionally registered, 46, 55, 56
Resource Teachers: Learning and Behaviour (RTL), 32, 42, 51–52
Specialist Classroom Teachers (SCT), 56
special education, 51–52
staff turnover, Māori in the mainstream, 44
student teacher numbers, 54
uptake rate, 55
teaching, theory and practice, 42
tertiary education
school leavers directly entering, 23
transition to, 23
truancy, 28–29
trustees, boards of *see* boards of trustees

U

university entrance, 19, 20, 22, 23

V

Victoria University of Wellington, 44, 52

W

Wanganui City College, 40–41

whānau *see* families/whānau

work-based learning, 31

working capital, 67

writing *see also* literacy

achievement, 12

effective teaching, 46, 48

LPDP data, 10–12, 46

rates of progress, 46

Y

Youth Transition Services, 31



