

2006

New Zealand Schools


Ngā Kura o Aotearoa



A Report on the Compulsory
Schools Sector in New Zealand 2006

MINISTER OF EDUCATION





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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	Chapter Two: Student, Family and Community Engagement	22
Primary and Junior Secondary Education	10	Student Engagement	22
Literacy	12	Engagement with Learning	22
Numeracy and Mathematics	13	Engagement in the Classroom	24
Health and Physical Education	13	Engagement at School	25
Achievement at the Senior Secondary Level	13	Staying on at School	25
National Certificate of Educational Achievement	14	Retention of Students in Senior Secondary Schooling	25
School Leavers in 2006	17	Measuring School Retention	26
School Leavers with Little or No Formal Attainment	17	Attendance	27
Schools Leavers with NCEA Level 2 or a Higher Qualification	18	Alternative Education	27
School Leavers with University Entrance or a Higher Qualification	19	Student Mobility	27
Enrolling in Tertiary Education	19	Tracking Student Movements	28
Conclusion	20	Engaging Students at Risk of Leaving School	28
		Career Education and Guidance	29
		Early Leavers	30
		Students at Risk of Leaving School Early	31
		Lifelong Learning	31
		Setting Boundaries	31
		Disruptive Behaviour	32
		Engaging Families and Communities	33
		The Flaxmere Project	34
		Team-Up	35
		Conclusion	35

Chapter Three:			
Effective Teaching	36	Chapter Four:	
Professional Development	38	Quality of Schooling	48
Māori in the Mainstream – Te Kōtahitanga	39	School Governance	48
Numeracy	39	Preparation for the Triennial Elections	48
Numeracy in Māori-medium Schools	41	Strategic Focus	48
Numeracy in Secondary Schools	41	Statutory Interventions in Schools	48
Literacy	41	School Leadership	50
Assessment for Learning	41	Network of Schools	50
Special Education	42	Resourcing Schools	51
Delivering the Curriculum	42	Review of Schools' Operational Funding	52
Māori Language Teaching	43	Schools' Use of Funding	52
Second Language Teaching	43	Management of School Property	52
Mathematics	44	Schools' Financial Accounts	53
Social Studies	44	Schools' Income	53
Health and Physical Education	45	Schools' Expenditure	54
Writing	45	Schools' Assets and Depreciation	54
Teacher Education and Induction	45	Indicators of Good Financial Management	54
Initial Teacher Education	45	Overall Financial Management	55
Beginning Teachers	46	Conclusion	56
Specialist Classroom Teachers	47		
Overseas-trained Teachers	47	Appendices	57
Conclusion	47	APPENDIX ONE: Plans to Address Pressures	
		on School Capacity	58
		Northern Region	58
		Central North Region	58
		Central South Region	59
		Southern Region	59
		Integrated Schools	59
		Schools with Enrolment Schemes in Place	
		for Part or All of 2006	60
		APPENDIX TWO: Statistical Tables	68
		INDEX	89

Foreword

A successful school system results in successful school leavers who are motivated, self-directed, lifelong learners ready to adapt to the challenges of a dynamic and ever-changing society. This government's goal is to support all New Zealand students to achieve to their highest potential by providing quality teaching within a context of student and community engagement in education.

New Zealand Schools Ngā Kura o Aotearoa 2006 reviews the progress made towards this goal in 2006.

International comparisons show that the majority of New Zealand students are well placed to meet the challenges they face on leaving school, however, some students continue to underachieve compared with their peers. Focused initiatives in the areas of literacy and numeracy during the past year have been particularly successful in improving the achievement levels of these students.

Overall levels of achievement are continuing to increase for New Zealand students. The proportion of students leaving school with little or no formal attainment has dropped following the introduction of the National Certificate of Educational Achievement and more students now leave school with University Entrance or a Level 3 qualification.

Effective teaching is a key influence on student learning and achievement outcomes. During 2006, professional development for teachers continued to be an important focus in order to strengthen the role of assessment, improve classroom interaction and develop subject expertise. Attention was given to providing support to all newly qualified teachers on their path to becoming effective teachers.

This report shows that the New Zealand education system is performing well and making significant improvements in problem areas. I am pleased to present to Parliament *New Zealand Schools Ngā Kura o Aotearoa 2006*.



Hon. Steve Maharey
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

International studies show that New Zealand students continue to perform well when compared with students in other countries. However, there is a group of students who continue to underachieve compared with their peers. Focused initiatives in the areas of literacy and numeracy are making a difference to the achievement of these students.

Year 5–8 students at schools in the Literacy Professional Development Project are achieving at higher than the national average. The biggest shifts are for students in the lowest 20 percent of achievers. Year 9 and 10 students (both Māori and non-Māori) at the schools involved in Te Kōtahitanga are further ahead in literacy than would have been expected.

In 2006, progress was made in almost all areas of numeracy achievement by students at the schools in the Numeracy Development Projects.

International comparisons show that New Zealand students are well placed to meet the challenges they face on leaving school. The overall picture for 2006 school leavers shows that levels of achievement are continuing to increase.

After close to 20 years of little improvement, the proportion of students leaving school with little or no formal attainment has dropped over the past five years from 18 percent to 11 percent following the introduction of the National Certificate of Educational Achievement. However, 22 percent of Māori still leave school with little or no formal attainment.

More school leavers now leave school with University Entrance or a Level 3 qualification. In 2006, 36 percent of school leavers achieved to at least a University Entrance standard.

Student, Family and Community Engagement

Engaging students in their learning from an early age raises their achievement and increases the likelihood that they will go on to further education. When students become disengaged from learning, they tend to do so before age 12, with their lack of engagement escalating in adolescence and at secondary level.

Connecting what goes on at school with parents, whānau and communities makes teaching and learning more relevant and effective. Research shows that families and whānau who monitor their children's progress at school are more likely to have children who are successful learners. A number of programmes and initiatives are aimed at developing our schools' ability to engage families and communities in this way. Team-Up is a programme designed to encourage, inspire and enable parents to help their children learn through every stage of the child's education.

Participation in education is fundamental to student engagement and achievement. Across most indicators of engagement, around 80 to 90 percent of New Zealand students are effectively engaged in schooling. A key indicator of continuing engagement is retention – the proportion of students who continue to attend school beyond the minimum school leaving age.

Māori students are retained in school to a lesser degree than non-Māori, and this continues to be a challenge.

The Innovative Pathways from School Project interviewed students at risk of leaving school who were participating in vocational courses in order to determine what encourages students who are disengaged to stay on at school and achieve. Offering a relevant curriculum to create more positive attitudes towards school and providing experiences of 'learning by doing' are two examples of approaches that these students said would increase their retention and transition to higher education.

Although most New Zealand school students are actively engaged in their learning, educators are challenged by the need to engage all students, including disruptive students, truant students, students with serious behavioural issues, gifted students and those with special needs.

Effective Teaching



In 2006, the focus continued to be on professional development to strengthen the role of assessment, improve classroom interaction and develop subject expertise. The Teacher Professional Learning and Development Best Evidence Synthesis demonstrates that opportunities for teachers to engage in professional learning and development can have a substantial impact on student learning.

Professional learning opportunities support effective teaching, which is a key influence on student learning and achievement outcomes. Effective teachers think about how to deliver the curriculum and the support they need for the subjects they teach. In 2006, *The New Zealand Curriculum: Draft for Consultation 2006* was widely circulated within the education community. Following input from the sector, the final form is being published in late 2007.

The first few years of teaching are critical to turning newly qualified teachers into effective

teachers. New Zealand has a good international reputation for its commitment to providing support to beginning teachers. However, research shows that the quality of induction in New Zealand primary and secondary schools is variable, with a significant minority receiving little or no advice and guidance. The introduction of the Specialist Classroom Teacher position in 2006 is supporting beginning teachers through their induction phase. It provides experienced teachers with an alternative pathway in their careers, aiding in the retention of these teachers.

Quality of Schooling

Schools work under the strategic guidance of members of their own community and other professionals able to contribute relevant skills and expertise. Boards of trustees work in partnership with the government and are accountable to both the government and the community. This collaborative school governance is an important contributor to the quality of schooling provided in New Zealand and the outcomes for students.

High-quality professional leadership is also a critical factor in determining whether schools are effective. Early results from the Ministry's Best Evidence Synthesis on School Leadership has found that the more leaders focus their influence, learning and relationships on the core business of teaching and learning, the greater the impact on student outcomes.

New Zealand schools are funded primarily by the government. There has been an increase in funding for schools over the past decade, with most of the additional funding going to staffing,

operational funding (including property maintenance) and property capital works.

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 should be consistent with, the school's vision and educational objectives for its students.

Overall, most New Zealand schools were capably and effectively governed during 2006 and remain in a financially healthy position.

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 the new information on student achievement that became available in 2006 and early 2007. This information is available from the National Education Monitoring Project (NEMP), the Literacy Professional Development Project (LPDP), the Numeracy Development Projects (NDP) and Te Kōtahitanga, as well as from an analysis of performance at senior secondary level that focuses on the National Certificate of Educational Achievement (NCEA), school leavers and the transition to tertiary study.

PRIMARY AND JUNIOR SECONDARY EDUCATION

Literacy and numeracy remain necessary foundation skills for educational success, both at school and beyond. Although many New Zealand students perform well in reading¹ and mathematics,² the spread of achievement is much wider in reading in New Zealand than it is in other developed countries.

¹ Ministry of Education (2004). *Progress in International Reading Literacy Study (PIRLS): New Zealand's Year 5 Student Achievement 2001*. Wellington: Ministry of Education.

² Ministry of Education (2004). *Mathematics and Science Achievement in New Zealand (Year 5)*. Wellington: Ministry of Education.
Ministry of Education (2004). *Mathematics and Science Achievement in New Zealand (Year 9)*. Wellington: Ministry of Education.



Literacy

The following findings come from three sources: NEMP³, LPDP⁴ and Te Kōtahitanga Phase 3.⁵

New literacy data from NEMP focuses on writing, and listening and viewing (in English). NEMP findings are based on a randomly selected sample representing about 2.5 percent of the Year 4 and Year 8 population, a sample large enough to give a reliable national picture. New literacy data from LPDP focuses on reading and writing. The new LPDP data is for 867 students from 46 schools with a reading focus and for 969 students from 36 schools with a writing focus. Literacy data from Te Kōtahitanga covers a 2004 sample of 810 Year 9–10 students from eight project schools and a 2005 sample of 2,094 Year 9–10 students from six project schools. Since the 2005 *New Zealand Schools Ngā Kura o Aotearoa* report, no new results have been available from international studies.

Te Kōtahitanga involves a programme of professional development for teachers that aims to improve the educational achievement of Māori students in mainstream secondary schools. Results show that this project has been successful. The students (both Māori and non-Māori) in Te Kōtahitanga schools are

further ahead than would otherwise be expected. This is particularly the case for the group of students who started in the lowest third of achievement.

From NEMP, improvements in most aspects of writing were seen between 2002 and 2006 for both Year 4 and Year 8 students. Year 4 expressive writing showed the most substantial improvement. The disparities between Year 8 Māori and Pākehā students and between Pasifika and Pākehā students decreased between 2002 and 2006. Year 8 Māori students show a substantial reduction in disparity, and Pasifika students at both year levels also show strongly reduced disparities. However, the scores for boys continue to be lower, on average, than those for girls.

For Year 5–8 students at schools with an LPDP writing focus, the mean results increased to higher than the national means for asTTle⁶ data after the first year of inclusion in the LPDP. Māori, Pasifika and boys are over-represented in the group that had the lowest 20 percent of results at the start. The shifts were biggest for the students who started out in this group.

For Year 5–8 students at schools with an LPDP reading focus, the mean results also increased to higher than the national means for asTTle data after



³ Crooks, T., Flockton, L. and White, J. (2007). *National Education Monitoring Project Writing Assessment Results 2006*. Dunedin: Educational Assessment Research Unit.

Crooks, T., Flockton, L., Smith, J. and Smith, L. F. (2007). *National Education Monitoring Project Listening and Viewing Assessment Results 2006*. Dunedin: Educational Assessment Research Unit.

Flockton, L. and Crooks, T. (2007). *National Education Monitoring Project Health and Physical Education Assessment Results 2006*. Dunedin: Educational Assessment Research Unit.

⁴ Ministry of Education (2007). *Literacy Professional Development Project: A Summary of the Shifts in Improvement Towards the LPDP Outcomes*. Wellington: Learning Media.

⁵ Bishop, R., Berryman, M., Cavanagh, T. and Teddy, L. (2007). *Te Kōtahitanga Phase 3 Whānaungatanga: Establishing a Culturally Responsive Pedagogy of Relations in Mainstream Secondary School Classrooms*. Wellington: Ministry of Education.

⁶ asTTle is an educational resource for assessing reading, writing and mathematics that provides information about a student's level of achievement relative to the desired curriculum achievement outcomes.

the first year of inclusion in the LPDP. Again, the shifts were biggest for those students who had started out with the lowest 20 percent of results.

From NEMP, listening and viewing skills show little difference between 2002 and 2006, with viewing even showing a slight downward change. Students were good at comprehension and recall but poorer at evaluation and interpretation.



Numeracy and Mathematics

The NDP were set up to improve student achievement by improving the professional capabilities of teachers at the primary and junior secondary levels. Two reports from the 2006 findings⁷, one on student achievement after one year in the projects⁸ and a longitudinal study of student achievement in schools that keep a focus on numeracy after the initial professional development phase⁹, show that student achievement is improving. The study after one year involved 37,144 Year 5–9 students, and the longitudinal study involves students from 26 schools.

The NDP reports published in 2006 show that progress is being made in almost all areas of numeracy achievement. This pattern continues the trend seen in recent years. The longitudinal study shows that students continue to build on their progress over time. The schools involved show an improving proportion of Year 6 students achieving at or above the expected level and a dramatic reduction in those rated as ‘at risk’ from 2002 to 2006. These students also demonstrate higher performance levels in areas

of mathematics outside the NDP, pointing towards a flow-on effect from the NDP. The changes in the way that numeracy is taught as a result of the NDP are covered in the Numeracy section on page 39.

From Te Kōtahitanga, a comparison of asTTle numeracy tests for Māori students showed a positive shift in achievement for those students in the programme when compared with those not in the programme.

Health and Physical Education

The third NEMP study released for 2006 focuses on health and physical education. The health and physical education curriculum encompasses personal health and physical development, movement concepts and motor skills, relationships with other people, and healthy communities and environments. The results between 2002 and 2006 were generally unchanged for both Year 4 and Year 8 students. Girls tend to have, on average, slightly higher results than boys in health, but this pattern is reversed for physical education. Pākehā students show moderately higher average achievement than Māori or Pasifika students in health, but the reverse is true for physical education.

ACHIEVEMENT AT THE SENIOR SECONDARY LEVEL

A successful school system results in successful school leavers who are motivated, self-directed, lifelong learners. International comparisons show that New Zealand students are generally well placed to meet the challenges they will face once they leave school. Students from very few countries perform better, on average, than New Zealand students in reading, mathematics and science.¹⁰

The sections that follow discuss the achievement levels of students at the senior secondary level. They begin with a discussion of NCEA achievements of a cohort of students between 2004 and 2006 as they advanced through their schooling, providing a picture of the different pathways that students chose. The qualifications of school leavers (including qualifications outside the National Qualifications

⁷ Ministry of Education (2007). *Findings from the New Zealand Numeracy Development Projects 2006*. Wellington: Learning Media.

⁸ Young-Loveridge, J. (2007). “Patterns of Performance and Progress on the Numeracy Development Projects: Findings from 2006 for Year 5–9 Students” in *Findings from the New Zealand Numeracy Development Projects 2006* by Annan, B. et al. Wellington: Learning Media.

⁹ 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* by Annan, B. et al. Wellington: Learning Media.

¹⁰ Ministry of Education (2004). *Learning for Tomorrow’s World: Programme for International Student Assessment (PISA) 2003 – New Zealand Summary Report*. Wellington: Ministry of Education.

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 two things:

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



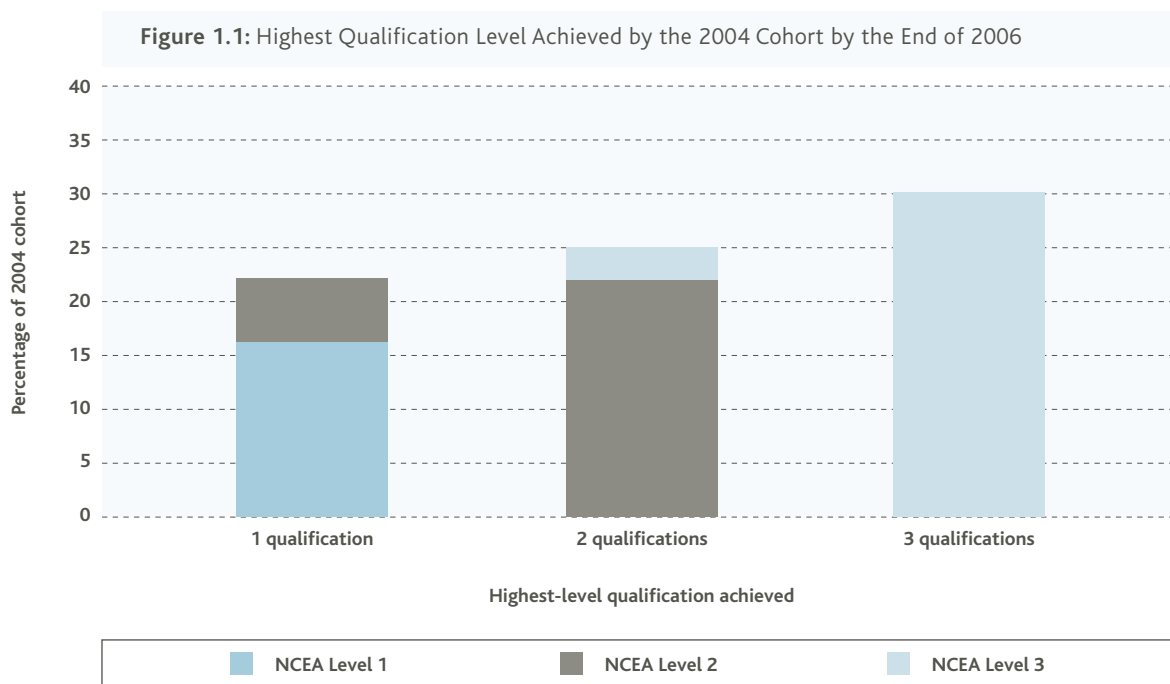
This section focuses on the 2004 cohort (in which the Year 11 students of 2004 are tracked through to 2006).¹¹ Some comparisons are made with earlier groups of students: the 2002 cohort (in which the Year 11 students of 2002 were tracked through to 2004), and the 2003 cohort (in which the Year 11 students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

Students are able to take different pathways to achieving qualifications. Through these pathways,

Table 1.1: Pathways to Achievement Taken by the 2004 Cohort

	Year 11	Year 12	Year 13	Proportion %
Three qualifications				30
Path 1	Qualification	Qualification	Qualification	30
Two qualifications				25
Path 2	Qualification	Qualification	Credits	9
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	Credits	Qualification	Credits	4
Path 9	Credits	Credits	Qualification	2
Path 10	Credits	No participation	Qualification	0
Path 11	Qualification	No participation	No participation	5
Path 12	Qualification	Credits	No participation	4
Path 13	Qualification	Credits	Credits	1
Path 14	Qualification	No participation	Credits	0
No qualification				22
Path 15	Credits	No participation	No participation	16
Path 16	Credits	Credits	No participation	5
Path 17	Credits	Credits	Credits	1
Path 18	Credits	No participation	Credits	0

¹¹ Ninety percent of Year 11 students participated in NCEA in 2004, 87 percent in 2003 and 85 percent in 2002. Participation is defined as gaining at least one credit.



the majority of students achieve at least one qualification on the NQF, many achieve two qualifications, and a further group achieves three qualifications (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 year¹²
- > credits (light colour) – the student gained credits but did not complete a national certificate in the year
- > no participation (no colour) – the student did not gain credits or a qualification in Year 12 or Year 13.

Nearly a third (30 percent) of the 2004 cohort achieved three qualifications by the end of Year 13 (see Figure 1.1). This is an increase of four percentage points over the 2002 cohort, 26 percent of whom achieved three qualifications. Students typically achieve Level 1 in Year 11, Level 2 in Year 12 and Level 3 in Year 13.

A further quarter of the 2004 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 have a Level 2 qualification as their highest qualification. A minority have a Level 3 qualification as their highest qualification (see Figure 1.1).

Just over one-fifth of the 2004 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) do gain their first qualification on the NQF after three years of study.

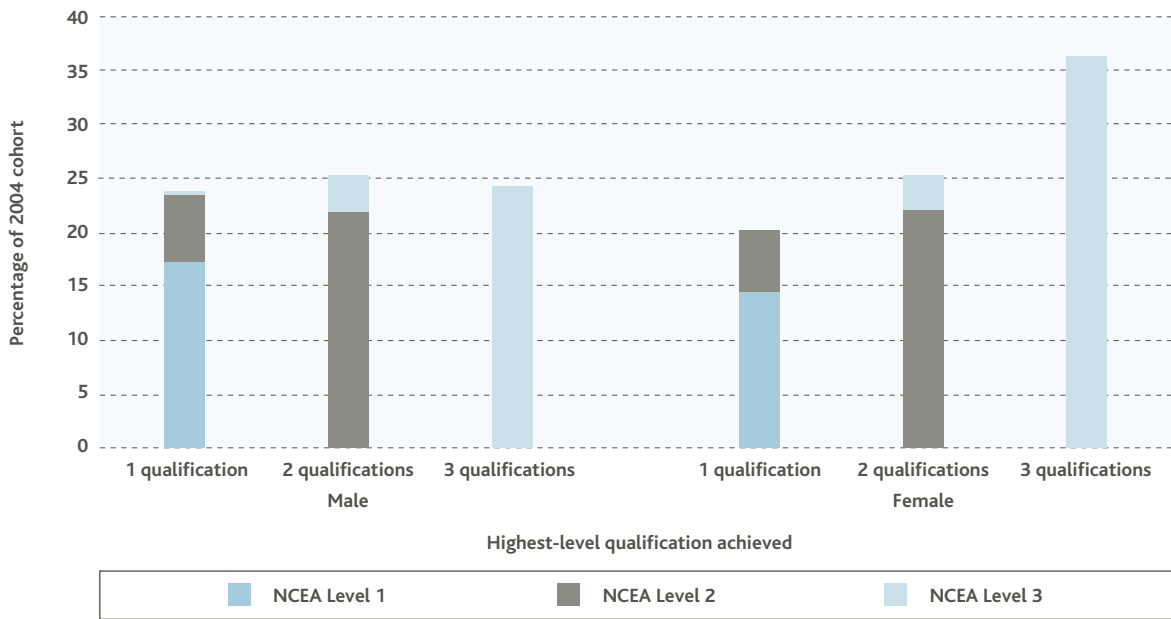
Most of the students with one qualification have gained a Level 1 qualification (16 percent). Most of the rest have a Level 2 qualification (6 percent), with a handful gaining a Level 3 qualification.

Just over one-fifth (22 percent) of the students in the 2004 cohort have not achieved a qualification on the NQF by the end of Year 13. Most of this group leave study after their first senior secondary year. A minority return for a second year before leaving.

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

¹² 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).

Figure 1.2: Highest Qualification Level Achieved by the 2004 Cohort by the End of 2006, by Gender



Female students are more likely to gain three qualifications by the end of Year 13 than their male counterparts (36 percent compared with 24 percent – see Figure 1.2). Conversely, male students are more likely than female students to gain one qualification (24 percent compared with 20 percent) or no qualification (27 percent compared with 18 percent). Male students are also more likely to leave study if they do not gain a qualification in Year 11 and are slightly less likely to meet the literacy and numeracy requirements for NCEA Level 1 than their female counterparts.

Only 12 percent of Māori students in the cohort gained three qualifications compared with 35 percent of non-Māori students (see Figure 1.3). In addition, fewer Māori students (21 percent) than non-Māori students (26 percent) gained two qualifications by the end of Year 13. Māori students are therefore more likely to gain only one qualification. (Of these students, however, Māori students are more likely to gain a Level 2 qualification as their single qualification than non-Māori students, and Māori students are more likely to gain no qualifications than non-Māori students [39 percent compared with 16 percent].)

Figure 1.3: Highest Qualification Level Achieved by the 2004 Cohort by the End of 2006, by Māori and Non-Māori Students

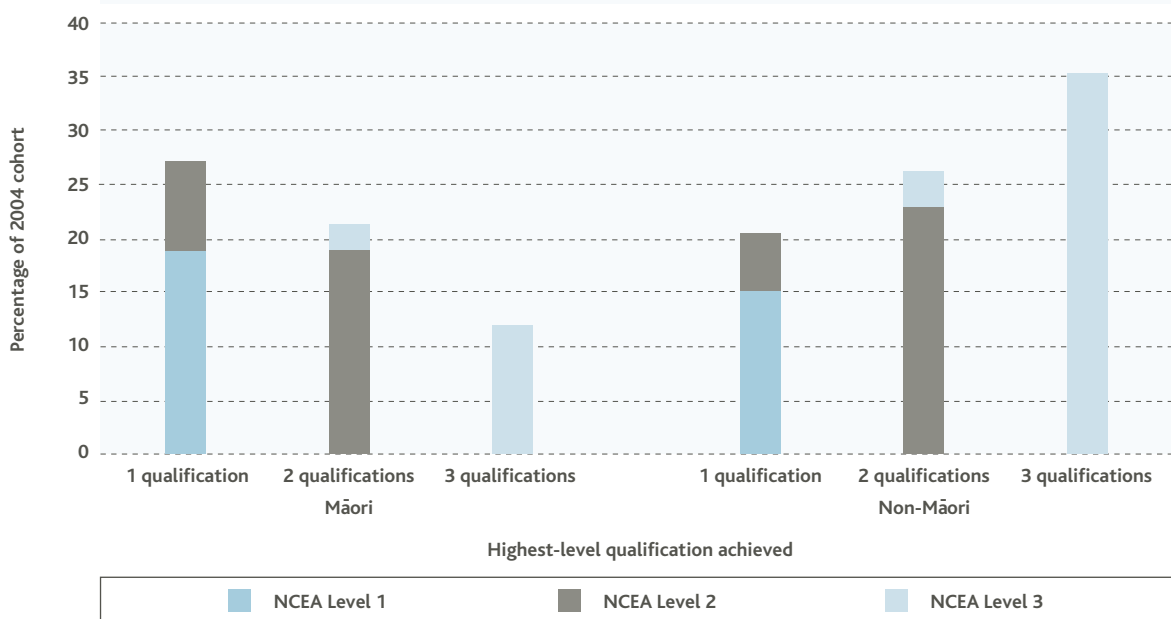
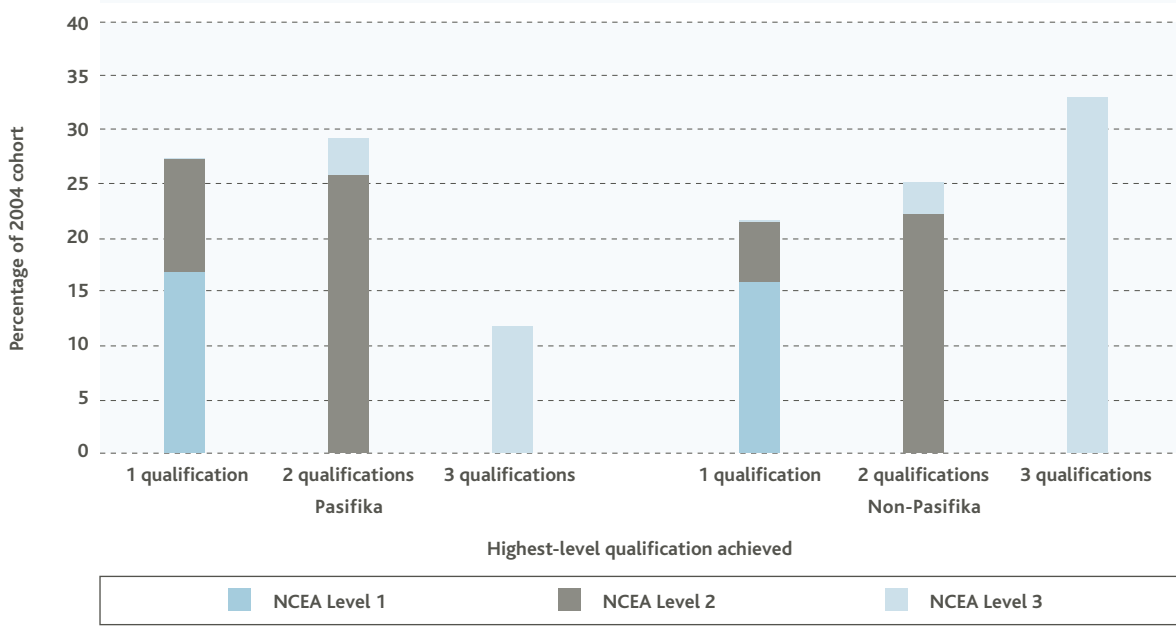


Figure 1.4: Highest Qualification Level Achieved by the 2004 Cohort by the End of 2006, by Pasifika and Non-Pasifika Students



Only 12 percent of Pasifika students gained three qualifications compared with 33 percent of non-Pasifika students (see Figure 1.4). More Pasifika students (29 percent) than non-Pasifika students (25 percent) gained two qualifications by the end of Year 13. Pasifika students were more likely to take three years to gain the two qualifications (path 4 on Table 1.1). More Pasifika students (27 percent) than non-Pasifika students (21 percent) gained one qualification. Pasifika students were more likely to gain a Level 2 qualification than non-Pasifika students. Pasifika students were also more likely to have no qualifications by the end of Year 13 (32 percent compared with 21 percent of non-Pasifika students). Furthermore, Pasifika students were more likely to return for a second year of study than non-Pasifika students.

SCHOOL LEAVERS IN 2006

The previous section on NCEA discussed the pathways taken by the 2004 cohort of students and their performance over time. School leaver data provides another way of measuring the cumulative performance 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 international examinations.

The overall picture for 2006 school leavers is positive, with the evidence showing continuing raised levels of achievement.

Changes to the qualification system and, consequently, to the way in which school leaver data is recorded make comparisons over time difficult. The detailed analysis shown here is therefore restricted to school leavers with very low levels of attainment and school leavers with high levels of attainment, both of which are considered to be comparable over time. Limited analysis is also available for school leavers with a Level 2 or higher qualification, Level 2 being regarded as the level from which students gain foundation skills for employment as well as for further study. These key indicators suggest that NCEA continues to have a positive impact over time, with a greater proportion of leavers attaining NCEA Level 3/University Entrance and fewer leaving with no attainment since NCEA’s introduction.

School Leavers with Little or No Formal Attainment¹³

A formal school qualification is a measure of the extent to which a young adult has completed a basic prerequisite for higher education and training for many entry-level jobs.

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

Table 1.2: Highest Attainment of School Leavers, 2006

Highest Attainment of School Leavers	European/ Pākehā %	Māori %	Pasifika %	Asian %	Other %	All School Leavers %
University Entrance, Level 3 qualification or higher	41	15	17	63	41	36
Halfway to a Level 3 qualification ¹⁴	8	7	14	10	9	8
Level 2 qualification	16	14	19	9	14	16
Halfway to a Level 2 qualification ¹⁵	7	11	13	6	12	9
Level 1 qualification	7	9	5	2	4	7
Halfway to a Level 1 qualification ¹⁶	7	13	12	3	7	8
Less than halfway to a Level 1 qualification	4	10	8	2	5	5
Little or no formal attainment	9	22	12	4	9	11
Total	100	100	100	100	100	100

Table 1.3: School Leavers with Little or No Formal Attainment, 2006

Group		Percentage
All students		11
Gender	Male	12
	Female	10
School decile group	1–3	18
	4–7	11
	8–10	6
Ethnic group	European/Pākehā	9
	Māori	22
	Pasifika	12
	Asian	4
	Other	9

As the Staying on at School section sets out on page 25, people with no qualifications have relatively high unemployment rates. Educational qualifications are linked to labour force status and incomes.

In 2006, 11 percent of all school leavers left school with little or no formal attainment (Figure 1.5). Some of these school leavers are likely to continue their learning 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.

The proportion of school leavers with little or no formal attainment for 2006 is two percentage points lower than that for 2005. After close to 20 years of little change, the past five years have shown a steady decline in the proportion of school leavers in this group (from 18 percent in 2002 to 11 percent in 2006).

The proportions of Māori and Pasifika students leaving with little or no formal attainment have also improved considerably. In 2002, 35 percent of Māori and 26 percent of Pasifika school leavers left school with little or no formal attainment, but by 2006, this had improved to 22 percent for Māori and 12 percent for Pasifika school leavers.

School Leavers with NCEA Level 2 or a Higher Qualification

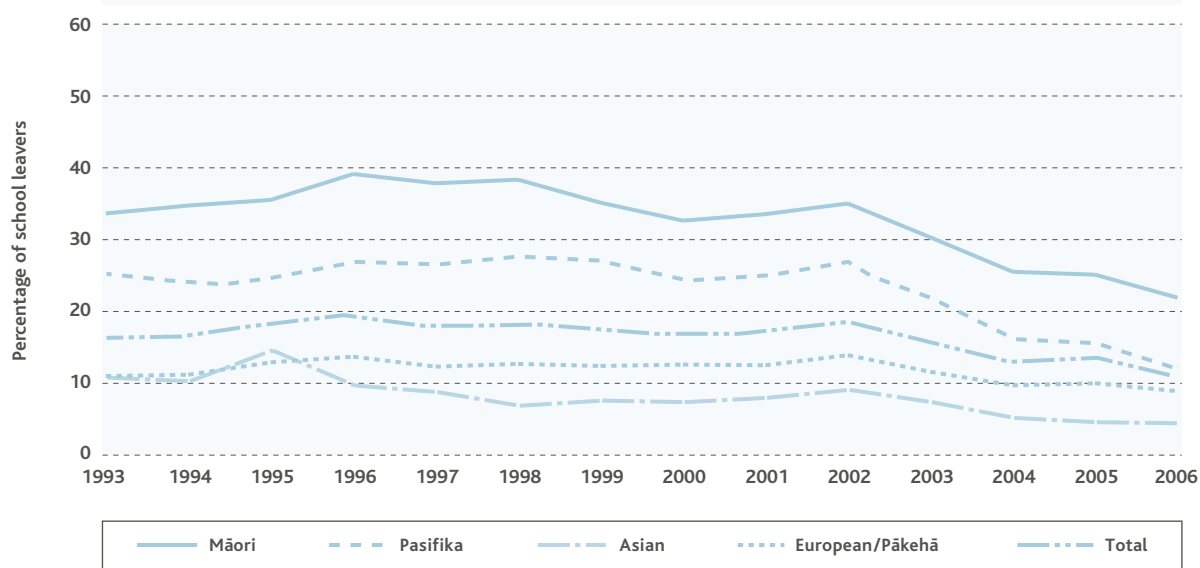
Sixty percent of school leavers had an NCEA Level 2 or higher qualification. This is a small increase over the 2005 school leavers, 57 percent of whom were in this category.

¹⁴ Includes leavers with Year 13 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas awards.

¹⁵ Includes leavers with Year 12 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas awards.

¹⁶ Includes leavers with Year 11 Cambridge International, International Baccalaureate, Accelerated Christian Education or any other overseas awards.

Figure 1.5: School Leavers with Little or No Formal Attainment by Ethnic Group, 1993–2006



School Leavers with University Entrance or a Higher Qualification¹⁷

Students with University Entrance are able to enter directly into degree-level tertiary study.

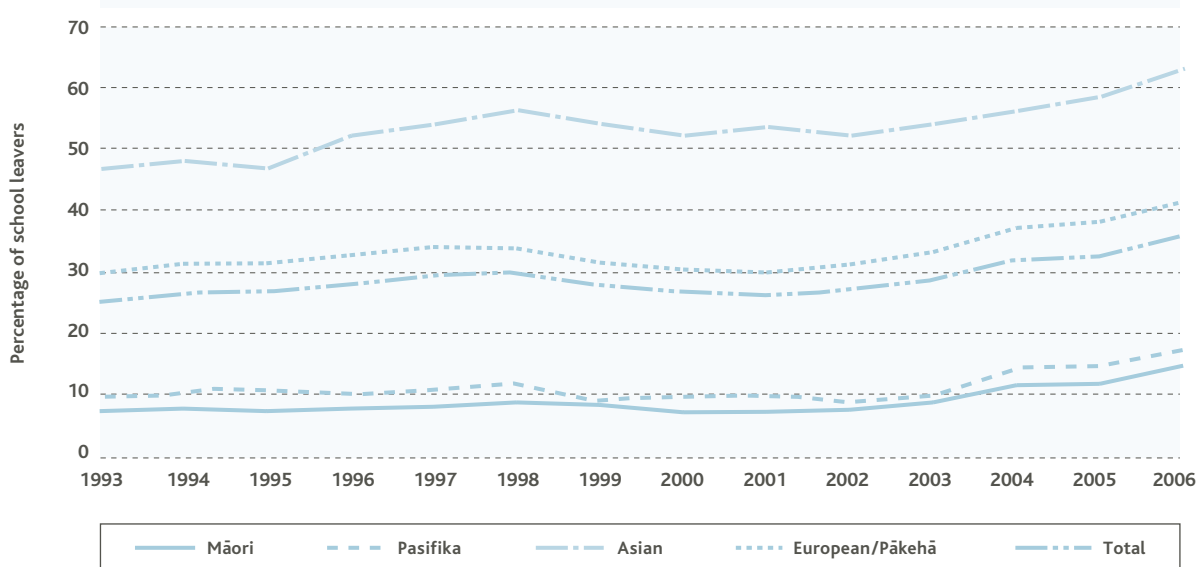
In 2006, 36 percent of school leavers achieved at least an entrance qualification, compared with 27 percent in 2002 (Figure 1.6). Female students achieved at higher rates than male students, with 41 percent attaining at least an entrance qualification compared with 31 percent of male students.

ENROLLING IN TERTIARY EDUCATION

By obtaining tertiary qualifications, students are likely to enhance their employment prospects and social outcomes.

As has been the pattern over many years, students from high decile schools are considerably more likely than those from low decile schools to proceed directly to tertiary education after leaving school and to enrol in a degree course. Of the 2005 school leavers, 35 percent from high decile schools,

Figure 1.6: School Leavers with University Entrance or a Higher Qualification by Ethnic Group, 1993–2006



¹⁷ Includes those school leavers with University Entrance, Year 13 qualifications or higher qualifications.

19 percent from medium decile schools and 8 percent from low decile schools made a direct transition to a degree course.

Of the 2005 leavers who went directly into tertiary education, 52 percent were female. These females were more likely than males to enrol in a degree level course.

Most of the observed demographic differences at tertiary level are a result of the differences in the qualifications with which students leave school. Students with University Entrance or higher are more likely to proceed directly to tertiary education (78 percent) than school leavers with a lower qualification. A high proportion of these students (80 percent) enrol in degree level courses but some participate in low-level certificate courses equivalent to the level they studied at school (10 percent).

Students who leave school with little or no formal attainment are the least likely to proceed directly to tertiary education (43 percent).¹⁸ Māori and Pasifika school leavers are more likely to be in this group than other school leavers. The school leavers with little or no attainment who proceed directly to tertiary

education are more likely to enrol in a course that is at a similar level to that offered by schools. A small proportion enrol in higher-than-school-level certificates and diplomas.

A number of students take a break between schooling and tertiary education. Of the students who left school in 2004, 11 percent took a break between leaving school and enrolling in tertiary education. This is similar to the trends for school leavers in the past five years, and within five years we anticipate 75 percent of school leavers to have participated in tertiary education.

CONCLUSION

Focused initiatives in the areas of literacy and numeracy are making a difference. Since the introduction of NCEA, more students have left school with qualifications. After close to 20 years of little change, the proportion of students leaving school with little or no formal attainment has dropped over the past five years, from 18 percent to 11 percent. Thirty-six percent of all students now leave school with University Entrance or a Level 3 qualification.



¹⁸ The business rules used to calculate the proportions of students transitioning to tertiary education by highest school level qualification differ from those used for *New Zealand Schools Ngā Kura o Aotearoa 2005*.



Student, Family and Community Engagement

02

Engagement in education is shown by the extent to which young people participate and become involved in their schooling. Engaging students in their learning raises their achievement and increases the likelihood that they will go on to further education beyond compulsory schooling.

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

STUDENT ENGAGEMENT

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 compulsory schooling, and many go on to tertiary institutions to continue their education.

Engagement with Learning

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

In 2006, NEMP sought information from students about their curriculum preferences and their perceptions of their achievements in the areas of writing¹⁹, health and physical education.²⁰ The same questions were asked of Year 4 students and Year 8 students.

Physical education was the most preferred subject area for Year 8 students and the second most popular for Year 4 students. Health was ranked lowest by both Year 4 and Year 8 students.

¹⁹ Flockton, L. and Crooks, T. (2007). *Writing Assessment Results 2006*. Dunedin: Educational Assessment Research Unit.

²⁰ Flockton, L. and Crooks, T. (2007). *Health and Physical Education Assessment Results 2006*. Dunedin: Educational Assessment Research Unit.





Between 1998 and 2006, there were no large changes in the rated items in the writing survey. Among Year 4 students, there was an increase in the reported enjoyment of writing in their own time. For Year 8 students, there were modest declines in their enjoyment of writing and in the proportion of students who reported that their teachers read their writing regularly.

In 2006, as in previous years, writing stories was the most preferred writing activity at school for both year levels. From the rated responses in 2006, about 70 percent of Year 4 students liked writing at school 'heaps' or 'quite a lot'. However, less than 50 percent of Year 8 students felt this way about writing at school.

The Competent Children: Competent Learners Project (CCCLP) found that student performance is reasonably consistent through schooling. It also found that performance can change as individuals respond to changing experiences, opportunities and relationships and as they build on what they achieve. Improvements in performance, however, are likely to be gradual rather than through larger, sudden leaps.²¹

Where children become disengaged from learning, they tend to do so before age 12, with the lack of engagement escalating in adolescence and at secondary level. This underlines the importance of making efforts to engage students in learning and develop the knowledge and attitudes that support learning early on, before students reach school and in their first school years.

The CCCLP found that the students who had left school by the age-16 study had lower average cognitive scores at age five than the students who were still engaged in school had at age five and that

the gap in achievement had grown with time. Their attitude to learning at age five had been similar to that of the students who continued to be engaged in school – the differences in attitude came later. The 'feedback loops' between attitude to learning and cognitive performance suggest that their decreasing attitudinal scores would make progress in or enjoyment of the academic aspects of learning even harder.

On the whole, teachers' views show that 16-year-old students are reasonably well organised. More than three-quarters of these students often or always turn up to class on time, bring all the equipment they need and take responsibility for their own actions.

Engagement in the Classroom

Classroom interactions are important to student engagement. What happens in the classroom, including support from teachers, relationships with peers and the disciplinary climate in the classroom, is critical to students feeling engaged.



²¹ Wylie, C. and Hodgen, E. (2006). *Competent Learners @ 16: Competency Levels and Development over Time*. Wellington: Ministry of Education.

International research shows that student disengagement in Years 5–9 is associated with low academic achievement, early leaving and poor future learning and work prospects. The major factors in this disengagement are student dissatisfaction with traditional pedagogy, an irrelevant curriculum and poor relationships with their teachers and other students.²²

Most New Zealand students are positive about their classroom teachers and their classmates.²³ Most feel that they get along with their teachers and that their teachers are interested in their well-being. Most enjoy working with other students and enjoy helping others to work well in a group. The Programme for International Assessment (PISA) 2003 results show that New Zealand students are more positive than average students in other Organisation for Economic Co-operation and Development (OECD) countries.²⁴

Engagement at School

Participating in education is fundamental to student achievement. Across most indicators of engagement, around 80 to 90 percent of New Zealand students are effectively engaged in schooling. Indicators that students are successfully engaged include the numbers that 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 what they are learning at school, they actively participate in school and classroom activities, feel safe at school and feel that they belong at school.

The CCCLP has found that cognitive competence is strongly related to factors in place by age five. However, school students' attitudes to learning appear more strongly related to the students' current situation: the current family income, peer pressure and school culture.

Staying on at School

International evidence clearly indicates that the longer students are engaged in schooling, the better their outcomes are in later life. Students who stay at school into the senior secondary years can expect to experience better health, more stable employment and higher earnings than their peers who leave school early. There is also a link between staying on at school and reduced offending in adolescence.



The employment prospects and incomes of New Zealanders aged 15–64 are enhanced by having higher qualifications. In 2006, the unemployment rate of those with a bachelor's degree or a higher qualification was 2.1 percent, compared with 2.9 percent for those with 'another tertiary' qualification, 4.1 percent for those with school qualifications and 5.2 percent for those with no qualifications.

In 2006, the median weekly income was \$785 for those with a bachelor's or higher qualification, \$575 for those with 'another tertiary' qualification, \$335 for those with school qualifications and \$310 for those with no qualifications.

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.

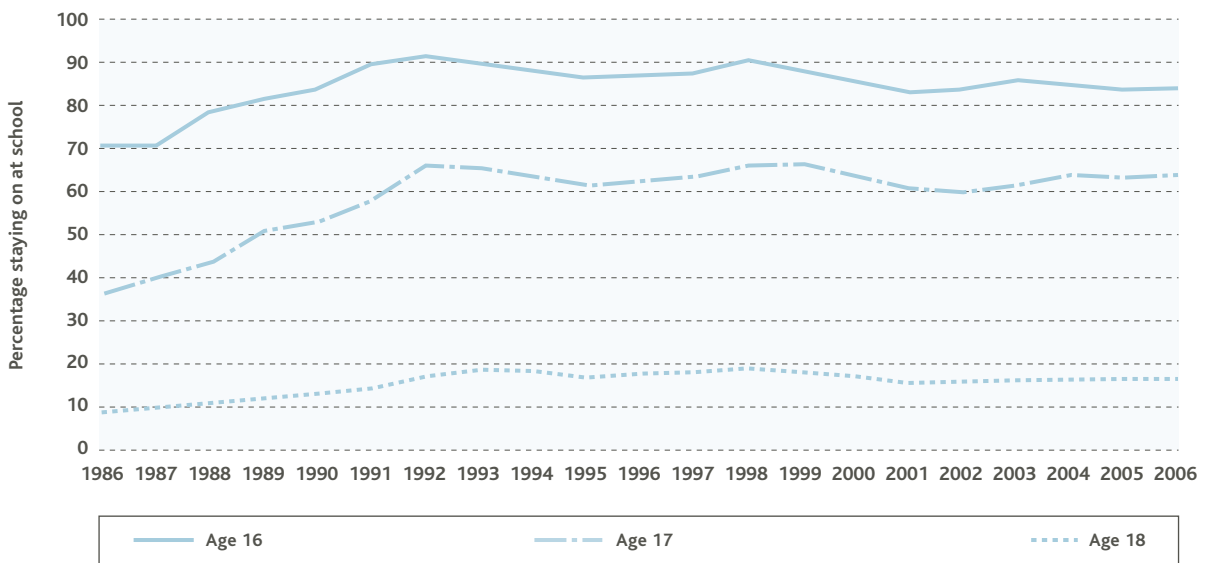
In 2006, 80 percent of 16-year-olds, 60 percent of 17-year-olds and 13 percent of 18-year-olds stayed on at school. Figure 2.1 on the next page shows that the apparent rate of retention of 16-year-olds, 17-year-olds and 18-year-olds has been steady over the past five years, although it has dropped slightly since the late 1990s.

²² Black, R. (2007). *Overcoming Disadvantage through Engagement in the Classroom*. Melbourne: Education Foundation Australia.

²³ Ministry of Education (2005). *New Zealand Schools Ngā Kura o Aotearoa 2004 A Report on the Compulsory Schools Sector in New Zealand*. Wellington: Ministry of Education.

²⁴ OECD (2004a). *Learning for Tomorrow's World – First Results from PISA 2003*. Paris: OECD Publications.

Figure 2.1: Retention of 16-, 17- and 18-year-olds in School, 1986–2006



Measuring School Retention

The historical measures of retention of students in senior secondary schools to age 16, age 17 and age 18 are estimates derived from the aggregate roll returns. They are 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.

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.

For the first time in 2006, schools used new methods of electronic student roll collection to file disaggregated school leaver data. Table 2.1 shows the results, for different methods, on the proportions of students remaining at school at the three ages.

There are large differences obtained through the two methods of data collection, the key factor being that the age measured by the two methods is not the same (e.g., 16.5 in the disaggregate data and 16 in the aggregate data).

Regardless of the source, it is clear that Māori are retained in school to a much lesser degree than non-Māori – and that situation is not improving.

Table 2.1: Comparing School Retention Measures

Ethnic Group	Proportion of Students Retained to Age Disaggregate Data			Apparent Retention as Percentage of Age 14 Roll Aggregate Data		
	16 %	17 %	18 %	16.5 %	17.5 %	18.5 %
Māori	80.6	53.4	20.2	60.8	38.9	7.8
Pasifika	93.8	75.4	36.0	84.1	67.2	19.0
Total	90.8	71.1	32.0	80.3	60.3	13.3



Attendance

Over time, patterns of non-attendance can place students at risk of poor achievement and early drop-out. Most students attend school every day. However, the findings from the 2006 attendance survey indicate that 4.1 percent of students are truant for all or part of the day.

Compared with other ethnic groups, both Māori students and Pasifika students have much higher rates of truancy. Secondary schools have a truancy rate of 8.3 percent, compared with a truancy rate of 1.9 percent for primary schools.

Alternative Education

For some students aged 13 to 15 who have difficulties engaging with school, attending an alternative education programme can enable them to re-engage in learning or to join the workforce. Some students may have significant barriers to learning, and positive outcomes for these students may include developing regular attendance and making progress with their levels of literacy and numeracy.



During 2006, 3,448 students were involved in alternative education. These students tended to be young, male and Māori, with three-quarters aged 13 or 14, two-thirds male and three-fifths Māori. Of the total number of students in alternative education in 2006, 28 percent returned to an alternative education programme in 2007, 30 percent were continuing their education elsewhere (for example, on a Youth Training Programme, with The Correspondence School or in a mainstream school) and 6 percent had moved on to employment.

Student Mobility

When they move between schools, students' learning patterns, programmes and social networks are disrupted. They may experience difficulties settling into new schools and developing good work habits. Transient students are more likely to have special educational or social needs than other students.²⁵

The Education Review Office (ERO) reported that the schools in the transience study wanted to make the most of the time available while the students were in their schools and took responsibility for providing the academic support they required. One principal commented:

We may only have these children for five weeks, so we have to hit the ground running to make five weeks' worth of difference.

These students could, if not adequately supported, become withdrawn or alienated. The ERO reported that good practice occurred across the culture, systems and processes of schools and was not limited to specific initiatives for transient students. Schools were effective in identifying and removing barriers to learning and in meeting the students' social and educational needs.

²⁵ Education Review Office (2007). *Managing Transience: Good Practice in Primary Schools*. Wellington: Education Review Office.

Most schools had well-developed classroom systems and school-wide assessment systems that enabled each student to be monitored and supported, and they could identify and address the needs of the students who were at risk of underachievement. Highly effective assessment systems also provided school-wide analyses of groups of students across the school, including transient students.

Tracking Student Movements

A 2005 study of young people in Counties Manukau²⁶ found that young people in particular groups have high rates of non-enrolment. The high-risk groups identified are young people who are offending, young people with complex chronic health issues or whose families have major health problems and young people whose families are gang affiliated.

In 2006, a central electronic register for student enrolments (ENROL) was implemented in secondary, intermediate and restricted composite schools. ENROL was developed by the Ministry of Education to improve the enrolment management process and ensure greater visibility of students who fail to transition smoothly between schools. During 2007, ENROL is being expanded to encompass all remaining schools.

ENROL is designed to:

- > facilitate immediate access to the information a school needs to enrol a student
- > provide the enrolment history of a student where contact with the previous school is necessary

- > establish a consistent and accurate process for the enrolment and transition of all students
- > reduce the paperwork and monitoring effort for schools when students enrol or change schools
- > enable the 20-day period between leaving a school and enrolling at another school to be monitored automatically
- > reduce the time taken to identify and respond to those students of compulsory school age who fail to re-enrol after leaving their previous schools.

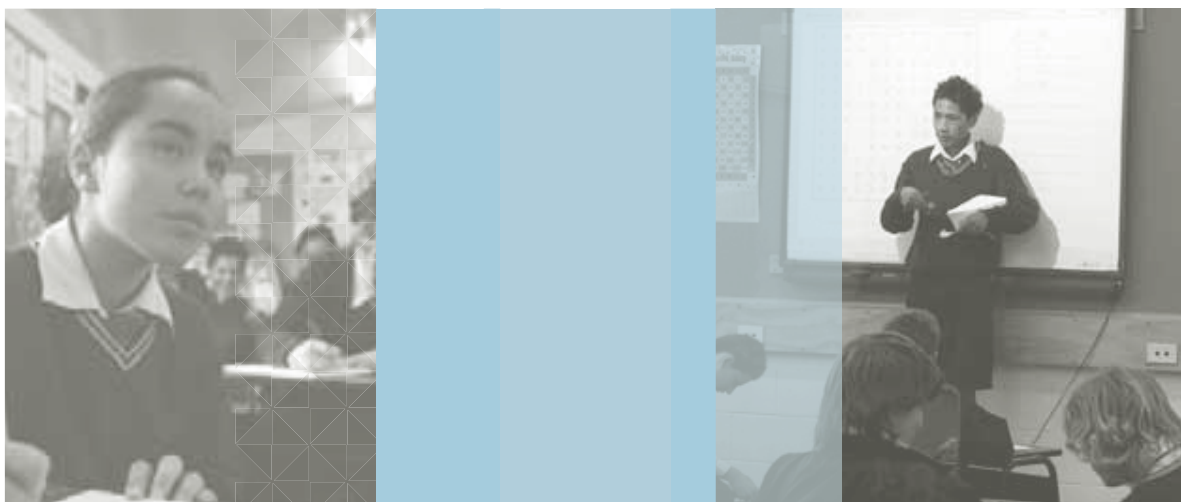
Engaging Students at Risk of Leaving School

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.

In 2006, 17,238 school students undertook courses with tertiary providers through the STAR programme. A further 6,680 students participated in work-based learning through Gateway.

The Innovative Pathways from School project interviewed students at risk of leaving school who were participating in vocational courses to find out what encourages students who are disengaged with the education system to stay at school and achieve.²⁷

Seven main aspects of school programmes emerged as supporting young people's retention and transition.



²⁶ Fleming, T. (2006). *Who Counts? Young People out of Systems in Counties Manukau*. Counties Manukau: Counties Manukau District Health Board.

²⁷ Boyd, S., McDowall, S. and Ferral, H. (2006). *Innovative Pathways from School: Taking the First Step Final Report*. Wellington: New Zealand Council for Educational Research.

They were:

- > offering a relevant curriculum
- > using student-centred pedagogies
- > providing access to careers and transition information, advice and support
- > providing 'real' experiences – learning by doing
- > providing bridges to the tertiary environment
- > providing opportunities to gain qualifications
- > providing opportunities to develop life skills.

Most of those who stayed at school experienced a dramatic turnaround in their attitudes towards school. One key reason was that the students perceived that their vocational courses were different from and more motivating than past subjects as they offered practical and relevant curricula, work experience and other opportunities to learn by 'doing' as well as opportunities to experience success.



Before they entered the programmes, a substantial number of the young people had low or no qualifications and did not consider that they had achieved particularly well. By the end of the year, most of those who stayed at school had gained enough qualifications to remove them from the low or no qualifications category and their perceptions of their achievement had become more positive.

Career Education and Guidance

There have been many changes in both schools and the tertiary sector affecting the career options available for young people in recent years, including the new NQF and an increase in career development support for a wider range of post-school careers, particularly vocationally oriented careers.

In 2006, research on a group of young people in transition from school into post-school study, training and/or employment suggested that career education and guidance needs to move beyond skill matching and vocational aptitudes to careers management.²⁸

As the challenge for individuals shifts from securing a job once to finding jobs repeatedly throughout life, we need to shift away from career advice that is tied to existing skills and aptitudes towards the management of self and skills for careers that may yet be unheard of. Students are now required to engage in a continuous series of decisions, beginning at school, that will shape their lives and careers – their pathways.

High-quality career education and guidance helps students to increase their awareness of their own abilities and opportunities and to make decisions about their education, training and career paths

over their lifetimes. In doing so, career education and guidance prepares students to make decisions about their lives and to participate successfully in New Zealand's economy and society.²⁹

In 2006, the ERO reported that only 11 percent of primary schools and 12 percent of secondary schools were providing high-quality career education and guidance programmes for their students in Year 7 and above. A further 59 percent of primary schools and 85 percent of secondary schools were effective in some areas.

Where career education and guidance was effective in a primary school, the teachers knew the strengths and abilities of their students. They engaged with the students, their families and the community and understood the students' family contexts and aspirations.

The strongest areas of performance for secondary schools were careers information and resources, having dedicated staff for career education and guidance and providing professional development to staff.

An area for further development for most primary schools and over half the secondary schools was the regular review of the effectiveness of their career education and guidance activities.

²⁸ Vaughan, K., Roberts, J. and Gardiner, B. (2006). *Young People Producing Careers and Identities The First Report from the Pathways and Prospects Project*. Wellington: New Zealand Council for Educational Research.

²⁹ Education Review Office (2006). *The Quality of Career Education and Guidance in Schools*. Wellington: Education Review Office.



Early Leavers

Some young students become so disengaged that they are unlikely to benefit from remaining at school. In these cases, students who are aged 15 can be granted an early leaving exemption from schooling to go on to training programmes or employment. In 2006, 6.6 percent of 15-year-olds received an early leaving exemption, a small improvement from 7.1 percent in 2005.

There is a correlation between the socio-economic mix of a school and the rate of early leaving exemptions. In 2006, the rate of early leaving exemptions was almost five times as high among students from decile 1 and 2 schools as the rate among students from decile 9 and 10 schools.

Across all school deciles, Māori students have by far the highest rate of early leaving exemptions. In 2006, 15.2 percent of Māori 15-year-olds received exemptions, 3.4 times the rate for non-Māori (4.5 percent). Despite reductions in the rates, there is evidence that the disparity between Māori and non-Māori students increased between 2000 and 2006. In 2000, 13.6 percent of Māori 15-year-olds received exemptions, 2.8 times the rate for non-Māori (4.8 percent).

Most of the 15-year-olds who received an early leaving exemption in 2006 (76 percent) intended to enter a youth training programme. A further 19 percent intended to enter full-time employment, with the remainder intending to go into a polytechnic course, a university course or another destination.

Students who leave school early have a lot in common, including, typically, being regular truants, struggling academically, experiencing difficult home lives, having perceptions of 'exclusive' school environments and being attracted to leave by money or friends

outside school. All of these factors can be components of their disengagement.³⁰ (See the discussion box for findings on the risk factors and barriers to participation for these students.)

Among 330 early leavers surveyed in 2006, of those who left because they were accepted into a diploma, a course or an apprenticeship, half were still studying and half were no longer studying. Three-quarters of the students who were no longer studying were working either full time (52 percent) or part time (24 percent), and a quarter were neither working nor studying.

Of those who left because they had a full-time job, most were still working full time (79 percent) and a further 11 percent were working part time, and among the remaining 10 percent who were not working, half were studying full time and half were not studying.

Thirty-one percent of the early leavers surveyed in 2006 were studying full time, and 12 percent were studying part time. Of those studying, almost all (97 percent) were enjoying it and almost half (48 percent) would like to undertake further study in the future.



³⁰ TNS and Monarch Consulting (2006). *Consultation on 'Staying at School'*. Wellington: TNS and Monarch Consulting.

Students at Risk of Leaving School Early

In 2006, a consultation³¹ was undertaken with students, caregivers, schools and school sector stakeholders about the drivers of early-leaving decisions and the factors that might encourage greater school retention.

Nearly all the principals surveyed (91 percent) believed that there are typical warning signs for identifying students at risk of leaving school before age 16.

The similar attributes and experiences mentioned by principals were disengagement (43 percent of principals), low achievement (35 percent), a dysfunctional family (34 percent), lack of family support (30 percent) and a lack of social skills (24 percent). Principals identified the warning signs for students at risk to be truancy (67 percent), disengaged attitudes (48 percent), disruptive behaviour (35 percent), lack of family support (25 percent) and negative out-of-school behaviour (19 percent).

Over half of the early school leavers surveyed said they had fallen behind in their school work (because of truancy, sickness or moving around – both houses and schools) and found it hard to catch up. Half the early leavers found school hard, and around half said they had either literacy or numeracy issues, with 13 percent of early leavers saying they had both.

The study identified a number of things as necessary to encourage students to stay at school. These included curriculum adaptation (external courses and work experience), making school relevant to at-risk students, extra academic support (catch-up tuition), interagency connections, building linkages to family and community, attendance management, teacher training and the provision of health and social services to deal with the risk indicators early.

Students and principals appeared to agree that a school curriculum that is flexible and offers involvement in school activities is important for encouraging early leavers to stay at school.

A series of statements about reasons to stay at school were offered to early school leavers in order to examine what may encourage them to stay at school until the age of 16. The top three reasons to stay on at school are:

- > being able to do part-time school and also work towards something else like an apprenticeship, a diploma or other study outside school (73 percent)
- > only having to do the subjects they liked (72 percent)
- > the school being more flexible in meeting their needs (69 percent).

Lifelong Learning

Once students have completed their compulsory schooling, many continue to be engaged in education. Overall, 75 percent attend some form of tertiary education within five years of leaving school, and the proportion that goes straight from school to tertiary education is increasing. Of those students who left school in 2005, 58 percent were enrolled in tertiary education in 2006 compared with 47 percent of 1998 school leavers. Much of this growth in first-time enrolments, however, has been in enrolments in low-level certificate courses.

Setting Boundaries

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

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

Based on visits to 297 schools in 2006, the ERO found that most schools:

- > acknowledged that bullying behaviour was a risk to be managed
- > described the culture of their school as one that contributed to the provision of a safe physical and emotional learning environment for all students
- > had documented behaviour and/or anti-bullying policies, procedures and plans that clearly set out expectations, guidelines and processes for staff, students and parents

³¹ *ibid.*

- > offered programmes for students that focused on equipping them with strategies for dealing with bullying behaviour.³²

The boards and staff of most schools reported that they believed the strategies and programmes they were implementing to prevent bullying were having a positive impact on reducing or eliminating bullying behaviour. However, the evidence to support this belief was often anecdotal or not directly linked to the outcomes of specific programmes or strategies.

The ERO recommends that all schools regularly evaluate, through their self-review programmes, the effectiveness and impacts of the range of programmes and strategies they are implementing to prevent bullying.

The regular use of anonymous surveys to seek the views of students, parents, whānau and staff can provide useful information to contribute to other information gathered about the impacts of specific programmes and strategies.

Disruptive Behaviour

Standing-down or suspending students is one option a school may take in order to manage serious cases of disruptive or unsafe behaviour. Overall, the proportion of students suspended or stood-down is small, with less than 1 percent of the student population being suspended in 2006 and 3 percent being stood-down. 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 are more frequent among males and young teenagers. Over 70 percent of cases involve males, and two-thirds involve students in the 13- to 15-year-old age group.

There is a correlation between the socio-economic mix of a school and age-standardised suspension rates.³³ Low decile schools (deciles 1 and 2) draw their students from communities with the highest degree of socio-economic disadvantage. Students from these schools are almost five times more likely to be suspended from school than students from decile 9 and 10 schools.

Māori students have the highest rates of suspensions and stand-downs. In 2006, the age-standardised rate for Māori students (15.6 per 1,000) was 1.5 times higher than the rate for Pasifika students (10.6 per 1,000) and 3.8 times higher than that for NZ European students (4.1 per 1,000). Similarly, the age-standardised stand-down rate for Māori students (59.8 per 1,000) was 1.3 times higher than that for Pasifika students (45.0 per 1,000) and 2.7 times higher than that for NZ European students (22.2 per 1,000). Both suspension and stand-down rates for Asian students are low.

In an effort to counter the disproportionate number of Māori students being suspended, the Suspension Reduction Initiative (SRI) was established in 2001 to work with schools with historical suspension rates for Māori students. This initiative has since been integrated into the Student Engagement Initiative (SEI), a programme designed to reduce suspensions, exclusions and early leaving exemptions and to



³² Education Review Office (2006). *The Quality of Career Education and Guidance in Schools*. Wellington: Education Review Office.

³³ 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.



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 been successful in reducing suspension rates in the original cohort of SEI schools, with the overall age-standardised suspension rate for these schools dropping from 16.3 students per 1,000 in 2000 to 9.7 students per 1,000 in 2006, a reduction of 40 percent. This compares with an increase of 5 percent in the overall age-standardised suspension rate for secondary schools that have never been part of the SEI over the same period.

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

ENGAGING FAMILIES AND COMMUNITIES

At 1 July 2006, 760,761 students were enrolled in New Zealand schools, including those in alternative education, foreign fee-paying students, adult students, gifted students and students with special needs. A range of ethnic backgrounds makes up the student population, with increasing numbers of Māori, Pasifika and Asian students. Engaging all of these students in compulsory schooling requires schools to recognise and value this diversity and build partnerships with families and communities that are equally diverse.

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

In evaluating how schools work with the families of transient students, the ERO reported that the 11 primary schools in the study were welcoming and supportive of transient students and built strong relationships with the students and their families. In many cases, the positive and supportive relationships between schools and families reduced the mobility of families and whānau.³⁴

Most schools emphasised the enrolment process as a key opportunity to build a productive partnership with families. Despite the informal and welcoming nature of the initial meeting with the families, principals stated that their professional experience and careful questioning meant that they were able to gain a preliminary insight into why the families had moved to their schools, the social and educational issues relevant to the new students and their strengths and abilities.

Children who live in families that have the following qualities have higher achievement than children whose families do not have them:

- > high levels of parental (especially maternal) education
- > knowledge of appropriate pedagogy
- > the knowledge and ability to access other resources
- > study facilities, computers and resources for wider educational experiences.³⁵

The BES reports that incorporating school-like activities into family activities by providing parents with access to both pedagogical knowledge and information about finding and using local educational resources can have dramatic and positive impacts on children's achievement.

A number of government-funded programmes and initiatives aim to develop schools' ability to engage families and communities in this way. (See the discussion box on the Flaxmere Project for one such example.)

³⁴ Education Review Office (2007). *Managing Transience: Good Practice in Primary Schools*. Wellington: Education Review Office.

³⁵ Biddulph, F., Biddulph, J. and Biddulph, C. (2003). *The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best Evidence Synthesis*. Wellington: Ministry of Education.



The Flaxmere Project

This project is an example of an initiative that aims to improve outcomes for students by engaging them, their parents and whānau with the school.³⁶

The five schools involved in the project developed three major overlapping initiatives: a home-school liaison person, Computers in Homes and homework support in the form of before-school and after-school homework centres and learning kits. There were also other initiatives specific to individual schools that focused on specific areas of learning.

Schools had unique processes for selecting target families, but each of the schools selected students for the project on the basis of those who had the most to gain from a particular intervention.

The number of students participating varied as students joined or left particular initiatives. On average, the students were in the project for three terms. There were 757 students in the Flaxmere Project for at least one term.

A liaison person provided the main link between the school and the family; their involvement was key to many of the initiatives. The students found that the home visits were supportive and useful and felt that their liaison person helped them in areas such as goal setting. The parents were also satisfied, viewing the liaison person as an important support to the family in their pursuit of learning.

In 2004, the teachers who commented on liaison people had mixed perceptions, some being very positive, saying that they liked the focus on

‘independent learning’, whereas others considered the focus outside the classroom meant that teachers were not involved.

Computers in Homes was the most visible initiative; by 2004, 200 families had been provided with a computer, software, 10 hours of training, and technical support. The computers became a family resource; on average, families’ total use was about 30 hours per week. For many, the key reasons for their satisfaction were the levels of support they received and the fact that it gave them opportunities to learn that they would not otherwise have had.

The teachers reported that participating in the computer programme had increased the students’ computer skills, the presentation of homework had improved and the students were able to complete projects at home using the Internet. They believed that home-school relationships had improved through communication about computers and that the programme had helped the parents to become involved with school activities and build lasting relationships with the school.

Homework centres took some of the pressure off parents wanting to help with homework. The parents were taught how to help their children with school work and talk to them about it. Some teachers were making more of an effort to get to the homework centre to see their students.

The teachers took the longest time to see changes from the project, but over time they saw changes in their students’ belief in their ability to engage and succeed and changes in the parents’ understanding of schools.

³⁶ Clinton, J., Hattie, J. and Dixon, R. (2007). *Evaluation of the Flaxmere Project: When Families Learn the Language of School*. Wellington: Ministry of Education.

Team-Up

The Team-Up programme is designed to encourage and inspire parents and enable them to help their children learn through every stage of a child's education.

During 2006, Team-Up continued to run television and radio advertisements, fronted by Tana Umaga, to show parents the importance of their contribution to their children's learning. They provide practical demonstrations of things parents can do to help their children learn. Three booklets were launched over 2006–2007 to strengthen and support the messages and to create a strong integration with schools and Early Childhood Education (ECE) services.

CONCLUSION

The results from a range of indicators show that most New Zealand school students are actively engaged in

their learning. Engaged students are likely to be in positive learning environments, enjoy the subjects they are learning, be receiving good feedback from their teachers, feel safe at school, attend school regularly, stay on at school and make the transition to further education and employment with the knowledge and skills they need to contribute to society.

Engaging all students, including disruptive students, truant students, students with serious behavioural issues, gifted students and those with special needs, is an ongoing challenge.

The strategies that work are developing students' knowledge and attitudes in their early years, providing safe learning environments, ensuring that the curriculum is relevant, setting up school-wide initiatives to manage disruptive behaviour and bullying, reducing the use of suspension and expulsion, valuing differences in students' backgrounds and developing strong home–school relationships.



Effective Teaching

03

Effective teaching is a key influence on student learning and achievement outcomes. Research shows that when educators believe that all students can and will achieve and their teaching relates effectively to the backgrounds and aspirations of the students, outcomes significantly improve.

Effective teachers continue learning about teaching throughout their careers and develop their teaching practice with professional learning opportunities. Effective teachers think about how to deliver the curriculum and the support they need for the subjects they teach. Effective teaching is sustained by initial teacher education programmes that develop suitable skills and attitudes in future teachers, who are then supported in schools in the induction phase for provisionally registered beginning teachers.



PROFESSIONAL DEVELOPMENT

Teachers maintain and develop their teaching skills through professional learning opportunities. Achieving successful outcomes for students requires all teachers and professional leaders to engage in ongoing professional development that enhances their professional knowledge, skills and attitudes.

In 2006, there was a continued focus on professional development to strengthen the role of assessment, improve the quality of classroom interactions and develop subject expertise. The government invested approximately \$110.6 million in in-service professional development across the schooling sector in the 2005–2006 financial year.³⁷ On top of centrally funded professional development, schools spent an estimated \$29 million on professional development programmes.³⁸

The draft *Teacher Professional Learning and Development Best Evidence Synthesis* (TPLD BES)³⁹ demonstrates that opportunities for teachers to engage in professional learning and development can have a substantial impact on student learning. Professional learning requires teachers to engage with new knowledge in a way that involves their understanding of both the theory and its implications for practice.

The professional learning environment provides teachers with opportunities to learn through a variety of activities and assists them to integrate new learning into alternative forms of practice. This synthesis has identified a number of conditions and principles associated with professional learning that impact on student outcomes. These conditions are necessary, but not sufficient, to promote the learning of content

in the necessary depth. They include:

- > engaging experts external to the school who can present those ideas in ways that promote teacher engagement
- > allowing an extended time (six months to a year) for teachers to engage with new ideas and their implications for practice
- > challenging prevailing thinking by engaging teachers' theories and using evidence
- > participating in a professional community of practice, both school-based and across schools
- > selecting leaders who actively support the professional learning opportunities
- > integrating theory and practice
- > aligning pedagogical content knowledge needs with the content of professional learning
- > maintaining a focus on student learning
- > following a process of professional development that involves a cyclical inquiry model.

Professional development that leads to sustained better practice focuses on developing teachers' pedagogical content knowledge to form the basis of principled decisions about practice. This knowledge needs to be combined with evidence-based skills of inquiry so that teachers can identify their next teaching steps and test whether their changes to practice are having the desired impact on students. The participants need the organisational support of their schools in terms of the evidence base, collective goals to aim for and circumstances that continue to motivate improvement.

³⁷ The government's \$110.6 million investment in professional development includes the following:

- > centrally funded and managed programmes and funding for third-party providers of these programmes
- > schooling improvement initiatives for at-risk schools
- > School Support Services baseline funding.

The government has also invested in the following professional-development-related activities:

- > evidence and information development and provision such as the BES, the Teaching and Learning Research Initiative, the Inservice Teacher Education Practice Project and the Quality Teaching Research and Development Clusters
- > school expenditure from operations grants (estimated to be \$29 million in 2005–2006)
- > resource and specialist teacher support associated with special needs education
- > national study awards negotiated through collective agreements (\$18 million in 2005–2006)
- > professional development components of teachers' salaries (\$80 million of release time and call-back days) negotiated through collective agreements.

³⁸ Estimate from schools' financial returns. This figure is indicative only as there is uncertainty about the accuracy of the data due to reporting inconsistencies.

³⁹ Timperly, H., Wilson, A., Barrar, H. and Fung, I. (2007). *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES)*. Wellington: Ministry of Education.



Māori in the Mainstream – Te Kōtahitanga

Te Kōtahitanga is a project that sits inside the Te Tere Auraki strategy,⁴⁰ a research and professional development strategy that focuses on improving teaching and learning for Māori students in mainstream schools. It was designed to help teachers to reflect on and develop their classroom practice in order to raise their Māori students' levels of achievement.

Māori students whose teachers are in the project are achieving significantly higher results in numeracy than Māori students whose teachers are not in the project.⁴¹ Across the Te Kōtahitanga schools, Māori students were also found to have significantly improved literacy scores.

Three phases of the Te Kōtahitanga project have now been completed. The first phase examined the experiences of Year 9 and 10 Māori students in mainstream classrooms. A study of student narratives identified that the quality of relationships and interactions between teachers and their Māori students is a key factor to improving student achievement. An Effective Teaching Profile was developed from the student narratives and from interviews with parents, principals and teachers, and this forms the basis of the professional development intervention. Phase 2 builds on the findings of the first report and is explored in more depth in the Phase 3 report.

Te Kōtahitanga has demonstrated a link between the attitudes and expectations teachers hold towards Māori learning and Māori students' achievement.

Te Kōtahitanga professional development used collaborative narratives gathered from Māori students to highlight how classroom and school practices impact upon them. In-class observation and support then helped teachers to adopt more interactive approaches to teaching, including 'feedback and feed forward' strategies to improve learning and behaviour.

Numeracy

The NDP began as a pilot project in 2000, and since then, this initiative has expanded to involve more than 21,000 primary school teachers, including 750 Māori-medium teachers. It is estimated that the learning of 380,000 primary and intermediate students has now been directly influenced by the involvement of their teachers in the NDP.

The goal of the NDP is to improve student performance in mathematics by improving the professional capability of teachers. Concurrently with the expansion of the NDP, a large volume of research has been undertaken to gauge the effectiveness of the projects and inform their direction. The consensus of this research is that the NDP have had a major impact on the way mathematics is taught in New Zealand schools: teachers now have a much clearer understanding of how young people acquire numeracy skills and mathematical understanding and how, as teachers, they can help their students to achieve this.⁴²

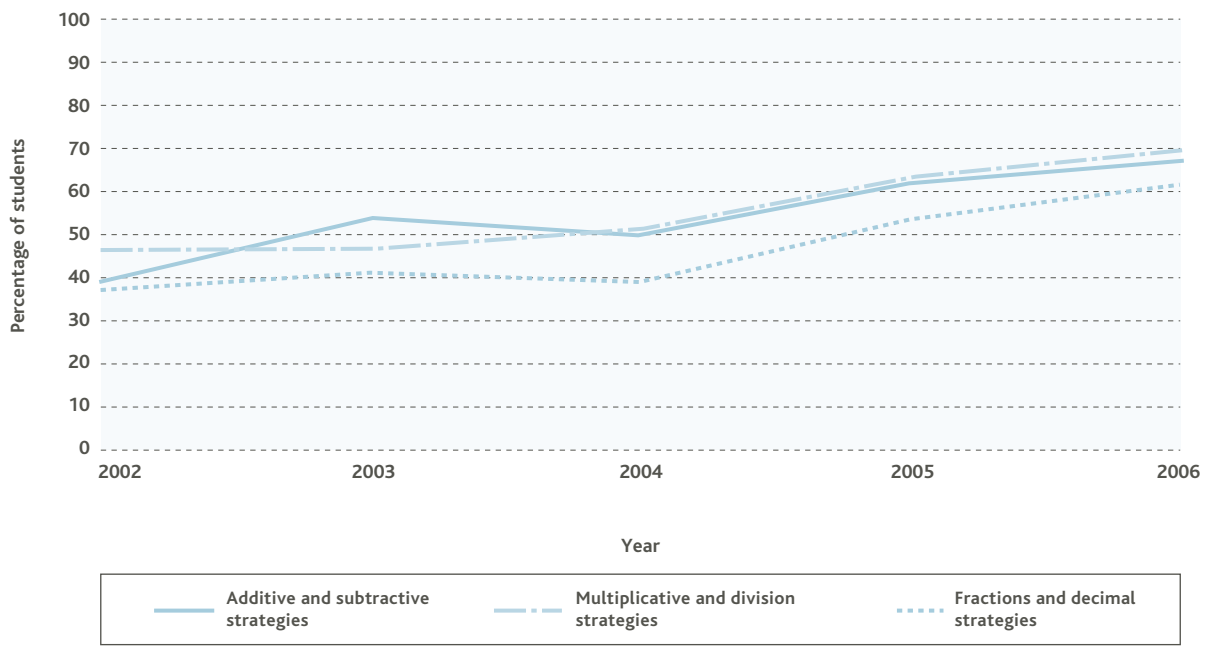
Findings from the New Zealand Numeracy Development Projects 2006 reports that schools that

⁴⁰ http://www.tki.org.nz/r/maori_mainstream/

⁴¹ Bishop, R., Berryman, M., Cavanagh, T. and Teddy, L. (2007). *Te Kōtahitanga Phase 3 Whānaungatanga: Establishing a Culturally Responsive Pedagogy of Relations in Mainstream Secondary School Classrooms*. Wellington: Ministry of Education.

⁴² Annan, B. et al. (2007). *Findings from the New Zealand Numeracy Development Projects 2006*. Wellington: Ministry of Education.

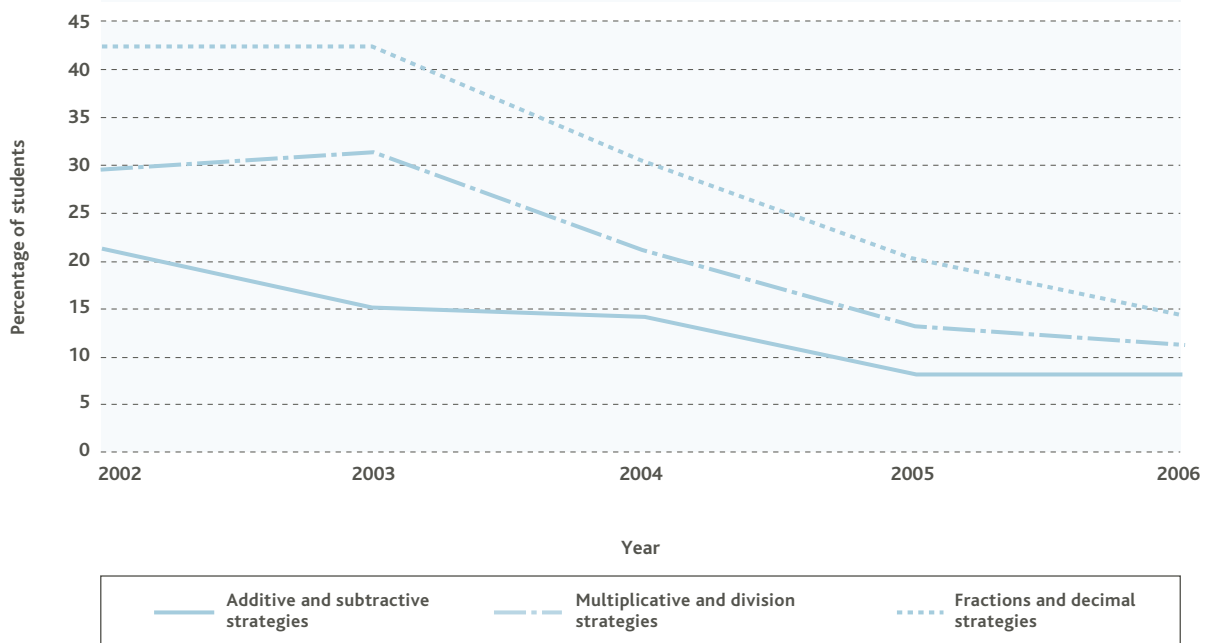
Figure 3.1: Year 6 Students at or above the Expected Level of Achievement, 2002–2006



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 3.1) and a considerable reduction in the percentage of Year 6 students categorised as ‘at risk’ from 2002 to 2006 (see Figure 3.2).

Figure 3.2: Year 6 Students at Risk, 2002–2006



Numeracy in Māori-medium Schools

Te Poutama Tau is part of the NDP, and it aims to strengthen the teaching and learning of numeracy in Māori-medium schools. It involved around 90 teachers in 2006. An evaluation of Te Poutama Tau in 2006⁴³ found that there were positive trends in most areas of the Number Framework from 2003 to 2006.

Numeracy in Secondary Schools

Beginning in 2005, secondary school mathematics teachers were also given the opportunity to participate in professional development that focused on number and algebra. In the pilot year of the Secondary Numeracy Project (SNP), 320 teachers in 43 schools participated. In 2006, the SNP involved 35 in-school facilitators working in 40 schools.

The aim of the project is to develop teachers' knowledge of number and algebraic concepts, student strategies and instructional practice in order to improve student achievement in Year 9 and Year 10.

The evaluation of the 2006 SNP⁴⁴ shows a positive impact on mathematics teachers' knowledge and practice of teaching mathematics. Having an in-school numeracy facilitator was found to be an effective way to foster and sustain change within a mathematics department. Year 9 students were found to have made progress in all domains.



Literacy

The LPDP is offered to schools with students in Years 1–8 and provides them with in-depth, school-wide professional development in literacy. The project aims to make literacy teaching more effective by following an evidence-based inquiry, using achievement data to monitor effective teaching practice. The primary goal is to measurably improve student achievement, but it also aims to develop a strong professional learning community focused on teaching that is informed by achievement data.

In 2006, the project included around 50 schools with a reading focus and around 40 schools with a writing focus. Teachers' involvement in the project has led to improved outcomes for students – with the lowest-achieving students exhibiting the greatest improvement⁴⁵ (as discussed in Chapter One). Results are still emerging from the project, but early indications are that teachers showed improvements in their content knowledge and in transferring their understanding of literacy pedagogy to practice.

Assessment for Learning

The TPLD BES⁴⁶ shows that content knowledge needs to be combined with evidence-based skills of inquiry so that teachers can identify their next teaching steps and check whether changes to their practice have had the desired impact on students.

The Assess to Learn Professional Development Project has been successful in increasing teacher and learner capability and strengthening their understanding of assessment for learning strategies. The capacity of Assess to Learn in the past six years has been approximately 230 schools per year; approximately 35 percent of primary schools and 13 percent of secondary schools have had the opportunity to participate.

The five outcomes measured are:

- > improvement in student learning and achievement
- > improvement in teacher knowledge and assessment practices

⁴³ Trinick, T. and Stevenson, B. (2007). "Te Poutama Tau 2006: Trends and Patterns" in *Findings from the New Zealand Numeracy Development Projects 2006* by Annan, B. et al. Wellington: Learning Media.

⁴⁴ Harvey, R. and Higgins, J. (2007). "Evaluation of the 2006 Secondary Numeracy Project" in *Evaluations of the 2006 Secondary Numeracy Project* by Harvey, R. et al. Wellington: Learning Media.

⁴⁵ Ministry of Education (2007). *Milestone 2: Literacy Professional Development Project*. Wellington: Learning Media.

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



- > development of coherence between assessment practices and systems so that they better promote learning
- > development of schools as learning communities
- > enhancement of professional learning communities regionally and nationally.

The latest evaluation of the delivery of the project shows the impact of the programme from 40 percent of the schools involved in the project in 2006.⁴⁷ Classroom observations of teacher practice show that, between first-year and second-year teachers on the programme, there have been significant increases in the percentage of teachers embedding Assess to Learn strategies in all of their teaching.

Evidence from classroom observations and interviews shows that there have also been significant increases in the percentage of classrooms where students are clearer about what they are learning, what their learning looks like and how well they have achieved.

In 2006, the ERO evaluated how effectively schools collect and use assessment information.⁴⁸ About half of schools demonstrated effective assessment practices. The ERO reports that when schools implement assessment practices effectively, all the teachers in those schools understand the purposes of assessment activities and how the resulting information will be used. Strong school-wide practices result in assessment activities that are well integrated into teaching and learning programmes and that reflect the learning priorities identified by the school.

Special Education

Schools that are effective in meeting the needs of special needs students are typically effective in meeting the needs of *all* students.

A project that aimed to enhance teaching for students with diverse learning needs, Enhancing Effective Teaching in Special Education, concluded in 2006 with a series of regional symposia. The teachers who participated in the project joined national and international keynote speakers to share their findings on changes in teaching practice that resulted in improved outcomes for students across the full range of school settings and locations.

This project supported and enhanced teacher capability to provide effective learning experiences for students who need significant adaptation of the curriculum. The teachers used a range of strategies to recognise the impact of their teaching on student outcomes and to modify it accordingly. Several participating schools have continued to use the skills and strategies learned in the project, either independently or as part of other professional learning and support initiatives.

DELIVERING THE CURRICULUM

In 2006, *The New Zealand Curriculum: Draft for Consultation 2006* was released, and it is due for publication in 2007.⁴⁹ In releasing the draft, the Minister of Education encouraged all New Zealanders who are interested in education to respond to it in order to develop a shared focus on what the national curriculum should encompass.

⁴⁷ Poskitt, J. and Taylor, K. (2007). *Assess to Learn Professional Development: Impact on Teacher Learning*. Wellington: New Zealand Association for Educational Research Refereed Conference Proceedings.

⁴⁸ Education Review Office (2007). *The Collection and Use of Assessment Information in Schools*. Wellington: Education Review Office.

⁴⁹ Ministry of Education (2006). *The New Zealand Curriculum Draft for Consultation 2006*. Wellington: Learning Media.

A number of reports were published during 2006 on the effectiveness of teaching across particular areas of the curriculum. These included Māori language, second languages, mathematics, social studies, health and physical education, and writing.

Māori Language Teaching

In a recent report on the quality of Māori language teaching in Te Tairāwhiti, the ERO identified that any regional or school-based initiative that focused on raising the overall quality of Māori language teaching in these schools would need to include the following steps:

- > the implementation of high-quality assessment practices for te reo Māori at classroom and school levels
- > the integration of second language teaching pedagogy across all te reo Māori classrooms
- > an increase in whānau and community engagement in and support of Māori language teaching
- > the establishment of appraisal procedures for te reo Māori teachers against indicators of good-quality teaching practice, including indicators of effective teaching for second language acquisition.⁵⁰

The report noted that some schools need to raise the achievement and engagement of te reo Māori students by making better use of available resources and giving students exposure to te reo in a variety of forms.

Teachers who are effective tend to use immersion techniques and to encourage students to communicate only in te reo while in class. These teachers provide students with a range of classroom activities and make good use of available resources.



In 2005, the Ministry of Education funded four te reo Māori professional development pilot programmes for mainstream primary school teachers. The objectives of these pilot programmes included to:

- > increase the participating teachers' proficiency in te reo Māori
- > increase their understanding of and respect for Māori culture
- > improve their knowledge and use of second-language teaching and learning strategies
- > increase their familiarity with the draft *Te Reo Māori in the New Zealand Curriculum*.

The evaluation of this project concluded that these programmes have been a success – it shows a range of impacts for the participating teachers, both for themselves and their own development and for the students, staff, whānau and communities at their schools.⁵¹ Evidence from this pilot is being used to inform future initiatives for professional development in Māori language in schools.

Second Language Teaching

In response to the curriculum stocktake and international commentary on the place of second-language learning in New Zealand, 'learning languages' has been added as a learning area in the curriculum draft. The curriculum stocktake resulted in a recommendation that, by 2008, all schools that cater for students in Years 7–10 (excluding language-immersion schools) should provide their students with the opportunity to learn a second language.

Learning languages is supported at a national level in a range of ways. In addition to in-service advisers and national advisers (the latter supporting the teaching of Chinese, French, German, Japanese and Spanish), 2006 saw the first teacher and student recipients of Language Immersion Awards. The successful candidates travelled to one of 10 different countries for immersion experiences of one month or one year (for teachers) or six months (in the case of students). These experiences are designed to increase teacher and student language competence and increase intercultural competence.

In-service professional development for teachers of languages to Years 7 and 8 continued in two regions in 2006. In 2007, the scope will widen. This professional

⁵⁰ Education Review Office (2006). *An Evaluation of the Quality of Māori Language Teaching in Secondary Schools: Te Tairāwhiti*. Wellington: Education Review Office.

⁵¹ Murrow, K., Kalafatelis, E., Fryer, K., Hammond, K. and Edwards, H. (2006). *Te Reo Māori in the Mainstream Professional Development (PD) Pilot Programmes for Primary School Teachers – An Evaluation*. Wellington: Ministry of Education.

development combines study in language-teaching methodology and in-school support with language acquisition leading to a qualification.

Mathematics

Last year, the ERO reported on the effectiveness of mathematics teaching in Years 4 and 8.⁵² It found that 51 percent of teachers were effective or highly effective in teaching mathematics, with a further 40 percent being effective in only some areas.

The ERO also reported that one area where teachers could improve their teaching was in making learning meaningful to diverse students.

The importance of this is highlighted in *Effective Pedagogy in Mathematics/Pāngarau: Best Evidence Synthesis*, which found that teachers who take students' mathematical thinking seriously can enhance outcomes for their diverse students.⁵³

Their commitment to students' thinking is underpinned by seven key principles:

- > acknowledging that *all* students have the capacity to become powerful mathematical learners
- > committing to maximising access to mathematics
- > developing mathematical identities and knowledge
- > developing productive citizenship through mathematics
- > acknowledging the relationships and connectedness of both people and ideas
- > employing respect and sensitivity
- > employing fairness and consistency.

The findings from the BES stress the importance of interrelationships and the development of community in the classroom. Effective mathematics teachers care about their students and create environments for learners to develop their mathematical *and* cultural identities. The BES indicates that mathematics teachers also need to have a good mathematical knowledge to be effective. The decisions made by teachers concerning the mathematics tasks and activities they use significantly influence learning.



Social Studies

An ERO report on the quality of teaching of social studies in Years 4 and 8⁵⁴ found that only one-fifth of teachers are effective in the teaching of social studies. A further 63 percent of teachers are effective in only some areas.

The ERO found that assessment practices in social studies are poor overall and that many teachers are not fully implementing *Social Studies in the New Zealand Curriculum*. Schools often do not have school guidelines for the teaching of social studies, and teachers prepare programmes individually. This could lead to a lack of progression for students, as well as increase the chances of students revisiting or omitting contexts and topics during their learning.

The ERO has identified schools where teachers are effective in the teaching of social studies. These schools have school-wide social studies programmes that allow for students' learning to be based on their individual interests and abilities. The social studies teachers in these schools meet regularly to discuss ideas, and the schools provide guidance, professional development opportunities and teacher release time to support the social studies programmes. The schools also make use of information and communications technology (ICT) tools and people from the local communities, as well as other resources, to assist student learning.

⁵² Education Review Office (2006). *The Quality of Teaching in Years 4 and 8: Mathematics*. Wellington: Education Review Office.

⁵³ Anthony, G. and Walshaw, M. (2007). *Effective Pedagogy in Mathematics/Pāngarau: Best Evidence Synthesis Iteration [BES]*. Wellington: Ministry of Education.

⁵⁴ Education Review Office (2006). *The Quality of Teaching in Years 4 and 8: Social Studies*. Wellington: Education Review Office.

Health and Physical Education

The ERO found that almost all teachers of health and physical education to Year 4 and 8 students felt confident and capable in teaching this subject.⁵⁵ However, only 36 percent of teachers are effective teachers of health and physical education. A further 57 percent of teachers are effective in only some areas.

Most teachers of health and physical education have good subject and pedagogical knowledge, engage students in learning and use resources effectively. However, teachers are generally less effective in identifying and meeting the needs of all students, integrating ICT into health and physical education programmes and consulting with local communities.

Writing

The ERO found that 41 percent of teachers of writing are effective in all areas, with a further 46 percent being effective in some areas. Teachers who have received professional development in the teaching of writing within the past three years are more likely than other teachers to be effective teachers of writing.

TEACHER EDUCATION AND INDUCTION

The development of effective teaching practice occurs at all stages of a teacher's career. Ensuring that students are taught effectively 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 beginning teachers.

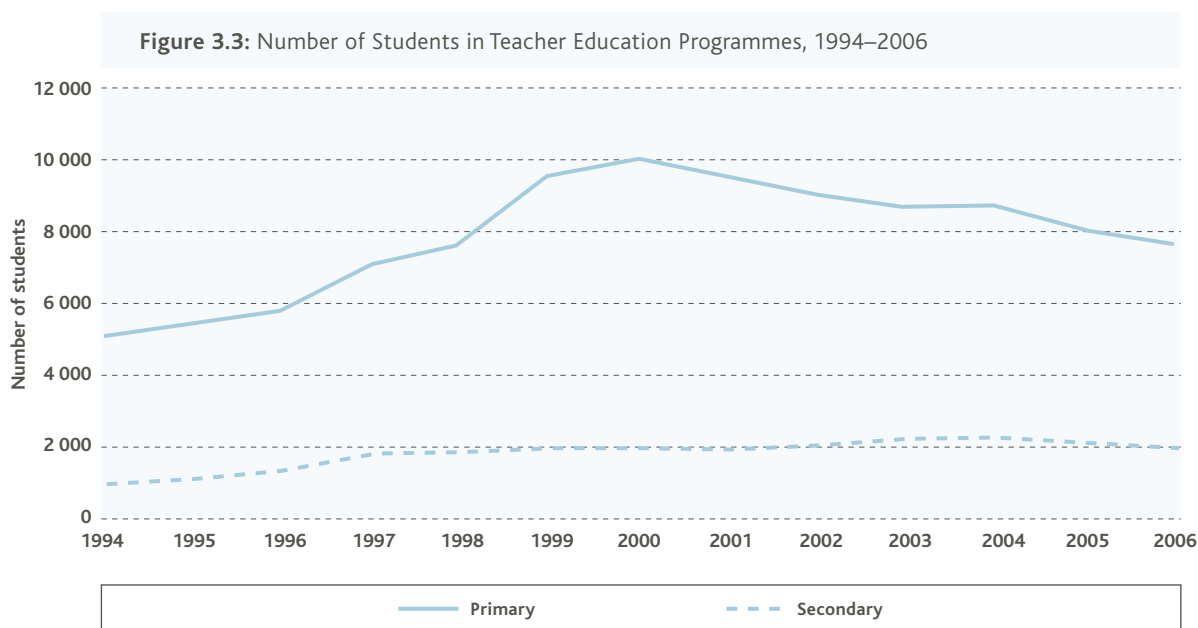
Initial Teacher Education

A fundamental part of effective teaching is the recruitment of people with the right knowledge and skills into teacher education programmes. In 2006, there were 9,700 students in pre-service teacher education programmes (see Figure 3.3), with primary teacher education students showing a decline since peaking in 2000.

Māori, Pasifika and Asian student teachers made up 11 percent, 5 percent and 4 percent of the student teacher population respectively in 2006. 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 Zealand teachers are recognised internationally as being well trained and effective. However, there is a need for initial teacher education to be more responsive to the diverse learners and changing contexts of the 21st century. The Ministry of Education began a policy review of initial teacher education in 2006. Tentative findings of the review indicate a need for:

- > better processes to assure the quality of graduates from all programmes
- > training, resourcing and recognition of teachers who mentor student teachers and provisionally registered teachers



⁵⁵ Education Review Office (2007). *The Quality of Teaching in Years 4 and 8: Health and Physical Education*. Wellington: Education Review Office.

- > a strategic solution to Māori-medium teacher education that acknowledges the demands placed on lecturers and student teachers and the need for a range of Māori-medium programmes, including teachers in wharekura.

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.⁵⁶

New Zealand has a good international reputation for commitment to providing support to beginning teachers. Newly qualified teachers undergo a period, of advice and guidance before becoming eligible to become a fully registered teacher. 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,⁵⁷ 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 receiving no or little advice and guidance.

In 2006, about 66 percent of primary and 40 percent of secondary beginning teachers were employed under non-permanent arrangements in their first year. The ERO and the New Zealand Council for Educational Research (NZCER) have both reported that provisionally registered teachers 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. The NZCER reported:

Many teachers found it difficult to get teaching positions, with some of them having had a series of short-term positions before their current position. This made it difficult for them to 'settle in' to teaching.⁵⁸

The Learning to Teach survey of provisionally registered teachers⁵⁹ also found that many teachers in primary schools began their teaching careers in relieving positions and had several teaching positions in their first two years of teaching. This may have worked against schools 'owning' and taking responsibility for provisionally registered teachers when they were employed as temporary staff members.

The survey also found that 20 percent of provisionally registered secondary school teachers were teaching subjects for which they were not qualified and/or trained.



⁵⁶ Ingersoll, R. and Kralik, J. M. (2004). *The Impact of Mentoring on Teacher Retention: What the Research Says*. Denver: Education Commission of the States.

⁵⁷ Organisation for Economic Co-operation and Development (2005). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. Paris: Organisation for Economic Co-operation and Development.

⁵⁸ New Zealand Council for Educational Research (2005). *TipTop: The Teachers of Promise Project: Initial Research Findings*. Wellington: New Zealand Council for Educational Research.

⁵⁹ Cameron, M., Dingle, R. and Brooking, K. (2007). *Learning to Teach: A Survey of Provisionally Registered Teachers in Aotearoa New Zealand*. Wellington: New Zealand Teachers Council.

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 to develop and demonstrate purposeful learning environments and effective teaching practices.

A goal of the SCT initiative is to retain competent and experienced teachers in the classroom, providing them with alternative career opportunities.⁶⁰

The participant SCTs and their managers agree that the role is an excellent one, and the SCTs are enthusiastic about the opportunities the role gives them. The position allows them to enjoy a leadership role and share their expertise and knowledge while remaining in the classroom.

A review of the 2006 pilot year found that one of the key factors in the successful implementation of the SCT role in schools is appointing the right person to the role.⁶¹ Being the 'right person' includes having a mix of interpersonal skills with personal qualities, including honesty and reliability, and the knowledge and skills related to professional credibility.

Overseas-trained Teachers

The recruitment of overseas-trained school teachers to New Zealand is one of a number of responses to potential teacher shortages, particularly in Auckland. Like other countries, New Zealand competes for highly skilled teachers, especially in hard-to-staff secondary subjects.

In 2006, there were 280 primary and 754 secondary overseas teachers who had begun teaching in New Zealand in 2004, 2005 or 2006.⁶² Thirty percent of the overseas teachers teaching in New Zealand at the beginning of 2006 were teaching for the first time.

A recent report on overseas-trained teachers in New Zealand found that schools faced challenges



in inducting overseas-trained teachers into the New Zealand education system.⁶³ Overseas teachers themselves also acknowledge that the context of teaching is very different from what they are used to. They are aware that they lack the culturally specific and professional knowledge to be effective in a new context.

Overseas-trained teachers, for the most part, reported limited orientation to teaching in New Zealand and minimal specific induction in their workplaces.

CONCLUSION

Engagement in high-quality ongoing professional learning opportunities is pivotal in enhancing teachers' and leaders' knowledge and skills, changing instructional practice and improving student outcomes. In 2006, there were a number of professional development programmes that showed clear links with improved student outcomes.

The first few years of teaching are critical to developing newly qualified teachers into effective teachers.

The introduction of the SCT position in 2006 is supporting beginning teachers through their induction phase. It will also provide experienced teachers with an alternative pathway in their careers, aiding in the retention of these teachers.

⁶⁰ Ministry of Education (2007). *Guidelines for the Appointment of Specialist Classroom Teachers (SCT) in Secondary Schools for 2007*. Wellington: Ministry of Education.

⁶¹ Ward, L. (2007). *Specialist Classroom Teachers Pilot: Summary Report Prepared for the Ministry of Education*. Wellington: Ministry of Education.

⁶² Ng, L. (2006). *Monitoring Teacher Supply. Survey of Staffing in New Zealand Schools at the Beginning of the 2006 School Year*. Wellington: Ministry of Education.

⁶³ Cameron, M. (2007). *Overseas Trained School Teachers in New Zealand*. Wellington: Ministry of Education.

Quality of Schooling

04

The quality of schooling continues to be 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 make an enormous contribution to New Zealand schools. The strength of the school governance model lies in the fact that schools work under the strategic guidance of members of their own communities, including parents, alongside professional leaders and others able to contribute relevant skills and expertise. Boards represent the diversity of their school communities and require informed people with a balance of skills and experiences to make a difference for our schools. Boards of trustees are accountable and responsible to both the government and their school community.

Preparation for the Triennial Elections

In 2006, boards of trustees were guided in effective succession planning in preparation for the triennial elections during March and April 2007, the seventh such elections since the principle of self-managing schools was introduced in 1989.

Effective succession planning can greatly assist boards and schools through a strategic, systematic and deliberate effort to ensure the readiness, recruitment and retention of trustees. Boards were supported in

managing their membership, knowledge base and effective retrieval systems around the election cycle.

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 2006, 96 percent of schools sent copies of their charters to the Ministry of Education. Of these schools, 92 percent had specified learning area targets for student outcomes. As in previous years, most schools (88 percent) cited a language area target. Mathematics, at 58 percent, was the next most common learning area target, followed by health targets (10 percent) and ICT targets (5 percent).

Statutory Interventions in Schools

Since the current legislation on statutory interventions was implemented in October 2001, 284 interventions have been initiated in schools. One hundred and three of these were current at the end of 2006.





During 2006, 51 statutory interventions were initiated, compared with 55 in 2005 and 75 in 2004. Forty-five interventions were revoked throughout the year, of which 10 were revoked in order to be reinstated under a different section of the Education Act (six were escalated to a higher level, and four were reduced to a lower level). At the end of 2006, about 4 percent of all state and state integrated schools were subject to statutory interventions.

During 2006, 57 percent of the statutory interventions that were initiated were in response to requests from boards. The most common form of statutory intervention is a limited statutory manager, 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. Of the 51 statutory interventions commencing in 2006, 21 involved the appointment of a limited statutory manager. Most commonly, the identified areas of risk that justified the appointment of a limited statutory manager related to employment and/or financial management matters.

SCHOOL LEADERSHIP

High-quality professional leadership is a critical factor in determining whether schools are effective.

An analysis of 24 studies that tested the links between leadership and student outcomes confirmed that leadership can significantly impact on student outcomes provided it is pedagogical rather than generic.⁶⁴ From a subset of 14 studies, the analysis identified five leadership dimensions that have a particularly powerful impact on students:

- > establishing goals and expectations, which includes setting, articulating and monitoring learning goals, standards and expectations in a way that involves teachers in the process so that they are clear about the goals and are in agreement with them

- > strategic resourcing, which involves securing and allocating resources that are aligned to the school's teaching and learning goals and needs
- > planning, coordinating and evaluating teaching and the curriculum, which includes actively involving staff in discussions of teaching, including its impact on student achievement; working together with staff to review and coordinate the curriculum, classroom observation and subsequent feedback to teachers that they regard as helpful in improving their teaching; and ensuring that staff systematically monitor student progress and that test results are used for the purpose of improvement at department and class levels
- > promoting and participating in teacher learning and development, which involves participating in learning as a leader or a learner or both
- > ensuring an orderly and supportive environment, which describes leadership practices that include creating an environment for both staff and students that makes it possible for their academic goals to be achieved.

Particular types of school leadership have substantial impacts on student outcomes. The more leaders focus their influence, their learning and their relationships on the core business of teaching and learning, the greater their influence on student outcomes is likely to be.

NETWORK OF SCHOOLS

For all students to access appropriate, 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.

Changing student numbers continued to be a significant feature of the school network in 2006. Primary rolls peaked in 2003 and have been decreasing since. This decline is expected to continue over the next 20 years. In 2006, primary rolls were 0.6 percent lower than in 2005. In contrast, secondary rolls increased by 0.6 percent and are expected to continue to increase until 2007, after which they will also decline. While the overall demand is reducing, there are specific areas of growth and decline at the local level. In 2006, 39 districts had growth that was higher than the medium-range prediction.

⁶⁴ Robinson, V. (2007). *The Impact of Leadership on Student Outcomes: Making Sense of the Evidence*. Melbourne: Australian Council for Educational Research.

During 2006, a number of voluntary school reorganisations took place:

- > 11 schools closed
- > one contributing school was approved to retain students to Years 7 and 8 in its bilingual unit
- > two schools changed their class
- > three full primary schools became contributing primary schools
- > one contributing primary school became a full primary school
- > two schools merged to form one new school.

Also during 2006:

- > four new schools were established that will open for tuition in 2009 or 2010
- > seven new state schools opened for tuition comprising one state integrated school, two kura and four mainstream schools, one of which has reopened as a designated character school.

RESOURCING SCHOOLS

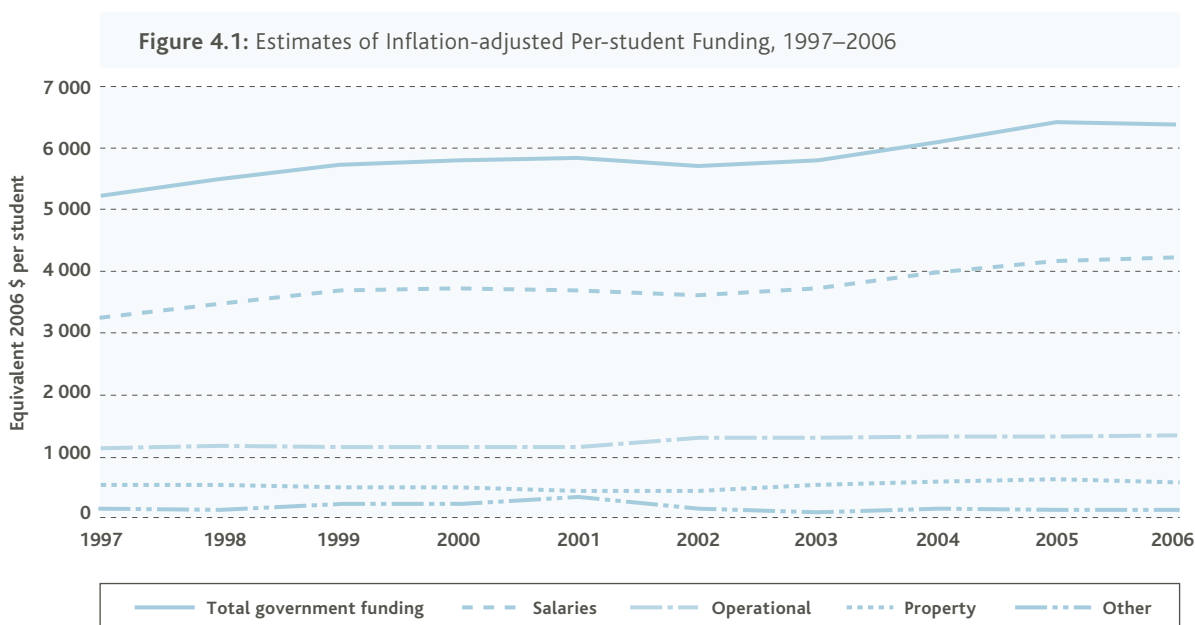
New Zealand schools are funded primarily by the government. The three main components of government funding are: staffing (on which the government spent \$3,128 million in 2006);

operational funding, including property maintenance (\$1,000 million in 2006); and property capital works⁶⁵ (\$435 million in 2006).

In addition, schools receive various forms of ‘in-kind’ resourcing from the government. These include software licensing, laptops for principals, other ICT support and professional development.

Some schools receive resourcing to meet particular needs (for example, for transport) and other resources are available on a contestable basis. In 2006, over 30 contestable or discretionary funding pools were available to schools. These allocated \$100 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 (including teachers’ salaries, operational funding, property funding and other resources) of schools in the past decade. Total government per-student funding increased 24.3 percent between 2002 and 2006, compared with an inflation rate of 10.9 percent. Over the past year, government funding has increased by 3.2 percent, which is slightly less than the inflation rate of 3.3 percent. This is mainly accounted for by a decrease in spending on property capital works.



⁶⁵ The figures for property funding are estimates from cash payments made during 2006 and include both capital and operating expenditure.

Review of Schools' Operational Funding

During 2006, the Ministry worked with a sector reference group to review schools' operational funding. The review⁶⁶ identified four independent drivers as creating 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, and setting measures in place to reduce compliance costs.

Schools' Use of Funding

In December 2006, the ERO reported on the first phase of its investigation into how schools use their operational funding, which the ERO defined as the total income available to a school. The report⁶⁷ analysed information from 180 primary and intermediate schools and 38 secondary and composite schools from a range of school sizes and deciles.

The ERO found that schools use their government funding in different ways, influenced by such factors as the amount of locally raised funds they generate, the overhead costs associated with running their schools, the amount of Targeted Funding for Educational Achievement (TFEA) they receive as part of their government grant, their communities' expectations and the financial and strategic capabilities to which they have access.

Drawing on both New Zealand and international research and the Ministry's financial guidelines to schools, the ERO evaluated the financial health of schools. It judged that operational funding was likely to be used effectively to support teaching and learning if a school had a sound financial system, a sound financial position, an effective strategy for improving teaching and learning and delivering the curriculum, monitoring and evaluation systems that provided feedback on the school's initiatives to improve student achievement, and allocated resources for teaching and learning in an economically and educationally sustainable way.

The ERO found that 54 percent of schools had sound financial systems with effective and regularly reviewed policies and processes. A further 35 percent of schools had systems that were generally sound but had minor weaknesses. The remaining 11 percent had notable weaknesses in their financial systems, such as out-of-date policies, poor-quality information or seriously flawed budget forecasting.

The financial positions of schools were also evaluated. Just over half the schools were in a sound position, with good cash flow, strong reserves and/or locally raised funds and commendations from their auditors. A further third had minor weaknesses and would need to make difficult budget decisions should there be a moderate downturn in income or an increase in expenses.

Management of School Property

Government property expenditure in schools in 2006 was \$435 million, compared with \$307 million in 2002. In 2006, \$220 million was spent on the modernisation of buildings and other property



⁶⁶ Ministry of Education (2006). *Review of Schools' Operational Funding*. Wellington: Ministry of Education.

⁶⁷ Education Review Office (2006). *Schools' Use of Operational Funding*. Wellington: Education Review Office.



improvements, \$174 million on increasing capacity in the network through new classrooms and schools, \$28 million on furniture and equipment and \$13 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, and they also consider the opinions of their students, their staff and their community, who, as users, often have valuable ideas on how improvements can be made.

Schools recognise that property improvements and maintenance make a considerable contribution to enhancing learning and helping teachers and students to feel valued. Their property plans typically include such improvements as achieving the optimal size and flexibility of teaching spaces and providing interactive social spaces as well as those improvements made to meet health and safety standards.

In 2006, the Ministry surveyed more than 200 schools about their experiences with the 10-Year Property Plan. This annual survey was the first of its kind. It will progressively involve all schools. Of the schools surveyed in 2006, 96 percent had plans in place. Of those schools with plans, the survey found that, in every case, the plans were a working document in terms of planning, guiding and monitoring the property management process and were regularly updated. The plans had been prepared by independent consultants in 91 percent of the schools, and 100 percent of the schools had defined processes for implementing the work. Most importantly, the physical conditions of facilities (the reality) were found to match the property plans in 100 percent of schools. The survey personnel also reported that schools were taking their property management responsibilities seriously.

Schools' Financial Accounts

The following is a summary of the 2006 financial performance of New Zealand state and state integrated schools based on the aggregation of these schools' annual accounts. More details on school finances are included in Appendix Two, in Tables A26–A43.

Schools' Income

New Zealand state and state integrated schools had a total income of \$4,504 million in 2006, an increase of 5.1 percent from \$4,284 million in 2005 (see Table A26).

As in previous years, the main source of school resourcing was government funding, which accounted for 87 percent of schools' total resources in 2006. The balance was revenue from locally raised funds, investments and other revenue.

Schools' revenue figures per student (see Table A29)⁶⁸ show that government grants increased by 22.6 percent in primary schools and 24.6 percent in secondary schools between 2002 and 2006. This is a real increase in funding for both sectors when compared with the inflation rate of 10.9 percent over the same period.

In relation to student numbers, in primary schools, the revenue from government grants increased 2.8 percent in real terms between 2005 and 2006 to \$4,600 per student. In secondary schools, the per-student revenue increased 1.7 percent in real terms to \$6,116 per student over the same period.

Locally raised funds include voluntary donations, non-compulsory amounts paid by parents, income from fund-raising activities, fees charged to overseas students and revenue generated from such sources as school canteens and stationery shops. When interpreting the significance of locally raised funds (which have been expressed as gross figures in Tables A26–A29), the costs incurred to raise the funds should also be considered. Net locally raised funds have decreased in the past two years, in both primary and secondary schools. The decreases in net locally raised funds have been particularly strong in the secondary sector, with revenue dropping from 9.0 percent of total revenue in 2004 to 7.3 percent of total revenue in 2006. Primary schools also experienced a decrease in locally raised funds, although not as strong, with revenue dropping from 6.5 percent of total revenue in 2004 to 5.9 percent of total revenue in 2006.

⁶⁸ The number of students used in per-student revenue calculations in Table A29 includes foreign fee-paying students. However, when reference is made to government expenditure, per-student figures are based on the funding roll.

Schools' Expenditure

Expenditure by schools in 2006 was \$4,469 million, compared with \$4,064 million in 2004, an increase of 10.0 percent.

Overall, there has been little change since 2002 in the way in which 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).

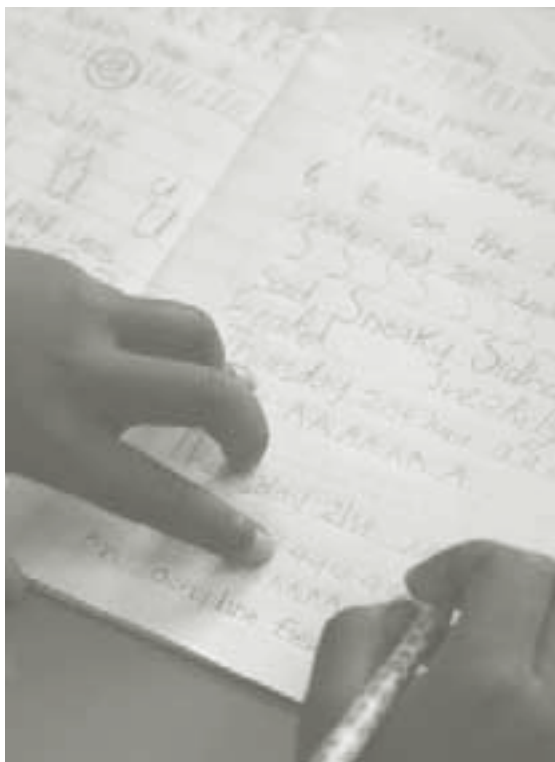
Schools' Assets and Depreciation

As of 31 December 2006, the schools sector had invested \$2,257 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 2006, the combined NDV of schools' fixed assets stood at \$1,128 million, an increase of 5.2 percent over the previous year.

Indicators of Good Financial Management

Schools are resourced to provide a 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 this forms 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 a combined operating surplus of 0.8 percent in 2006, compared with 1.3 percent in 2005 and 0.6 percent in 2004 (see Table A26). Primary schools recorded a total operating surplus of \$29 million (1.3 percent of revenue) in 2006, compared with \$35 million (1.6 percent) in 2005. Secondary schools recorded a total operating surplus of \$2.2 million (0.1 percent of revenue) in 2006, compared with \$21 million (1.1 percent) in 2005 (see Tables A27 and A28).

In 2006, 59 percent of schools had an operating surplus (see Table A35), a reduction from 64 percent in 2005. The high proportion of schools that did not achieve an operating surplus is not of great concern as 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. If a school consistently incurs a substantial operating deficit over consecutive years, however, its asset base will be reduced, and this could adversely affect that school's ability to provide effective education to its students. Eleven percent of schools have had three (or more) consecutive years with an operating deficit. (See Table A38 for trends in schools operating in deficit.)

Working Capital

The level of working capital is an indicator of a school's ability to operate financially and meet its debts. Working capital measures the difference between total current assets (including investments) and total current liabilities. It provides a good measure of a school's ability to meet its short-term financial obligations from existing sources of funds. Working capital can be measured in two ways, as a dollar figure or as a ratio of current assets to current liabilities.

Schools have had a steady increase in their working capital over the past five years, with a total increase of \$150 million since 2002 (see Table A30). At 1.9:1, the working capital ratio over all schools is healthy and has increased for the fourth year in a row.



Ninety-four percent of schools had a positive working capital ratio of at least 1:1 (see Table A35). Primary schools were more likely to have a positive working capital ratio (95 percent) compared with secondary schools (87 percent). The proportion of primary schools with positive working capital ratios has been fairly constant for the past three years. The proportion of secondary schools with positive working capital has improved substantially since 2004.

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 39.3 percent increase overall. Among individual primary schools, 82 percent had increasing public equity between 2002 and 2006, with public equity increasing by a third or more for 58 percent of primary schools. High decile primary schools are more likely to have increasing public equity than low and medium decile schools.

Similarly, in the secondary sector, 76 percent of schools had increasing public equity between 2002 and 2006. In 47 percent of secondary schools, public equity increased by a third or more. As with primary schools, high decile secondary schools are more likely to have increasing public equity than low and medium decile schools.

Overall, between 2005 and 2006, public equity increased for 62 percent of schools (63 percent of primary schools and 55 percent of secondary schools).

Effective Use of Banking Staffing

Schools receive approximately two-thirds of the dollar value of their resourcing through staffing. 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 their entitlement means that schools have to forego valuable resources.

At the end of the 2006 school year, 850 schools (35 percent) had overused their staffing entitlement, nine schools had exactly used their staffing entitlement and 1,594 schools (65 percent) had underused their staffing entitlement.

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 2006. After this eight-week period, about 40 percent of all schools had managed their entitlement to a balanced position, 20 percent had still overused their entitlement and 40 percent had underused their entitlement.

A total of \$5.5 million is being recovered from the 2007 operations grant from the 474 schools that overused their staffing entitlement. Of these, 450 schools (95 percent) were within 5 percent of their entitlement. The total overuse for these schools was 103.6 full-time teaching equivalents (FTTE), with an average per school of 0.22 FTTE.

Of the 1,012 schools that had underused their entitlements, 943 schools (93 percent) were within 5 percent of their entitlement. The average amount of underuse was 0.18 FTTE. Total underuse was 180.9 FTTE, 12 percent less than the 2005 figure.

Overall Financial Management

Of the four indicators of financial management performance mentioned above, having a working capital ratio of at least 1:1 is the most important. It means that a school is able to pay its debts and operate with some flexibility.

At the end of 2006, 45 percent of schools (47 percent of primary schools and 33 percent of secondary schools) had a working capital ratio of at least 1:1, increasing public equity, an operating surplus for the

Table 4.1: Indicators of Good Financial Management, 2006

	Proportion of Schools Achieving Indicators		
	Primary Schools %	Secondary Schools %	All Schools %
All four indicators positive	47	33	45
Positive working capital and two other positive indicators of financial management	15	20	16
Positive working capital and one other positive indicator of financial management	26	28	26
Positive working capital and no other positive indicators of financial management	7	6	7
Insufficient working capital but some other indicators of financial management positive	3	11	5
No positive indicators	1	2	1

year and had effectively managed their staffing entitlement (see Table 4.1).

A further 48 percent of primary schools and 54 percent of secondary schools had a positive working capital ratio but had some negative indicators of financial management.

The remaining schools had a working capital ratio of less than 1:1 and are, therefore, operating on a thinner margin than other schools because they do not have sufficient cash reserves to cover all their debts.

Schools that show indicators of financial risk are closely monitored by the financial advisers of the Ministry of Education. Schools that are considered to be at a low or moderate level of financial risk receive advice and support, as appropriate. Schools with

more serious levels of risk undergo an in-depth financial analysis and are offered school support options, including ongoing financial advisory services. In some cases, assistance is provided to help maintain cash flow.

CONCLUSION

Overall, New Zealand schools are being capably governed and are in a financially healthy position. During 2006, the network of schools continued to experience change with the continuing decline of primary school rolls and increasing secondary school rolls. In the near future, the total school-age population is expected to decline, and responding to this will be important, both at the individual school level and across the network of schools.



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, with which the Ministry's new schools programme is closely aligned. During 2006, two new state schools opened and two schools were relocated to growth areas in the Auckland region.

Strategic planning to meet significant population growth in Takanini and Tāmaki Edge has now concluded, with strategies currently under development for Hingaia and North West Waitakere primary schools.

The growth patterns and forecasts for Auckland indicate the potential requirement for more than 20 new schools between 2008 and 2015.

Within existing schools, increased demand is managed through the use of enrolment schemes and the provision of additional classrooms. During 2006, 16 new schemes were implemented and two existing schemes were amended in the Northern Region. A further three schools were directed to establish enrolment schemes.

During the 2006 school year, funding was provided for a total of 46 new classrooms for roll growth.

CENTRAL NORTH REGION

Expected population growth trends continue in Tauranga and Western Bay of Plenty. In the Mt Maunganui to Papamoa area, school rolls have increased due to greenfields development. An area strategy is being developed for Papamoa.

The western and southern peripheries of Tauranga City are also experiencing urban growth. Demographic reports for these areas are likely to be progressed into an area strategy. The Ministry is consulting with local iwi regarding the provision of Māori immersion education for Year 9–13.

In Rotorua, there has been a slight decline in school rolls overall, and they will continue to decline over the next few years. Most Rotorua secondary schools have some excess capacity, aside from the Catholic integrated school, and there is a variable extent to which primary schools meet or lag behind capacity.

In Hamilton, the northern suburbs continue to develop with half of the new housing in the city concentrated there. A new primary school will open in 2008.

The Ministry is collaborating with the council to determine the schooling requirements to service the planned two new townships. A secondary site is being acquired in Rototuna, and the Ministry is sourcing land for new schools in Rotokauri. Primary schools in the rest of the city are experiencing localised roll growth.

In Hawkes Bay/East Coast, school rolls remain stable. A gradual decline is predicted for most areas in future. However, there is localised demand in the Taradale/Greenmeadows area, and demand in Havelock North will require the acquisition of a site for a new primary school. Growth is occurring in the kura kaupapa Māori network.

Eleven schools implemented enrolment schemes throughout the Central North Region, and 11 schemes were abandoned during 2006.

CENTRAL SOUTH REGION

The Central South Region has continued to experience growth of the secondary-school-aged population. There are pockets of growth in the primary-school-aged population occurring in the northern suburbs of Wellington and in Kapiti.

The Central South Region has also experienced the closure of Douglas, Matau, Motunui and Tahora Schools near Stratford.

Twenty-six enrolment schemes were implemented in 2006 at schools throughout the region. One scheme was abandoned. A further ten schemes are under development, and six established schemes are under amendment. Seven of the eight state secondary schools in the Wellington territorial authority currently have enrolment schemes.

Two state integrated schools in the region implemented enrolment schemes during 2006. State integrated schools that have continued pressure on their rolls from applicants who meet the preference criteria will be required to implement enrolment schemes.

SOUTHERN REGION

Localised population growth continues to cause roll pressure on some primary schools in the region. As a result, 18 new enrolment schemes were implemented at primary schools during 2006. 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. Ten secondary schools implemented enrolment schemes across the region during 2006.

There are a number of areas where growth is anticipated. Area reports focused on determining the extent of projected growth were completed for Rolleston/Lincoln (Selwyn District), Belfast (Christchurch City) and Wakatipu Basin (Queenstown Lakes). These reports will form the basis of consultation during 2007. Other areas identified to have area reports completed during 2007 included Richmond (Tasman District), Blenheim (Marlborough), Belfast (an update based on new information) and Kaiapoi (Waimakariri District).

Roll growth accommodation was provided to Rolleston School in anticipation of the growing population in the district. There is likely to be ongoing pressure in Rolleston for roll growth. Development of an area strategy is planned for 2007 to provide for long-term growth in the area.

Planning for area strategies in Halswell/Wigram, Rangiora/Pegasus, Wakatipu Basin and Rolleston/Lincoln was progressed in 2006. Planning for new schools, construction in Wanaka and Frankton and a relocation of Waikuku School to Pegasus was 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. During 2006, 14 integrated schools implemented 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.

Holy Family Primary School in Wanaka opened at the start of 2006. 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 2006

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3700	Abbotsford School	22/08/2005	Yes
1680	Aberdeen School	20/12/1999	Yes
1195	Adventure School	01/10/2001	Yes
6948	Albany Junior High School	30/10/2004	Yes
1202	Albany School	24/10/2000	Yes
6929	Alfriston College	05/05/2003	Yes
1203	Alfriston School	30/09/1999	Yes
3274	Allenton School	31/05/2002	No
2332	Aokautere School	20/06/2003	No
253	Aotea College	30/07/2001	Yes
2802	Arakura School	12/12/2005	No
3704	Ardgowan School	19/07/2004	No
1208	Ardmore School	23/09/1999	Yes
2542	Argyll East School	19/06/2004	Yes
3930	Arrowtown School	07/01/2002	No
2543	Arthur Miller School	27/02/2004	Yes
3284	Ashgrove School	24/01/2003	No
53	Auckland Girls' Grammar School	25/08/1999	Yes
54	Auckland Grammar	01/12/1999	Yes
1211	Auckland Normal Intermediate	13/10/1999	Yes
78	Avondale College	03/08/1999	Yes
1212	Avondale Intermediate	31/10/2002	No
1213	Avondale Primary School (Auckland)	28/09/1999	Yes
3287	Avonhead School	22/10/1999	Yes
324	Avonside Girls' High School	03/05/1999	Yes
1691	Awakeri School	20/12/1999	Yes
2544	Awapuni School (Gisborne)	19/11/2004	No
1219	Balmoral School (Auckland)	29/11/1999	Yes
3289	Banks Avenue School	26/05/2004	Yes
2112	Barton Rural School	31/08/2004	No
6960	Baverstock Oaks School	25/08/2004	Yes
382	Bayfield High School	13/06/2003	No
1220	Bayfield School	07/09/1999	Yes
3291	Beckenham School	22/10/1999	Yes
2807	Belmont School (Lower Hutt)	12/06/2006	No
1697	Bethlehem School	13/12/2002	Yes
2810	Birchville School	25/07/2006	No
1231	Birkenhead School	23/09/1999	Yes
2546	Bledisloe School	28/04/2003	Yes
1233	Blockhouse Bay School	08/09/1999	Yes
2113	Bluestone School	20/12/2005	No
1234	Bombay School	14/08/2002	Yes
1235	Botany Downs School	12/03/2004	Yes
6930	Botany Downs Secondary College	20/12/2002	Yes
2813	Boulcott School	30/06/2000	Yes

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3716	Bradford School	09/09/2002	No
2547	Bridge Pa School	29/06/2004	Yes
3184	Broadgreen Intermediate	18/06/2002	Yes
1236	Brookby School	30/11/1999	Yes
2816	Brooklyn School (Wellington)	06/09/1999	Yes
3303	Broomfield School	16/11/2005	No
1237	Browns Bay School	07/10/1999	Yes
1238	Bruce McLaren Intermediate	26/02/2004	Yes
1239	Buckland School	29/10/1999	Yes
1240	Bucklands Beach Intermediate	09/08/1999	Yes
319	Burnside High School	04/06/1999	Yes
3306	Burwood School	05/11/1999	Yes
1700	Cambridge East School	15/03/2005	Yes
1242	Campbells Bay School	06/10/1999	Yes
211	Campion College	17/07/2006	No
82	Canterbury Christian College	08/09/2005	No
2821	Cashmere Avenue School	12/07/2004	Yes
340	Cashmere High School	27/05/1999	No
3310	Cashmere Primary School	29/11/1999	Yes
2418	Central Normal School	18/12/2003	Yes
1581	Chapel Downs School	24/11/1999	Yes
1244	Chelsea School	23/09/1999	Yes
3314	Chisnallwood Intermediate	16/09/2005	No
327	Christchurch Boys' High School	04/06/1999	Yes
328	Christchurch Girls' High School	27/05/1999	Yes
1246	Churchill Park School	19/10/1999	Yes
2824	Churton Park School	23/04/2001	Yes
3321	Clarkville School	22/11/1999	No
1247	Clayton Park School	23/03/2001	Yes
1248	Clendon Park School	29/06/2005	Yes
2826	Clifton Terrace Model School	24/08/1999	Yes
2549	Clive School	14/06/2004	Yes
2350	Cloverlea School	08/07/2004	No
2827	Clyde Quay School	03/05/2005	Yes
1252	Coatesville School	23/06/1999	Yes
3323	Cobham Intermediate	22/10/1999	Yes
1253	Cockle Bay School	05/08/1999	Yes
2352	Coley Street School	07/09/2006	Yes
2353	College Street Normal School	17/08/2004	Yes
3726	College Street School	21/03/2003	No
386	Columba College	19/07/2004	Yes
1255	Conifer Grove School	19/10/1999	Yes
1256	Cornwall Park School	25/11/1999	Yes
1257	Cosgrove School	23/01/2004	Yes
3324	Cotswold School	22/11/1999	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
357	Craighead Diocesan School	10/07/2006	No
3729	Cromwell Primary School	22/11/2002	No
3325	Cust School	31/03/2006	Yes
2553	Dannevirke South School	01/07/1999	No
346	Darfield High School	25/08/2006	Yes
3326	Darfield School	18/10/2006	Yes
1709	David Street School	07/07/2003	No
1259	Dawson School	22/10/1999	Yes
1635	Discovery One School	27/08/2001	Yes
2832	Discovery School	24/08/2004	Yes
1263	Drury School	09/08/1999	Yes
2355	Durie Hill School	08/10/2006	No
3733	East Taieri School	12/12/2006	No
2834	Eastern Hutt School	17/10/2001	Yes
79	Edgewater College	22/07/2003	Yes
1266	Edmonton School	01/11/2002	Yes
1268	Ellerslie School	27/09/1999	Yes
349	Ellesmere College	08/08/2006	Yes
3334	Elmwood Normal School	22/11/1999	Yes
1168	Emmanuel Christian School	09/11/2005	No
64	Epsom Girls' Grammar School	25/08/1999	Yes
1270	Epsom Normal School	26/11/1999	Yes
2557	Eskdale School	28/10/2004	Yes
2837	Evans Bay Intermediate	09/09/2002	Yes
1164	Everglade School	30/09/1999	Yes
3736	Fairfield School (Dunedin)	20/08/2001	No
2838	Fairfield School (Levin)	20/09/1999	No
2839	Fairhall School	22/11/1999	Yes
1717	Fairhaven School	10/12/2004	No
1272	Farm Cove Intermediate	20/12/1999	Yes
197	Feilding High School	22/11/2006	No
3338	Fendalton Open Air School	25/11/1999	Yes
2842	Fernlea School	07/04/2006	No
2843	Fernridge School	18/11/2003	Yes
3340	Fernside School	05/09/2001	No
1275	Finlayson Park School	23/07/1999	Yes
1277	Flat Bush School	30/03/2004	Yes
2560	Flaxmere Primary School	13/10/2004	Yes
2561	Flemington School (Waipukurau)	13/05/2005	No
175	Francis Douglas Memorial College	11/07/2005	No
2168	Frankley School	07/04/2000	No
1721	Frankton School	13/04/2005	Yes
2562	Frasertown School	12/02/2004	No
3344	Freeville School	22/12/2004	Yes
200	Freyberg High School	03/07/2006	Yes
2563	Frimley School	14/01/2003	Yes
2566	Gisborne Intermediate	11/08/2002	Yes
1282	Gladstone School (Auckland)	29/09/1999	Yes
2845	Gladstone School (Masterton)	11/10/2006	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
1283	Glamorgan School	07/10/1999	Yes
1284	Glen Eden Intermediate	22/10/1999	Yes
1011	Glenbervie School	09/08/1999	No
65	Glendowie College	20/08/1999	No
1294	Glendowie School	19/10/1999	Yes
1296	Glenfield Primary School	11/05/2001	No
3347	Gleniti School	30/07/2001	Yes
3352	Glentunnel School	26/10/2006	Yes
1727	Goodwood School	30/05/2006	Yes
2848	Gracefield School	08/08/2005	Yes
2111	Grantlea Downs School	14/10/2004	No
2567	Greenmeadows School	11/04/2003	Yes
1729	Greenpark School (Tauranga)	21/07/2003	Yes
1301	Grey Lynn School	21/02/2005	Yes
2850	Greytown School	17/10/2003	No
6920	Gulf Harbour School	08/07/1999	Yes
336	Hagley Community College	13/09/1999	Yes
1302	Halsey Drive School	08/09/1999	Yes
3366	Halswell School	22/11/1999	Yes
131	Hamilton Boys' High School	10/08/1999	Yes
132	Hamilton Girls' High School	09/08/1999	Yes
135	Hamilton's Fraser High School	16/10/2000	Yes
3369	Hāpuku School	16/07/2001	Yes
3370	Harewood School	11/11/2004	Yes
443	Hastings Christian School	30/11/2006	No
228	Hastings Girls' High School	19/06/2003	Yes
2854	Hātaitai School	21/09/1999	Yes
2571	Haumoana School	13/05/2005	Yes
112	Hauraki Plains College	02/12/2003	Yes
1735	Hautapu School	26/05/2004	No
2572	Havelock North Intermediate	18/06/2002	No
2573	Havelock North Primary School	28/07/1999	Yes
3371	Heathcote Valley School	22/10/1999	Yes
3372	Heaton Normal Intermediate	08/11/1999	Yes
1307	Henderson Intermediate	01/08/2001	Yes
1308	Henderson North School	07/10/1999	Yes
1311	Henderson Valley School	07/10/1999	Yes
3194	Henley School (Nelson)	04/12/2002	Yes
2575	Heretaunga Intermediate	20/03/2003	No
138	Hillcrest High School	09/08/1999	Yes
1312	Hillpark School	30/09/1999	Yes
1313	Hillsborough School	20/09/1999	Yes
1740	Hilltop School	20/12/1999	Yes
341	Hillview Christian School	01/06/2004	No
2578	Hiruharama School	29/04/2002	No
1314	Hobsonville School	25/09/2003	Yes
3379	Hoon Hay School	25/09/2000	Yes
1746	Horotiu School	06/11/2003	Yes
236	Horowhenua College	22/05/2001	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
2861	Houghton Valley School	16/09/2005	No
87	Howick College	06/09/1999	Yes
1318	Howick Intermediate	29/05/2003	Yes
1749	Hukanui School	20/12/1999	Yes
435	Hukarere	01/05/2003	No
1018	Hurupaki School	12/09/2005	No
2862	Hutt Central School	05/05/2006	No
2863	Hutt Intermediate	05/10/1999	Yes
261	Hutt Valley High School	21/12/1999	No
3384	Ilam School	27/07/2001	Yes
2581	Ilminster Intermediate	29/04/2002	Yes
3966	Invercargill Middle School	15/11/2005	Yes
224	Iona College	02/04/2004	Yes
2865	Island Bay School	07/11/2005	No
552	James Hargest College	28/01/2006	No
387	John McGlashan College	07/07/2004	Yes
2866	Johnsonville School	07/01/2004	Yes
1756	Kaharoa School	21/08/2001	No
3388	Kaiapoi Borough School	02/04/2006	Yes
3389	Kaiapoi North School	01/07/2005	No
381	Kaikorai Valley College	16/07/1999	Yes
3392	Kaikōura Suburban School	05/11/1999	Yes
1024	Kaingaroa School (Kaitaia)	02/02/2000	No
1029	Kamo Intermediate	10/09/1999	Yes
3393	Kanieri School	13/12/2006	No
2871	Kapanui School	07/09/1999	Yes
229	Karamu High School	24/04/2002	Yes
2874	Karori Normal School	14/12/1999	Yes
1327	Kauri Park School	29/05/2003	Yes
1328	Kaurilands School	03/08/1999	Yes
536	Kavanagh College	14/02/2003	Yes
1329	Kedgley Intermediate	30/08/1999	Yes
2876	Kelburn Normal School	05/05/2006	No
2877	Kelson School	07/08/2006	No
1332	Kelvin Road School	27/04/2004	Yes
2878	Kenakena School	24/08/2004	Yes
5	Kerikeri High School	30/08/1999	Yes
1034	Kerikeri Primary School	20/08/1999	No
2880	Kilbirnie School	17/01/2006	No
1779	Kio Kio School	01/12/2006	No
3397	Kirwee Model School	21/08/2006	Yes
1781	Knighton Normal School	20/12/1999	No
6939	Kōhia Terrace School	10/12/1999	Yes
1334	Kohimarama School	02/12/1999	Yes
1036	Kokopu School	18/02/2005	No
2882	Koputaroa School	17/12/2001	No
2883	Korokoro School	12/10/2006	No
1336	Koru School	30/08/1999	Yes
1337	Kōwhai Intermediate	19/10/1999	Yes

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3402	Ladbrooks School	18/06/2004	No
1338	Laingholm School	25/08/1999	Yes
1339	Leabank School	22/03/2001	Yes
2182	Lepperton School	14/02/2005	No
2886	Levin East School	22/02/2006	Yes
4117	Liberton Christian School	30/08/2004	No
1790	Lichfield School	16/12/2002	Yes
3975	Limehills School	06/12/2002	No
347	Lincoln High School	04/06/1999	No
3412	Lincoln Primary School	14/11/2001	No
230	Lindisfarne College	06/04/2004	Yes
3419	Loburn School	03/03/2005	No
27	Long Bay College	12/09/2005	Yes
1342	Long Bay School	07/12/2006	Yes
3200	Lower Moutere School	29/11/1999	Yes
2590	Lucknow School	19/03/2002	Yes
75	Lynfield College	27/07/1999	Yes
1791	Lynmore Primary School	27/05/2002	No
41	Macleans College	25/08/1999	Yes
1792	Maeroa Intermediate	03/09/2002	Yes
3201	Mahana School	01/07/2005	Yes
2592	Mahora School	21/05/2002	Yes
2893	Maidstone Intermediate	15/08/2000	No
1343	Mairangi Bay School	07/10/1999	Yes
3425	Mairehau School	21/09/2004	Yes
2595	Makauri School	13/05/2005	No
1796	Malfroy School	12/03/2004	No
2596	Mangaorapa School	30/05/2005	No
2899	Mangaroa School	07/12/2004	Yes
1038	Mangawhai Beach School	16/12/2002	Yes
1346	Māngere Bridge School	29/10/1999	Yes
1348	Māngere East School	30/08/1999	Yes
2189	Mangorei School	18/10/2000	No
1354	Manurewa Central School	30/09/1999	Yes
99	Manurewa High School	29/11/1999	Yes
2602	Manutuke School	14/06/2004	No
3203	Māpua School	01/07/2005	Yes
1592	Marina View School	02/12/1999	Yes
1362	Marshall Laing School	08/09/1999	Yes
3429	Marshland School	10/05/2002	Yes
43	Massey High School	18/12/2000	Yes
1363	Massey Primary School	19/10/1999	Yes
2909	Masterton Intermediate	16/08/1999	No
1364	Matakana School	07/12/2004	Yes
2398	Mataroa School	09/09/2004	Yes
2968	Maungaraki School	27/01/2006	No
1367	Maungawhau School	26/11/1999	Yes
1370	Meadowbank School	27/09/1999	Yes
2613	Meeanee School	06/04/2004	Yes

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
1371	Mellons Bay School	06/10/1999	Yes
3434	Merrin School	22/10/1999	Yes
335	Middleton Grange School	05/02/2006	Yes
1375	Milford School (Auckland)	06/10/1999	Yes
2915	Miramar Central School	25/05/2005	Yes
2916	Miramar North School	06/04/2001	No
2403	Mosston School	20/03/2005	Yes
3206	Motueka South School	29/11/1999	Yes
2404	Mount Biggs School	17/09/1999	No
348	Mount Hutt College	29/06/2006	Yes
69	Mt Albert Grammar School	22/05/2000	Yes
1378	Mt Eden Normal School	26/11/1999	Yes
3443	Mt Pleasant School	03/12/2005	No
74	Mt Roskill Grammar	03/08/1999	Yes
1383	Mt Roskill Intermediate	29/07/2002	Yes
1384	Mt Roskill Primary School	17/09/1999	Yes
1386	Murrays Bay Intermediate	10/08/1999	Yes
3991	Myross Bush School	05/02/2003	Yes
2921	Naenae Intermediate	11/08/1999	Yes
216	Napier Boys' High School	21/06/2002	Yes
217	Napier Girls' High School	03/06/2001	Yes
1841	Nawton School	14/12/2000	Yes
293	Nayland College	06/08/2003	Yes
2620	Nelson Park School	30/09/2002	No
2406	Newbury School	23/10/2003	No
268	Newlands College	14/05/2004	No
1391	Newmarket School	26/11/1999	Yes
2205	Ngaere School	23/03/2001	No
1844	Ngāhinapōuri School	09/02/2001	Yes
2927	Ngaio School	06/02/2001	No
2206	Norfolk School	26/08/2005	No
3447	North Loburn School	04/09/2006	Yes
2409	North Street School	04/11/1999	No
32	Northcote College	30/05/2003	Yes
1396	Northcross Intermediate	09/08/1999	Yes
2931	Northland School	14/02/2001	Yes
3450	Oaklands School	22/11/1999	Yes
2208	Oakura School	19/05/2004	No
2933	Ōhau School	20/09/1999	No
3451	Ohoka School	07/03/2001	Yes
7	Okaihau College	01/12/1999	Yes
1860	Omanu School	19/07/2004	No
1863	Omokoroa School	24/01/2005	No
86	Onehunga High School	09/08/1999	Yes
1399	Onehunga Primary School	25/11/1999	Yes
2629	Ongaonga School	31/03/2006	No
269	Onslow College	21/09/1999	Yes
1401	Opake School	09/08/1999	Yes
2936	Opaki School	24/11/2003	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3455	Opawa School	19/11/1999	Yes
1063	Opua School	30/03/2005	No
1404	Oratia School	07/10/1999	Yes
25	Orewa College	30/08/2004	No
1407	Orewa School	21/04/2006	Yes
2631	Ormond School	31/03/2006	Yes
2414	Oroua Downs School	10/07/2006	No
378	Otago Girls' High School	07/08/1999	Yes
88	Ōtāhuhu College	09/08/1999	Yes
6946	Oteha Valley School	25/11/2003	Yes
1877	Otorohanga South School	04/10/2004	Yes
120	Otumoetai College	09/08/1999	Yes
1878	Otumoetai Intermediate	01/07/2003	Yes
3464	Ouruhia Model School	22/11/1999	No
1413	Owairoa School	15/02/2001	Yes
2945	Pahiatua School	04/12/2006	No
1884	Pāhoia School	01/10/2005	Yes
2637	Paki Paki School	28/03/2002	Yes
2638	Pakowhai School	12/02/2004	Yes
80	Pakuranga College	23/09/1999	Yes
1416	Pakuranga Heights School	06/10/1999	Yes
1417	Pakuranga Intermediate	19/09/2002	Yes
202	Palmerston North Boys' High School	08/07/2005	No
203	Palmerston North Girls' High School	20/05/1999	No
2419	Palmerston North Intermediate	15/12/1999	No
1421	Papakura Central School	10/08/2005	Yes
1423	Papakura Normal School	05/12/2001	Yes
1885	Papamoa School	09/07/2005	Yes
316	Papanui High School	02/05/2006	Yes
3466	Papanui School	14/11/2005	Yes
3467	Papāroa Street School	26/11/1999	Yes
1426	Papatoetoe Central School	06/08/1999	Yes
1427	Papatoetoe East School	09/08/1999	Yes
95	Papatoetoe High School	05/08/1999	Yes
1428	Papatoetoe Intermediate	30/08/1999	Yes
1429	Papatoetoe North School	09/08/1999	Yes
1430	Papatoetoe South School	09/08/1999	Yes
1431	Papatoetoe West School	09/08/1999	Yes
2948	Paraparaumu Beach School	15/07/2002	Yes
248	Paraparaumu College	23/04/2002	No
1886	Parawai School	14/09/2005	No
2950	Paremata School	03/11/1999	Yes
2641	Parkvale School	28/11/2003	Yes
1436	Parnell School	27/09/1999	Yes
1888	Paroa School (Whakatāne)	20/12/1999	Yes
2953	Pāuātahanui School	23/06/2005	Yes
1892	Peachgrove Intermediate	24/10/2002	Yes
2644	Peterhead School	22/11/2002	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
1439	Pigeon Mountain School	25/11/1999	Yes
1894	Pillans Point School	20/12/1999	Yes
6932	Pinehill School	27/10/1999	Yes
1897	Pirongia School	18/02/2002	Yes
2959	Plateau School	06/09/2006	No
2960	Plimmerton School	18/06/1999	Yes
6921	Point View School	09/09/1999	Yes
1445	Ponsonby Intermediate	16/10/2002	Yes
1446	Ponsonby Primary School	07/09/1999	Yes
2965	Poroutāwhao School	10/07/2006	Yes
2649	Pōtaka School	28/05/2004	No
2650	Poukawa School	19/04/2006	No
3478	Prebbleton School	24/11/2003	Yes
1440	Pt Chevalier School	28/09/1999	Yes
1441	Pt England School	23/07/1999	No
1448	Puhinui School	09/08/1999	Yes
1450	Pukekohe East School	24/08/2004	Yes
103	Pukekohe High School	16/07/2002	Yes
1451	Pukekohe Hill School	29/10/1999	Yes
1452	Pukekohe Intermediate	01/08/2006	Yes
1454	Pukeōware School	01/12/1999	Yes
1907	Puketaha School	04/07/2003	Yes
2654	Puketapu School (Hawkes Bay)	11/04/2003	Yes
1455	Puni School	06/04/2000	Yes
3479	Queenspark School	21/02/2003	Yes
1679	Rahotu School	22/09/2006	No
6944	Randwick Park School	01/11/1999	Yes
1457	Rangeview Intermediate	27/05/2004	Yes
2970	Rangikura School	07/03/2005	No
312	Rangiora High School	08/03/2006	No
28	Rangitoto College	01/12/1999	Yes
2971	Rapaura School	14/09/2001	Yes
2972	Raroa Normal Intermediate	30/05/2005	No
1194	Red Beach School	19/10/1999	No
3483	Redcliffs School	08/11/1999	No
3484	Redwood School (Christchurch)	17/08/2004	Yes
1461	Remuera Intermediate	19/10/1999	Yes
1462	Remuera School	22/12/1999	Yes
6978	Reremoana Primary School	12/07/2005	Yes
334	Riccarton High School	16/06/1999	Yes
1463	Richmond Road School	21/12/2004	Yes
4006	Rimu School	30/08/1999	Yes
2437	Riverdale School (Palmerston North)	21/10/1999	Yes
1466	Riverina School	27/06/2000	Yes
2981	Riverlands School	22/11/1999	Yes
3217	Riwaka School	25/08/2003	No
3488	Rolleston School	21/05/2003	Yes
1470	Roscommon School	17/12/2003	Yes
3812	Rosebank School (Balclutha)	01/10/2001	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
102	Rosehill College	06/09/1999	Yes
1930	Rotokauri School	20/12/1999	Yes
1933	Rotorua Intermediate	23/10/2002	No
6976	Rototuna Primary School	10/09/2002	Yes
1351	Royal Oak Intermediate School	28/11/2002	Yes
1475	Royal Oak School	19/10/1999	Yes
3493	Roydvale School	11/05/2006	Yes
2669	Ruahine School	05/05/2006	No
2441	Russell Street School	03/09/2001	Yes
40	Rutherford College	17/06/2003	Yes
59	Sacred Heart College (Auckland)	03/03/2006	No
174	Sacred Heart Girls' College (New Plymouth)	16/02/2006	Yes
4014	Salford School	12/11/2002	Yes
491	Sancta Maria College	20/11/2003	Yes
2987	Seatoun School	01/01/2001	No
3501	Sefton School	01/11/2006	No
6945	Selwyn Ridge School	06/12/2001	No
1480	Shelly Park School	16/12/2003	Yes
321	Shirley Boys' High School	29/05/1999	Yes
3504	Shirley School	21/09/2004	Yes
2990	Silverstream School	24/08/2004	No
2991	Solway School	20/11/2003	Yes
3506	Somerfield School	18/12/2006	Yes
6760	Somerville Intermediate School	10/12/1999	Yes
1149	Sonrise Christian School	20/11/2006	No
2993	South Featherston School	30/09/2004	No
2446	South Makirikiri School	06/09/1999	No
3510	Southbrook School	30/05/2001	No
452	Southern Cross Campus	20/11/2002	Yes
404	Southland Boys' High School	10/07/2006	Yes
405	Southland Girls' High School	10/07/2006	Yes
3512	Spreydon School	19/02/2006	Yes
3516	Springston School	31/05/2006	Yes
3517	St Albans Catholic School (Christchurch)	06/07/2006	Yes
3518	St Albans School	12/12/2003	Yes
3521	St Bernadette's School (Hornby)	08/08/2006	No
3835	St Clair School	02/12/1999	No
3822	St Francis Xavier School (Morningson)	08/04/2003	No
1489	St Heliers School	29/11/1999	Yes
380	St Hilda's Collegiate	04/08/2004	Yes
226	St John's College (Hastings)	24/08/2006	Yes
4131	St John's Girls' School (Invercargill)	21/03/2003	No
2450	St John's Hill School	03/09/2001	No
222	St Joseph's Māori Girls' College	05/12/2004	No
3530	St Joseph's School (Kaikōura)	15/12/2006	No
3531	St Joseph's School (Papanui)	14/12/2004	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
4016	St Joseph's School (Queenstown)	21/10/2002	No
1499	St Leonard's Road School	09/12/1999	No
3534	St Martin's School	18/11/1999	Yes
2681	St Mary's School (Hastings)	24/06/2005	No
252	St Patrick's College (Silverstream)	30/08/2006	No
3537	St Patrick's School (Bryndwr)	15/06/2004	No
3541	St Paul's School (Dallington)	16/05/2004	Yes
1643	St Paul's School (Massey)	06/07/2006	Yes
1627	St Paul's School (Richmond)	18/02/2003	Yes
4022	St Theresa's School (Invercargill)	06/06/2003	No
1510	St Thomas School (Auckland)	19/10/1999	Yes
1512	Stanley Bay School	15/02/2002	No
6937	Summerland Primary	08/10/2001	Yes
3546	Sumner School	25/08/2006	Yes
1515	Sunny Hills School	06/10/1999	Yes
1516	Sunnybrae Normal School	19/10/1999	Yes
1518	Sunnynook School	06/10/1999	Yes
3547	Swannanoa School	21/10/2004	Yes
1521	Swanson School	01/08/2003	Yes
6742	Tahatai Coast School	26/11/1999	Yes
3839	Tāhuna Normal Intermediate	05/05/2004	Yes
3549	Tai Tapu School	27/06/2005	Yes
495	Taieri College	27/07/2006	No
3841	Tainui School	12/07/2005	Yes
258	Taitā College	14/12/2001	Yes
36	Takapuna Grammar School	13/10/1999	Yes
1524	Takapuna Normal Intermediate	09/08/1999	No
1525	Takapuna School	19/09/2002	Yes
1976	Tamahere Model Country School	21/12/2004	Yes
2685	Tamatea Intermediate	14/11/2003	Yes
58	Tangaroa College	13/09/2004	Yes
215	Taradale High School	16/06/2004	Yes
2687	Taradale Intermediate	19/04/2002	Yes
2688	Taradale School	16/05/2003	Yes
1178	Tasman Bay Christian School	06/03/2003	Yes
3228	Tasman School	25/04/2005	Yes
1529	Taupaki School	04/12/2000	Yes
167	Taupō-nui-ā-Tia College	16/08/2005	No
121	Tauranga Boys' College	09/08/1999	Yes
122	Tauranga Girls' College	09/08/1999	Yes
1990	Tauranga Intermediate	24/01/2000	Yes
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
3036	Tawhai School	01/05/2006	No
6940	Te Ākau ki Papamoa Primary School	26/11/1999	Yes
3037	Te Aro School	05/11/2003	Yes
1532	Te Hihī School	01/09/2004	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
2007	Te Kōwhai School	07/10/2003	Yes
2008	Te Kūiti Primary School	10/01/2006	No
2697	Te Mata School (Havelock North)	28/03/2003	Yes
6741	Te Mātauranga	22/08/2003	Yes
2020	Te Rapa School	06/09/2001	Yes
2024	Te Uku School	12/03/2004	No
2025	Te Waotu School	19/02/2003	Yes
3555	Templeton School	28/06/2004	No
6947	The Gardens School	01/10/2001	Yes
3040	Thorndon School	30/09/2002	Yes
3557	Thorrington School	22/10/1999	Yes
1535	Three Kings School	19/10/1999	Yes
1536	Tirimoana School	08/05/2000	No
2467	Tiritea School	14/08/2006	Yes
4029	Tisbury School	26/07/2004	Yes
1537	Tītīrangi School	09/08/1999	Yes
2038	Tokoroa North School	22/09/1999	No
212	Tolaga Bay Area School	08/12/2004	No
1538	Torbay School	06/10/1999	Yes
143	Trident High School	31/08/2001	Yes
3050	Tua Marina School	26/10/1999	Yes
2711	Twyford School	25/05/2002	Yes
483	Unlimited Paenga Tawhiti	24/05/2005	No
6955	Upper Harbour Primary School	08/08/2005	Yes
250	Upper Hutt College	18/11/2003	No
3053	Upper Hutt School	22/10/2004	Yes
3229	Upper Moutere School	26/04/2004	Yes
1540	Valley School	29/10/1999	Yes
2045	Vardon School	14/12/2001	Yes
1541	Vauxhall School	14/04/2003	Yes
1544	Victoria Avenue School	27/09/1999	Yes
3565	View Hill School	24/11/1999	No
6922	Waiheke Primary School	10/08/2004	No
114	Waihi College	05/09/2005	No
4035	Waihopai School	10/12/2004	Yes
3056	Waikanae School	26/01/2004	Yes
1548	Waikōwhai Intermediate	01/07/2003	Yes
3571	Waimairi School	13/08/2001	Yes
1550	Waimauku School	08/12/1999	No
296	Waimea College	27/07/2005	Yes
2721	Wainui Beach School	13/10/2003	No
3059	Wainuiomata Primary School	20/12/2005	No
3060	Wainuioru School	29/07/2005	No
2066	Wairakei School	22/09/2005	No
241	Wairarapa College	03/07/1999	No
44	Waitakere College	22/08/2003	Yes
1558	Waitoki School	03/12/1999	No
1559	Waiuku Primary School	24/08/2004	Yes
1560	Wakaaranga School	11/01/2002	Yes

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
189	Wanganui High School	06/09/1999	No
2477	Wanganui Intermediate	19/08/2003	No
1562	Waterlea Public School	25/11/1999	Yes
3068	Waterloo School	30/10/1999	Yes
4047	Waverley Park School	06/12/2002	Yes
3585	Weedons School	10/12/1999	Yes
275	Wellington College	01/07/1999	Yes
274	Wellington East Girls' College	04/06/2004	No
272	Wellington Girls' College	05/08/1999	Yes
273	Wellington High School & Com Ed Centre	05/11/2003	Yes
2479	West End School (Palmerston North)	30/05/2003	Yes
3586	West Eyreton School	04/04/2005	Yes
3587	West Melton School	15/11/2005	Yes
3589	Westburn School	22/10/1999	Yes
1567	Western Heights School (Auckland)	07/10/1999	Yes
48	Western Springs College	05/07/2005	Yes
37	Westlake Boys' High School	29/10/1999	Yes
38	Westlake Girls' High School	13/10/1999	Yes
1568	Westmere School (Auckland)	29/09/1999	Yes
2480	Westmere School (Wanganui)	22/11/2006	No
2733	Westshore School	12/10/2004	No
1570	Weymouth School	23/07/1999	Yes

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
2481	Whakarongo School	21/01/2004	No
144	Whakatāne High School	31/08/2001	Yes
2082	Whakatāne Intermediate	22/08/2005	No
6763	Whangaparaoa College	01/07/2004	Yes
15	Whangarei Boys' High School	30/07/2005	Yes
16	Whangarei Girls' High School	04/12/2003	Yes
1129	Whangarei Intermediate	10/09/1999	Yes
1572	Whenuapai School	20/09/1999	Yes
3071	Whitney Street School	19/12/2006	No
220	William Colenso College	08/08/2005	Yes
6959	Willowbank School (Howick)	21/11/2000	Yes
1573	Willowpark School	19/10/1999	Yes
2484	Winchester School (Palmerston North)	08/06/2004	Yes
3074	Windley School	06/07/2001	No
3596	Windsor School (Christchurch)	05/11/1999	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 620 schools had enrolment schemes in place during 2006.



Appendix Two

Statistical Tables

Table	Page	Title
1.1	14	Pathways to Achievement Taken by the 2004 Cohort
1.2	18	Highest Attainment of School Leavers, 2006
1.3	18	School Leavers with Little or No Formal Attainment, 2006
2.1	26	Comparing School Retention Measures
4.1	56	Indicators of Good Financial Management, 2006
A1	70	Achievement in Senior School Assessment by School Decile and School Gender, 2004–2006
A2	70	Achievement in Senior School Assessment by Gender and Ethnicity, 2004–2006
A3	71	Proportion of Students to Achieve at Least One Credit by Learning Area, Year of Schooling and Gender, 2006
A4	71	Achievement of Literacy and Numeracy Requirements by Year 11 Students by Gender and Ethnicity, 2006
A5a	72	Proportion of School Leavers with Little or No Formal Attainment by Ethnicity, 2002–2006
A5b	72	Proportion of School Leavers with University Entrance by Ethnicity, 2002–2006
A6	72	Proportion of School Leavers Going Directly to Tertiary Education by Level of Study, 2003–2005
A7	73	Proportion of School Leavers Proceeding Directly to Tertiary Education by School Year, Decile and Tertiary Programme, 2001–2005
A8	73	Estimated Proportion of Domestic Students Staying on at School by Age, 1996–2006
A9	74	Estimated Proportion of Domestic Students Staying on at School by Age, Ethnicity and Gender, 2006
A10	74	Regional Statistics, July 2006
A11	75	Number of Students by School Type, 1996 and 2002–2006
A12	75	Number of Students by Ethnicity, 1 July 2006
A13	76	Number of Students by Age, 1996 and 2002–2006
A14	76	Number of Schools by School Type, 1996 and 2002–2006
A15	77	Enrolments in Māori-medium Programmes by Level of Immersion, 2002–2006
A16	77	Number of Students by School Type, Type of Student and Gender, 1 July 2006
A17	77	Participation in Alternative Education Programmes, 2006
A18	78	Stand-downs and Suspensions by Selected Reasons, Gender and Ethnicity, and Age-standardised Stand-down and Suspension Rates per 1,000 Students, 2006
A19	78	Indicative Participation Rates of 16- to 18-year-olds in Education, 2002–2006
A20	79	Actual Staff (FTTE) at State Schools by School Type and Gender, 2002–2006
A21	79	Ratio of Students to Teaching Staff at State Schools, 2002–2006
A22	79	Mean Salaries of Regular State School Teachers by School Type, 2002–2006
A23	80	Board of Trustees Members at State Schools by Ethnicity and Gender, December 2006
A24	80	Value of Crown-owned School Land and Buildings, 2002–2006
A25	81	Age of State School Property, 2005
A26	81	Financial Performance of the Schools Sector, 2004–2006

Table	Page	Title
A27	82	Primary Schools' Financial Performance, 2004–2006
A28	82	Secondary Schools' Financial Performance, 2004–2006
A29	83	Primary and Secondary Schools' Per-student Financial Performance, 2002–2006
A30	83	Financial Position of the Schools Sector, 2002–2006
A31	84	Primary Schools' Financial Position, 2002–2006
A32	84	Secondary Schools' Financial Position, 2002–2006
A33	84	Schools Sector Fixed Asset Portfolio, 2005–2006
A34	85	Primary and Secondary Schools' Asset Portfolios, 2005–2006
A35	85	Proportion of Schools in Surplus and Deficit, 2004–2006
A36	86	Proportion of Schools Incurring Large Operating Deficits by Sector, 2002–2006
A37	86	Number of Schools in Deficit by Size of Deficit, 2004–2006
A38	86	Schools Moving into and out of Operating Deficit by Sector, 2004–2006
A39	87	Primary Schools' Financial Performance by School Decile, 2005–2006
A40	87	Secondary Schools' Financial Performance by School Decile, 2005–2006
A41	88	Primary Schools' Financial Position by School Decile, 2005–2006
A42	88	Secondary Schools' Financial Position by School Decile, 2005–2006
A43	88	Proportion of Schools in Deficit by School Decile, 2004–2006

Table A1: Achievement in Senior School Assessment by School Decile and School Gender, 2004–2006

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		
	2004 %	2005 %	2006 %	2004 %	2005 %	2006 %	2004 %	2005 %	2006 %
School decile*									
Low (deciles 1–3)	36	39	46	40	42	48	26	27	29
Medium (deciles 4–7)	55	57	60	57	61	63	45	48	50
High (deciles 8–10)	72	74	75	72	74	77	61	63	65
School gender									
Boys' schools	58	62	65	62	64	66	49	53	52
Co-educational schools	50	51	55	52	55	60	44	45	47
Girls' schools	76	77	78	76	78	82	65	69	72
All schools**	55	56	60	57	60	64	48	50	52

* Schools without a decile are excluded. Those schools with a significant number of their students doing non-NQF are also excluded from decile-related statistics.

** Alternative education, New Zealand Agency for International Development (NZ Aid) scholarship and foreign fee-paying (FFP) students are included.

Table A2: Achievement in Senior School Assessment by Gender and Ethnicity, 2004–2006

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		
	2004 %	2005 %	2006 %	2004 %	2005 %	2006 %	2004 %	2005 %	2006 %
Gender									
Male	50	51	55	52	55	59	42	44	45
Female	60	61	65	62	65	69	54	56	58
Ethnicity*									
Māori	33	36	43	37	43	48	25	28	32
Pasifika	30	32	36	33	36	41	19	20	23
Asian	63	64	69	64	66	67	58	57	60
European/Pākehā	62	65	69	63	68	73	54	57	60
All students**	55	56	60	57	60	64	48	50	52
No. of students** in year level	60 378	62 324	63 726	49 679	49 750	50 567	34 682	35 811	36 620

* FFP and NZ Aid scholarship students, and those students of unknown ethnicity, are excluded from the ethnicity statistics.

** Alternative education, NZ Aid scholarship and FFP students are included in the statistics for all students.

Table A3: Proportion of Students* to Achieve at Least One Credit by Learning Area, Year of Schooling and Gender, 2006

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	83	88	81	86	56	66
Te reo Māori	3	5	2	3	1	2
Other languages	8	15	5	11	5	8
Mathematics	88	91	78	75	61	52
Science	75	78	50	48	40	37
Social sciences	56	63	54	65	52	62
The arts	24	41	21	36	19	33
Health and physical education	53	54	46	45	33	33
Specialist studies	7	2	20	22	15	18
Technology	56	46	53	43	37	32

* Alternative education, NZAID scholarship and FFP students are included.

Table A4: Achievement of Literacy and Numeracy Requirements by Year 11 Students by Gender and Ethnicity, 2006

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	21 876	67.9	855	2.7	4 019	12.5	2 753	8.5
Female	23 799	75.5	1 106	3.5	2 358	7.5	2 243	7.1
Ethnicity*								
Māori	7 150	59.9	645	5.4	1 611	13.5	1 503	12.6
Pasifika	2 944	56.1	313	6.0	916	17.5	770	14.7
Asian	4 099	76.2	91	1.7	392	7.3	296	5.5
European/Pakehā	30 053	78.7	837	2.2	3 009	7.9	2 109	5.5
All students**	45 675	71.7	1 961	3.1	6 377	10.0	4 996	7.8

* FFP and NZAID scholarship students and those students of unknown ethnicity, are excluded from the ethnicity statistics.

** Alternative education, NZAID scholarship and FFP students are included in the statistics for all students.

Table A5a: Proportion of School Leavers with Little or No Formal Attainment by Ethnicity, 2002–2006

	Māori %	Pasifika %	Asian %	European/ Pākehā %	Total %
2002	35	26	9	14	18
2003	30	21	7	11	15
2004	25	16	5	10	13
2005	25	15	5	10	13
2006	22	12	4	9	11

Table A5b: Proportion of School Leavers with University Entrance by Ethnicity, 2002–2006

	Māori %	Pasifika %	Asian %	European/ Pākehā %	Total %
2002	8	9	52	31	27
2003	9	9	54	33	29
2004	12	14	56	37	32
2005	12	14	58	38	33
2006	15	17	63	41	36

Table A6: Proportion of School Leavers Going Directly to Tertiary Education by Level of Study, 2003–2005

Award Programme	2003 School Leavers			2004 School Leavers			2005 School Leavers		
	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %
Degree level	9	10	23	9	11	23	9	11	23
Diploma level	4	4	4	4	4	4	4	5	5
Certificate level	37	39	28	38	40	31	38	40	30
Total*	50	52	55	51	54	58	51	55	58
Total number of school leavers	9 688	3 822	53 471	10 583	4 080	55 634	11 045	4 495	57 454

* Totals may not add up due to rounding.

Table A7: Proportion of School Leavers Proceeding Directly to Tertiary Education by School Year, Decile and Tertiary Programme, 2001–2005

School Leavers Enrolling* in:	School Leavers' Year	School Decile Band			All Schools %
		Low (Deciles 1–3) %	Medium (Deciles 4–7) %	High (Deciles 8–10) %	
Degree courses	2001	9	17	35	22
	2002	8	19	38	23
	2003	9	18	36	23
	2004	10	19	35	23
	2005	8	19	35	23
Diploma courses	2001	4	5	6	5
	2002	4	5	5	4
	2003	3	4	5	4
	2004	3	4	5	4
	2005	4	5	6	5
Certificate courses	2001	33	29	23	28
	2002	37	32	25	30
	2003	35	29	23	28
	2004	37	32	26	31
	2005	38	31	24	30
All tertiary courses	2001	46	51	64	55
	2002	49	56	68	57
	2003	47	52	63	55
	2004	50	56	65	58
	2005	51	54	65	58

* Where students are enrolled in tertiary courses at multiple levels of study, the first enrolment with the highest equivalent-full-time study (EFTS) is used.

Table A8: Estimated Proportion of Domestic Students Staying on at School by Age, 1996–2006*

Year	Age 16 %	Age 17 %	Age 18 %
1996	84	59	15
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

* 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, 2006*

Ethnicity	Gender	Age 16 %	Age 17 %	Age 18 %
Māori	Male	58	35	8
	Female	64	42	7
	Total	61	39	8
Pasifika	Male	80	62	19
	Female	88	73	19
	Total	84	67	19
All students	Male	77	56	13
	Female	84	65	13
	Total	80	60	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 2006

Region	Domestic School Roll	Roll Growth 2001–2006 %	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, January to December 2006****	Leavers with at Least 30 Credits at Level 2 or Above %
Northland	29 614	-0.8	1.6	1.7	47.7	19.3	0.4	60.3	8.3	56.3	61.9
Auckland	247 635	11.5	19.9	17.1	14.9	11.2	7.5	35.5	40.2	35.1	74.9
Waikato	73 293	1.9	3.1	4.4	30.5	12.9	1.6	32.3	12.6	42.2	63.8
Bay of Plenty	50 400	3.1	1.8	2.7	40.1	20.7	0.9	49.1	17.0	27.6	62.1
Gisborne	9 701	-1.4	1.6	1.0	62.6	24.3	0.2	57.9	14.3	52.4	62.1
Hawkes Bay	30 166	0.0	4.0	1.8	34.2	18.2	1.4	43.8	32.6	39.2	66.4
Taranaki	19 930	-4.9	1.3	1.9	23.0	6.5	0.3	23.7	8.3	41.2	64.2
Manawatu/Wanganui	41 773	-4.2	2.9	3.1	29.9	13.6	0.8	31.2	12.8	58.2	68.0
Wellington	79 067	2.7	10.4	7.5	18.7	9.9	2.8	22.9	29.0	35.8	71.0
Nelson/Marlborough/Tasman	22 498	-0.9	1.5	1.5	13.3	8.1	0.6	24.3	21.4	48.5	69.2
West Coast	5 149	-6.9	1.0	1.0	16.6	0.0	0.4	9.5	0.0	56.5	45.6
Canterbury	88 003	5.3	2.9	5.2	10.6	8.0	1.8	17.8	30.4	38.0	68.4
Otago	30 111	-1.1	2.1	2.9	10.0	1.7	0.6	10.4	12.3	28.7	73.8
Southland	16 803	-4.6	1.6	1.0	17.1	6.5	0.4	21.3	11.2	51.4	66.6

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

** Levels 1–3 Māori-medium education (between 31 and 100 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.

**** State roll excludes The Correspondence School's students, adult students (>19), NZAID scholarship, FFP students and private students.

The age-standardised stand-down and suspension rate is one where, for all years, all subgroups being compared are artificially given the same age distribution. In this indicator, the age distributions of students in each subgroup and year have been standardised to (or weighted by) the set of 2006 age-specific stand-down/suspension rates for all New Zealand students.

As stand-downs and suspensions are highest for ages 13 to 15, standardising for age will remove any differences due to one group having a younger or older population than other groups, or if the overall age distribution having changed from year to year. 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, 1996 and 2002–2006

School Type	1996	2002	2003	2004	2005	2006
Primary						
State full primary	155 914	171 321	172 200	169 839	168 611	167 903
State contributing	212 848	212 291	213 959	212 360	211 531	210 590
State intermediate	56 095	63 507	64 517	61 908	58 466	57 448
Independent primary and intermediate	6 733	6 327	6 106	6 089	5 838	5 829
Subtotal	431 590	453 246	456 782	450 196	444 446	441 770
Composite						
State composite	14 021	22 334	22 974	24 452	25 707	25 221
Correspondence	10 019	9 135	7 872	7 996	6 632	5 873
Independent composite	11 168	12 767	13 936	14 816	15 509	15 806
Subtotal	35 208	44 436	44 782	47 264	47 848	46 900
Secondary						
State Year 9–15	186 965	198 725	206 337	210 650	206 448	206 133
State Year 7–15	35 021	40 770	42 431	45 627	53 268	54 903
Independent Year 7–15 and Year 9–15	6 553	8 498	8 818	8 245	7 996	8 260
Subtotal	228 539	247 993	257 586	264 522	267 712	269 296
Special						
State special	1 722	2 379	2 574	2 646	2 735	2 747
Independent special	88				15	
Other Vote Education	178	30	31	26	34	48
Subtotal	1 988	2 409	2 605	2 672	2 784	2 795
Total	697 325	748 084	761 755	764 654	762 790	760 761

Table A12: Number of Students by Ethnicity, 1 July 2006

Ethnicity	2006	2002–2006 % Change
European/Pākehā	443 361	-3.6
New Zealand Māori	162 385	6.4
Sāmoan	31 904	10.2
Cook Islands Māori	10 288	5.7
Tongan	14 317	23.3
Niuean	3 916	8.7
Fijian	3 259	29.5
Tokelauan	1 605	21.5
Other Pasifika	2 770	7.7
Subtotal – Pasifika	68 059	12.8
South-east Asian	8 518	17.2
Indian	19 454	41.1
Chinese	19 457	30.6
Other Asian	14 428	8.2
Subtotal – Asian	61 857	25.5
Other	15 382	42.7
NZAID scholarship and FFP	9 717	-37.1
Total	760 761	1.7

Table A13: Number of Students by Age, 1996 and 2002–2006

Age in Years	1996	2002	2003	2004	2005	2006
5	60 396	55 087	56 818	55 508	57 538	56 319
6	60 262	57 692	57 754	58 442	57 076	59 009
7	58 225	58 880	58 568	58 205	58 741	57 429
8	57 218	59 068	59 886	58 984	58 379	58 994
9	54 706	60 398	60 228	60 369	59 236	58 678
10	53 868	61 653	62 124	60 874	60 820	59 840
11	52 436	63 204	62 471	61 936	60 786	60 920
12	52 415	61 937	64 046	62 822	62 216	61 135
13	51 386	59 337	62 388	64 260	62 541	61 983
14	51 192	58 325	59 991	62 490	63 864	62 306
15	51 252	53 929	56 847	58 138	59 926	61 512
16	43 980	44 697	46 821	48 860	49 361	51 177
17	31 352	32 659	33 738	35 412	36 718	37 446
18	8 293	9 625	9 803	9 251	8 793	8 760
19 and over	10 344	11 593	10 272	9 103	6 795	5 253
Total	697 325	748 084	761 755	764 654	762 790	760 761

Table A14: Number of Schools by School Type, 1996 and 2002–2006

School Type	1996	2002	2003	2004	2005	2006
Primary						
State full primary	1 190	1 177	1 173	1 137	1 098	1 090
State contributing	907	833	829	816	795	798
State intermediate	143	130	130	125	121	121
Independent primary and intermediate	61	48	45	44	42	40
Subtotal	2 301	2 188	2 177	2 122	2 056	2 049
Composite						
State composite	51	85	86	89	94	94
Correspondence	1	1	1	1	1	1
Independent composite	44	46	49	50	46	47
Subtotal	96	132	136	140	141	142
Secondary						
State Year 9–15	239	229	229	228	222	221
State Year 7–15	81	86	87	90	94	96
Independent Year 7–15 and Year 9–15	19	17	17	20	19	18
Subtotal	339	332	333	338	335	335
Special						
State special	47	46	46	46	46	46
Independent special	2				1	
Other Vote Education	5	1	1	1	1	1
Subtotal	54	47	47	47	48	47
Total	2 790	2 699	2 693	2 647	2 580	2 573

Table A15: Enrolments in Māori-medium Programmes by Level of Immersion, 2002–2006

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 %						
2002	5 531	5 124	11 640	22 295	21 520	14.1	775	0.1	394
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
% change 2002–2006	-1.5	1.2	5.1	2.6	2.1		17.3		-6.9

* Calculated as the number of Māori students enrolled in Māori-medium programmes (31 percent and over) as a percentage of all Māori students.

** Calculated as the number of non-Māori students enrolled in Māori-medium programmes (31 percent and over) as a percentage of all non-Māori students.

Table A16: Number of Students by School Type, Type of Student and Gender, 1 July 2006

School Type	Regular Classroom		Adults in Regular Classes		Alternative Education		Foreign Fee-paying		NZAID Scholarship		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Full primary*	89 485	83 471					309	253	11	8	89 805	83 732	173 537
Contributing	108 317	101 538					383	322	20	10	108 720	101 870	210 590
Intermediate	29 401	27 420					453	364	2	3	29 856	27 787	57 643
Secondary (Year 7–15)	28 657	28 467	9	36	89	31	646	666			29 401	29 200	58 601
Secondary (Year 9–15)**	102 938	99 512	579	1 109	681	361	2 972	2 532	6	5	107 176	103 519	210 695
Composite***	18 086	22 137	8	30	10	6	351	392	3	4	18 458	22 569	41 027
Special	1 773	1 020					1	1			1 774	1 021	2 795
Correspondence	1 770	2 201	956	946							2 726	3 147	5 873
Total	380 427	365 766	1 552	2 121	780	398	5 115	4 530	42	30	387 916	372 845	760 761

* Includes kura teina primary enrolment.

** Includes teen parent units.

*** Includes restricted composite and kura teina composite enrolment.

Table A17: Participation In Alternative Education Programmes, 2006*

Ethnicity	%	Gender	%
Māori	62	Male	65
European/Pākehā	26	Female	35
Pasifika	10		
Other	2		

* Number of students who were approved and attended programmes during 2006 = 3,362. Note that European/Pākehā includes other European. Unspecifieds have been excluded from the denominator.

Table A18: Stand-downs and Suspensions by Selected Reasons, Gender and Ethnicity, and Age-standardised Stand-down and Suspension Rates Per 1,000 Students, 2006

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	26.3	7.0	27.6	4.5	14.7	20.0	54.2
Female	27.0	8.2	22.6	4.1	16.5	21.6	21.9
Māori	25.6	9.6	26.3	4.7	16.0	17.9	75.4
Non-Māori	27.1	5.6	26.2	4.1	14.7	22.3	28.4
Pasifika	22.9	3.9	31.4	6.8	11.4	23.6	55.6
Non-Pasifika	27.0	7.8	25.5	4.0	15.8	19.9	36.9
All students	26.5	7.3	26.2	4.4	15.2	20.4	38.4

* State roll excludes The Correspondence School's students, adult students (>19), NZAID scholarship students, FFP students and private students.

** The age-standardised stand-down and suspension rate is one where, for all years, all subgroups being compared are artificially given the same age distribution. In this indicator, the age distributions of students in each subgroup and year have been standardised to (or weighted by) the set of 2006 age-specific stand-down/suspension rates for all New Zealand students.

As stand-downs and suspensions are highest for ages 13 to 15, standardising for age will remove any differences due to one group having a younger or older population than other groups, or if the overall age distribution having changed from year to year. 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, 2002–2006

Age	Year	Schools %	Tertiary** %	Education*** %
16	2002	78	10	88
	2003	80	9	89
	2004	80	10	90
	2005	80	13	93
	2006	80	10	89
17	2002	57	20	77
	2003	58	18	76
	2004	60	18	78
	2005	60	20	80
	2006	60	18	78
18	2002	17	46	63
	2003	17	44	61
	2004	16	44	60
	2005	15	45	60
	2006	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 in previous reports. 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, 2002–2006

	2002	2003	2004	2005	2006		
					Male	Female	Total
Primary	23 364	23 617	23 583	23 357	4 472	19 267	23 738
Composite	1 572	1 691	1 795	2 008	714	1 329	2 042
Correspondence	290	290	285	244	58	152	210
Secondary	15 597	16 485	17 281	18 044	8 073	10 398	18 471
Special	764	799	835	909	185	746	931
Total**	41 586	42 882	43 778	44 562	13 501	31 892	45 393

* Full-time teacher equivalent.

** Totals may not add due to rounding.

Table A21: Ratio* of Students to Teaching Staff at State Schools, 2002–2006

	2002	2003	2004	2005	2006
Overall ratio**					
Primary/intermediate	19.1	19.1	18.8	18.8	18.4
Composite	14.0	13.5	13.4	12.7	12.3
Secondary	15.7	15.4	15.2	14.8	14.5
General classroom ratio					
Primary/intermediate	22.5	22.7	23.1	23.9	23.9
Composite	18.2	17.6	16.7	16.4	15.4
Secondary	18.8	18.6	18.4	18.0	17.7

* 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 Salaries* of Regular State School Teachers by School Type, 2002–2006**

Year	Primary			Composite			Secondary			Special			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2002	55 828	48 452	50 058	52 722	47 420	49 383	53 527	50 846	52 153	54 576	49 692	50 664	54 356	49 173	50 873
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	62 589	55 857	57 274	61 086	55 928	57 855	62 634	59 280	60 834	61 427	61 684	61 629	62 523	57 177	58 922

* 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 2006

	Ethnicity						Gender		
	Māori %	Pasifika %	Asian %	European/Pākehā %	Other %	Total %	Male %	Female %	Total** %
All members									
Primary	15.0	3.3	0.8	78.9	1.9	100.0	46.6	53.4	100.0
Composite	42.0	1.0	0.5	55.8	0.6	100.0	46.9	53.0	100.0
Secondary	14.0	4.8	1.2	78.3	1.7	100.0	58.4	41.6	100.0
Special	12.9	1.5	0.3	82.5	2.8	100.0	44.4	55.6	100.0
Total	16.0	3.4	0.9	77.9	1.9	100.0	48.5	51.5	100.0
Elected/appointed parent representatives									
Primary	16.1	3.8	0.8	77.3	1.9	100.0	51.1	48.9	100.0
Composite	45.3	0.7	0.2	53.3	0.5	100.0	48.3	51.7	100.0
Secondary	13.2	4.9	0.7	79.5	1.6	100.0	59.3	40.7	100.0
Special	12.9	2.1	0.0	82.1	2.9	100.0	45.1	54.9	100.0
Total	16.8	3.8	0.8	76.7	1.9	100.0	52.0	48.0	100.0
Co-opted members									
Primary	24.8	4.3	0.6	68.0	2.3	100.0	43.8	56.2	100.0
Composite	57.1	3.6	1.2	36.9	1.2	100.0	33.7	65.1	100.0
Secondary	31.2	5.6	1.5	60.7	1.0	100.0	54.5	45.5	100.0
Special	12.3	1.8	1.8	82.5	1.8	100.0	46.6	53.4	100.0
Total	27.2	4.4	0.8	65.6	2.0	100.0	45.6	54.3	100.0

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

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

Table A24: Value of Crown-owned School Land and Buildings, 2002–2006

Financial Year Ended 30 June	2002 \$m	2003 \$m	2004 \$m	2005 \$m	2006 \$m
Land	1 374.5	1 535.2	2 142.5	2 856.1	3 133.3
Buildings (less depreciation)	4 960.8	5 434.4	5 776.4	6 328.9	6 867.2
Net carrying value of land and buildings	6 335.3	6 969.6	7 918.9	9 185.0	10 000.5
Cash investment in school and land	295.4	295.9	370.8	417.8	431.5

Table A25: Age of State School Property, 2005

Built	Number of Buildings	Square Metres	Proportion of Total Area %
Pre-1900	74	21 752	0.4
1900–1909	73	27 166	0.5
1910–1919	118	55 431	0.9
1920–1929	304	166 306	2.8
1930–1939	436	189 930	3.2
1940–1949	517	215 126	3.6
1950–1959	1 934	1 015 158	16.9
1960–1969	3 245	1 334 730	22.2
1970–1979	4 545	1 421 577	23.6
1980–1989	1 253	418 815	7.0
1990–1999	2 616	635 471	10.6
2000–2005	1 477	514 020	8.5
Total	16 592	6 015 482	100.0

Table A26: Financial Performance of the Schools Sector, 2004–2006

	2004		2005		2006 (Estimated**)	
	\$m	%*	\$m	%*	\$m	%*
Revenue	4 089.9	100.0	4 284.3	100.0	4 503.5	100.0
Government grants	3 497.6	85.5	3 700.9	86.4	3 899.0	86.6
Investment and other revenue	79.3	1.9	88.1	2.1	96.5	2.1
Local funds	513.1	12.5	495.3	11.6	507.9	11.3
Expenses	4 063.6	99.4	4 228.9	98.7	4 469.1	99.2
Operating surplus	26.4	0.6	55.4	1.3	34.4	0.8

* Of total revenue.

** In this and the subsequent tables, A27 to A43, the results given for 2006 are estimated. These estimates are based on actual data for 2,341 schools and previous years' data for 132 schools whose 2006 accounts data was not available for inclusion during the preparation of this report.

Table A27: Primary Schools' Financial Performance, 2004–2006

	2004		2005		2006 (Estimated)	
	\$m	%*	\$m	%*	\$m	%*
Revenue						
Government grants	1 842.7	88.6	1 903.1	88.9	2 009.7	88.9
Investments	19.2	0.9	23.9	1.1	27.7	1.2
Local funds	210.8	10.1	207.5	9.7	217.1	9.6
Other revenue	7.8	0.4	5.4	0.3	5.1	0.2
Total	2 080.5	100.0	2 139.9	100.0	2 259.5	100.0
Expenses						
Administration	157.5	7.6	158.2	7.4	165.4	7.3
Depreciation	77.3	3.7	77.9	3.6	78.4	3.5
Learning resources	1 580.6	76.0	1 624.0	75.9	1 724.8	76.3
Local funds	81.4	3.9	82.7	3.9	88.8	3.9
Property management	158.1	7.6	160.6	7.5	170.1	7.5
Other expenses	2.6	0.1	1.7	0.1	2.9	0.1
Total	2 057.6	98.9	2 105.1	98.4	2 230.4	98.7
Surplus	22.9	1.1	34.8	1.6	29.2	1.3

* Of total revenue.

Table A28: Secondary Schools' Financial Performance, 2004–2006

	2004		2005		2006 (Estimated)	
	\$m	%*	\$m	%*	\$m	%*
Revenue						
Government grants	1 517.6	81.4	1 653.1	82.9	1 742.7	83.4
Investments	15.9	0.9	19.7	1.0	22.5	1.1
Local funds	297.2	16.0	283.7	14.2	286.9	13.7
Other revenue	32.6	1.7	37.0	1.9	38.4	1.8
Total	1 863.4	100.0	1 993.5	100.0	2 090.5	100.0
Expenses						
Administration	131.4	7.1	135.2	6.8	143.8	6.9
Depreciation	68.1	3.7	71.8	3.6	70.3	3.4
Learning resources	1 365.3	73.3	1 468.8	73.7	1 563.2	74.8
Local funds	142.1	7.6	144.3	7.2	144.6	6.9
Property management	129.8	7.0	136.9	6.9	146.7	7.0
Other expenses	18.8	1.0	15.0	0.8	19.7	0.9
Total	1 855.6	99.6	1 972.0	98.9	2 088.3	99.9
Surplus	7.8	0.4	21.4	1.1	2.2	0.1

* Of total revenue.

Table A29: Primary and Secondary Schools' Per-student Financial Performance, 2002–2006

	2002 \$/Student	2003 \$/Student	2004 \$/Student	2005 \$/Student	2006 (Estimated) \$/Student
Primary					
Revenue	4 214	4 414	4 676	4 871	5 172
Government grants	3 753	3 902	4 141	4 332	4 600
Investments	34	37	43	54	63
Local funds	408	452	474	472	497
Other revenue	19	22	18	12	12
Expenses	4 148	4 336	4 624	4 791	5 105
Surplus	66	78	51	79	67
Secondary					
Revenue	6 050	6 366	6 674	7 020	7 337
Government grants	4 909	5 161	5 436	5 822	6 116
Investments	57	54	57	69	79
Local funds	956	998	1 065	999	1 007
Other revenue	128	154	117	130	135
Expenses	5 965	6 301	6 646	6 945	7 329
Surplus	85	65	28	75	8

Table A30: Financial Position of the Schools Sector, 2002–2006

	2002 \$m	2003 \$m	2004 \$m	2005 \$m	2006 (Estimated) \$m
Current assets and investments*	815.5	906.9	866.0	938.6	991.9
Less current liabilities	489.7	540.9	492.3	497.3	516.1
Working capital	325.8	366.1	373.7	441.4	475.8
Non-current assets at net depreciated value	847.5	893.3	1 015.7	1 080.1	1 135.9
Less non-current liabilities	135.4	140.4	147.5	158.9	165.7
Public equity	1 037.9	1 119.0	1 242.0	1 362.5	1 446.0

* 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, 2002–2006

	2002 \$m	2003 \$m	2004 \$m	2005 \$m	2006 (Estimated) \$m
Current assets and investments*	418.1	470.2	456.6	489.3	512.1
Less current liabilities	214.0	238.5	211.4	215.3	220.3
Working capital	204.1	231.7	245.2	273.9	291.8
Non-current assets at net depreciated value	426.4	442.2	500.7	540.8	570.7
Less non-current liabilities	71.2	72.7	73.3	75.9	77.2
Public equity	559.3	601.2	672.6	738.8	785.3

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

Table A32: Secondary Schools' Financial Position, 2002–2006

	2002 \$m	2003 \$m	2004 \$m	2005 \$m	2006 (Estimated) \$m
Current assets and investments*	372.0	412.7	381.2	418.4	445.7
Less current liabilities	264.4	289.4	262.4	262.7	284.1
Working capital	107.6	123.3	118.8	155.7	161.5
Non-current assets at net depreciated value	400.8	426.4	490.2	517.0	545.8
Less non-current liabilities	63.0	66.3	72.5	81.3	86.8
Public equity	445.4	483.3	536.5	591.4	620.6

* 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, 2005–2006

Fixed Asset Category	2005			2006 (Estimated)		
	Historical Cost \$m	Accumulated Depreciation \$m	Net Depreciated Value \$m	Historical Cost \$m	Accumulated Depreciation \$m	Net Depreciated Value \$m
Buildings	596.0	110.9	485.1	630.1	118.4	511.7
ICT	434.1	318.6	115.5	483.7	356.9	126.8
Plant, furniture and equipment	787.8	484.2	303.6	814.3	498.7	315.6
Land	29.1	-	29.1	30.4	-	30.4
Library resources	169.4	102.6	66.8	176.9	110.6	66.3
Motor vehicles	24.2	15.2	9.0	26.9	16.4	10.5
Houses	25.5	0.7	24.8	29.2	1.2	28.0
Other fixed assets	58.4	20.5	37.9	65.9	27.0	38.9
Total	2 124.5	1 052.7	1 071.8	2 257.3	1 129.2	1 128.0

Table A36: Proportion of Schools Incurring Large Operating Deficits by Sector, 2002–2006

	2002 %	2003 %	2004 %	2005 %	2006 (Estimated) %
Primary schools	13	14	17	13	14
Secondary schools	13	8	10	6	9
All schools	13	13	16	12	13

Table A37: Number of Schools in Deficit by Size of Deficit, 2004–2006

Size of Deficit	Operating Deficit			Working Capital Deficit		
	2004	2005	2006 (Estimated)	2004	2005	2006 (Estimated)
\$1–\$20,000	553	475	488	76	61	65
\$20,001–\$40,000	249	176	225	45	26	30
\$40,001–\$60,000	108	102	100	17	15	14
\$60,001–\$80,000	81	31	66	12	12	12
\$80,001–\$100,000	28	37	39	7	13	3
\$100,001 or more	103	69	105	45	27	26
Total	1 122	890	1 023	202	154	150

Table A38: Schools Moving into and out of Operating Deficit by Sector, 2004–2006

	Primary Three Years Ended:			Secondary Three Years Ended:			All Schools Three Years Ended:		
	2004 %	2005 %	2006 (Est.) %	2004 %	2005 %	2006 (Est.) %	2004 %	2005 %	2006 (Est.) %
No deficit for the 3-year period	28	29	29	26	26	24	27	29	28
A deficit for one of the 3 years	34	34	35	31	35	35	34	35	35
A deficit for two of the 3 years	27	26	25	28	28	29	27	26	26
A deficit for all 3 years	11	10	11	15	10	12	12	10	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, 2005–2006

	2005			2006 (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	4 940	4 270	3 897	5 243	4 543	4 143
Investments	67	49	50	81	56	57
Local funds	329	445	620	351	466	650
Other revenue	14	11	13	14	10	11
Total	5 350	4 775	4 581	5 688	5 075	4 861
Expenses						
Administration	394	356	337	420	370	355
Depreciation	193	169	173	193	172	177
Learning resources	4 084	3 649	3 429	4 378	3 894	3 659
Local funds	155	186	218	166	202	234
Property management	414	355	337	449	379	352
Other expenses	8	3	2	8	6	6
Total	5 249	4 718	4 495	5 614	5 024	4 784
Surplus	102	57	86	74	52	77

Table A40: Secondary Schools' Financial Performance by School Decile, 2005–2006

	2005			2006 (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	6 886	5 872	5 146	7 238	6 132	5 464
Investments	73	66	71	89	75	79
Local funds	627	971	1 249	637	963	1 273
Other revenue	88	151	126	72	162	132
Total	7 673	7 060	6 592	8 037	7 332	6 948
Expenses						
Administration	566	461	447	585	486	486
Depreciation	280	241	254	272	236	248
Learning resources	5 766	5 211	4 778	6 127	5 506	5 096
Local funds	391	548	521	390	540	529
Property management	581	476	434	628	499	472
Other expenses	13	69	53	20	80	82
Total	7 596	7 007	6 487	8 022	7 347	6 913
Surplus	77	54	105	15	- 15	35

Table A41: Primary Schools' Financial Position by School Decile, 2005–2006

	2005			2006 (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*	1 332	1 024	1 034	1 416	1 086	1 070
Less current liabilities	524	474	480	543	492	487
Working capital	808	550	554	873	595	583
Non-current assets (NDV)**	1 288	1 180	1 240	1 389	1 234	1 318
Less non-current liabilities	194	171	157	205	178	153
Public equity	1 902	1 558	1 636	2 058	1 650	1 749

* 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.

** At net depreciated value.

Table A42: Secondary Schools' Financial Position by School Decile, 2005–2006

	2005			2006 (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*	1 588	1 417	1 488	1 693	1 517	1 559
Less current liabilities	898	922	945	919	1 006	1 030
Working capital	690	495	544	774	511	529
Non-current assets (NDV)**	1 807	1 824	1 826	1 872	1 873	2 000
Less non-current liabilities	373	302	215	379	310	255
Public equity	2 124	2 016	2 155	2 267	2 074	2 274

* 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.

** At net depreciated value.

Table A43: Proportion of Schools in Deficit by School Decile, 2004–2006

School Decile	Operating Deficit			Working Capital Deficit		
	2004 %	2005 %	2006 (Estimated) %	2004 %	2005 %	2006 (Estimated) %
Low (deciles 1–3)	48	34	41	9	6	5
Medium (deciles 4–7)	45	39	42	8	7	7
High (deciles 8–10)	39	33	41	6	6	6

Index

A

- achievement
 - ethnic group comparisons *see* ethnic groups
 - gender comparisons
 - NCEA qualifications gained by 2004 cohort, 16
 - NQF credits achieved by learning area, 71
 - NQF qualifications gained, 70
 - school leavers, 18, 19
 - leadership, importance of, 50
 - primary and junior secondary level
 - health and physical education, 13
 - international comparisons, 10
 - literacy, 12–13
 - numeracy, 13
 - school leavers
 - gender comparisons, 18, 19
 - Māori students, 18
 - Pasifika students, 18
 - senior secondary level
 - international comparisons, 13
 - NCEA *see* National Certificate of Educational Achievement (NCEA)
 - sources of data, 10
 - Te Kōtahitanga, 12
- age
 - number of students by, 76
 - participation rates of 16- to 18-year-olds in education, 78
 - retention rates by, 25–26, 73, 74
- alternative education programmes, 27, 77
- Asian students
 - comparisons with other ethnic groups *see* ethnic groups
 - proportion of students by region, 74
 - stand-downs and suspensions, 32
- assessment practices
 - Assess to Learn Professional Development project, 41–42
 - ERO report, 42
 - Literacy Professional Development Project, 41
- Assessment Tools for Teaching and Learning (asTTle), 12–13
- attendance, 27

B

- beginning teachers, 46
- behaviour in class, 31–32
- Best Evidence Synthesis (BES), 33, 38, 41
- boards of trustees
 - contribution of, 48
 - members by ethnicity and gender, 80
 - statutory interventions, 48, 50
 - strategic focus, 48
 - succession planning, 48
 - targets for student outcomes, 48
 - triennial elections, 48
- building ownership, value of, 80
- bullying, 31–32

C

- career education and guidance, 29
- communities
 - engagement with, 33–35
 - Flaxmere Project, 34
 - Team-Up programme, 35
- Competent Children: Competent Learners Project (CCCLP), 24, 25
- composite schools
 - number of, 76
 - number of students, 75, 77
 - staffing
 - actual FTTE staff by gender, 79
 - mean salary by gender, 79
 - student-to-teacher ratios, 79
- Computers in Homes (Flaxmere Project), 34
- Correspondence School, The, 27, 33
- correspondence schooling
 - actual FTTE staff by gender, 79
 - number of students, 77
- curriculum
 - draft, release of, 42–43
 - effective teaching *see* effective teaching

D

- deciles *see* schools by decile
- disabled students *see* special education; special schools

E

- early leavers, 30–31
- Education Review Office, reports of *see* ERO reports
- effective teaching
 - assessment practices
 - Assess to Learn Professional Development project, 41–42
 - ERO report, 42
 - Literacy Professional Development Project, 41
 - beginning teachers, 46
 - draft curriculum, release of, 42–43
 - health and physical education, 45
 - initial teacher education, 45–46
 - leadership, importance of, 50
 - literacy, 41
 - Māori language teaching, 43
 - numeracy, 39–41, 44
 - overseas-trained teachers, 47
 - professional development
 - funding of, 38
 - learning environment, 38
 - purpose of, 38
 - second language teaching, 43–44
 - social studies, 44
 - special education, 42
 - Specialist Classroom Teachers, 47
 - Te Kōtahitanga, 39
 - teacher–student relationships, 25
 - writing, 45
- employment
 - early leavers moving to, 30
 - qualifications and, 18, 19
- engagement
 - alternative education, participation in, 27
 - approaches and initiatives for engaging families and communities, 33–35
 - attitudes to learning, 24
 - bullying, 31–32
 - career education and guidance, 29
 - classroom, in, 24–25
 - contributing factors, 22
 - disengagement, 24, 25
 - early leavers, 30–31
 - Flaxmere Project, 34
 - health and physical education, 22
 - indicators of, 22, 25
 - lifelong learning, 31
 - measurement of, 24
 - retention rates, 25–26, 73, 74
 - school, at, 25–33
 - stand-downs and suspensions, 32–33, 78
 - Student Engagement Initiative, 32–33
 - teacher–student relationships, 25
 - Team-Up programme, 35
 - transient students, 27–28, 33
 - truancy, 27
 - writing, 22, 24
- Enhancing Effective Teaching in Special Education, 42
- ENROL, 28
- enrolments
 - by age, 76
 - enrolment schemes, 58–66, 74
 - by ethnicity, 75
 - integrated schools, 59
 - Māori-medium education, 77
 - primary school, 50
 - by region, 74
 - roll decline, 50, 74
 - roll growth, 50, 58–66, 74
 - by school type, 75
 - by school type, type of student and gender, 77
 - secondary school, 50
 - transient students, 28
- ERO reports
 - assessment practices, 42
 - bullying, 31–32
 - career education and guidance, 29
 - effective teaching
 - health and physical education, 45
 - Māori language teaching, 43
 - mathematics, 44
 - social studies, 44
 - writing, 45
 - provisionally registered teachers, 46
 - schools' use of operational funding, 52
 - transient students, 27, 33
- ESOL support
 - funding for refugees and migrants, 51
 - proportion of students by region, 74
- ethnic groups
 - achievement
 - NCEA qualifications gained by 2004 cohort, 16–17
 - NQF qualifications gained, 70
 - school leavers with little or no formal attainment, 18, 19, 72
 - school leavers with University Entrance, 72
 - school leavers with University Entrance or higher qualification, 19
 - alternative education, participation in, 77
 - board of trustee members by, 80
 - engagement
 - early leaving exemptions, 30
 - retention rates, 74
 - stand-downs and suspensions, 32, 78
 - number of students by, 75
 - proportion of students by region, 74
 - student teacher population, 45
- European/Pākehā students
 - achievement in literacy, 12
 - comparisons with other ethnic groups *see* ethnic groups
 - stand-downs and suspensions, 32

evidence-based skills of inquiry, 38, 41
exemptions from schooling, 30

F

families/whānau

- engagement with, 33–35
- Flaxmere Project, 34
- parent mentoring, 51
- Team-Up programme, 35

female students *see* gender

financing schools *see* schools resourcing

Flaxmere Project, The, 34

G

Gateway, 28

gender

achievement

- NCEA qualifications gained by 2004 cohort, 16
- NQF credits achieved by learning area, 71
- NQF qualifications gained, 70
- school leavers, 18, 19

board of trustee members by, 80

engagement

- alternative education, participation in, 27, 77
- retention rates, 74
- stand-downs and suspensions, 32, 78

enrolments by, 77

staffing

- actual FTTE staff by school type, 79
- mean salary by school type, 79

student teacher population, 45

tertiary education, direct progression to, 20

governance *see* boards of trustees

H

health education

board targets for student outcomes, 48

effective teaching, 45

primary and junior secondary level

achievement, 13

engagement, 22

home-school liaison person and homework support (Flaxmere Project), 34

I

information and communications technology (ICT)

board targets for student outcomes, 48

‘in-kind’ resourcing, 51

Innovative Pathways from School project, 28–29

In-service Teacher Education Practice Project, 38

integrated schools, enrolment schemes implemented by, 59

international studies *see* Programme for International Student Assessment (PISA); Progress in Reading Literacy Study (PIRLS)

J

junior secondary level, achievement at *see* secondary schools

K

kura kaupapa Māori *see* Māori-medium education

L

land ownership, value of, 80

language curriculum, board targets for student outcomes, 48

language learning

ESOL support

- funding for refugees and migrants, 51
- proportion of students by region, 74

Language Immersion Awards, 43

second languages, 43–44

te reo Māori, 43

laptops for principals, 51

leadership, 50

learning areas, achievement of NQF credits by, 71

Learning to Teach survey, 46

lifelong learning, 31

listening skills, 13

literacy

achievement at primary and junior secondary level, 12–13

effective teaching, 41

listening and viewing skills, 13

literacy requirements achieved

2004 cohort, 15

Year 11 students by gender and ethnicity, 71

reading

asTTle data, 12–13

international comparisons, 10, 13

LPDP data, 12

Te Kōtahitanga project, 39

writing

achievement, 12

effective teaching, 45

engagement, 22, 24

Literacy Professional Development Project (LPDP), 10, 12–13, 41

M

male students *see* gender

Māori language teaching, 43

Māori students *see also* ethnic groups

achievement

literacy, 12

NCEA qualifications gained by 2004 cohort

compared to non-Māori students, 16

numeracy, 13

school leavers, 18

effective teaching for
 Te Kōtahitanga, 39
 Te Tere Auraki strategy, 39

engagement
 alternative education, participation in, 27
 early leavers, 30
 stand-downs and suspensions, 32, 78
 truancy rates, 27

Māori-medium education *see* Māori-medium education

proportion of students by region, 74

Māori-medium education
 enrolments by level of immersion, 77
 numeracy (Te Poutama Tau), 41
 proportion of Māori students by region, 74

mathematics *see* numeracy/mathematics

mobility of students, 27–28

N

National Certificate of Educational Achievement (NCEA)
 2004 cohort
 credits achieved, 14, 15
 highest qualification level achieved, 15
 highest qualification level achieved by gender, 16
 highest qualification level achieved by Māori and non-Māori students, 16
 highest qualification level achieved by Pasifika and non-Pasifika students, 17
 literacy and numeracy requirements achieved, 15
 no participation, 14, 15
 pathways to achievement, 14–15

flexibility of, 14

qualifications achieved by gender and ethnicity, 70

qualifications achieved by school decile and gender, 70

school leavers
 data, relevance of, 17
 highest level of attainment, 18
 little or no formal attainment, 17–18, 19, 72
 NCEA Level 2 or higher qualification, 18
 proportion with University Entrance by ethnicity, 72
 proportion with University Entrance or higher qualification by ethnicity, 19

National Education Monitoring Project (NEMP), 10, 12, 13

National Qualifications Framework (NQF) *see also*

National Certificate of Educational Achievement (NCEA)
 flexibility of, 14
 qualifications achieved by gender and ethnicity, 70
 qualifications achieved by school decile and gender, 70

network of schools
 enrolment schemes, 58–66, 74
 number of schools by school type, 76
 primary school rolls, 50
 purpose of, 50
 school reorganisations, 51
 secondary school rolls, 50

numeracy/mathematics
 achievement
 international comparisons, 10, 13
 primary and junior secondary level, 13
 senior secondary level, 13–14
 Year 6 students, 40

board targets for student outcomes, 48

effective teaching, 39–41, 44

Māori-medium schools (Te Poutama Tau), 41

Numeracy Development Projects (NDP), 10, 13, 39

numeracy requirements achieved
 2004 cohort, 15
 Year 11 students by gender and ethnicity, 71

secondary schools, 41

Te Kōtahitanga project, 39

O

overseas-trained teachers, 47

P

Pākehā/European students
 achievement in literacy, 12
 comparisons with other ethnic groups *see* ethnic groups

stand-downs and suspensions, 32

parent mentoring, 51

participation rates of 16- to 18-year-olds in education, 78

Pasifika students *see also* ethnic groups
 achievement
 literacy, 12
 NCEA qualifications gained by 2004 cohort compared to non-Pasifika students, 17
 school leavers, 18

engagement
 stand-downs and suspensions, 32, 78
 truancy rates, 27

proportion of students by region, 74

physical education
 effective teaching, 45
 primary and junior secondary level
 achievement, 13
 engagement, 22

primary schools
 achievement
 health and physical education, 13
 international comparisons, 10
 literacy, 12–13
 numeracy, 13

career education and guidance, 29

engagement
 health and physical education, 22
 writing, 22, 24
 network of schools, 50–51
 number of, 76
 number of students, 75, 77
 overseas-trained teachers, 47
 resourcing
see also schools resourcing
 assets, 84, 85
 expenditure, 82
 financial performance, 82, 83, 87
 financial position, 83, 84, 88
 locally raised funds, 82, 83
 operating deficits, 54, 85, 86
 operating surpluses, 54, 82, 85
 per-student expenditure, 83
 per-student operating surplus, 83
 per-student revenue, 53, 83
 public equity, 55, 84
 revenue, 53, 82
 working capital, 54–55, 55–56, 84
 working capital surplus/deficits, 85
 roll decline, 50
 staffing
 actual FTTE staff by gender, 79
 mean salary by gender, 79
 student-to-teacher ratios, 79
 truancy rates, 27
 professional development *see* effective teaching
 Programme for International Student Assessment (PISA)
 achievement at senior secondary level, 13
 engagement in classroom, 25
 Progress in Reading Literacy Study (PIRLS), 10
 property *see* schools resourcing

Q

qualifications
 2004 cohort *see* National Certificate of Educational Achievement (NCEA)
 employment prospects and, 18, 19
 school leavers
 data, relevance of, 17
 highest level of attainment, 18
 little or no formal attainment, 17–18, 19, 72
 NCEA Level 2 or higher qualification, 18
 proportion with University Entrance by ethnicity, 72
 proportion with University Entrance or higher qualification by ethnicity, 19
 significance of, 18
 University Entrance, 17, 18, 19, 20
 Quality Teaching Research and Development Clusters, 38

R

reading *see also* literacy
 asTTle data, 12–13
 international comparisons, 10, 13
 LPDP data, 12
 regional statistics, 74
 reorganisation of schools *see* network of schools
 retention rates, 25–26, 74
 roll *see* enrolments

S

safety in school, 31–32
 school leavers
 break between leaving school and enrolment in tertiary education, 20
 early leavers, 30–31
 qualifications
 data, relevance of, 17
 highest level of attainment, 18
 little or no formal attainment, 17–18, 19, 72
 NCEA Level 2 or higher qualification, 18
 proportion with University Entrance by ethnicity, 72
 proportion with University Entrance or higher qualification by ethnicity, 19
 tertiary education, direct progression to, 19–20, 72, 73
 schools *see also* composite schools; correspondence schooling; primary schools; secondary schools; special schools
 deciles *see* schools by decile
 finances *see* schools resourcing
 governance *see* boards of trustees
 junior secondary *see* secondary schools
 network of, 50–51
 property management *see* schools resourcing
 reorganisations, 51
 safety, 31–32
 staffing *see* staffing
 statutory interventions, 48, 50
 type of
 actual FTTE staff by, 79
 enrolments by, 77
 number of schools by, 76
 number of students by, 75
 schools by decile
 achievement
 NQF qualifications gained, 70
 school leavers with little or no formal attainment, 18
 early leavers, 30
 low decile schools, proportion by region, 74
 resourcing
 financial performance, 87
 financial position, 88
 operating and working capital deficits, 88

suspensions, 32

tertiary education, direct progression to, 19–20, 73

schools resourcing

- assets, 54, 84, 85
- contestable funding, 51
- depreciation, 54, 84
- expenditure, 54, 82
- financial performance, 81, 82, 83, 87
- financial position, 83, 84, 88
- government funding, 51–53
- indicators of good financial management, 54, 55–56
- ‘in-kind’ resourcing, 51
- locally raised funds, 53, 81, 82, 83
- network of schools, 50–51
- operating deficits, 54, 85, 86
- operating surpluses, 54, 81, 82, 85
- operational funding
 - amount, 51
 - ERO report on use of, 52
 - review, 52
- per-student expenditure, 83
- per-student operating surplus, 83
- per-student revenue, 51, 53, 83
- property
 - age of state school property, 81
 - capital works, 51
 - maintenance, 51
 - management, 52–53
 - value of Crown-owned land and buildings, 80
- public equity, 55, 83, 84
- revenue, 53, 81, 82, 83
- staffing, 51, 55
- working capital, 54–55, 55–56, 83, 84
- working capital surplus/deficits, 85

science achievement at senior secondary level, international comparison of, 13

second language teaching, 43–44

Secondary Numeracy Project (SNP), 41

secondary schools

- achievement at junior level
 - health and physical education, 13
 - international comparisons, 10
 - literacy, 12–13
 - numeracy, 13
- achievement at senior level
 - international comparisons, 13
 - NCEA *see* National Certificate of Educational Achievement (NCEA)
- career education and guidance, 29
- network of schools, 50–51
- number of, 76
- number of students, 75, 77
- numeracy, 41
- overseas-trained teachers, 47
- resourcing
 - see also* schools resourcing
 - assets, 84, 85

- expenditure, 82
- financial performance, 82, 83, 87
- financial position, 83, 84, 88
- locally raised funds, 82, 83
- operating deficits, 54, 85, 86
- operating surpluses, 54, 82, 85
- per-student expenditure, 83
- per-student operating surplus, 83
- per-student revenue, 53, 83
- public equity, 55, 84
- revenue, 53, 82
- working capital, 54–55, 55–56, 84
- working capital surplus/deficits, 85

roll increases, 50

Specialist Classroom Teachers, 47

staffing

- actual FTTE staff by gender, 79
- mean salary by gender, 79
- student-to-teacher ratios, 79

truancy rates, 27

Secondary Tertiary Alignment Resource (STAR), 28

social studies, 44

special education, 42

special schools

- number of, 76
- number of students, 75, 77
- staffing
 - actual FTTE staff by gender, 79
 - mean salary by gender, 79

Specialist Classroom Teachers (SCT), 47

staffing

- actual FTTE staff by school type and gender, 79
- funding, 51, 55
- mean salary by school type and gender, 79
- student-to-teacher ratios, 79

stand-downs, 32, 74, 78

statutory interventions, 48, 50

Student Engagement Initiative (SEI), 32–33

students

- achievement *see* achievement
- Asian
 - proportion of students by region, 74
 - stand-downs and suspensions, 32
- attitudes to learning, 24
- behaviour in class, 31–32
- career education and guidance, 29
- disabled *see* special education; special schools
- effective teaching of *see* effective teaching
- engagement with learning *see* engagement
- ethnic groups, comparisons between *see* ethnic groups
- European/Pākehā *see* European/Pākehā students
- lifelong learning, 31
- Māori *see* Māori students
- mobility, 27–28
- numbers of *see* enrolments
- Pasifika *see* Pasifika students
- school leavers *see* school leavers

special education *see* special education
student-to-teacher ratios, 79
teacher–student relationship, 25
truancy, 27
study support centres, funding of, 51
suspensions, 31–33, 51, 74, 78
Suspensions Reduction Initiative (SRI), 32

T

Te Kōtahitanga, 10, 12, 13, 39
Te Poutama Tau, 41
te reo Māori, 43
Te Tere Auraki strategy, 39
teachers *see also* staffing
education of, 45–46
effective teaching *see* effective teaching
induction, 46
Learning to Teach survey, 46
overseas-trained, 47
provisionally registered, 46
Specialist Classroom Teachers, 47
student teacher population, 45
teacher–student relationships, 25
Teaching and Learning Research Initiative, 38
Team-Up programme, 35
tertiary education
first-time enrolments, 31
programmes supporting transition to, 28–29
school leavers directly proceeding to, 19–20, 72, 73
transient students, 27–28, 33
truancy, 51

U

University Entrance (UE), 17, 18, 19, 20, 72

V

viewing skills, 13

W

whānau *see* families/whānau
writing *see also* literacy
achievement, 12
effective teaching, 45
engagement, 22, 24

Y

Youth Training Programmes, 27

