New Zealand Schools

Ngā Kura o Aotearoa

05

A Report on the Compulsory Schools Sector in New Zealand

2005

MINISTER OF EDUCATION

The Ministry of Education wishes to thank the students and staff of Knighton Normal School and Hamilton's Fraser High School whose photographs appear in this report. Photography by Ian Robertson.

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Ngā Kura o Aotearoa
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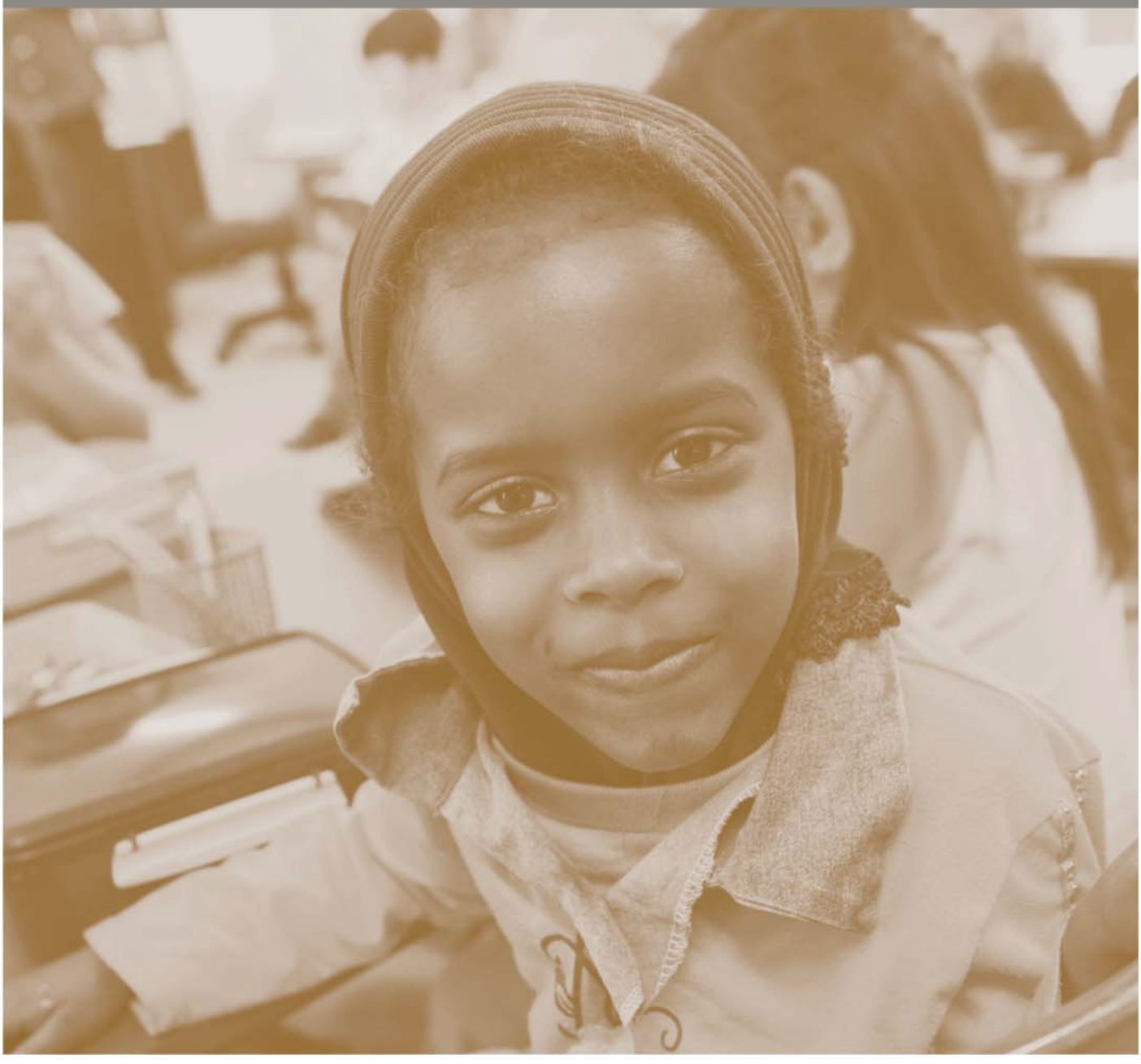
Report of the Minister of Education
on the Compulsory
Schools Sector in New Zealand

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



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Foreword

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. Good education requires a culture of continuous inquiry, innovation and improvement, risk taking and entrepreneurship mixed with strong school and community relationships.

New Zealand Schools Ngā Kura o Aotearoa 2005 reviews progress towards these goals. It shows that significant gains have been made and that our education system compares very well internationally. New Zealand students consistently perform as well as or better than students in comparable countries.

While we have a world-class education system, more work is needed to ensure that all students have the opportunity to reach their potential, that our teachers are well supported and that professional leadership is encouraged and developed.

Ensuring all students can reach their potential involves having high expectations of every child and high-quality teaching based on a sound knowledge and understanding of each child's needs.

Our best evidence internationally is that what happens in classrooms, through the quality of the learning environment, is the key variable in explaining the difference in student achievement.

The draft new curriculum identifies five key competencies: managing self; relating to others; participating and contributing; thinking; and using language, symbols and texts. Student achievement in these competencies will take us forward as we continue to develop our education system and our education outcomes to transform New Zealand into a knowledge-based country.

As this report shows, New Zealand schools are continuing to improve their efforts to ensure all students do leave school with the knowledge, skills, attitudes, values and sense of identity that they need to participate in society now and in the future.

New Zealand Schools Ngā Kura o Aotearoa 2005 is a key report and assessment of our school system, and I am pleased to present it to Parliament.

Hon. Steve Maharey
Minister of Education


Magic
Mates

Key Findings

STUDENT ACHIEVEMENT

New Zealand students continue to perform well when compared with students in comparable societies. Students in very few countries perform better than New Zealand students in reading, mathematics and science.

For many years, schools have faced the challenge that some students do not achieve as well as their peers. This has been particularly true for Māori and Pasifika students, students for whom English is not their first language and students in low decile schools.

Research has indicated for some time that the achievement of these students can be lifted through effective teaching practices. The consequences of applying research-evidenced best practice are now appearing in a number of studies.

International comparisons such as the Progress in Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS) show that New Zealand students are above average in reading and mathematics but considerable diversity of achievement exists. A number of initiatives have been developed as a result. These include the Literacy Professional Development Project and the Numeracy Development Project. As a result of these projects, gains are being made, particularly by those students who begin with the lowest levels of achievement.

The impact of the National Certificate of Educational Achievement (NCEA), introduced between 2002 and 2004, can now be measured. Between 90 and 93 percent of students are participating, depending on the year level. The flexibility of NCEA is allowing students to build up credits over time towards a qualification.

During 2005, 62 percent of Year 11 candidates, 74 percent of Year 12 candidates and 67 percent of Year 13 candidates gained an NCEA qualification. By the time they leave school, the majority of students have gained a qualification or significant credits towards one. In 2005, only 13 percent of school leavers left with little or no attainment. This is an improvement since 2002, when 18 percent of school leavers had little or no attainment.

ENGAGING STUDENTS, FAMILIES AND COMMUNITIES

Most New Zealand students are positively engaged in learning. Most students attend school regularly and stay on at school beyond the years of compulsory schooling. Seventy-nine percent continue into tertiary education.

The Competent Children: Competent Learners project reveals that positive learning environments are characterised by insightful feedback, relevant teaching, challenging work, learning at a student's pace and the avoidance of too much emphasis on student comparisons.

An increase in negative attitudes becomes evident as students proceed through their schooling. The National Education Monitoring Project (NEMP) results reveal substantial differences in engagement between Year 4 and Year 8 students. Student enjoyment of learning decreases with age. The reasons for this, which are complex, are explored in Chapter Two.

International evidence shows that the longer students are positively engaged in schooling, the better the outcomes later in life. Staying on at school in the senior years of secondary school is linked with improved health, stable employment and higher earnings (as well as reduced offending during late adolescence). In 2005, 80 percent of 16-year-olds stayed on at school, but this reduces to 60 percent of 17-year-olds and only 13 percent of 18-year-olds. But these percentages are somewhat misleading, given that 79 percent of school leavers become involved in tertiary studies within five years of leaving school. Over the past ten years, the proportion of students going directly from school to a tertiary education has increased, rising from 47 percent in 1998 to 58 percent in 2004. However, most of this growth has been in lower level courses, such as certificates.

But what about those students who continue to have difficulties with engaging with what most schools offer? During 2005, over 3,500 students were involved in alternative education. A disproportionate number of these students were young, male and Māori. About 75 percent were aged fourteen or less, about two-thirds were male and some 60 percent were Māori.

Chapter Two examines some of the initiatives that are responding to the challenges these students represent.

Progress is being made with engaging families and communities in the education of their children. The 2005 ERO evaluation of the Ongoing and Reviewable Resourcing Schemes (ORRS) notes that effective schools encourage everyone in a school's community to become involved in their children's lives as a team, working together. The evaluation reports that 73 percent of schools are effectively consulting with their communities.

EFFECTIVE TEACHING

The effective teaching of diverse students is having a major impact on raising student achievement. Diversity, in this context, includes not only different cultural backgrounds but also differences of gender, socio-economic background, special needs and giftedness.

The focus on research-evidenced best practice in teaching in the areas of literacy and numeracy is having a significant impact.

The focus on literacy is being supported by the Literacy Professional Development Project (LPDP). Teacher involvement is leading to improved outcomes for students, with the lowest achieving students showing the greatest improvements.

The Numeracy Development Project (NDP) is also bringing about improvements in achievement. Almost all teachers of Years 1 to 3 students and a growing number of teachers of Years 4 to 10 students are involved.

Another major change lies in the area of teachers making use of information and communications technology (ICT). Schools are now better resourced for ICT, and teachers are more confident of their skills in ICT use.

These and other initiatives have led to improved teaching and, consequently, improved student achievement, but the Education Review Office (ERO) has nevertheless consistently identified the use of assessment information as an area where teachers could be more effective.

QUALITY OF SCHOOLING

Most schools were capably and effectively governed during 2005. Only a small proportion (3.9 percent) experienced major governance issues, and the majority of these schools (56 percent) recognised this and sought assistance.

In addition to governance, professional leadership is critical to ensuring the effective day-to-day running of a school and the quality of its teaching and learning programmes. Chapter 4 discusses a range of professional development initiatives that principals took part in during 2005. This includes the First-time Principals Induction Programme (used by 95 percent of new principals) and programmes for more experienced principals (Principals' Development Planning Centre and Principal Professional Learning Communities).

Schools had increased resources available to them in 2005. Government funding to schools increased by 8.8 percent on a per-student basis between 2004 and 2005 (compared with an inflation rate of 3.1 percent).

Overall, the Government spent $4,533 million on state and integrated schools in 2005.

Overall, most schools are in a healthy financial position, and this has improved in 2005. Ninety-four percent of schools had a healthy working capital ratio that would allow them to meet their short-term debts from existing funds, up from 92 percent in 2004.

Other indicators of good financial management have improved during 2005. Sixty-four percent of schools had an operating surplus, compared with 56 percent in 2004), and 73 percent showed increasing public equity (68 percent in 2004).

01 Student Achievement

In 2005, schools' efforts to improve outcomes for all students, particularly underachieving students, have continued to show a positive effect. Several studies show improvements for those groups often over-represented among low achievers.

This chapter provides a picture of student achievement in New Zealand schools. It analyses new information that became available in 2005 and early 2006. An extensive range of new achievement information is to hand, including reports from the Literacy Project, Assessment Tools for Teaching and Learning (asTTle), the Trends in International Mathematics and Science Study (TIMSS), the Numeracy Development Project (NDP), the National Education Monitoring Project (NEMP) and the Programme for International Student Assessment (PISA), as well as an analysis of performance on the National Qualifications Framework (NQF), particularly performance in the National Certificate of Educational Achievement (NCEA).

PRIMARY AND JUNIOR SECONDARY EDUCATION

Strong literacy and numeracy are necessary foundation skills for a student's future, both at school and beyond. Reflecting this, much of the new information about primary and junior secondary achievement in our schools has a strong literacy and numeracy focus. International comparisons, such as the Progress in International Reading Literacy Study (PIRLS) 2001,[1] for example, have shown that New Zealand students, on average, perform well in reading and that New Zealand sits amongst high-performing countries. The same studies show that the spread of achievement in reading is much wider in New Zealand than it is in other countries. Similar results are apparent in mathematics, with New Zealand students performing well overall (at or above the international averages according to TIMSS 2002/2003).[2, 3] The spread of achievement in mathematics is not as wide as it is for reading.

In response to these findings, a range of specific initiatives is in place to raise achievement, particularly for those students with lower levels of achievement.

Literacy

The following findings come from two sources: asTTle 2000–2004, a comparatively large national study, and the report of the Literacy Professional Development Project (LPDP) on the results for the first, relatively small, group to take part in the project.

The asTTle results show differences in the achievement patterns of students between reading and writing.

[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.
[3] Ministry of Education (2004). *Mathematics and Science Achievement in New Zealand (Year 9).* Wellington: Ministry of Education.

Overall, students appear to perform better in reading than in writing, with higher achievement levels and less disparity between girls and boys.

For reading, the achievement level of students, on average, increases at each year level, and this rate of gain increases rapidly from the start of secondary school. By the end of junior secondary (Year 10), students have generally reached curriculum Level 5 in reading.

In contrast, although writing achievement levels also increase every year for most students, some students appear to peak at the primary school level. By the end of junior secondary, students have generally reached curriculum Level 4 in writing, a level below that of reading. This indicates the need for further efforts in building the foundation writing skills of students.

Girls' reading starts off with an advantage over that of boys, but this difference generally disappears by junior secondary level. For ethnic groups, though, the differences persist, with New Zealand European/Pākehā and Asian/other students being on average a year ahead of their Māori and Pasifika peers by junior secondary level.

The difference between girls and boys in writing is much wider than for reading. By junior secondary level, girls are at least a year ahead of boys. Ethnic disparities also appear to persist.

The LPDP was set up to improve the literacy achievement levels of students. The results from this project show that it has been successful, with participating students being further ahead than they would have been without the project. At the start of the project, 22 percent of the students had low levels of reading literacy for their age. By the end of the project, this group had decreased to 14 percent. Most students' reading and writing improved over and above what would be expected by two years of schooling. After two years of involvement in the project, the students' mean asTTle writing scores were above the national mean for all year levels. In particular, the students with the lowest achievement levels benefited the most, making gains that were almost twice as much as those of other participants.[4]

Numeracy and Mathematics

The following findings come from three sources: TIMSS 2002/2003 – a large international study, NEMP 2005 – a national study, and the expanded Numeracy Development Project 2004 results (now extended to junior secondary, having started in early primary about five years ago).

New Zealand students are stronger than their international peers in the area of cognitive reasoning, that is, reasoning that requires students to go beyond routine problem solving. Their performance is weaker in the domains of knowing facts, procedures or concepts and applying knowledge and understanding.[5]

Since 1994, there have been significant improvements in the mathematics achievement of primary students,

[4] Learning Media (2006). *Literacy Professional Development Project: Student Achievement Findings for Cohort 1 Schools: February 2004 – November 2005.* Wellington: Learning Media.

[5] Ministry of Education (2006). *Achievement in the Mathematics Cognitive Domains: Trends in International Mathematics and Science Study 2002/03.* Wellington: Ministry of Education.

but over the last few years, achievement levels have remained static. From 1994 to 2002, TIMSS shows increases in the mathematics achievement of Year 5 students, whereas, over a shorter period of time, 2001–2005, NEMP shows mixed results for Year 4 students. Students improved in tasks that required quantitative reasoning skills but declined in basic mathematics facts and solving simple number problems.[6]

The results for Māori and Pasifika Year 4 and 5 students in both TIMSS and NEMP have shown strong and ongoing gains in mathematics achievement since 1994.

In Years 8 and 9, mathematics achievement levels have remained stable over time in both studies. On an international scale, the New Zealand results are well above the international mean.

Across the range of studies, the differences in mathematics achievement by gender are minimal.

Other Subject Areas

As well as the studies above, which emphasise literacy and numeracy, some studies looking at other subject areas have also been released.

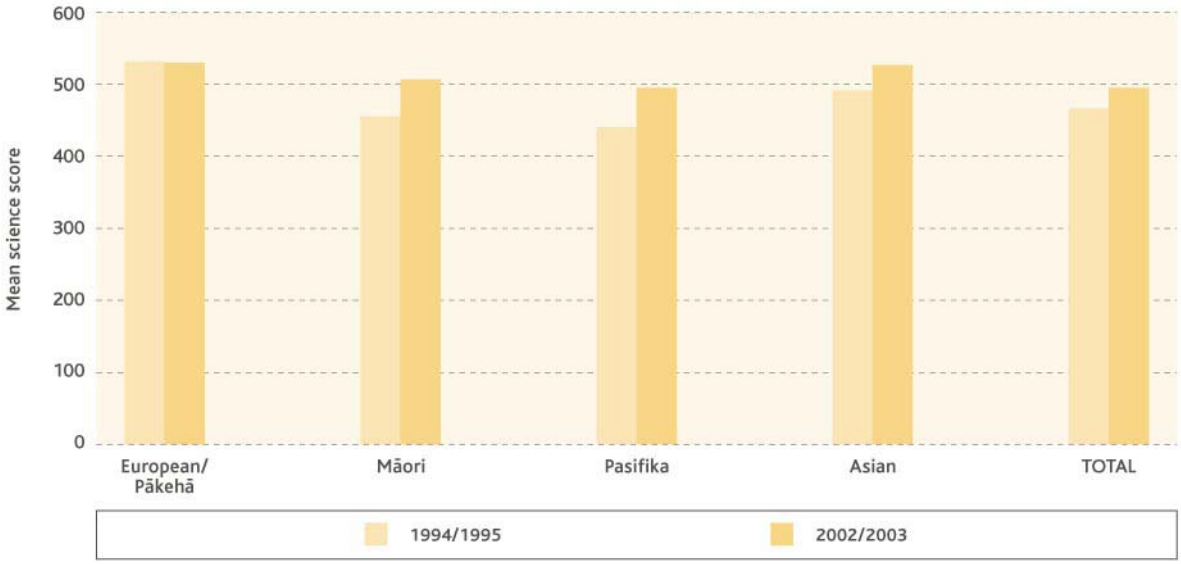
The TIMSS Science 2002/2003 results show significant increases in Year 5 science achievement between 1994 and 2002.[7] Māori, Pasifika and Asian students' science achievement, in particular, show considerable increases over this time (Figure 1.1). Within this group, the Māori and Pasifika boys show the largest increases in achievement.

In contrast, there was little change in the overall mean science achievement of junior secondary (Year 9) students in the period 1994–2002. Although Year 9 boys continue, on average, to perform better than Year 9 girls, it is Asian and Pasifika girls who show the largest increases in achievement.

The *National Education Monitoring Project: Information Skills Assessment Results 2005* look into clarifying information needs, finding and gathering information, and analysing and using information. Overall, there was little change in achievement levels from 2001 to 2005. Girls at both Year 4 and Year 8 averaged a little higher than boys, more so in year 8.[8]

The *National Education Monitoring Project: Social Studies Assessment Results 2005* look at social

Figure 1.1: Mean Science Achievement of Year 5 Students, 1994–2002



[6] Flockton, L., Crooks, T., Smith, J. and Smith, L. (2006). *National Education Monitoring Project Mathematics Assessment Results 2005.* Dunedin: Educational Assessment Research Unit.

[7] Ministry of Education (2006). *An Overview of Some Key National Year 5 and Year 9 Student Achievement Results: Findings from the Trends in International Mathematics and Science Study (TIMSS) 2002-2003.* Wellington: Ministry of Education.

[8] Education Assessment Research Unit (2006). *National Education Monitoring Project: Information Skills Assessment Results 2005.* Dunedin: University of Otago.

organisation skills, culture and heritage, place and environment, continuity and change, and resources and economic activities. The achievement levels for both Year 4 and Year 8 were similar in 2001 and 2005. Unlike the information skills assessment results, the results for Year 4 and Year 8 girls were similar to those for boys in this study.[9]

ACHIEVEMENT AT THE SENIOR SECONDARY LEVEL

A successful school system results in successful school leavers and 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. According to PISA 2003,[10] very few countries perform better than New Zealand in reading, mathematics and science. New Zealand is on a par with Australia and Canada. New Zealand students also perform well in problem solving, in line with students in Australia, Canada, Hong Kong-China and Japan. Studies of cognitive, affective and attitudinal outcomes again show generally high results for New Zealand students. Students are interested in and enjoy learning, have a positive attitude towards school, have confidence in their abilities, and use key learning strategies that will enable them to manage their learning for themselves after leaving school (see Chapter Two).

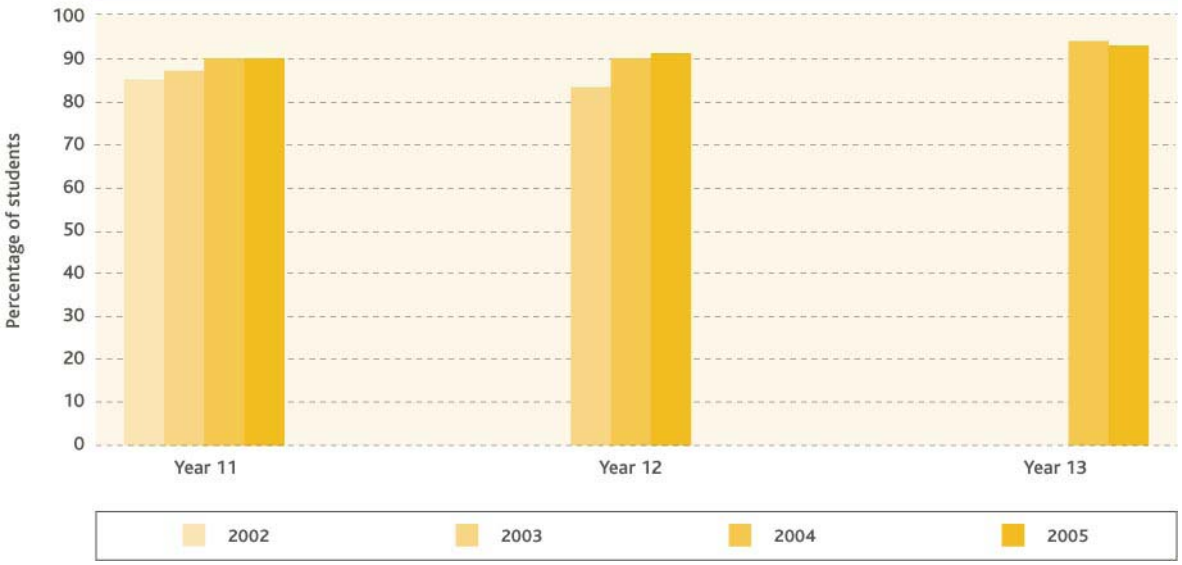
These next few sections discuss the achievement levels of students at the senior secondary level. They begin with a discussion of the NCEA achievement of students in Years 11, 12 and 13 during 2005, providing an assessment of the success of students in the 2005 year. Next, this NCEA information is used to track the achievement levels of students between 2003 and 2005 as they advanced through their schooling, providing a picture of the different pathways students chose. Finally, the qualifications of school leavers (including qualifications outside of the NQF) are analysed. This information provides an assessment of how successful students' overall schooling has been.

National Certificate of Educational Achievement 2005

NCEA is the main qualification on the National Qualifications Framework (NQF) for which senior secondary students study. NCEA Level 1 was fully implemented in 2002, Level 2 in 2003 and Level 3 in 2004.

Students can use the flexibility of NQF qualifications to achieve at different levels of study within a single year,

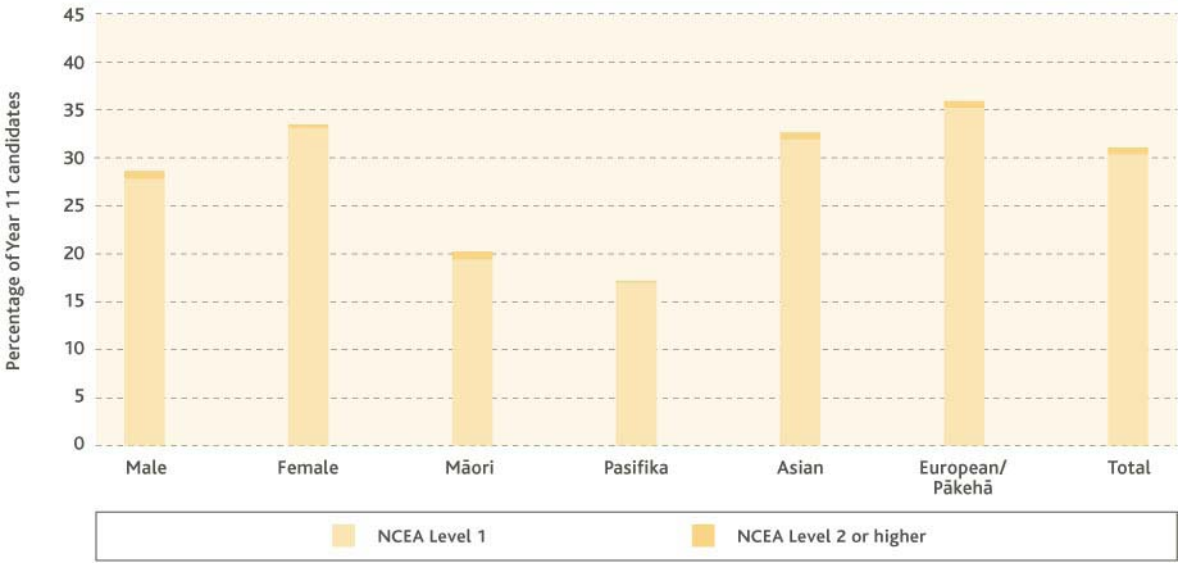
Figure 1.2: Participation in NQF Study by Year 11–13 Students, 2002–2005



[9] Education Assessment Research Unit (2006). *National Education Monitoring Project: Social Studies Assessment Results 2005.* Dunedin: University of Otago.

[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.

Figure 1.3: Year 11 Candidates Who Gained an NCEA Qualification in 2005 by Level of Qualification, Gender and Ethnicity



and they can accumulate credits towards a qualification over more than one year. Students can gain credits through internal or external assessment over a wide range of learning.

Participation[11] in NQF study is high, with around 90 percent of students participating, but is not universal (Figure 1.2). Some of the students who do not participate are working towards other qualifications, such as the Cambridge exams. In 2005, 2 percent of school leavers left school with a non-NQF qualification. Figure 1.2 shows that the participation of Year 11 and 12 students has generally increased in the year following the introduction of each level of NCEA and has then remained constant. The participation of Year 13 students remains steady at 93 percent.

The next three sections focus on 'candidates' – the 90 percent of students who are participating on the NQF – and the qualifications they attain.

Achievement by Year 11 Candidates

In 2005, 62 percent of Year 11 candidates gained an NCEA qualification (Figure 1.3), a slight increase from 2002 (59 percent). This increase largely occurred between 2002 and 2003, with qualification attainment being stable since then.

To gain NCEA Level 1, candidates have to meet literacy and numeracy requirements. By the end of 2005, 75 percent of Year 11 candidates met the literacy and numeracy requirements compared with 68 percent in 2002. Female candidates continue to be more likely to meet both requirements than male candidates. European/Pākehā candidates also continue to be more likely to meet both requirements than are other ethnic groups. However, all groups have made gains since 2002, with Asian candidates making the highest gains (76 percent having achieved the literacy and numeracy requirements in 2005 compared with 61 percent in 2002).

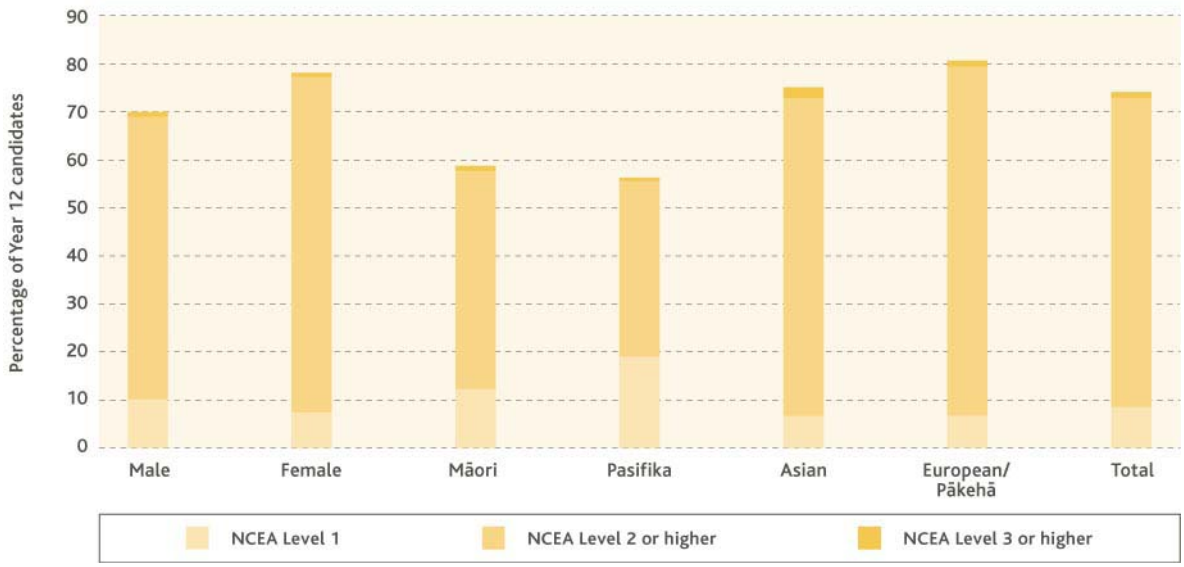
Achievement by Year 12 Candidates

In 2005, 74 percent of Year 12 candidates gained an NCEA qualification (Figure 1.4). Similarly to the pattern seen for Year 11 students, the rate of qualification attainment for Year 12 candidates increased between the first and second year of the introduction of NCEA and has since stabilised. NCEA Level 2 was the main qualification gained by Year 12 candidates.

The flexibility of the NQF system allows candidates to gain credits towards qualifications over several years. This is seen in Year 12, when some candidates complete an NCEA Level 1. (Most of these candidates would have started their study at Level 1 in Year 11.)

[11] Students are counted as participating if they gain at least one credit on the NQF.

Figure 1.4: Year 12 Candidates Who Gained an NCEA Qualification in 2005 by Level of Qualification, Gender and Ethnicity



Males were more likely than females to do so, and Māori and Pasifika candidates were considerably more likely to do so than those from other ethnic groups.

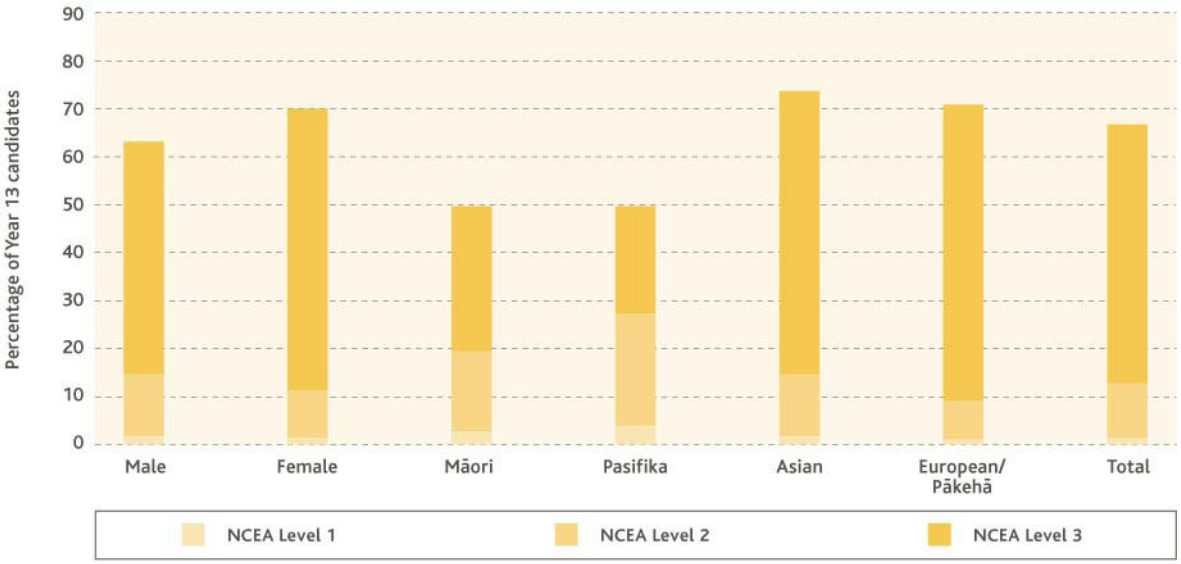
Candidates can study at multiple levels in the same year. Many of the candidates who completed Level 1 qualifications in Year 12 also gained credits towards a Level 2 qualification in the same year.

Achievement by Year 13 Candidates

Just over half (54 percent) of Year 13 candidates gained NCEA Level 3 in 2005 (Figure 1.5), compared with 51 percent in 2004.

In addition, some Year 13 candidates gained NCEA Level 1 or NCEA Level 2. However, the percentage was slightly lower in 2005 than in 2004. This is due to more Year 13 candidates having gained their lower level qualifications in earlier years of studying. Those staying on in Year 13 are more likely to be working towards Level 3 instead of completing lower level qualifications than was the case in 2004.

Figure 1.5: Year 13 Candidates Who Gained an NCEA Qualification in 2005 by Level of Qualification, Gender and Ethnicity



The proportion of candidates to attain University Entrance (UE) in 2005 was similar to that in 2004. Around half of all Year 13 candidates gained UE.

Scholarship

In 2005, Scholarship changed from a stand-alone qualification on the NQF to a monetary award. A student who achieves three or more Scholarship results receives a financial grant for three years, provided they maintain at least a B-grade average in their tertiary studies. A range of Scholarship awards is available, depending on the number and quality of the student's results. Awards are the Premier Award ($10,000 per year), the Outstanding Scholar Award ($5,000 per year), the Top Subject Scholar Award ($2,000 per year) and the Scholarship Award ($2,000 per year).

More than 5,500 students took part in Scholarship exams in 2005, with 1,808 students receiving awards.

The Second Cohort – Accumulation of Credits between 2003 and 2005

The flexibility of the NQF allows students to build up credits towards a qualification over time. Students who do not gain a qualification in one year retain any credits they gained, can add to them in subsequent years, can complete a qualification and can continue to gain credits towards their next qualification. The information available on NQF study allows us to follow the achievement of groups of students over time and track their progress.

The first time that progress was tracked in this way was last year, 2004, when those Year 11 students who studied on the NQF in 2002 (the 2002 cohort) were followed through to 2004. With the new data, we can track a second cohort – those Year 11 students who studied on the NQF in 2003 – and see where they got to by 2005.

The 2003 cohort is made up of 50,800 candidates who were in Year 11 at the time. By the end of 2005, over three-quarters (78 percent) of this cohort had gained at least one NQF qualification.[12] The rest had gained at least some credits. Nearly a third (31 percent) of the 2003 cohort followed a 'linear' study path, gaining three qualifications (one qualification per year from 2003 to 2005). The remainder of the 2003 cohort participated at different levels at different times over the three years, with 25 percent gaining two qualifications and 22 percent gaining one qualification.

Some of the cohort (22 percent) did not gain a qualification over the period 2003 to 2005. Most of these candidates stopped participating in the NQF after Year 11.

The pattern of achievement of the 2003 cohort was similar to that of the 2002 cohort, with achievement levels being higher in some areas. Although there are some differences between the achievement of candidates in the two cohorts, the achievement levels are similar overall. This suggests that the introduction of the new system did not unduly impede the first cohort of candidates to go completely through the NQF system.

A more detailed breakdown of the achievement of the 2003 cohort is provided at the end of this chapter.

[12] An NQF qualification includes both NCEA and other qualifications on the NQF framework.

Table 1.1: Highest Attainment of School Leavers, 2005

Highest Attainment	European/ Pākehā %	Māori %	Pasifika %	Asian %	Other %	All School Leavers %
UE, Level 3 qualification or higher	38	12	14	58	32	33
Halfway to a Level 3 qualification[1]	8	7	13	11	11	9
Level 2 qualification	17	13	18	11	13	16
Halfway to a Level 2 qualification[2]	8	10	14	7	9	9
Level 1 qualification	8	8	5	3	4	7
Halfway to a Level 1 qualification[3]	8	13	12	4	9	9
Less than halfway to a Level 1 qualification[4]	4	10	10	2	6	6
Little or no formal attainment[5]	10	25	15	5	16	13
Total	**100**	**100**	**100**	**100**	**100**	**100**

[1] 30+ credits at Level 3 or above.
[2] 30+ credits at Level 2 or above.
[3] 40+ credits at Level 1 or above.
[4] 14–39 credits at Level 1 or above.
[5] 0 credits or 1–13 at Level 1 or above.

SCHOOL LEAVERS IN 2005

The previous sections on NCEA discussed the performance of students at each level of the NQF and provided some insight into the cumulative performance of the 2003 cohort of students. 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. Unlike that in the previous sections, this data also includes students who are gaining qualifications outside of the NQF.

The overall picture for 2005 school leavers is positive, with the evidence showing raised levels of achievement.

Changes to the qualification system and, consequently, to the way in which school leaver data is recorded make comparison 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. These key indicators suggest that NCEA has had a positive impact, with a greater proportion of leavers attaining NCEA Level 3/ University Entrance and fewer leaving with no attainment since its introduction.

School Leavers with Little or No Formal Attainment[13]

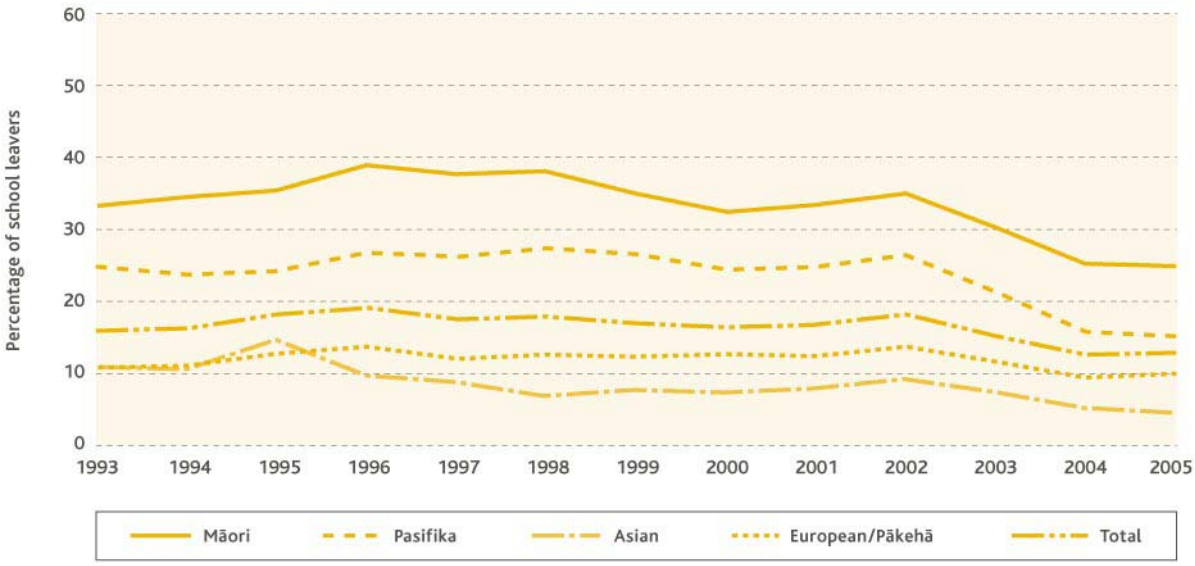
A formal school qualification is a measure of the extent to which young adults have completed a basic prerequisite for higher education and training for many entry-level jobs.

Table 1.2: Percentage of School Leavers with Little or No Formal Attainment, 2005

Group		Percentage
All students		**13**
Gender	Male	14
	Female	12
School decile	Deciles 1–3	22
	Deciles 4–7	13
	Deciles 8–10	7
Ethnic group	European/Pākehā	10
	Māori	25
	Pasifika	15
	Asian	5
	Other	16

[13] From 2005, this includes students with between 0 and 13 credits at Levels 1, 2 or 3. Between 2002 and 2004, this includes 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 had less than 12 credits at Level 1 of the NQF.

Figure 1.6: Percentage of School Leavers with Little or No Formal Attainment by Ethnic Group, 1993–2005



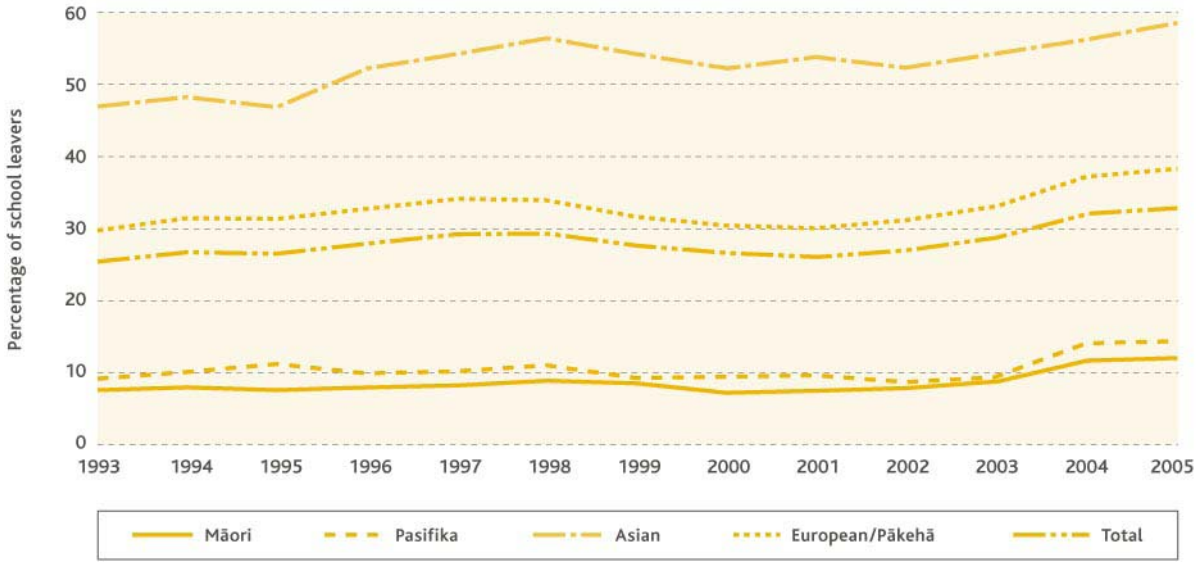
People with no qualifications have high unemployment rates when compared with those with school or tertiary qualifications. In New Zealand in 2005, people with no qualifications had an unemployment rate of 6.4 percent, considerably higher than that for people with qualifications (4.2 percent for those with school qualifications and 2.2 percent for those with bachelors degrees or higher).

Educational qualifications are also linked to labour force status and incomes. For example, the median income of wage and salary earners with no qualification was less than 40 percent of the income of those with a bachelor's degree or higher.

In 2005, 13 percent of all school leavers left school with little or no formal attainment (Figure 1.6). 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 results for the proportion of school leavers with little or no formal attainment for 2005 are similar to those for 2004. After close to twenty years of little change, the last three years have shown a decline in the

Figure 1.7: Percentage of School Leavers with University Entrance or Higher by Ethnic Group, 1993–2005



proportion of school leavers in this group (from 18 percent in 2002 to 13 percent in 2005).

The proportion of Māori and Pasifika students leaving with little or no formal attainment has also improved considerably. In 2002, 35 percent of Māori and 26 percent of Pasifika school leavers left with little or no formal attainment, but by 2005, this had improved to 25 percent for Māori and 15 percent for Pasifika school leavers. As the schooling system has historically been less effective for Māori and Pasifika students, this improvement is promising.

School Leavers with University Entrance or Higher

Students with University Entrance or higher are able to enter directly into further tertiary study.

In 2005, 33 percent of school leavers achieved at least an entrance qualification, compared with 27 percent in 2002 (Figure 1.7). Females achieved at higher rates than males, with 38 percent attaining at least an entrance qualification, compared with 28 percent of males.

ENROLLING IN TERTIARY EDUCATION

Working to raise achievement for all school students includes encouraging and supporting those who leave school with a qualification to proceed into 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 to proceed directly to tertiary education after leaving school and to enrol in a degree course. Of the 2004 school leavers, 35 percent from high decile schools, 19 percent from medium decile schools and 10 percent from low decile schools enrolled in a degree course in 2005. This represents a similar picture to that seen in 2003.

Of the 2004 school leavers who went directly into tertiary education, 52 percent were female. Only in certificate courses did the first-year enrolments of males outnumber those of females.

Most of the demographic differences are a result of the differences in the qualifications with which students leave school. For example, students who leave with University Entrance from medium decile schools are just as likely to proceed directly to a degree course (46 percent) as students who leave with University Entrance from high decile schools (46 percent). Students who leave school with little or no attainment are the most likely to proceed directly to tertiary education (78 percent), typically enrolling in certificate courses. Over a third of the students who do not achieve a qualification at school will go on to complete a tertiary qualification within five years.

A number of students take a break between schooling and tertiary education. Of the students who left school in 2002, 15 percent took a break of up to three years between leaving school and enrolling in tertiary education.

CONCLUSION

New Zealand students continue to perform well when compared with those in other countries. However, there is still a group of students who are not achieving as well as most of their peers. Focused initiatives in the areas of literacy and numeracy appear to be making a difference, for low-achieving students in particular.

In recent years, since the introduction of NCEA, more students have left school with qualifications than did so in previous years. After close to 20 years of little change, the proportion of students leaving school with little or no formal attainment has dropped over the last three years from 18 percent to 13 percent. A third of all students now leave school with University Entrance or a Level 3 qualification.

Although these results are promising, there is a continuing need to focus on strong foundations for all students and to encourage students to gain qualifications before completing secondary school.

The Cohort of 2003: What Did They Achieve in 2004 and 2005?

This section discusses in more detail the progress over time of the students who were in Year 11 in 2003 and participated on the NQF. These students make up the second cohort we have been able to track and will be referred to as the 2003 cohort. Comparisons are made with the group of students who preceded them – the 2002 cohort.[14]

The focus of this section is on two parts of the 2003 cohort – those who gained a qualification in Year 11 and those who did not.[15] The 2003 cohort contains 50,800 candidates – 61 percent of these candidates gained a qualification in Year 11; 39 percent did not.

Overall, the patterns of study of the 2002 and 2003 cohorts are similar, with candidates more likely to continue with study if they gain a qualification in Year 11. However, there has been an improvement in retention for those in the 2003 cohort, who were more likely to stay on until at least Year 12 and, consequently, were more likely to gain at least one qualification compared with students in the 2002 cohort.

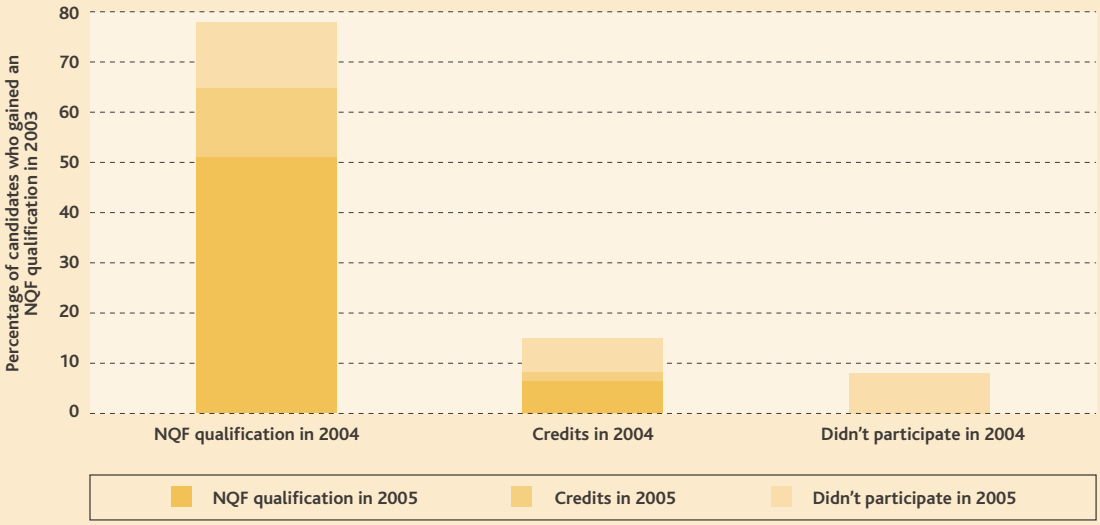
Those Who Gained a Qualification in 2003

Two-thirds (61 percent) of the 2003 cohort gained a qualification while in Year 11. This is a similar rate to that of the 2002 cohort.

Most of the cohort who first gained a qualification in 2003 undertook two more years of study on the NQF. Gaining a qualification in Year 11 means that a candidate is much more likely to stay on in study and is more likely to gain qualifications in later years (illustrated by comparing Figure 1.8 with Figure 1.9).

Figure 1.8 shows that 78 percent of those who gained a qualification in 2003 went on to gain a second qualification in 2004. Just over half (51 percent) gained a third qualification in 2005.

Figure 1.8: Year 11 Candidates Who Gained a Qualification in 2003: How They Achieved in 2004 and 2005



[14] A slightly different method has been used here, so the numbers are not comparable with those in last year's report. The main change is that qualifications include both the NCEA and non-NCEA qualifications on the NQF.

[15] Some students in the cohort may have gained other non-NQF qualifications. These are not measured in this analysis.

These results are higher than those for the previous cohort (in which 69 percent gained a second qualification and 44 percent gained a third qualification).

In addition to those who gained three qualifications by the end of 2005, 6 percent of the cohort gained their second qualification by the end of 2005.

More of those in the 2003 cohort than those in the 2002 cohort continued to study on the NQF after gaining their first qualification. Only 8 percent of the 2003 cohort group did not return for further study, compared with 13 percent of those in the 2002 cohort group.

Females are more likely than males to gain qualifications. However, the difference between males and females is closing. For example, 46 percent of males in the 2003 cohort gained three qualifications compared with 55 percent of females. In contrast, 37 percent of males in the 2002 cohort gained three qualifications, compared with 50 percent of females.

European/Pākehā candidates in the 2003 cohort remain the most likely group to gain a qualification in Year 11, followed by Asian, Māori and Pasifika candidates. However, Pasifika candidates are more likely than Māori candidates to gain a second qualification.

Pasifika candidates in the 2002 cohort group were the most likely to participate for three years, and Pasifika candidates in the 2003 cohort maintain their level of participation, now matched by their Asian peers.

Those Who Did Not Gain a Qualification in 2003

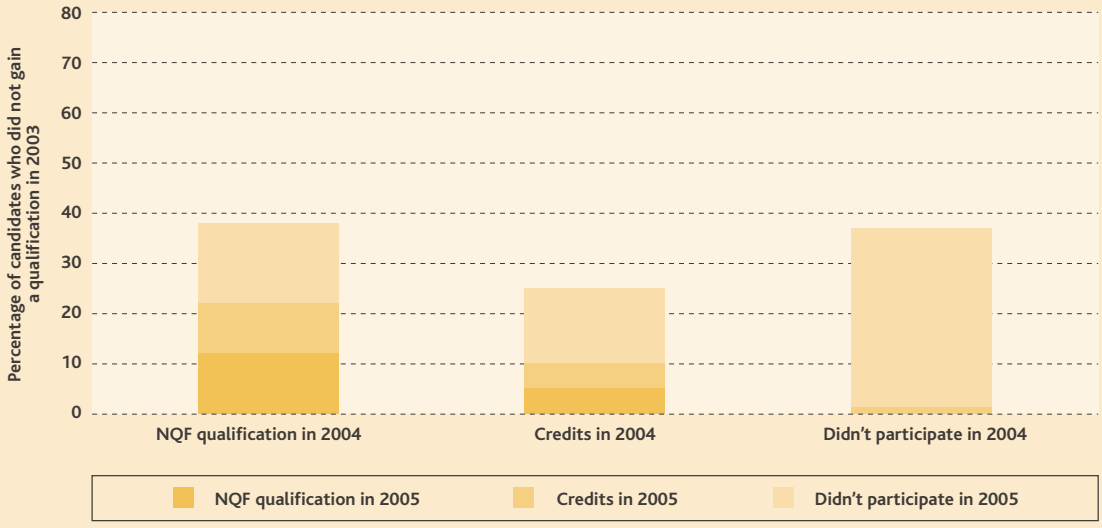
Thirty-nine percent of the 2003 cohort did not gain a qualification in Year 11. This is a similar rate to that of the 2002 cohort.

The majority (64 percent) of those who did not gain a qualification in 2003 continued to study, with 44 percent successfully gaining a qualification by the end of 2005 (Figure 1.9). More of these candidates stayed on in study than those in the previous cohort (61 percent).

After three years, 44 percent of those who did not achieve a qualification in Year 11 had gained at least one qualification. Most (39 percent) gained their first qualification in 2004, with 5 percent gaining their first qualification in 2005. Twelve percent went on to gain a second qualification in 2005.

As last year, Pasifika and Asian candidates who did not gain a qualification in Year 11 were more likely than other students to stay in study and gain qualifications or more credits, whereas Māori and European/Pākehā candidates were more likely to stop participating on the NQF. The differences in participation between these two groups are stronger in the 2003 cohort.

Figure 1.9: Year 11 Candidates Who Did Not Gain a Qualification in 2003: How They Achieved in 2004 and 2005



Student, Family and Community Engagement

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 schooling. There are many influences on student engagement, among them the classroom climate and wider school environment, relationships with teachers and peers and the involvement of students' 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 with their school and attend regularly. Most stay on beyond compulsory schooling, and many continue on to tertiary education.

Engagement with Learning

The more students are engaged with learning, the more likely it is that they will be successful. Many factors influence student engagement with learning, such as the environment in which learning takes place and students' attitudes towards the subjects they are learning. Students with positive attitudes tend to achieve better, and so it is concerning that some become less positive about learning as they get older. The transition from primary to secondary school is one particular challenge that students face.

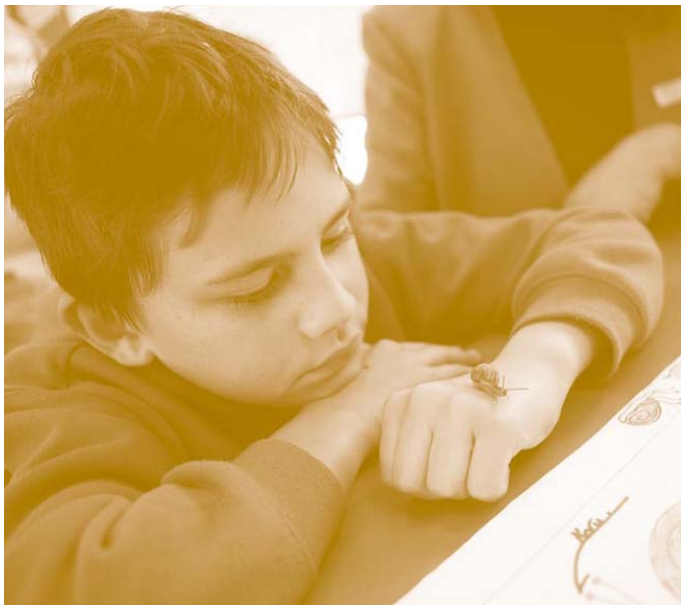
Two-thirds of the students in the Competent Children, Competent Learners Project[16] at age 14 enjoy learning and show engagement in school. For the third of students who do not find school engaging, disengagement is more passive than active.

The study found that students who are engaged in learning are likely to be in positive learning environments – those where there is good feedback, relevant teaching, challenging work, and a focus on learning at the students' pace and where they are not overtly compared.

Positive learning environments are conducive to achievement. Last year, it was reported that many New Zealand students feel anxious when doing mathematics, and that anxiety is related to students' achievement in the subject[17] – students who are less anxious do better. The extent to which students enjoy a subject and feel that the learning experience contributes positively to their lives influences their achievement.

Parents and teachers play important roles in building students' confidence in, and enthusiasm for, learning. The study *Attitudes to Reading, Writing and*

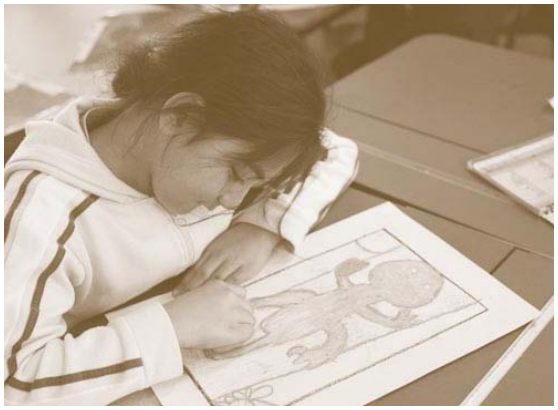
[16] Wylie, C. and Hipkins, R. (2006). *Growing Independence: Competent Learners @ 14 Project.* Wellington: Ministry of Education.
[17] Ministry of Education (2005). *New Zealand Schools Ngā Kura o Aotearoa 2004 : A Report on the Compulsory Schools Sector in New Zealand.* Wellington: Ministry of Education.



Mathematics[18] found that appropriate encouragement and expectations from parents and teachers lead to schooling success. It is therefore important that students know what others think of their ability. Between the first NEMP survey in 1997 and the 2005 survey, the percentage of students who said they didn't know how good their parents or teachers thought they were at mathematics reduced. In 2005, only 10 percent of Year 4 students and 14 percent of Year 8 students didn't know how good their parents thought they were at mathematics, compared with 16 percent and 24 percent of Year 4 and Year 8 students respectively in 1997. A similar improvement in results was apparent for students who didn't know how good their teachers thought they were at mathematics (24 percent of Year 4 students in 2005 compared with 28 percent in 1997 and 30 percent of Year 8 students in 2005 compared with 41 percent in 1997). Although these reductions are positive, a sizeable group of students is still not aware of their parents' or teachers' views on their mathematical capabilities.

In *Attitudes to Reading, Writing and Mathematics*, the relationship of students' attitudes (their liking of the subject and their confidence to do the subject) to their actual achievement in asTTle tests was examined. Students who are positive towards a subject generally score higher than those with negative attitudes. However, as the year level increases, even the higher achieving students have less positive attitudes.

An increase in negative attitudes as students get older is also evident in other national studies. The NEMP results for 2005 show that, although New Zealand students are generally positive about the subjects[19] they are learning, there are substantial differences between Year 4 and Year 8 students in some areas: 76 percent, 80 percent and 84 percent of Year 4 students indicate that they like hunting for information, social studies and mathematics respectively, but only 60 percent, 72 percent and 73 percent of Year 8 students indicate that they like these activities. Previous NEMP surveys have also shown that Year 8 students are less inclined



[18] Ministry of Education (2006). *Attitudes to Reading, Writing and Mathematics.* Wellington: Ministry of Education.
[19] In 2005, NEMP assessed mathematics, social studies and information skills.

than Year 4 students to give positive ratings of subjects, indicating that students' enjoyment of subjects decreases with age.

In the Competent Children, Competent Learners Project, researchers found an increase in reported boredom levels at school as students got older, rising from 12 percent at the time of the last study, when the students were aged 12, to 34 percent upon entering secondary school at age 14.

The reasons for students' change in outlook as they get older are complex. Concerns have been raised about the impact of the transition from primary to secondary school on student performance. In the Competent Children, Competent Learners Project, taking a longer time to settle into secondary school was found to have a negative association with confidence, but no evidence was found that the transition to secondary school negatively affected these students' performance. Prior performance and engagement in school carried more weight in early secondary performance and engagement than the transition itself.

The results so far from *A Study of Students' Transition from Primary to Secondary Schooling: A Work in Progress*[20] indicate that most students in the study (58 percent) are very positive about school in Year 8, saying that they 'definitely' enjoy it. Although the transition to secondary school is unsettling for many students, after a term, a similar proportion (60 percent) say that they are 'definitely' enjoying school. Most students find a lot to enjoy at secondary school, such as increased social opportunities, positive interactions with teachers and opportunities to learn new things.

The study identifies a number of factors that seem to impact on how engaged students are at secondary school, including their social networks, their relationships with teachers, aspects of what and how they are learning in class and how they view themselves as learners (for example, whether they are easily distracted).

What schools and teachers do to help Year 8 students to prepare for secondary school and to facilitate the transition for Year 9 students does help. The teachers involved in the study emphasise the importance of establishing and maintaining strong links between primary and secondary schools to best meet the needs of students before, during and after transition. In this way, teachers cater for the needs of individual students.

For some groups of students, transitions are more challenging. Students with special needs can face difficulties moving from classroom to classroom, from special school classes to mainstream classes, from home to school, and between school and community. Such transitions are important in students' lives, and well-planned transitions enable students to move successfully between these settings. An ERO evaluation of the Ongoing and Reviewable Resourcing Scheme (ORRS) in 2005[21] found that schools play a central role in supporting such transitions. This evaluation highlighted the importance of co-operation between schools, with primary principals and teacher aides meeting with secondary school co-ordinators of special needs and discussing these students' academic progress with secondary schools.

Engagement with 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.

[20] Ministry of Education (2005). *A Study of Students' Transition from Primary to Secondary Schooling: A Work in Progress.* Wellington: Ministry of Education.

[21] Education Review Office (2005). *An Evaluation of the Ongoing and Reviewable Resourcing Schemes.* Wellington: Education Review Office.

Most New Zealand students are positive about their classroom teachers and their classmates.[22] 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. New Zealand students are more positive than the OECD average.[23] This is especially encouraging given the strong relationship between achievement and the quality of interactions between students and teachers (see Chapter Three).

Despite this, some students do become disengaged in the classroom environment. In the Competent Children, Competent Learners Project, one of the main factors associated with being disengaged is a disrupted learning environment, for example, where other students are disruptive, classes are interrupted or students ignore the teacher.

In PISA 2003, principals identified disruptive behaviour as the second most frequently indicated obstacle to learning (just behind student absenteeism). For 41 percent of New Zealand 15-year-olds, principals report that learning is hindered by students disrupting classes. New Zealand is among the countries where this percentage has increased by at least 10 percentage points since PISA 2000. This is important because students tend to perform better in schools perceived to have fewer incidents of disruptive behaviour.

From the students' perspective, having 'noise and disorder' is the most frequently reported disciplinary problem in their mathematics lessons. Forty-seven percent of New Zealand students report the occurrence of 'noise and disorder' in every lesson or most lessons, compared with an international average of 36 percent. Students who report fewer disruptive situations in class tend to have higher achievement than students who report more frequent occurrences of disruption.

Engagement with the School

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 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.

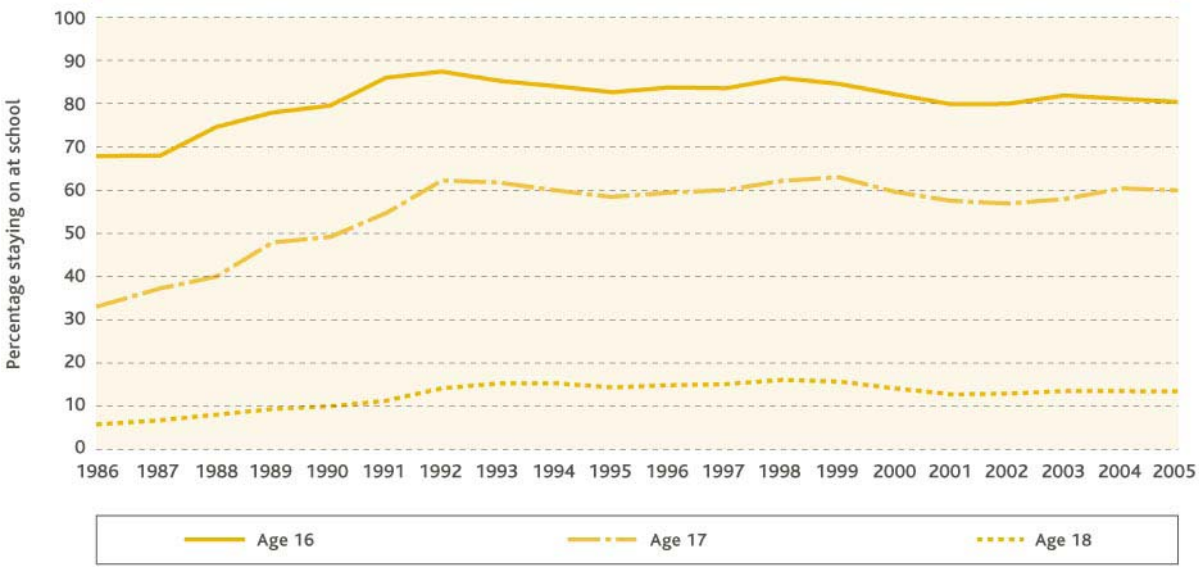
Staying on at School

International evidence is clear 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

[22] 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.

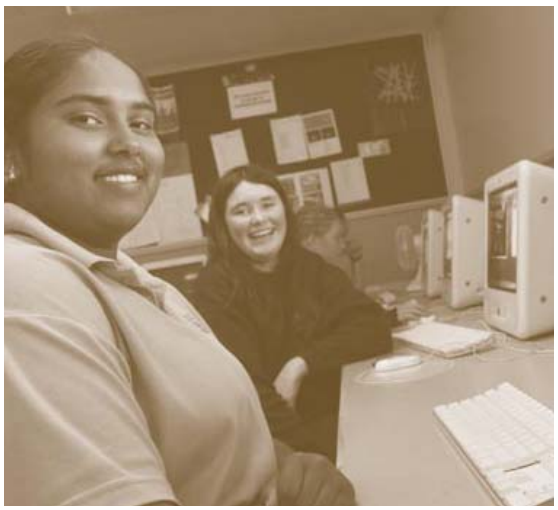
[23] Organisation for Economic Co-operation and Development (2004). *Learning for Tomorrow's World: First Results from PISA 2003.* Paris: Organisation for Economic Co-operation and Development.

Figure 2.1: Retention of 16- to 18-year-olds in School, 1986–2005



between staying on at school and reduced offending in adolescence. The positive effect of each additional year of schooling on incomes has been estimated to range from 5 to 10 percent.[24] At present, there is little systematic evidence about the comparative value of alternatives to senior 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 their school and the availability of alternatives, such as employment and learning opportunities in tertiary institutions.



In 2005, 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 shows that the retention of 16-year-olds, 17-year-olds and 18-year-olds has been steady over the last three years, although it has dropped since the late 1990s.

For some students who have difficulties engaging with school, attending an alternative education programme can enable them to re-engage in learning and stay on at school, enter a youth training programme or other tertiary course, or join the workforce. Many students in alternative education have significant barriers to learning, and positive outcomes from alternative education may, for them, include developing regular attendance and making progress with their level of literacy and numeracy.

During 2005, a total of 3,649 students were involved in alternative education. These students tended to be young, male and Māori, with three-quarters aged 14 years or under, two-thirds male and three-fifths Māori. Of the total number of students in alternative education in 2005, a quarter returned to an alternative education programme in 2006, 28 percent were continuing their education elsewhere (for example, on a youth training

[24] Norton, P., Sanderson, K., Booth, T. and Stroombergen, A. (2000). *A Literature Review of the Effect of School Resourcing on Educational Outcome: Report to the Ministry of Education.* Wellington: Ministry of Education.

programme, with The Correspondence School or in a mainstream school) and 7 percent had moved on to employment.

Students who cease to be enrolled in school are referred to the Non-enrolment Truancy Service (NETS). The NETS assists students to find a new educational setting. For those aged over 15, the NETS may help them to apply for an early leaving exemption from school in order to attend a course or take up employment.

In 2005, 34 percent of schools made referrals to the NETS, with around 8,200 young people being referred. Many of these young people (64 percent) were found to be either already enrolled in education (at another school) or exempt (had turned 16, had left New Zealand, etc.). A further 26 percent were helped to re-engage in education, and the remaining 10 percent of cases still had to be resolved. Between 2004 and 2005, the number of young people referred to the NETS increased by 36 percent, but most of this increase was found to be due to students who were actually still enrolled in education (see Table A18).

Some 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. The percentage of 15-year-olds receiving early leaving exemptions has been stable since 2002, with around 7 percent receiving an early leaving exemption each year.

Most (73 percent) of the 15-year-olds who received an early leaving exemption in 2005 intended to enter a youth training programme. A further 21 percent intended to enter full-time employment, and the remainder intended to go into a polytechnic course or a university course or had another intended destination.

A study of outcomes for early leavers in Wanganui going into youth training[25] raised some questions around the success of the transition from school to a youth training programme, finding that one in five early leavers failed to make that transition. In addition, fewer than half of those with early leaving exemptions left their youth training programmes to take up work or to pursue further (non-youth) training.

Trainees who leave school at age 16 or 17 stay longer in youth training, earn more NQF credits and enjoy better labour market outcomes than the early leavers, which reinforces the efforts of educators and administrators to engage and retain potential early leavers in school.

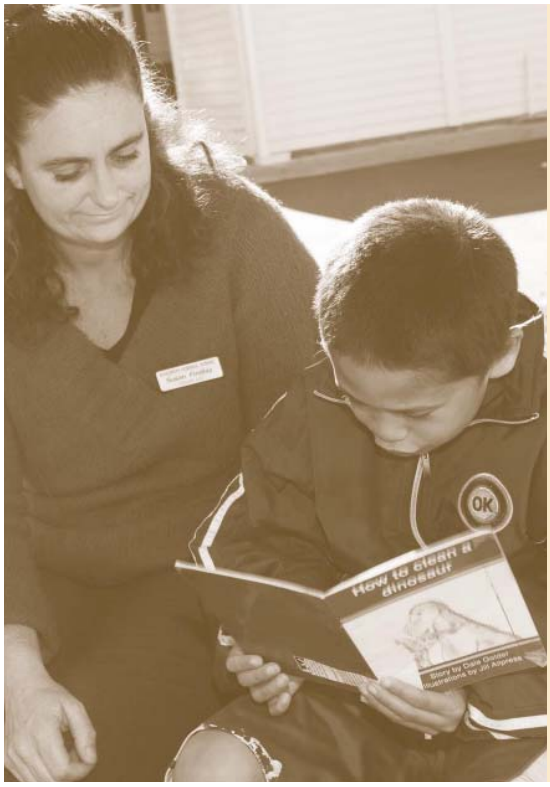
Lifelong Learning

Once students complete their schooling, many continue to be engaged in education. Overall, 79 percent of students attend some form of tertiary education within five years of leaving school, and the percentage of school leavers who go straight from school to tertiary education is increasing. Of those students who left school in 2004, 58 percent were enrolled in tertiary education in 2005, compared with 47 percent of 1998 school leavers. Much of this growth, however, has been in enrolments in lower level qualifications such as certificates.

Setting Boundaries

Although most New Zealand students are actively engaged in education, a number of challenges remain for educators, especially around issues of a disciplinary

[25] Corrigan, M. (2006). *Downstream from an Early Leaving Exemption – Outcomes for Early Leavers Going into Youth Training.* Wanganui: Ministry of Education.



nature, including student safety, school climate and managing difficult behaviours.

The TIMSS study in 2003[26] found that, in New Zealand, 19 percent of Year 9 students and 32 percent of Year 5 students are in a low category of safety in school (that is, reported antisocial events). This compares with international averages of 15 percent for Year 9 students and 23 percent for Year 5 students. A direct relationship has been demonstrated between Year 5 students' reporting of safety at school and their achievement in mathematics.

Bullying is a safety issue that has a wide-reaching impact on the recipients as well as on the initiators of such behaviour. Last year's report[27] found that bullying was a significant issue for schools, and new studies confirm that bullying remains a problem. In the Competent Children, Competent Learners Project, those who are currently bullying or who are both victims and bullies have lower average scores on the factors that relate to positive engagement in school and learning. In contrast, those who are not experiencing bullying have the highest average scores.

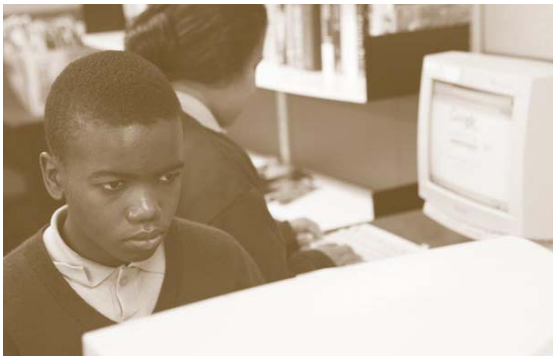
While bullying has always been a challenge for schools, the recent use of technology to bully is concerning. In 2005, the call centre for NetSafe (a programme developed by the Internet Safety Group) handled 750 queries about text bullying, representing 20 percent of their calls. International research shows that there is a strong link between text bullying and traditional forms of bullying, with 70 percent of text bullying victims also experiencing other forms of bullying.

Bullying in any form is harmful and should always be treated seriously. A clear and consistent response is needed to establish that this behaviour is unacceptable in the school community. The Education Review Office (ERO) is now reporting in all school reviews on the anti-bullying strategies in place, including the strategies to prevent text bullying.

Standing down or suspending students is one option a school may take in order to manage serious cases of

[26] Mullis, I., Martin, M., Gonzalez, E. and Chrostowski, S. (2004). *TIMSS 2003 International Mathematics Report.* Boston: TIMSS and PIRLS International Study Centre.

[27] 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.



disruptive or unsafe behaviour. Overall, the proportion of students who are suspended or stood-down is small, with less than 1 percent of the student population being suspended in 2005 and 3 percent being stood-down. The decision to stand-down or suspend is a difficult one, as student engagement and learning may be further compromised by a student being taken out of school.

The rate of suspensions has decreased in recent years, from 8.0 students per thousand in 2000 to 7.2 students per thousand in 2005. However, the rate of stand-downs has increased from 26.2 students per thousand in 2000 to 30.6 students per thousand in 2005.

Māori students had the highest rate of suspensions and stand-downs in 2005. The suspension rate for Māori students was 16.3 students per thousand, more than double that for students overall. The stand-down rate for Māori students was 58.4 students per thousand. In an effort to find alternative ways to re-engage these students in school, the Suspensions Reduction Initiative (SRI) was established in 2001, initially working with 86 secondary schools with historically high suspension rates for Māori. The SRI has helped to reduce the overall Māori suspension rate since 2000, when the rate was 19.4 per thousand students.

Most suspended students return to some form of schooling: returning to their own school, entering an alternative education programme or enrolling with The Correspondence School. A small proportion leave schooling.

School-wide approaches are needed to manage undesirable student behaviour and promote positive relationships. A range of initiatives can be used to help manage disruptions to learning and improve co-ordination across the various programmes already in schools. These initiatives are designed to encourage and help schools to promote information about these issues. They provide support to ensure that schools are safe and are able to focus on effective teaching and learning. (See the discussion box for an example of such an initiative.)

ENGAGING FAMILIES AND COMMUNITIES

The involvement of families and communities in the education of children and young people has an impact on their educational achievement. At July 2005, 762,790 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. There is a range of ethnic backgrounds among the student population, with increasing numbers of Māori, Pasifika and Asian students.

Engaging all of these students requires schools to recognise and value this diversity and to build partnerships with families and communities that are equally diverse.

Associated with this diversity is the potential for conflict and misunderstandings within school contexts. Conflict and misunderstandings can reduce and discourage parent and community involvement in school life. This is an important issue because families and communities strongly affect social and academic behaviour and learning by students. It is paramount that the home and the school work together to support students.

The *Literature Review on the Effective Engagement of Pasifika Parents and Communities in Education*[28] suggests that recognition of cultural difference and

[28] Gorinski, R. and Fraser, C. (2006). *Literature Review on the Effective Engagement of Pasifika Parents and Communities in Education.* Wellington: Ministry of Education.

Inglewood Primary School[29]

Around three years ago, Inglewood Primary School decided to adopt an American-based, school-wide behaviour model now known as the Effective Behaviour System. The principal was motivated by research that showed a correlation between behaviour and academic achievement.

The teachers found that they were spending a large amount of time dealing with minor behavioural issues and that this had a detrimental effect on teaching time. The principal and senior management team wanted to evolve a system that was school-based, school-wide and consistent – a system that was agreed between all those involved and that could be communicated and understood.

The Effective Behaviour System offered this school a chance to create consistent, school-wide expectations, as well as providing a method of data-based decision making within the school's programmes. The school recorded and logged its data on behaviour management in an offsite database. Good evidence in a database is a useful tool for de-escalating situations. If a student's name comes up frequently, early intervention and preventive action stop such behaviour progressing.

The school established a recognition system that focuses on and acknowledges appropriate behaviour. They also developed a system for modelling good behaviour.

The programme established an agreed set of expectations around some core values. These values became embedded within every aspect of the school system – assemblies, school reports, planning, job descriptions and performance management.

Focused and ongoing in-service training gave the teachers a wide array of skills to deal with and understand these types of situations.

The principal says that the school has achieved consistency in terms of expectations for both students and staff, who are both now able to maintain their focus on academic outcomes. Furthermore, the school is now better equipped to deal with those issues that do arise.

The principal has seen a de-escalation of behavioural issues at this school as a result of developing a positive culture of emotional competence in relationships.

ethnic diversity among Pasifika students and their families is critically important for schools. Understanding the cultural barriers that racial and ethnic minority families face and working towards the development of strategies to address these is a starting point in ensuring the engagement of Pasifika parents and communities.

The challenges and barriers to achieving positive parent community-school interaction include communication issues, parents' respect for authority and lack of confidence when engaging in dialogue with teachers, parents being unable to support home-school interaction due to employment demands, and lack of expertise among teachers and school administrators in home-school collaboration. When these challenges are not addressed, home-school relationships can become antagonistic or adversarial, even when, in fact, both parents and other caregivers and schools may share similar objectives and concerns for student success.

The literature review identified strategies that support the effective engagement of parents and communities in schools. These include having parental involvement as tutors, collaborators or co-learners; parent workshops where parents learn skills that enable them to become active participants in their children's education; literacy programmes to support students' learning at home and in the classroom; collaborative models of parent and community involvement in decision making, enabling

[29] Tringham, K. (2006, May 22). "Relationships and Behaviour". *New Zealand Education Gazette Tukutuku Kōrero*, vol. 85 no. 8, pp. 13–15.

them to work actively on behalf of their children; and reporting to parents on student achievement.

Similar strategies have been put into place in many of the schools involved in the Suspensions Reductions Initiative (SRI). These schools have successfully involved communities, iwi and whānau in reducing Māori suspension statistics and improving and sustaining Māori student retention and achievement.

Many SRI schools are developing alternatives to suspension, emphasising prevention and early intervention strategies. A strong connection between the school and the home is a crucial factor in improving educational outcomes for students, and many SRI schools are finding that developing and sustaining links with families and whānau are an important component in addressing the needs of students at risk of suspension.

These schools are employing a variety of initiatives to reduce suspensions, usually using a combination of approaches rather than focusing on a single practice. These include calling on the resources of the local Māori community, involving family/whānau, working with external agencies (particularly focusing on interagency co-ordination of services to schools, students and their whānau), improving community consultation, and instituting ongoing liaison with the community, using community leaders and other support people.

Special Education

Ensuring good links between families, communities and educators is especially important for children with special needs.

Parents of special needs children want their children to be able to take their place in society when they are adults – to live independently in a community that accepts them. Engaging with local communities to share information about the provision of special education is an important step in increasing awareness and equitable access to resources and in promoting appropriate and effective inclusive educational settings.

In the 2005 special education local service profiling exercise, parents and educators agreed that students with special educational needs face difficulties in making the transition to new learning environments and services. They want all those working with students with such needs to co-ordinate and co-operate because this is vital to delivering services that are less fragmented, making transitions smoother for students and making it easier for students to access the help that they need.

The exercise identified the desire for good or improved relationships and networking between all the groups working in special education, particularly when it comes to access to schooling, services and resources. This includes relationships between agencies, between agencies and the home, between agencies and the school, and between the school and the home. Parents, in particular, feel that positive relationships are the starting point for quality service.

The ERO's evaluation of the Ongoing and Reviewable Resourcing Schemes in 2005 reaffirmed that effective schools encourage all the key people involved in students' lives to work

Team-Up

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. Similarly, teachers who tap into a student's cultural and home experience can make learning more relevant and, as a consequence, more successful in the classroom.

To monitor and be involved in their childrens' learning, parents and whānau need access to good information about their children. It is also important for parents and families to know about the school system so that they can talk with confidence with teachers and have more meaningful interactions.

To encourage parents to team up with their children, teachers and whānau to support students as they learn, the Ministry of Education has set up Team-Up, a new information programme.

Launched in 2005, it provides a range of resources to assist families and whānau to help their children to learn by encouraging their children to be the best they can be, ensuring that they have knowledge about how and what their children learn, understanding the positive contribution they can make, and understanding how the education system works.

The initial focus of Team-Up has been to encourage parents to support their children's learning at home, but the programme is also encouraging parents to make links with the school by meeting their child's teacher, attending school open days and getting the most from parents' evenings.

Schools themselves play a vital role in supporting these interactions by reaching out to their communities and encouraging parents and whānau to value learning and to participate in improving the outcomes for their children.

together as a team.[30] This includes having a clear understanding of their own roles and responsibilities and those of others in delivering and supporting students' learning. Such schools involve parents and other caregivers as partners in their children's learning. They take all reasonable steps to inform parents of their child's progress, encourage active participation in matters important to the student's education, help parents to understand the curriculum and encourage parents to participate in the life of the school.

In this evaluation, 73 percent of schools consulted effectively to meet students' needs. School consultation practices are effective when the views of key people, such as teaching staff, parents and students, are included in decision making. Research findings suggest that outcomes for students are enhanced when all the key stakeholders, including the students themselves, are involved in planning the students' learning programmes.

CONCLUSION

Results from a range of indicators show that most New Zealand 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 needed to contribute to society.

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.

The strategies that work are providing safe learning environments, developing school-wide initiatives to address disruptive behaviour and bullying, reducing the use of suspension and expulsion, supporting and accepting ethnic identity and culture, and developing strong home-school relationships.

[30] Education Review Office (2005). *An Evaluation of the Ongoing and Reviewable Resourcing Schemes.* Wellington: Education Review Office.

Effective Teaching 03

Effective teaching leads to improved outcomes for students. When effective teaching occurs, teachers are:

> focused on achievement and improving outcomes for their students

> using their pedagogical and subject knowledge to enable students to develop successful learning strategies and acquire knowledge

> providing an environment that allows all students to have opportunities to learn.[31]

There are over 762,790 students in New Zealand schools. These students have a diverse range of ethnicities, experiences and characteristics (Tables A12, A13 and A16) with diverse levels of achievement (Tables A1–A5). Recognising this diversity and addressing the learning needs of each and every student in the classroom is the core of effective teaching and has positive impacts for all students, whether high achievers or low achievers.

SETTING THE DIRECTION FOR LEARNING

The New Zealand Curriculum sets the direction for learning in New Zealand schools by providing a framework for teaching and learning. It establishes the principles that give direction to all teaching and learning. It identifies the essential learning areas and skills and defines the national achievement aims and objectives for all students.

Over 15,000 teachers and other key stakeholders have been involved in the redevelopment of the curriculum through the New Zealand Curriculum Marautanga Project. This project aims to raise achievement through clarifying and refining curriculum outcomes and focusing on effective teaching. The new curriculum will strengthen school ownership of the curriculum and support communication and partnerships between schools, parents, whānau and communities. It sits alongside Te Kaupapa Marautanga o Aotearoa, the project for developing a curriculum for kaupapa Māori.

Consultation on the draft of the revised curriculum will occur in 2006, with the final document to be published in 2007.

CURRICULUM RESOURCES AND PROFESSIONAL LEARNING

This year, there have been a number of reports on initiatives and research projects that sought to improve understanding of effective teaching across particular curricular areas. These include literacy, numeracy, second language learning and technology as well as such cross-curricular subjects as information literacy and ICT.

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


Pataiao

Literacy

As discussed in Chapter One, both the PIRLS and PISA international research programmes found a relatively wide gap between New Zealand's high achievers and low achievers in reading literacy, with some students performing very well and others performing below international averages for comparable countries. Literacy acquisition continues to be a strong focus for schools.

The focus on literacy in schools has been supported by The Literacy Professional Development Project (LPDP).[32] Over 1,100 Year 1 to 8 teachers in 91 schools have been involved. The project aims to make literacy teaching more effective by following an evidence-based approach that uses achievement data to monitor effective teaching practice. The primary goal is to measurably improve student achievement, but it also aims to foster a strong professional learning community focused on teaching that is informed by achievement data. The programme occurs in three phases, with schools moving through the phases at their own pace. During the initial phase, teachers collect evidence on students' literacy achievement (using tools such as STAR or asTTle). This information is then used to set or refine student achievement goals and to identify professional learning goals for teachers and school leaders. In the second phase, teachers investigate their own effectiveness by using student data to inform teaching decisions and monitor the impact of changed teaching practice on the achievement of target students. During this time, the teachers are exposed to school-based professional development. School leaders are guided towards using assessment data to help their planning and decision making and are supported in leading professional learning in literacy. This professional learning extends teachers' literacy content and pedagogical knowledge as well as supporting their inquiry into the effectiveness of their teaching practice. The final phase of the LPDP emphasises making practice sustainable. In this phase, schools work towards ensuring that new teaching practices and school-wide processes for monitoring students' progress and supporting effective practice become part of regular school activities.

Teachers' involvement in the LPDP project has led to improved outcomes for students (see Chapter One), with the lowest achieving students exhibiting the greatest improvement.

Numeracy and Mathematics

Numeracy is another important element of a student's education, and, as with literacy, there is considerable diversity of achievement. However, as discussed in Chapter One, there has been some improvement in numeracy achievement in recent years.

The ERO recently reported on the effectiveness of mathematics teaching in Years 4 and 8.[33] It found that 51 percent of teachers were consistently effective or highly effective in teaching mathematics, with a further 40 percent being effective in one area of teaching or more (Table 3.1). The ERO found that teachers were providing lessons that were practical, interesting and challenging. They considered schools to be well

Table 3.1: Effective Teaching in Mathematics

	Highly Effective %	Effective %	Partially Effective %	Not Effective %
Design and implementation	29	46	22	3
Resource use	22	46	30	2
Subject and pedagogical knowledge	26	51	19	4
Effective teaching of diverse students	17	52	26	5
Assessment	34	36	27	3
Engagement of students	33	46	17	4

[32] Ministry of Education (2006). *Literacy Professional Development Project.* Wellington: Ministry of Education.
[33] Education Review Office (2006). *The Quality of Teaching in Years 4 and 8: Mathematics.* Wellington: Education Review Office.

resourced in mathematics, and teachers were using these resources well and modifying their teaching strategies to facilitate learning. Most students showed engagement in their mathematics learning, and their teachers were knowledgeable in mathematics.

The ERO identified some areas where teachers could improve their mathematics teaching. These included using assessment better to give constructive feedback to students and to adapt classroom programmes to make learning meaningful for diverse students as well as integrating ICT better into planning, teaching and learning in the classroom.

The Numeracy Development Project (NDP)[34] is helping to improve teachers' use of assessment as a tool for effective teaching in mathematics. Almost every teacher of Year 1 to 3 students, many teachers of Year 4 to 8 and increasing numbers of Year 9 and 10 teachers have been involved. The NDP's goal is to improve student performance in mathematics by improving the professional capability of teachers. The project is focused around the number strand from *Mathematics in the New Zealand Curriculum* and includes strategy and knowledge sections. Strategy is the mental process students use to estimate answers and solve operational problems with numbers. Knowledge involves the mathematical facts that students need to learn. It is important that students make progress in both sections of the framework.

The NDP has identified examples of good practice in numeracy teaching. For classes with high numbers of Māori students,[35] treating mathematics learning as a collective, rather than individual, goal is effective. More able students are asked to act as student teachers, and students of lower ability are kept informed about high-achieving students' work programmes as 'this is where you are going to go'. For Pasifika students, some of whom speak a language other than English at home,[36] using techniques that have been found to improve English for Speakers of Other Languages (ESOL) students' numeracy is effective. This approach involves a greater emphasis on the use of the mathematics register rather than colloquial and conversational English. This enables the students to focus on the mathematical concepts instead of untangling the English around the concept.

An evaluation of Te Potutama Tau[37] (the NDP for Māori-medium schools) also raised the issue of the impact of first language background on mathematical learning, suggesting that further investigation on the impact of the structure of te reo Māori on students'

[34] Holton, D. (2005). "Findings from the New Zealand Numeracy Development Project 2004" in *Findings from the New Zealand Numeracy Development Project 2004* by Higgins, J., Irwin, K.C., Thomas, G., Trinick, T. and Young-Loverage, J. Wellington: Ministry of Education.

[35] Higgins, J. with Parangi, M., Wilson, R. and Klaracich, J. (2005). "Effective Teaching Strategies for Māori Students in an English-medium Numeracy Classroom" in *Findings from the New Zealand Numeracy Development Project 2004* by Higgins, J., Irwin, K.C., Thomas, G., Trinick, T. and Young-Loverage, J. Wellington: Ministry of Education.

[36] Irwin, K.C. and Woodward, J. (2005). "A Snapshot of the Discourse Used in Mathematics Where Students are Mostly Pasifika (a Case Study in Two Classrooms)" in *Findings from the New Zealand Numeracy Development Project 2004* by Higgins, J., Irwin, K.C., Thomas, G., Trinick, T. and Young-Loverage, J. Wellington: Ministry of Education.

[37] Trinick, T. and Stephenson, B. (2005). "An Evaluation of Te Poutama Tau (2004)" in *Findings from the New Zealand Numeracy Development Project 2004* by Higgins, J., Irwin, K.C., Thomas, G., Trinick, T. and Young-Loverage, J. Wellington: Ministry of Education.

mathematical learning is necessary. These findings could well have implications for speakers of other Polynesian languages as first languages.

Involvement in the NDP is improving students' overall understanding of the number strand of the mathematics curriculum. Students whose teachers participated in the NDP were, on average, further along the curriculum framework for addition/subtraction, multiplication/division and proportion/ratio than students of the same year level taught by the same teachers in the previous year. This improvement has been observed across genders, ethnicities and school deciles. Te Potutama Tau is also leading to improving achievement in numeracy for students learning mathematics in te reo Māori, particularly in the areas of decimal knowledge. As reported in Chapter One, this focus on strategy appears to be resulting in changes in the numeracy achievement of students at a national level. The National Education Monitoring Project found improvements in Year 4 students' quantitative reasoning skills. However, it appears that the change in focus away from basic facts and simple calculations has seen these areas of students' knowledge decline.

Second Language Learning

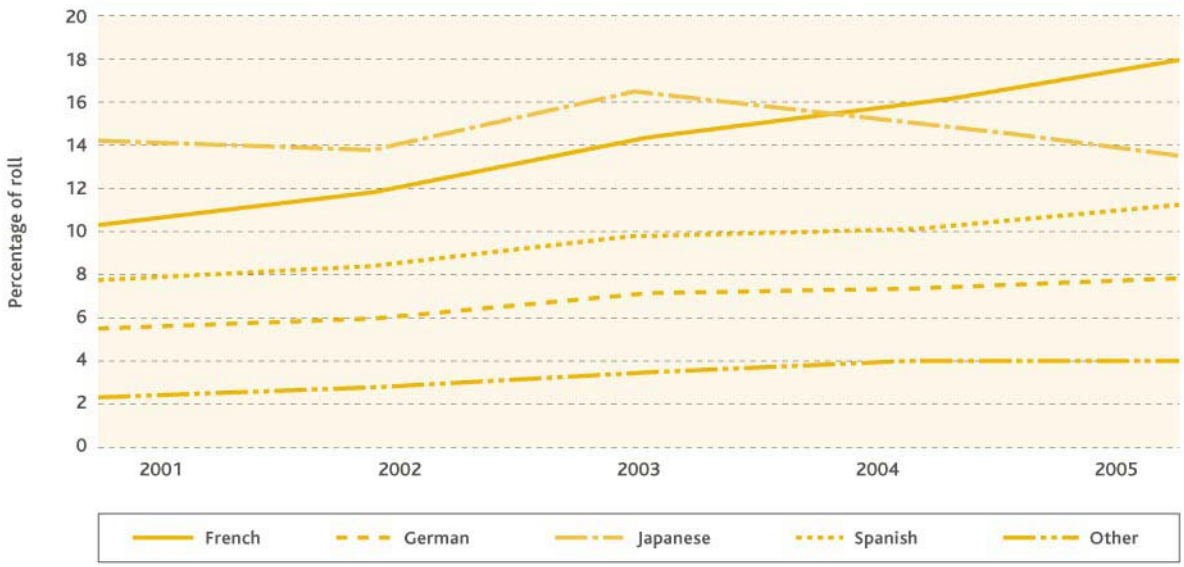
The number of students who study a second language at school is low – around 12 percent of New Zealand students study a language at Year 11, compared with almost three-quarters of the students in England and Wales. Excluding immersion and bilingual classes, the most common languages studied at Years 7 to 8 are French, Japanese and German (Figure 3.1).

In response to the curriculum stocktake and international criticism[38, 39] of the place of second-language learning in New Zealand, the new curriculum will include a learning languages learning area. By 2008, all schools that cater for students in Years 7 to 10 (excluding language-immersion schools) must provide their students with the opportunity to learn a second language.

There are many teachers in secondary schools who may be able to teach a second language but are not currently teaching that language as a subject. For example, over a thousand teachers who have French papers from university are not currently teaching French.

The Learning Languages Funding Pool provides funds to schools in order to support second-language learning.

Figure 3.1: Percentage of Year 7 and 8 Students Learning Second Languages (Excluding Bilingual and Immersion Classes)



[38] Le Métais, J. (2002). *New Zealand Stocktake: An International Critique.* London: National Foundation for Educational Research.
[39] Ferguson, S. (2002). *Report on the New Zealand National Curriculum, 2002.* Camberwell: Australian Council for Educational Research.
[40] Ellis, R., Loewen, S. and Hacker, P. (2005). *Evaluation of the Second Language Learning Funding Pool (1993–2003).* Wellington: Ministry of Education.

Table 3.2: Teacher Effectiveness in Technology

	Highly Effective	Effective	Sometimes Effective	Never Effective
Design and implementation of technology teaching and learning	23	42	31	4
Teaching and learning resources for technology	22	58	19	1
Subject and pedagogical knowledge of teachers	22	53	24	1
Assessment of student achievement in technology	14	44	34	8
Student engagement with learning and technology	34	47	17	2

A recent evaluation[40] reported on the 290 schools that were funded between 1999 and 2003 through this pool (known then as the Second Language Learning Funding Pool). The evaluation found that the funding pool helped schools and clusters of schools to develop effective and sustainable second-language learning programmes for students in Years 7 to 10. The funding is provided for schools to improve the language-teaching skills of classroom teachers, to help teachers to integrate ICT strategies in their classrooms, to purchase resources for language learning and to strengthen the networks of language teachers and schools involved in second-language learning.

The programme resulted in increased resources for schools and improved teacher capability in teaching second languages. As a result of the programme, students in primary and intermediate schools have greater access to learning second languages and are more interested in learning a second language. Secondary school involvement in the programme has resulted in improved NQF second language results. Before the funding was received, students in the secondary school gained, on average, the same number of credits in Year 11 as other schools. Two years after the funding was received, students from funded schools gained more second language credits than students from other schools (an additional 1.1 credits on average).

Technology

The New Zealand curriculum expects that students will gain technological literacy through the development of technological knowledge and understanding, technological capability, and an understanding of technology in society. The content areas where students gain these capabilities are diverse:

- biotechnology
- electronics and control technology
- food technology
- information and communications technology
- materials technology
- production and process technology
- structures and mechanisms.

In order to meet the needs of such a diverse curriculum, schools need to share resources. In a number of cases, senior primary students travel to other schools to study technology in order to gain greater access to specialist technology teachers and facilities dedicated to technology teaching.

The ERO identified a number of practices in the teaching of Year 4 and Year 8 students that result in effective teaching of the technology curriculum.[41] Effective teachers share information about students'

[41] Education Review Office (2005). *The Quality of Teaching in Music, Reading and Speaking, and Technology: Good Practice.* Wellington: Education Review Office.

learning in technology with their colleagues. They give students tasks that are interesting and relevant. For example, one school gave students the task of designing a pen that would solve a problem the local biscuit factory was experiencing with ballpoints breaking near production lines. Such tasks require flexible timetables that allow tasks to be completed. Good practice also allows students to manage their own learning within topics and involves extensive discussion between teachers and students.

The ERO found that effective learning opportunities in technology are occurring in many schools.[42] Students are exposed to a wide range of high-quality teaching and learning resources, and students are taught the skills that allow them to evaluate their own experiences (Table 3.2).

However, the ERO identified a number of areas that need to be addressed in order to make technology teaching more effective. These include a greater integration of technology learning as opposed to 'one-off' activities. While good practice does occur for students in off-site technology classes, there is a need for improved communication between the off-site class, the home and the school. The ERO also highlighted assessment as an area where technology teachers are not always effective and raised concerns about the extent to which schools are meeting the technological learning needs of diverse students.

Students' Information Skills

Information literacy skills (that is, the skills needed in order to navigate the information landscape) and information and communications technology (ICT) skills are important in today's information-rich society.[43] Students need to be learning these skills across all elements of the curriculum. An ERO review found that while ICT is increasingly used effectively in schools, ICT and other aspects of information literacy (such as library skills) are not always well integrated (see Effective Teaching Using ICT below). The teaching of information literacy skills is less than effective. Less than half of primary schools and just over one-quarter of secondary schools are effective in helping students to develop information literacy skills. Few schools have an information literacy strategy, and most do not assess student achievement in information literacy. Furthermore, most schools are not planning or catering for Māori students' learning in the information landscape.

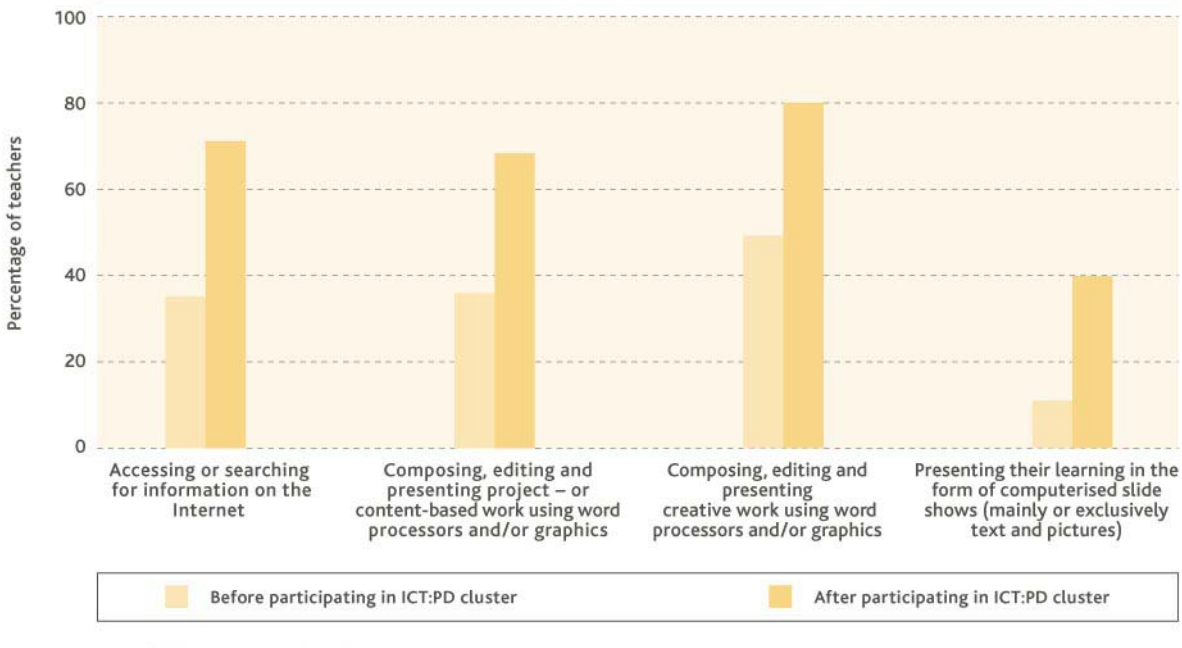
The ERO found that one of the key elements of information literacy is access to and use of school libraries. Students in primary schools have access to and make use of school libraries as part of the curriculum and in their own time. As a result, primary students have positive attitudes to reading. Secondary schools' libraries are often well equipped and are designed to foster a positive attitude towards reading. However, there are few links between the library and information literacy in the curriculum in secondary schools, and secondary students have a less positive attitude towards reading.

Effective Teaching Using ICT

In recent years, much progress has been made in teaching and learning using ICT. A survey of ICT in schools found that the number of computers available

[42] Education Review Office (2005). *Quality of Teaching in Years 4 and 8: Technology.* Wellington: Education Review Office.
[43] Education Review Office (2005). *Students Learning in the Information Landscape.* Wellington: Education Review Office.

Figure 3.2: Teacher Use of ICT in the Classroom before and after Involvement with an ICT:PD Cluster, 2001 Cohort



to students has almost doubled since 2001: in 2005, there was one computer for every five primary and every four secondary students.[44] Almost all schools have access to the Internet, with many having their own website. Around two-thirds of schools have network facilities that enable resources to be shared and managed. The survey found that one of the most significant programmes for improving ICT availability was the Laptops for Teachers Scheme. This scheme gives every teacher who teaches more than 15 hours a week a laptop.

Not only has the availability of ICT increased, but the quality of teaching using ICT is improving. An ERO report published in 2000[45] found that although many schools had access to ICT equipment, the use of ICT as a teaching and learning tool was not always effective. Reasons for this included: schools not having sufficient access to technical expertise, servicing and support; teachers lacking skill and confidence in using ICT; insufficient funds and time to properly address ICT; and most schools not attempting to integrate ICT into the curriculum. In the five years since the 2000 report, schools have made significant progress in the effective use of ICT through participation in a number of initiatives and programmes.[46, 47] Schools continue to need support with technical infrastructure issues, and the integration of e-learning into the curriculum is still progressing. However, schools are now better resourced for ICT, and teachers are more confident in their skills in ICT use. This is having positive impacts on student achievement.

The Information and Communications Technology Professional Development (ICT: PD) School Cluster Initiative provides professional learning to teachers in ICT. Clusters of schools work together to give teachers professional development that focuses on integrating ICT into a variety of teachers' professional practices.[48] By 2005, almost half of New Zealand's schools had

[44] BRC Marketing and Social Research (2005). *ICT in Schools Report 2005: Information and Communications Technology in New Zealand Schools 1993–2005.* Wellington: 2020 Communications Trust.
[45] Education Review Office (2000). *The Implementation of Information and Communication Technologies (ICT) in New Zealand Schools.* Wellington: Education Review Office.
[46] Education Review Office (2005). *E-learning in Primary Schools.* Wellington: Education Review Office.
[47] Education Review Office (2005). *E-learning in Secondary Schools.* Wellington: Education Review Office.
[48] Moeau, P., Williamson-Leadly, S., Toubat, H. and Winter, M. (2006). *ICT:PD Through Three Lenses: An Evaluation of the ICT: PD School Clusters Programme 2001–2003.* Wellington: Ministry of Education.

participated. This initiative has been very successful in improving teachers' confidence and skills in using ICT, one of the areas of concern raised in the 2000 ERO report. Furthermore, their involvement in the clusters appears to be having a major impact on teachers' practice. They report significant increases in their use of ICT for administration and preparing lessons. They feel that their involvement in this initiative not only improves their ICT skills but also results in their reflecting more deeply about teaching and learning generally. These changes in teachers' skills and attitudes translate into increased ICT usage in the classroom in a variety of different formats (Figure 3.2). After being involved, teachers use their new skills in a number of different learning areas. ICT is used most commonly in language learning (including English and te reo Māori), social studies, mathematics and science. An analysis of the experiences of the most recent cohorts shows that teachers are continuing to benefit from this initiative.

Teachers from kura kaupapa Māori are positive about their experiences in the ICT:PD initiative. Many face the additional hurdles of fragile technical infrastructure, which has the potential to make the initiative less effective. However, teachers from kura kaupapa Māori feel that it is beneficial and gets them off the ground in the use of ICT for teaching and learning, and they express a desire to continue with further professional learning in ICT. ICT has also been used in kura kaupapa Māori to give senior secondary school students greater access to areas of the curriculum not offered by their school, through video conferencing.[49] In 2003, 11 kura participated in the video conference classrooms, increasing students' access to subjects such as NQF Level 1 pangarau (mathematics), hitori (history), putaiao (science), toi (art) and university Level 2 te reo Māori.

Effective Teaching of Students with Special Needs

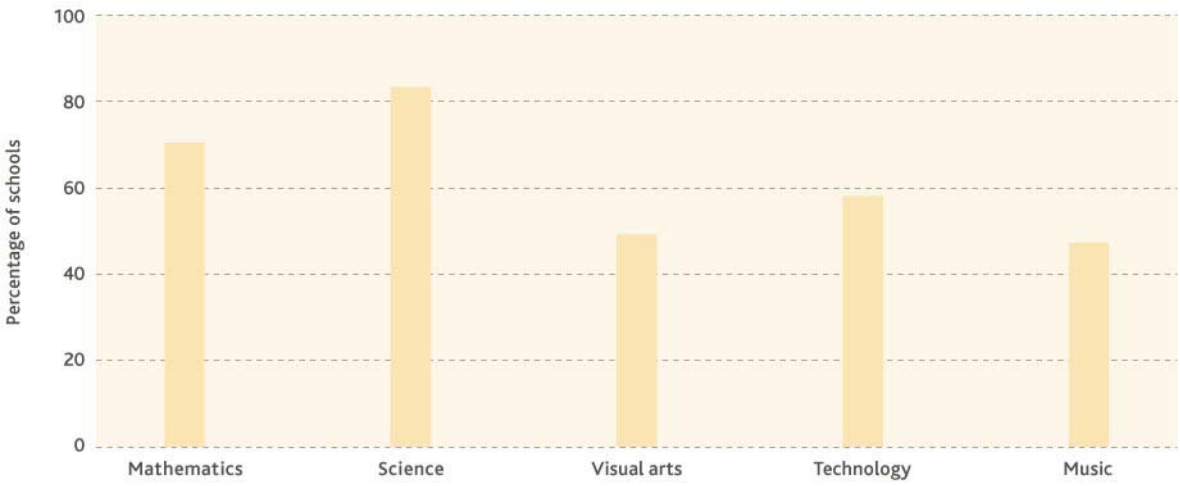
Students with special needs require definitive academic and social goals that are achievable.[50, 51] Schools that are effective in meeting the needs of special needs students are typically effective in meeting the needs of all students.

One project that aims to enhance teaching for special needs students is Enhancing Effective Practice in Special Education. This project aims to enable teachers to develop knowledge and share ideas on how to support learners who need a curriculum that has been

significantly adapt. It involves 49 schools that have engaged in a variety of action research and professional development projects that all focus on improving outcomes for students with special educational needs. For example, schools have worked towards improving their students' literacy and writing skills, developed appropriate assessment and redeveloped the curriculum to meet the needs of students with special educational needs. Many of these projects are still continuing, but the milestone reports show that teachers are learning how to improve outcomes for their students.

[49] Waiti, P. (2005). *Evaluation of Kaupapa Ara Whakawhiti Mātauranga (KAWM).* Wellington: Ministry of Education.
[50] Education Review Office (2005). *An Evaluation of the Special Education Grant.* Wellington: Education Review Office.
[51] Education Review Office (2005). *An Evaluation of the Ongoing and Reviewable Resourcing Schemes.* Wellington: Education Review Office.

Figure 3.3: Percentage of Schools That Effectively Use Assessment, by Subject Area



Thus far, schools have found that:

- students' learning is enhanced by improved communication between teaching staff who work with students with special education needs
- redevelopment of the curriculum can result in raised expectations of students' ability when students achieve beyond what the teacher expected.

Teachers also reported on increased visibility of students with disabilities in the school, higher student self-esteem and positive changes in playground behaviour (see Chapter Two).

Assessment

Assessment is an important aspect of effective teaching in all subjects at all levels. Assessment is effective in the classroom when it enables teachers to provide the most appropriate learning opportunities for individual students and when it guides students and teachers in their next learning steps. It allows teachers to modify their teaching programmes to make them more effective and to develop partnerships with parents. Assessment is effective at a school level when it is used to evaluate the school's curriculum and teaching programmes, to inform strategic planning and school development, and to improve the achievement of individual students and sub-groups.

Projects such as the Literacy Professional Development and Numeracy Professional Development projects, Assess to Learn and asTTle have been successful in developing effective assessment practice in literacy and numeracy. Assess to Learn highlights that effective assessment need not be time-consuming – using self-assessment and peer assessment reduces the time teachers spend marking work.

Though much progress has been made in assessment in literacy and numeracy, the ERO reports published in recent years [52–57] have highlighted that some teachers are less than effective in their use of assessment in mathematics, science, the visual arts, music, speaking and technology (Figure 3.3). Similarly, an evaluation of the special needs grant and ORRS funding found that many schools are not using assessment to inform their teaching practice for students who have moderate and high-level special needs.[58, 59]

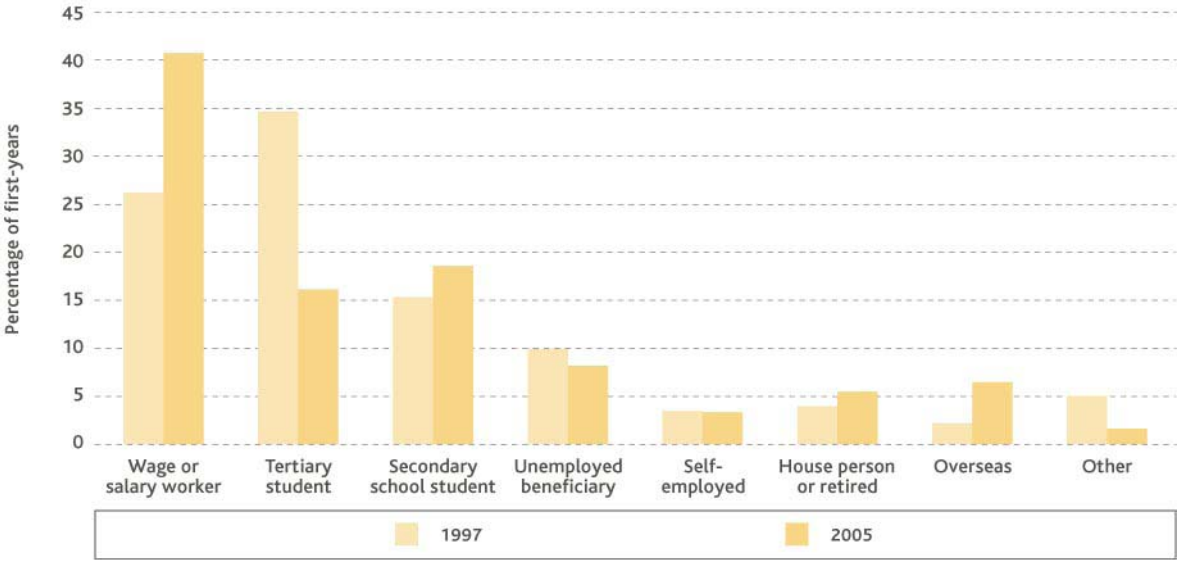
[52] Education Review Office (2004). *The Quality of Teaching in Years 4 and 8: Science.* Wellington: Education Review Office.
[53] Education Review Office (2006). *The Quality of Teaching in Years 4 and 8: Mathematics.* Wellington: Education Review Office.
[54] Education Review Office (2005). *The Quality of Teaching in Years 4 and 8: Technology.* Wellington: Education Review Office.
[55] Education Review Office (2004). *The Quality of Teaching in Years 4 and 8: Visual Arts.* Wellington: Education Review Office.
[56] Education Review Office (2004). *The Quality of Teaching in Years 4 and 8: Music.* Wellington: Education Review Office.
[57] Education Review Office (2004). *The Quality of Teaching in Years 4 and 8: Speaking.* Wellington: Education Review Office.
[58] Education Review Office (2005). *An Evaluation of the Special Education Grant.* Wellington: Education Review Office.
[59] Education Review Office (2005). *An Evaluation of the Ongoing and Reviewable Resourcing Schemes.* Wellington: Education Review Office.

Assessment is not only used as a tool by teachers to monitor students' learning and to design effective teaching practice; for secondary school students, it provides a foundation for qualification attainment. To effectively teach students studying for NCEA and other NQF qualifications, teachers need an understanding of how best to assess achievement and skill in doing this. During 2005, a number of Scholarship and NCEA workshops were held around the country. An evaluation of these workshops shows that attending them significantly improves teachers' understanding of Scholarship and NCEA. In particular, teachers feel that they have a better understanding of what a Scholarship standard entails, the structure of the system and how Scholarship standards are marked. As a result, professional development providers report that teachers suggest that there would be value in providing similar workshops for other NCEA standards.

TEACHER SELECTION, RECRUITMENT AND SUPPLY

An integral part of effective teaching is the recruitment of people with the right skills into teacher education programmes. While teacher education students can be taught pedagogical skills and achievement orientation, their personal qualities are also important. Teacher education students need to be enthusiastic and passionate about teaching and about the subjects they teach. These requirements are reflected in the selection process that providers of teacher education courses use.[60] Candidates are selected who show appropriate personal attributes as assessed through confidential

Figure 3.4: Activity before Enrolling in Initial Teacher Education of First-year Students



[60] Kane, R. (2005). *Initial Teacher Education Policy and Practice.* Wellington: Ministry of Education and New Zealand Teachers Council.

referee reports, personal statements made by the candidates and, in most cases, a pre-selection interview.

Different types of students are now entering teacher education programmes. In the year before first enrolling in teacher education, half of the students in the1997 cohort were studying either at school or in tertiary education (Figure 3.4). In 2005, the students who came from studying declined to just over one-third of first-year teacher education students. Much of this change is a result of the increased number of students who are coming from employment and bringing to the education sector a more diverse range of backgrounds and skills. The proportion of teacher education students who complete their teaching qualification is high – 73 percent of students who first enrolled in a teacher education qualification in 1999 had completed their studies within five years, compared with 46 percent of students in other degree courses.

Greater attrition occurs after graduation, with only 53 percent of primary and 66 percent of secondary school teacher education graduates finding a teaching position within two years of completing their qualification.[61] Around two-thirds of beginning teachers start their career in limited term contracts, though 80–85% of these become permanent teachers within four years of starting teaching.

Both the ERO report on the experiences of beginning teachers and the Perceptions of Teachers and Teaching Study raised concerns about inadequate preparation for the classroom of some recent teacher education graduates. For example, only 7% of teachers believe that colleges of education accept only high-quality candidates, and only 14% believe that students are adequately prepared by colleges of education. Consequently, teachers and principals who work with graduates have suggested that teacher education providers should have more rigorous selection procedures and ensure that non-performing student teachers do not graduate.[62] Teacher education staff acknowledge that there are issues with maintaining the quality of their courses. The challenges they have identified include the tertiary education environment, which requires providers to compete for students and qualified staff, and the continuing need to make practicum placements effective.[63] Additional pressures are placed on initial teacher education providers by the

[61] Murray, S. (2006). *Beginning Teachers 2000–2004: Characteristics, Employment Trends, Qualifications and Subjects.* Wellington: Ministry of Education.
[62] Kane, R.G. and Mallon, M. (2006). *Perceptions of Teachers and Teaching Report.* Palmerston North: Massey University.
[63] Kane, R. (2005). *Initial Teacher Education Policy and Practice.* Wellington: Ministry of Education and New Zealand Teachers Council.

Table 3.3: Teachers' Perceptions of Aspects of Teaching Related to Job Satisfaction

Aspects Leading to Job Satisfaction	Aspects Contributing to Poor Job Satisfaction
1. Students achieving success in some way	1. The community's opinion of 'official' working hours and holidays for teachers
2. Changing students' behaviour in a positive way	2. Support structures for teachers' physical and mental well-being in education generally
3. Changing students' attitudes in a positive way	3. The amount of educational change in recent years
4. Capacity to influence students' achievement	4. The effects of teaching on personal and family life
5. Dealings with students.	5. Current workload overall.

diversity of students and classrooms (for example, on-line, intramural and extramural) as does the perception of prescriptive and resource-intensive quality assurance requirements.

Beginning Teachers

During the first two years of their employment, beginning teachers receive mentoring support and induction programmes.[64] Beginning teachers report that this induction period allows them to develop their teaching philosophies and management practices. They see this induction period as challenging but rewarding, especially during their second year of induction, when their confidence and knowledge increase substantially. In particular, they see themselves benefiting from working with experienced teachers to improve their pedagogical skills through team teaching, observation and constructive feedback on their practice. Beginning teachers suggest that this induction period could be improved by:

- increased access to professional development
- improved support for their supervising teachers
- greater access to advice from experienced teachers
- more support for schools on how to effectively guide and support beginning teachers
- greater access to other beginning teachers
- more realistic workloads and expectations.

A recent study from the ERO also found that beginning teachers are often more effective when they are not the only beginning teacher in a school.[65] They benefit from the support of other beginning teachers.

Many tutor teachers and principals have a high regard for beginning teachers, valuing their strengths, enthusiasm and contribution of new ideas to the school.[66] This involvement with beginning teachers can expose tutor teachers to current ideas on teaching and learning and give them opportunities to review established practice.

THE TEACHING ENVIRONMENT

It is important that teachers are provided with a supportive environment after they enter the profession. The Perceptions of Teachers and Teaching Study[67] showed that teachers see the school's teaching environment as contributing to their job satisfaction (Table 3.3). They are particularly positive about the characteristics that they and their colleagues bring to students' learning, including lifelong learning, performance ethos, professional training and team orientation. Teachers get a great deal of satisfaction out of seeing students achieve. They believe that they are respected by their colleagues, their students and senior management. However, only half of teachers believe that their students' parents respect them.

The Perceptions of Teachers and Teaching Study raises a number of issues about the respect teachers get from

[64] Education Review Office (2005). *Voices: Beginning Teachers' Experiences during Their First Two Years of Teaching.* Wellington: Education Review Office.
[65] Education Review Office (2005). *The Quality of Year 2 Beginning Teachers.* Wellington: Education Review Office.
[66] Education Review Office (2005). *Voices: Beginning Teachers' Experiences during Their First Two Years of Teaching.* Wellington: Education Review Office.
[67] Kane, R.G. and Mallon, M. (2006). *Perceptions of Teachers and Teaching Report.* Wellington: Ministry of Education.

stakeholders outside of the school, especially around the issue of school holidays. In particular, teachers believe that the media has a predominantly negative view of teachers.

School staffing improvements have led to more full-time teaching equivalents (FTTEs) since 2001. These improvements provide schools with extra teachers and increase the capacity of schools to deliver quality education by relieving teacher workload and staffing pressures. From the fourth term of the 2005 school year, and annually thereafter, primary and special schools are entitled to a total of 740 extra FTTEs nationally to resource classroom release time (CRT). Each classroom teacher who is entitled to CRT will receive an entitlement of 10 hours per term. Schools are providing CRT in a variety of ways, the most popular (47% of schools) being to provide teachers with two one-day blocks each term. Schools are meeting the extra demand for teachers as a result of this policy by employing extra staff, using relievers or making use of a mixture of both.[68]

CONCLUSION

Effective teachers focus on achievement, have sound pedagogical skills and are able to create an environment that enables students to learn. Effective teaching begins with the recruitment of people with the right skills and attributes into teacher education programmes.

New Zealand teachers must have the ability to change their approach to meet the needs of diverse students and to teach effectively across different curriculum areas. Reports into the effectiveness of teaching mathematics and technology in Years 4 and 8 have found most teachers to be effective, particularly in engaging students in these subjects. Teacher professional development programmes, including the LPDP for literacy and the NDP for numeracy, have resulted in improved learning outcomes for students, especially for low achievers. The ICT:PD programme has increased teachers' confidence with ICT and, coupled with the significant growth in the availability of ICT equipment, has seen ICT better integrated into the curriculum.

Aspects of teaching in which teachers need further development include the teaching of information literacy and the use of assessment to improve achievement.

[68] Ng, L. (2006). *Monitoring Teacher Supply 2006.* Wellington: Ministry of Education.

Quality of Schooling

04

The quality of schooling is an important contributor to improved 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's 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, professional people and others 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 of which their school is a part.

Board Composition

During 2005, the mid-term elections were held. Board elections are held every three years, but boards can choose to operate a mid-term election cycle. Under this arrangement, boards stagger their elections, electing half of their parent representatives in the regular election year and the remaining half at the mid-point of the election cycle. These mid-term elections are intended to support succession planning in governance and to avoid the entire turnover of a board's membership at any one election.

Only 298 schools opted to hold mid-term elections in 2005, with 105 of these schools holding voting elections. Just over half (51.3 percent) of the candidates who offered themselves for election had previous experience of being on a board of trustees, with most currently being on the board.

Operating a mid-term election cycle can be complex for boards. They need to keep a careful track of which trustees are coming up for election at any one time. In particular, information from the 2004 triennial elections demonstrated that many boards in mid-term election cycles do not know how to manage the filling of casual vacancies on their boards.

Strategic Focus

Since one of a board's key activities is establishing a strategic focus, a key measure of the effectiveness of a school board is the quality of its strategic planning. Since 2003, all schools have been required to document their strategic planning in their annually updated school charters. A board of trustees' self-review, including an analysis of student achievement data, informs the setting of future priorities and specific targets for student outcomes.

An analysis of 2010 charters submitted in 2005 shows, as in previous years, that the main focus of school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targets for student outcomes is in the language curriculum area. Eighty percent of schools report at least one language target. In other curriculum areas, 54 percent of schools report a mathematics target, 6 percent report a health target and 5 percent have ICT targets.

Quality of Governance

Since the current legislation on statutory interventions was implemented in October 2001, 230 interventions have been initiated in schools. Ninety-five of these were current at the end of 2005.

During 2005, 55 statutory interventions were initiated. A further 96 interventions continued from previous years. Fifty-four interventions were revoked throughout the year, of which 14 were revoked in order to be reinstated under a different section of the Education Act (six being escalated to a higher level, and eight being reduced to a lower level). At the end of 2005, approximately 3.9 percent of all state and state integrated schools were subject to a statutory intervention.

During 2005, 56 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 55 schools having a statutory intervention originating in 2005, 26 had a limited statutory manager. Most commonly, the identified areas of risk that justify the appointment of a limited statutory manager are in employment and/or financial management matters.

SCHOOL LEADERSHIP

High-quality professional leadership is a critical factor in determining whether schools are effective. Principal leadership is important in fostering the links between schools and their communities and for establishing and sustaining communities of professional practice.

Principals in New Zealand schools have multiple responsibilities and roles. They participate in the governance of their school and are responsible for the day-to-day management of the school and the quality of its teaching and learning programmes.

Since 2002, focused support and professional development for new principals have been provided by the First-time Principals Induction Programme. This programme includes a residential component, a mentoring programme and the New Principals Online website. An estimated 95 percent of new principals participated in 2005.

The needs of more experienced principals is the focus of the Principals' Development Planning Centre. Principals work with their peers to reflect on and evaluate their professional skills and knowledge and to develop a personalised professional development plan. In 2005, 180 participants were involved, with 30 very experienced principals acting as observers.

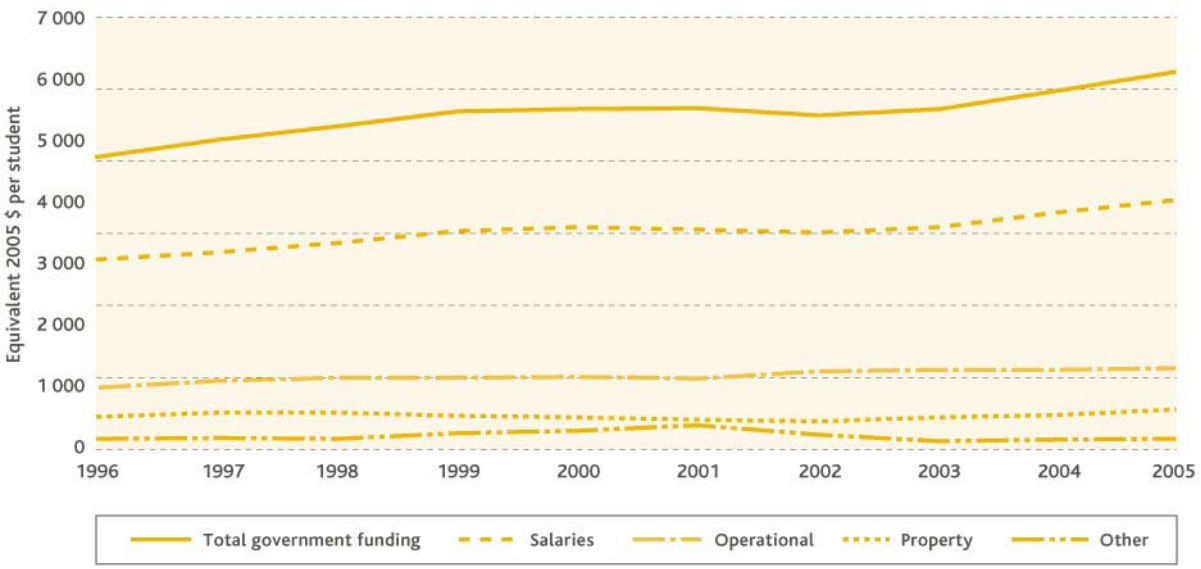
In 2005, 200 experienced principals took part in Principal Professional Learning Communities, run by Massey University. Each community of three to five principals meets periodically for professional support. They share their experience, work together to solve problems and discuss and reflect on recent research. This programme is strongly endorsed by the participants for the opportunity it gives them to share leadership issues and successes in a supportive and collegial environment.

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 schooling in 2005. Primary rolls peaked in 2003 and have been decreasing since, with this expected to continue over the next 20 years. In 2005, primary rolls were 1.4 percent lower than in

Figure 4.1: Estimates of Inflation-adjusted Per-student Funding, 1996–2005



2004. In contrast, secondary rolls increased by 1.2 percent, and they are expected to continue to increase until 2008, after which they will also decline.

The beginning of 2005 saw the implementation of the final network reviews that were initiated prior to 2004. As a result of these reviews, 39 new schools were opened at the beginning of 2005, following mergers involving 96 schools. In addition to the network review changes, 11 new schools were opened and 15 schools voluntarily closed.

RESOURCING SCHOOLS

New Zealand schools are funded primarily by the government. The three main components of government funding are staffing (on which the government spent $2,982 million in 2005); operational funding, including property maintenance ($972 million in 2005) and property capital works[69] (an estimated $465 million in 2005).

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. The amount of 'in-kind' support provided to schools has increased in recent years.

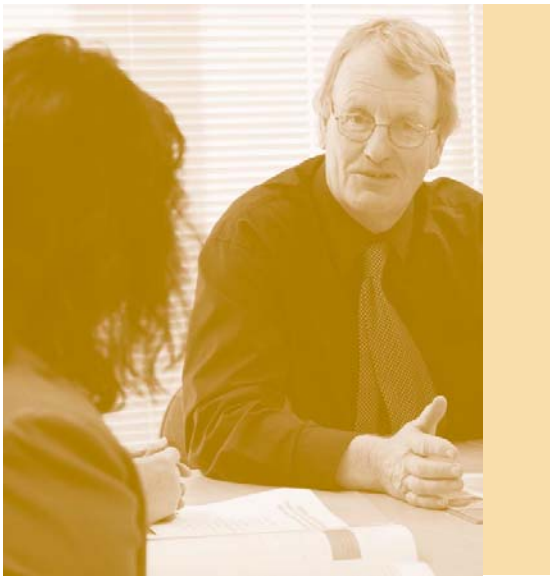
Other resources are available on a contestable basis, with schools submitting programmes for consideration. Still other schools receive resourcing to meet particular needs (for example, for transport) or to overcome specific areas of disadvantage.

In both nominal and real terms (see Figure 4.1), there has been an increase in total government funding of schools (including teacher salaries, operational funding, property funding and other resources) in the last decade. Increases in total per-student funding were relatively high in the late 1990s and have increased more slowly relative to inflation since 2000, with larger increases since 2004. Total per-student government funding increased 21.5 percent between 2001 and 2005, compared with an inflation rate of 10.2 percent. Over the last year, government funding has increased by 8.8 percent compared with an inflation rate of 3.1 percent.

Secondary school students are funded at a higher level than primary school students. However, within each sector, funding per student can vary among individual schools, depending on a range of factors (for which additional funding may be provided).

In 2005, over 30 contestable or discretionary funding pools were available to schools. These allocated $113 million for programmes as diverse as ESOL support for refugees and migrants, study support centres, initiatives

[69] The figures for property funding are estimates derived from cash payments made during 2005 and include both capital and operating expenditure.



to reduce suspensions and truancy, parent mentoring and programmes to ease the transition between school and employment or further education.

Management of School Property

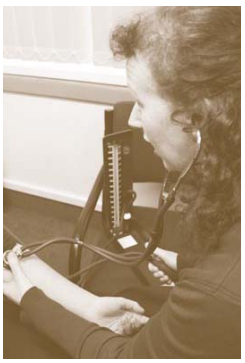
Government property expenditure in schools in 2005 was estimated to be $465 million, compared with $302 million in 2001. In 2005, $205 million was spent on upgrading existing school property, $224 million on increasing capacity in the network through new classrooms and schools, $24 million for furniture and equipment and $13 million on urgent, unforeseen capital works required for health and safety purposes.

State and state-integrated schools receive funding for property improvements based on the depreciation of their buildings and infrastructure and on the school roll. In addition, all schools receive general day-to-day maintenance funding through their operating grants.

Schools plan their property improvements and maintenance requirements over a ten-year horizon. They are encouraged to consult widely with staff, parents and students when forming their vision for their school. As improving student learning is central to property improvements, schools are also encouraged to consider adapting their learning spaces to enhance student engagement and to make their environment an easier place for teachers to teach and students to learn. This includes such improvements as making the internal environment in areas such as acoustics, air quality, heating and lighting more conducive to learning, reconfiguring spaces so they can be used in a variety of ways, incorporating new technology and enhancing the external environment for both learning and recreation.

Schools consult with architects and others when designing solutions to implement their ten-year vision of their school. This provides the overarching strategy to prioritise property works.

Schools are funded to implement their vision using a five-year property funding agreement that provides five years of assured capital funding.



Schools' Financial Accounts

The following is a summary of the 2005 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, Tables A27–A44.

Schools' Income

New Zealand state and state integrated schools had a total income of $4,256 million in 2005, an increase of 4.8 percent from $4,062 million in 2004 (see Table A27).

As in previous years, the main source of school resourcing was government funding, which accounted for 86 percent of schools' total revenue in 2005. The balance of the revenue was from locally raised funds, investments and other revenue.

Schools' revenue figures per student (see Table A30)[70] show that government grants have increased by 18.2 percent in primary schools and 17.8 percent in secondary schools between 2001 and 2005. This is a real increase in funding for both sectors when compared with an inflation rate of 10.2 percent over the same period.

In primary schools, the revenue from government grants increased 4.8 percent between 2004 and 2005, to $4,327 per student. In secondary schools, the per-student revenue increased 6.9 percent to $5,663 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 A28–A30), the costs incurred to raise the funds should also be considered. Net locally raised funds have decreased in both of the past two years, from 7.3 percent of total revenue in 2003 to 6.2 percent of total revenue in 2005 (see Table A27). The decreases in net locally raised funds have been particularly strong in the secondary sector, with revenue from such funds dropping from 8.7 percent in 2003 to 7.2 percent in 2005. Primary schools also

experienced a decrease in locally raised funds, although not as strong, from 6.4 percent of total revenue in 2003 to 5.9 percent of total revenue in 2005.

Expenditure

Expenditure by schools in 2005 was $4,200 million, compared with $3,359 million in 2001, an increase of 25 percent.

Overall, there has been little change since 2001 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 A28 and A29).

Schools' Assets and Depreciation

As of 31 December 2005, the schools sector had invested $2,107 million in fixed assets measured at historical cost or acquisition value (see Table A34). Measured at net depreciated value (NDV), schools' investment in fixed assets has been increasing steadily. In 2005, the combined NDV of schools' fixed assets stood at $1,063 million, an increase of 6 percent on 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 the essential operating costs of the school, schools use their strategic plan to determine how they can best meet their strategic goals.

[70] Note that the number of students used in per-student revenue calculations includes foreign fee-paying students. However, when reference is made to government expenditure, per-student figures are based on the funding roll.

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

Operating Surplus

An operating surplus represents the difference between revenue and normal operating expenditure (including depreciation). It is generally desirable to have a small surplus each year in order to provide for unexpected expenditure.

In 2005, for all school types, there was an improvement in the net operating surplus as a percentage of revenue. Schools achieved a combined operating surplus of 1.3 percent in 2005, compared with 0.7 percent in 2004 and 1.4 percent in 2003 (see Table A27). Primary schools recorded a total operating surplus of $35 million (1.6 percent of revenue) in 2005, compared with $25 million (1.2 percent) in 2004. Secondary schools recorded a total operating surplus of $22 million (1.1 percent of revenue) in 2005, compared with $9 million (0.5 percent) in 2003 (see Tables A28 and A29).

In 2005, 64 percent of schools had an operating surplus (see Table A36), an improvement on 2004's 56 percent. 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 year. A deficit may arise, for example, if the 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 a school's ability to provide effective education to its students.

Another way of looking at operating surpluses is to consider schools with large operating deficits (greater than 10 percent of revenue – see Table A37). During 2005, there was a decrease in the proportion of schools in this position. Thirteen percent of primary schools had a large operating deficit in 2005, compared with 16 percent in 2004. For secondary schools, there was considerable improvement, with only 4 percent of schools with a large operating deficit, compared with 11 percent in 2004. Over the last twenty-five years, the only other year when the proportion of secondary schools with a large operating deficit was this low was in 2000.

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 last five years, with a total increase of $128 million since 2001 (see Table A31). At 1.89:1, the working capital ratio for 2005 remains healthy and has increased for the third year in a row.

Ninety-four percent of schools had a healthy working capital ratio (see Table A36) of at least 1:1 (that is, they had at least $1 in the bank for every $1 of short-term debt). Primary schools were more likely to have a healthy working capital ratio (95 percent) than secondary schools (87 percent). The proportion of primary schools with healthy working capital ratios has been fairly constant for the last three years. The proportion of secondary schools with healthy 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 A31–A33).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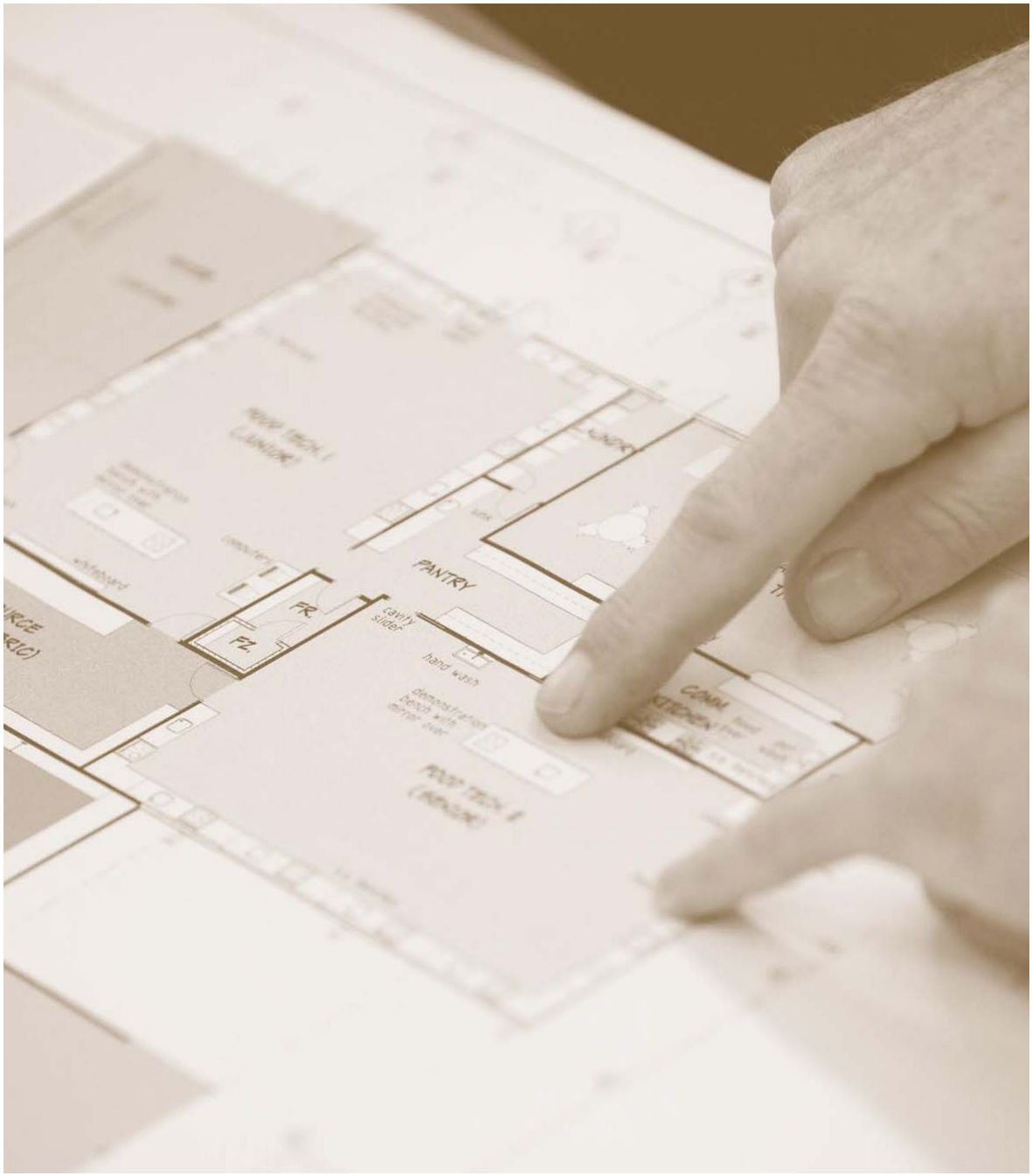
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Across all schools, public equity has increased each year over the last five years – a 36.7 percent increase overall. Among individual primary schools, 80 percent of schools had an increasing public equity between 2001 and 2005, with public equity increasing by a third or more for 56 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, 74 percent of schools had increasing public equity between 2001 and 2005. In 48 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.

Between 2004 and 2005, public equity increased for 73 percent of schools (72 percent of primary schools and 78 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, whereas underusing their entitlement means that schools are foregoing a valuable resource.

By the end of the 2005 school year, 627 schools had overused their staffing entitlement, 17 schools had exactly used their staffing entitlement and 1,831 schools had underused their staffing entitlement.

Schools are given eight weeks at the start of the new school year to manage their overused entitlement down to a balanced position or use their underused staffing entitlement from 2005.

After this eight-week period, 366 schools (15 percent) had still overused their staffing. A total of $4.1 million is being recovered from the 2006 operations grant from these schools. For the majority of schools, the amount recovered was less than 5 percent of their operations grant, but for 21 schools, the amount recovered was in excess of 10 percent.

The number of schools who had underused their staffing entitlement reduced to 1,171 after the eight-week period. The total amount of underuse was 206.3 full-time teaching equivalents, slightly less than the 2004 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 2005, 51 percent of schools (51 percent of primary schools and 48 percent of secondary schools) had positive results for all four indicators (a working capital ratio of at least 1:1, increasing public equity, an operating surplus for the year, and effectively managing their staffing entitlement [see Table 4.1]). For secondary schools, this represents a substantial improvement from 2004, when only 42 percent of secondary schools were in this position.

A further 40 percent of primary schools and 31 percent of secondary schools had a healthy 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

Table 4.1: Indicators of Good Financial Management, 2005

	Percentage of Schools Achieving Indicators (%)		
	Primary schools	Secondary schools	All schools
All four indicators positive (healthy working capital, operating surplus, public equity and banking staffing)	51	48	51
Healthy working capital and two other positive indicators of financial management	15	16	15
Healthy working capital and one other positive indicator of financial management	22	13	20
Healthy working capital and no other positive indicators of financial management	4	2	4
Insufficient working capital but some other indicators of financial management positive	7	20	9
No positive indicators	1	1	1

do not have sufficient cash reserves to cover all their debts.

Schools showing indicators of financial risk are closely monitored by the financial advisers of the Ministry of Education. Schools considered to be at a low or moderate level of financial risk receive advice and support as appropriate. A school with more serious levels of risk undergoes an in-depth financial analysis and is offered school support options, including ongoing financial advisory services. In some cases, assistance is provided to help to maintain cash flow.

CONCLUSION

Overall, New Zealand schools are being capably governed and managed and are in a financially healthy position.

During 2005, the network of schools continued to experience change, with declining primary rolls in many areas of the country and growing secondary rolls. The total school-age population is expected to decline into the future, and monitoring this will be important, both at the individual school level and across the network of schools.

Sound leadership and governance are critical for the effective functioning of schools. This becomes even more important in a rapidly changing environment. During 2005, the focus on leadership development for principals continued, and almost every new principal took part in a development programme.

Boards continue to capably govern schools, with statutory interventions occurring in only a small proportion of them. Most of these interventions were initiated by the boards themselves, which recognised that they needed some assistance.

Overall, the finances of most schools were capably managed in 2005. There were substantial improvements in the financial position of schools, particularly secondary 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 the following three main responses to school roll growth that places pressure on school capacity:

- First, 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 that it is able to meet its commitment to local students. Roll trends and demographic information are monitored, and schools are alerted when an enrolment scheme may need to be considered.
- Second, 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.
- Third, in areas of major population growth, demographic information is used to assist in planning for new schools, with sites purchased well in advance of any projected need.

NORTHERN REGION

Within the Northern Region, effective planning is meeting the demands of changing population patterns.

Many areas within Auckland are experiencing significant population growth in line with the Auckland Regional Growth Strategy. The Ministry of Education's New Schools Establishment Programme is closely aligned to this strategy.

The school year 2005 saw the opening of four new state schools in the Auckland region. A further two schools opened at the start of 2006.

Strategic planning to meet the significant population growth in North-west Waitakere and Flat Bush has now concluded. Strategies are currently under development for Takanini and Tāmaki Edge.

The Ministry of Education's New Schools Establishment Programme for the Auckland region includes the establishment of 19 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 the 2005 school year, funding was provided for a total of 83 new classrooms to allow for roll growth. Despite an increase in total student numbers, this figure is fewer than in the past three years and is the result of advance classroom provision in previous years and effective management of enrolment schemes across the region.

At the end of 2005, there were 207 schools with enrolment schemes in the Northern Region, of which 194 were within the Auckland Region. During 2005, nine new schemes were implemented and 12 existing schemes were amended.

CENTRAL NORTH REGION

Expected population growth trends continue in Tauranga and the western Bay of Plenty. An area report identifying demographic growth impacts has recently been completed for the Papamoa coastline. This report will form the basis of a growth management strategy that will underpin the future schooling structure for the area. It will also provide

the basis for assessing the need for additional capacity and any new schools in the medium term.

The demand for places in Years 1 to 8 in Tauranga and the western Bay of Plenty is increasing, and this is placing pressure on existing schools. This pressure is being managed through a combination of providing additional accommodation and the implementation of enrolment schemes. The demand for secondary places is being monitored. Most Bay of Plenty secondary schools have sufficient capacity to provide for growth in the short to medium term.

In Hawke's Bay/East Coast, primary, intermediate and secondary rolls remain stable. A gradual decline in rolls is predicted for most areas in the future. An increased demand due to parental choice and residential development continues in Havelock North and Napier's Taradale/Greenmeadows. This is being managed within existing capacity through enrolment schemes. Growth is occurring in kura kaupapa Māori schools in Napier and Hastings and on the East Coast, and some additional capacity has been provided for these immersion students.

Two area reports have been completed. One report has identified the demographic growth impacts in the northern districts of Hamilton city, and a separate report has focused on schooling for Years 9 to 13 in the city. The development and implementation of a growth management strategy for both 'layers' of the network is under way.

Planning for a new primary school in the north-east of Hamilton is under way. This school will open in 2008.

The Ministry of Education's Hamilton office is working closely with the local territorial authority to consider the possible development of an 'education precinct' to meet schooling needs in this high-growth area. This will consider educational needs ranging from the early childhood level through to the secondary level in the Hamilton area.

CENTRAL SOUTH REGION

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

The Central South Region has experienced significant change to the network with the completion of network reviews and the formation of composite schools in Taranaki, Pātea, and Taihape and on the Whanganui River (Whanganui Awa School). In addition, Stanley, Muhunoa East and Kaimiro and all three Wanganui Awa schools have been closed.

There are currently 106 established enrolment schemes in the Central South Region, and a further ten are under development. Seven of the eight state secondary schools in the Wellington Territorial Authority currently have an enrolment scheme. Eighteen enrolment schemes were implemented throughout the region in 2005. These were all at state primary schools.

The Central South Regional office will continue to monitor the primary and secondary school rolls in

the region to ensure that any roll growth or decline is appropriately managed.

SOUTHERN REGION

Despite the primary-aged population having reached its peak, a number of primary and intermediate schools in the Southern Region continue to experience roll pressure. As a result, 17 new enrolment schemes were implemented during 2005. Additional classrooms were provided at primary schools where they were 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 has assisted in the management of rolls at those secondary schools that were facing pressure. Also, enrolment schemes were established in five secondary schools during 2005.

Roll growth is expected in a number of areas in Canterbury. Area reports that focused on determining the extent of projected growth in Rangiora, for the proposed Pegasus town (Waimakariri District) and Halswell/Wigram (Christchurch city) were completed or were close to completion at the end of 2005. These reports will form the basis of further planning and consultation during 2006.

Further planning to accommodate future demand in the Nelson will take place in 2006.

Planning for new primary school provision in Wanaka progressed, with further consultation carried out with all stakeholders in the community.

In Frankton (Queenstown), site development planning is under way for a new school on land currently owned by the Crown.

INTEGRATED SCHOOLS

Roll pressure at integrated schools is being addressed. In some instances, this is being managed by the Minister approving an increase in a school's maximum roll. Increasingly, requests for maximum roll increases have been declined. During 2005, six integrated schools were required to implement enrolment schemes to 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.

Stella Maris Primary School in Silverdale (Auckland) and Rudolf Steiner School (Tauranga) opened in 2005. Holy Family Primary School in Wanaka was established for opening at the start of 2006. These schools provide parents with a choice of educational provision for their children and teach the New Zealand Curriculum within their particular special character.

SCHOOLS WITH ENROLMENT SCHEMES IN PLACE FOR PART OR ALL OF 2005

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
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	29/06/2004	Yes
3930	Arrowtown School	07/01/2002	No
2543	Arthur Miller School	27/02/2004	Yes
1689	Ashbrook School	20/12/1999	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
1697	Bethlehem School	13/12/2002	Yes
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
3716	Bradford School	09/09/2002	No
2547	Bridge Pā 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
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
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
3729	Cromwell Primary School	22/11/2002	No
2553	Dannevirke South School	01/07/1999	No
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

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
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
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
3338	Fendalton Open Air School	25/11/1999	Yes
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
2563	Frimley School	14/01/2003	Yes
2566	Gisborne Intermediate	11/08/2002	Yes
1282	Gladstone School (Auckland)	29/09/1999	Yes
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
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
3361	Greymouth Main School	24/10/2003	No
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
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
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
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
387	John McGlashan College	07/07/2004	Yes
2866	Johnsonville School	07/01/2004	Yes
1756	Kaharoa School	21/08/2001	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
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)	2/02/2000	No
2373	Kākahi School	17/09/2003	No
1029	Kamo Intermediate	10/09/1999	Yes
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
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
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
1336	Koru School	30/08/1999	Yes
1337	Kōwhai Intermediate	19/10/1999	Yes
3402	Ladbrooks School	18/07/2004	No
1338	Laingholm School	25/08/1999	Yes
1339	Leabank School	22/03/2001	Yes
2182	Lepperton School	14/02/2005	No
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
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	23/11/2004	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
2603	Maraekākaho School	02/07/2003	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
1367	Maungawhau School	26/11/1999	Yes
1370	Meadowbank School	27/09/1999	Yes
2613	Meeanee School	06/04/2004	Yes
1371	Mellons Bay School	06/10/1999	Yes
3434	Merrin School	22/10/1999	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
3207	Motupipi School	15/10/2000	No
2404	Mount Biggs School	17/09/1999	No
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

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
1390	New Windsor School	16/09/1999	Yes
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
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
269	Onslow College	21/09/1999	Yes
1401	Opaheke School	09/08/1999	Yes
2936	Opaki School	24/11/2003	No
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
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
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
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	18/09/2002	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 (Whakatane)	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
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
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
2649	Pōtaka School	28/05/2004	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
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
6944	Randwick Park School	01/11/1999	Yes
1457	Rangeview Intermediate	27/05/2004	Yes
2970	Rangikura School	07/03/2005	No
28	Rangitoto College	01/12/1999	Yes
2434	Rangiwaea School	08/12/1999	No

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
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
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
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
2441	Russell Street School	03/09/2001	Yes
40	Rutherford College	17/06/2003	Yes
4014	Salford School	12/11/2002	Yes
491	Sancta Maria College	20/11/2003	Yes
2987	Seatoun School	01/01/2001	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
6760	Somerville Intermediate School	10/12/1999	Yes
2993	South Featherston School	30/09/2004	No
2446	South Mākirikiri School	06/09/1999	No
3510	Southbrook School	30/05/2001	No
452	Southern Cross Campus	20/11/2002	Yes
2996	Springlands School	03/06/2002	Yes
3518	St Albans School	12/12/2003	Yes
3835	St Clair School	02/12/1999	No
3822	St Francis Xavier School (Mornington)	08/04/2003	No
1489	St Heliers School	29/11/1999	Yes
380	St Hilda's Collegiate	04/08/2004	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
3531	St Joseph's School (Papanui)	14/12/2004	No
4016	St Joseph's School (Queenstown)	21/10/2002	No
1499	St Leonards 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
3537	St Patrick's School (Bryndwr)	15/06/2004	No
3541	St Paul's School (Dallington)	16/05/2004	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
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
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-a-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
6940	Te Ākau ki Papamoa Primary School	26/11/1999	Yes

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
3037	Te Aro School	05/11/2003	Yes
1532	Te Hihi School	01/09/2004	No
2007	Te Kōwhai School	07/10/2003	Yes
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	28/07/2004	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
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
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
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 and Com. Ed. Centre	5/11/2003	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
2733	Westshore School	12/10/2004	No
1570	Weymouth School	23/07/1999	Yes
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
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
225	Woodford House	02/04/2004	Yes
2092	Woodlands School (Opotiki)	17/04/2000	Yes
3602	Yaldhurst Model School	10/09/2001	No

A total of 552 schools had enrolment schemes in place during 2005.

Statistical Tables

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

School Characteristics	Participation of Year 11 Students %	Year 11 Candidates Achieving an NCEA Qualification %	Participation of Year 12 Students %	Year 12 Candidates Achieving an NCEA Qualification, Level 2 or Above %	Participation of Year 13 Students %	Year 13 Candidates Achieving an NCEA Qualification, Level 3 or Above %
School decile**						
Low (deciles 1–3)	90	42	90	45	86	30
Medium (deciles 4–7)	94	59	94	63	92	51
High (deciles 8–10)	96	74	94	75	93	65
School gender						
Boys' schools	95	65	93	68	93	56
Co-educational schools	87	58	89	61	92	48
Girls' schools	98	78	97	80	96	71
All schools	**90**	**62**	**91**	**65**	**93**	**54**

* Participation is defined as achieving at least one NQF credit. Students doing so are referred to as candidates.

** Excludes schools with no decile.

Table A2: Participation* and Achievement in Senior School Assessment by Gender and Ethnicity**, 2005

Student Characteristics	Participation of Year 11 Students %	Year 11 Candidates Achieving an NCEA Qualification %	Participation of Year 12 Students %	Year 12 Candidates Achieving an NCEA Qualification, Level 2 or Above %	Participation of Year 13 Students %	Year 13 Candidates Achieving an NCEA Qualification, Level 3 or Above %
Gender						
Male	89	57	90	60	91	48
Female	90	67	91	70	94	59
Ethnicity						
Māori	83	40	87	46	89	30
Pasifika	88	34	92	37	90	22
Asian	88	65	87	68	91	59
European/Pākehā	88	72	88	73	91	61
All candidates	**90**	**62**	**91**	**65**	**93**	**54**
Total no. of candidates	**55 908**	**34 623**	**45 165**	**29 516**	**33 244**	**17 787**

* Participation is defined as achieving at least one NQF credit. Students doing so are referred to as candidates.

** Foreign fee-paying students are excluded from the participation by ethnicity figures.

Table A3: Proportion of Candidates* to Achieve at Least One Credit by Learning Area, Year of Schooling and Gender, 2005

Learning Area	Proportion of Year 11 Candidates to Achieve at Least One Credit		Proportion of Year 12 Candidates to Achieve at Least One Credit		Proportion of Year 13 Candidates to Achieve at Least One Credit	
	Male %	Female %	Male %	Female %	Male %	Female %
English	91	94	87	91	67	73
Te reo Māori	4	6	2	3	1	2
Other languages	8	16	6	11	6	10
Mathematics	96	97	84	80	69	57
Science	81	83	54	51	46	40
Social sciences	60	66	58	69	55	64
The arts	26	44	22	38	20	36
Health and physical education	57	58	48	48	35	33
Technology	62	50	56	46	40	34

* Candidates are students who achieved at least one NQF credit.

Table A4: Achievement of Literacy and Numeracy Requirements by Year 11 Candidates* by Gender and Ethnicity, 2005

Student Characteristics	Candidates Meeting Both Literacy and Numeracy Requirements		Candidates Meeting Literacy Requirements Only		Candidates Meeting Numeracy Requirements Only		Candidates Meeting Neither Literacy Nor Numeracy Requirements		All Candidates
	n	%	n	%	n	%	n	%	n
Gender									
Male	19 943	71.6	1 102	4.0	4 077	14.6	2 730	9.8	27 852
Female	22 175	79.0	1 428	5.1	2 376	8.5	2 077	7.4	28 056
Ethnicity									
Māori	6 112	61.6	815	8.2	1 633	16.5	1 367	13.8	9 927
Pasifika	2 504	56.9	355	8.1	869	19.8	670	15.2	4 398
Asian	4 301	75.9	157	2.8	777	13.7	430	7.6	5 665
European/Pākehā	27 275	81.8	1 077	3.2	2 937	8.8	2 054	6.2	33 343
Total	**42 118**	**75.3**	**2 530**	**4.5**	**6 453**	**11.5**	**4 807**	**8.6**	**55 908**

* Candidates are students who achieved at least one NQF credit.

Table A5a: Proportion of School Leavers with Little or No Formal Attainment by Ethnicity, 2001–2005

	Māori %	Pasifika %	Asian %	European/Pākehā %	Total %
2001	33	25	8	12	**17**
2002	35	26	9	14	**18**
2003	30	21	7	11	**15**
2004	25	16	5	10	**13**
2005	25	15	5	10	**13**

Table A5b: Proportion of School Leavers with University Entrance or Higher by Ethnicity, 2001–2005

	Māori %	Pasifika %	Asian %	European/Pākehā %	Total %
2001	7	10	54	30	**26**
2002	8	9	52	31	**27**
2003	9	9	54	33	**29**
2004	12	14	56	37	**32**
2005	12	14	58	38	**33**

Table A6: Proportion of School Leavers Going Directly to Tertiary Education by Level of Study, 2002–2004

	2002 School Leavers			2003 School Leavers			2004 School Leavers		
Award Programme	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %
Degree level	9	8	23	9	10	23	9	11	23
Diploma level	5	4	5	4	4	4	4	4	4
Certificate level	41	41	30	37	39	28	38	39	30
Total*	**54**	**53**	**57**	**50**	**52**	**55**	**51**	**54**	**58**
Total number of school leavers	**9 445**	**3 654**	**52 546**	**9 688**	**3 822**	**53 471**	**10 583**	**4 080**	**55 634**

* 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, 2000–2004

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	2000	8	18	34	22
	2001	9	18	36	22
	2002	8	19	38	23
	2003	9	18	36	23
	2004	10	19	35	23
Diploma courses	2000	4	5	6	5
	2001	4	5	6	5
	2002	4	5	5	5
	2003	4	4	5	4
	2004	3	5	5	4
Certificate courses	2000	26	25	21	24
	2001	35	31	24	30
	2002	38	33	25	30
	2003	35	29	23	28
	2004	36	32	26	30
All tertiary courses	2000	39	48	61	50
	2001	48	54	66	57
	2002	49	56	68	57
	2003	47	52	63	55
	2004	49	56	66	58

Table A8: Estimated Proportion of Domestic Students Staying on at School by Age, 1995–2005*

Year	Age 16 %	Age 17 %	Age 18 %
1995	83	58	14
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	81	60	14

* The 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, 2005*

Ethnicity	Gender	Age 16 %	Age 17 %	Age 18 %
Māori	Male	59	36	8
	Female	66	43	8
	Total	**63**	**39**	**8**
Pasifika	Male	78	63	21
	Female	90	70	19
	Total	**84**	**66**	**20**
All students	Male	77	56	13
	Female	84	65	14
	Total	**81**	**60**	**14**

* The 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 2005

Region	Domestic School Roll	Roll Growth 2000–2005 %	Pasifika Students* %	Asian Students* %	Māori Students* %	Māori Students in Māori - medium Pro-grammes** %	Students Receiving ESOL Support *** %	Low Decile Schools (Deciles 1–3) %	Schools with Enrol-ment Schemes %	Stand-downs and Suspen-sions Per 1000 Students, Jan to Dec 2005	Leavers with at Least 30 Credits at Level 2 or Above %
Northland	29 684	-1.9	1.6	1.7	47.3	19.1	0.3	60.3	7.7	55.3	56.5
Auckland	245 678	12.6	19.5	16.9	14.9	11.5	7.6	35.4	38.9	32.6	71.1
Waikato	73 625	1.8	3.0	4.2	30.4	14.1	1.6	32.2	10.9	40.7	62.3
Bay of Plenty	50 818	3.7	1.8	2.5	40.2	22.1	0.8	48.1	15.7	37.4	56.8
Gisborne	9 835	-3.2	1.5	1.0	62.1	24.0	0.1	57.9	16.4	53.1	53.9
Hawke's Bay	30 540	2.0	3.6	1.8	34.8	18.1	1.3	43.5	33.1	39.3	65.5
Taranaki	20 214	-5.9	1.0	1.8	22.9	7.3	0.3	23.2	5.1	41.7	61.3
Manawatu/Wanganui	42 041	-5.2	2.7	3.0	29.3	14.4	0.7	31.6	12.6	50.9	64.4
Wellington	78 641	1.8	10.1	7.2	18.5	10.8	2.7	22.5	23.9	32.3	70.6
Nelson/Marlborough/ Tasman	22 579	-0.1	1.5	1.4	13.1	8.0	0.5	8.2	21.2	29.7	62.7
West Coast	5 233	-8.0	1.0	0.9	16.0	0.0	0.3	24.3	2.7	42.3	47.6
Canterbury	87 492	4.4	2.8	5.1	10.6	8.1	1.8	17.8	24.6	43.1	64.6
Otago	30 361	-1.2	2.1	2.7	10.0	1.2	0.5	10.5	12.4	29.7	72.4
Southland	16 940	-6.4	1.6	1.0	16.7	5.7	0.3	21.3	10.1	41.1	64.4

* As a percentage of domestic students only (excludes NZAID scholarship students and foreign fee-paying students).

** Levels 1–3 Māori-medium education (31–100% of instruction time in te reo Māori) as a percentage of the total Māori roll in each region.

*** As the percentage of domestic students in state schools.

Table A11: Number of Students by School Type, 1995 and 2001–2005

School Type	1995	2001	2002	2003	2004	2005
Primary						
State full primary	150 848	169 654	171 121	172 200	169 839	168 611
State contributing	208 191	213 213	212 291	213 959	212 360	211 531
State intermediate	55 064	60 382	63 507	64 517	61 908	58 466
Independent primary and intermediate	6 662	6 242	6 327	6 106	6 089	5 838
Subtotal	**420 765**	**449 491**	**453 246**	**456 782**	**450 196**	**444 446**
Composite						
State composite	12 488	21 861	22 534	22 974	24 452	25 707
Correspondence	10 471	8 839	9 135	7 872	7 996	6 632
Independent composite	12 034	12 004	12 767	13 936	14 816	15 509
Subtotal	**34 993**	**42 704**	**44 436**	**44 782**	**47 264**	**47 848**
Secondary						
State Year 9–15	185 907	191 983	198 725	206 337	210 650	206 448
State Year 7–15	34 984	39 997	40 770	42 431	45 627	53 268
Independent Year 7–15 and Year 9–15	6 210	7 501	8 498	8 818	8 245	7 996
Subtotal	**227 101**	**239 481**	**247 993**	**257 586**	**264 522**	**267 712**
Special						
State special	1 804	2 215	2 379	2 574	2 646	2 735
Independent special	48					15
Other Vote Education	185	33	30	31	26	34
Subtotal	**2 037**	**2 248**	**2 409**	**2 605**	**2 672**	**2 784**
Total	**684 896**	**733 924**	**748 084**	**761 755**	**764 654**	**762 790**

Table A12: Number of Students by Ethnicity at 1 July 2005

Ethnicity	2005	2001–2005 % Change
European/Pākehā	448 218	-3.0
New Zealand Māori	162 534	8.7
Sāmoan	31 072	10.0
Cook Islands Māori	10 192	9.6
Tongan	13 600	23.1
Niuean	3 902	6.4
Fijian	2 930	27.8
Tokelauan	1 583	25.9
Other Pasifika	2 809	8.6
Subtotal – Pasifika	66 088	13.2
South-east Asian	8 092	17.8
Indian	18 545	57.4
Chinese	17 988	31.4
Other Asian	15 733	39.1
Subtotal – Asian	60 358	38.3
Other	14 223	55.2
NZAID* and FFP**	11 369	5.3
Total	**762 790**	**3.9**

* New Zealand Agency for International Development scholarship.

** Foreign fee-paying students.

Table A13: Number of Students by Age, 1995 and 2001–2005

Age in Years	1995	2001	2002	2003	2004	2005
5	60 279	55 229	55 087	56 818	55 508	57 538
6	57 536	58 143	57 692	57 754	58 442	57 076
7	57 749	58 338	58 880	58 568	58 205	58 741
8	54 123	59 434	59 068	59 886	58 984	58 379
9	53 470	60 478	60 398	60 228	60 369	59 236
10	52 725	62 329	61 653	62 124	60 874	60 820
11	50 976	60 849	63 204	62 471	61 936	60 786
12	51 156	59 009	61 937	64 046	62 822	62 216
13	50 993	57 790	59 337	62 388	64 260	62 541
14	51 994	55 043	58 325	59 991	62 490	63 864
15	50 848	52 187	53 929	56 847	58 138	59 926
16	43 170	43 871	44 697	46 821	48 860	49 361
17	30 451	32 132	32 659	33 738	35 412	36 718
18	8 350	8 735	9 625	9 803	9 251	8 793
19 and over	11 032	10 357	11 593	10 272	9 103	6 795
Under 5*	44					
Total	**684 896**	**733 924**	**748 084**	**761 755**	**764 654**	**762 790**

* Children aged less than 5 years at special schools prior to 1996.

Table A14: Number of Schools by School Type, 1995 and 2001–2005

School Type	1995	2001	2002	2003	2004	2005
Primary						
State full primary	1 181	1 186	1 177	1 173	1 137	1 098
State contributing	921	843	833	829	816	795
State intermediate	144	132	130	130	125	121
Independent primary and intermediate	66	48	48	45	44	42
Subtotal	**2 312**	**2 209**	**2 188**	**2 177**	**2 122**	**2 056**
Composite						
State composite	48	82	85	86	89	94
Correspondence	1	1	1	1	1	1
Independent composite	45	43	46	49	50	46
Subtotal	**94**	**126**	**132**	**136**	**140**	**141**
Secondary						
State Year 9–15	239	232	229	229	228	222
State Year 7–15	59	87	86	87	90	94
Independent Year 7–15 and Year 9–15	38	17	17	17	20	19
Subtotal	**336**	**336**	**332**	**333**	**338**	**335**
Special						
State special	49	46	46	46	46	46
Independent special	2					1
Other Vote Education	5	1	1	1	1	1
Subtotal	**56**	**47**	**47**	**47**	**47**	**47**
Total	**2 798**	**2 718**	**2 699**	**2 693**	**2 647**	**2 580**

Table A15: Enrolments in Māori-medium Programmes by Level of Immersion, 2001–2005

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 Pro-grammes** %	Number of Māori-medium Providers
	31–50 %	51–80 %	81–100 %						
2001	5 836	5 305	11 155	22 296	21 488	14.4	808	0.1	438
2002	5 531	5 124	11 640	22 295	21 520	14.1	775	0.1	430
2003	6 024	4 658	12 209	22 891	22 173	14.1	718	0.1	445
2004	5 345	5 360	12 580	23 285	22 639	14.1	646	0.1	417
2005	5 761	5 119	12 755	23 635	22 807	14.0	828	0.1	410
% change 2001–2005	-1.3	-3.5	14.3	6.0	6.1		2.5		-6.4

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

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

Table A16: Number of Students by School Type, Type of Student and Gender, July 2005

	Regular Classroom		Adults in Regular Classes		Alternative Education		Foreign Fee-paying		NZAID Scholarship		Total		
School Type	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Full primary	89 875	83 679					376	317	4	6	90 255	84 002	174 257
Contributing	108 683	101 869					520	436	17	6	109 220	102 311	211 531
Intermediate	30 014	27 790					490	361	2	1	30 506	28 152	58 658
Secondary Year 7–15	27 715	27 357	16	74	60	21	747	736			28 538	28 188	56 726
Secondary Year 9–15	102 441	99 264	580	1 170	719	374	3 413	3 001	15	9	107 168	103 818	210 986
Composite	18 091	22 107	17	62	23	6	412	488	4	6	18 547	22 669	41 216
Special	1 774	1 008					1	1			1 775	1 009	2 784
Correspondence	1 579	1 998	1 322	1 709	14	10					2 915	3 717	6 632
Total	**380 172**	**365 072**	**1 935**	**3 015**	**816**	**411**	**5 959**	**5 340**	**42**	**28**	**388 924**	**373 866**	**762 790**

Table A17: Participation in Alternative Education Programmes, 2005*

Ethnicity	%	Gender	%
Māori	61	Male	66
European/Pākehā	28	Female	34
Pasifika	9		
Other	2		

* Number of students who were approved and attended programmes during 2005 = 3649.

Table A18: Non-enrolment Truancy Service (NETS): Outcomes of NETS Referrals, 2000–2005

	2000	2001	2002	2003	2004	2005
Numbers of young people referred to NETS	4 790	5 350	6 251	6 499	6 034	8 223
Number already enrolled, exempted, overseas or over 16	2 240	2 550	2 700	2 641	3 562	5 284
Numbers NETS helped to re-engage in education	1 329	1 639	2 624	2 208	1 370	2 117

At the time these figures were reported, there were 822 cases from 2005 that were still being followed up.

Table A19: Stand-downs and Suspensions Per 1000 Students Enrolled by Selected Reasons, Gender and Ethnicity, 2005

	All Reasons	Theft	Physical Assault on Staff or Students	Continual Disobedience	Drugs and Alcohol	Verbal Assault on Staff or Students
Male	52.2	2.2	14.9	12.9	5.9	7.9
Female	22.7	1.0	4.9	6.5	3.7	3.6
Māori	72.9	3.5	17.8	17.4	10.9	11.3
Non-Māori	27.7	1.0	7.7	7.6	3.1	4.2
Pasifika	48.8	2.9	15.9	11.1	4.1	6.1
Non-Pasifika	36.7	1.4	9.4	9.6	4.9	5.8
All Students	**37.8**	**1.6**	**10.0**	**9.8**	**4.8**	**5.8**

Table A20: Indicative Participation Rates* of 16- to 18-year-olds in Education, 2001–2005

Age	Year	Schools %	Tertiary %	Education** %
16	2001	79	9	88
	2002	78	8	86
	2003	80	8	87
	2004	80	10	90
	2005	80	10	90
17	2001	58	16	74
	2002	57	15	72
	2003	58	14	71
	2004	60	15	75
	2005	60	15	75
18	2001	16	41	57
	2002	17	40	57
	2003	17	38	54
	2004	16	39	55
	2005	15	39	54

* The 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 A8 and A9, which are for domestic students only and are calculated as a proportion of enrolments at age 14.

** Totals may not add up due to rounding.

Table A21: Actual Staff (FTTE*) at State Schools by School Type and Gender, 2001–2005

	2001	2002	2003	2004	2005		
					Male	Female	Total
Primary	23 365	23 364	23 617	23 583	4 515	18 842	23 357
Composite	1 485	1 572	1 691	1 795	689	1 318	2 008
Correspondence	318	290	290	285	66	178	244
Secondary	15 378	15 597	16 485	17 281	7 894	10 150	18 044
Special	745	764	799	835	172	737	909
Total**	**41 292**	**41 586**	**42 882**	**43 778**	**13 336**	**31 226**	**44 562**

* Full-time teacher equivalent.

** Totals may not add due to rounding.

Table A22: Ratio* of Students to Teaching Staff at State Schools, 2001–2005

	2001	2002	2003	2004	2005
Overall ratio**					
Primary/intermediate	19.0	19.1	19.1	18.8	18.8
Composite	14.3	14.0	13.5	13.4	12.7
Secondary	15.5	15.7	15.4	15.2	14.8
General classroom ratio					
Primary/intermediate	22.5	22.5	22.7	23.1	23.9
Composite	18.2	18.2	17.6	16.7	16.4
Secondary	18.4	18.8	18.6	18.4	18.0

*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 A23: Mean Salary* of Regular** State School Teachers by School Type, 2001–2005

Year	Primary			Composite			Secondary			Special			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2001	54 860	47 384	49 050	52 764	46 344	48 718	53 432	50 760	52 083	53 558	48 582	49 556	53 933	48 398	50 252
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

*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 A24: Board of Trustees Members at State Schools* by Ethnicity and Gender as at December 2005

	Ethnicity						Gender		
	Māori %	Pasifika %	Asian %	European/ Pākehā %	Other* %	Total %	Male %	Female %	Total*** %
All members									
Primary	14.3	3.1	0.8	75.3	6.5	100.0	46.8	53.2	100.0
Composite	39.4	1.2	0.4	53.5	5.5	100.0	47.6	52.4	100.0
Secondary	13.3	4.6	1.4	73.3	7.4	100.0	56.4	43.6	100.0
Special	10.0	1.6	0.3	75.7	12.4	100.0	41.6	58.4	100.0
Total	**15.1**	**3.2**	**0.9**	**74.1**	**6.8**	**100.0**	**48.3**	**51.7**	**100.0**
Elected/appointed parent representatives									
Primary	16.1	3.6	0.8	76.1	3.4	100.0	50.8	49.2	100.0
Composite	44.2	0.5	0.2	52.4	2.7	100.0	47.2	52.8	100.0
Secondary	13.7	4.6	0.9	77.2	3.7	100.0	58.1	41.9	100.0
Special	9.3	2.0	0.0	84.7	4.0	100.0	42.7	57.3	100.0
Total	**16.7**	**3.6**	**0.8**	**75.5**	**3.4**	**100.0**	**51.5**	**48.5**	**100.0**
Co-opted members									
Primary	25.0	4.2	1.0	65.9	3.9	100.0	43.5	56.5	100.0
Composite	53.7	4.5	0.0	34.3	7.5	100.0	32.8	67.2	100.0
Secondary	32.5	6.1	1.4	56.8	3.2	100.0	54.8	45.2	100.0
Special	18.9	3.8	1.9	71.7	3.8	100.0	35.8	64.2	100.0
Total	**27.7**	**4.6**	**1.1**	**62.8**	**3.9**	**100.0**	**45.2**	**54.8**	**100.0**

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

** Includes board of trustees members whose ethnicity was not stated.

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

Table A25: Value of Crown-owned School Land and Buildings, 2001–2005

Financial Year Ended 30 June	2001 $m	2002 $m	2003 $m	2004 $m	2005 $m
Land	939.1	1 374.5	1 535.2	2 142.5	2 856.1
Buildings (less depreciation)	4 696.5	4 960.8	5 434.4	5 776.4	6 328.9
Net carrying value of land and buildings	5 635.5	6 335.3	6 969.6	7 918.9	9185.0
Cash investment in school and land	249.4	295.4	295.9	370.8	417.8

Table A26: Age of State School Property, 2005

Built	Number of Buildings	Square Metres	Proportion of Total Area %
Pre-1900	76	22 363	0.4
1900–1909	78	27 666	0.5
1910–1919	119	55 166	0.9
1920–1929	310	167 262	2.8
1930–1939	443	190 682	3.2
1940–1949	523	214 816	3.6
1950–1959	1 941	1 008 213	17.1
1960–1969	3 248	1 325 625	22.5
1970–1979	4 574	1 414 838	24.0
1980–1989	1 257	415 687	7.0
1990–1999	2 615	630 506	10.7
2000–2005	1 242	423 884	7.2
Total	**16 426**	**5 896 708**	**100.0**

Table A27: Financial Performance of the Schools Sector, 2003–2005

	2003		2004		2005 (Estimated**)	
	$m	%*	$m	%*	$m	%*
Revenue	**3 845.2**	**100.0**	**4 062.2**	**100.0**	**4 256.1**	**100.0**
Government grants	3 283.2	85.4	3 474.1	85.5	3 673.1	86.3
Investment and other revenue	84.7	2.2	81.9	2.0	86.0	2.0
Local funds	477.2	12.4	506.2	12.5	497.0	11.7
Expenses	**3 792.2**	**98.6**	**4 032.4**	**99.3**	**4 200.0**	**98.7**
Operating surplus	**52.9**	**1.4**	**29.8**	**0.7**	**56.1**	**1.3**

* Of total revenue.

** In this and the subsequent tables, A28 to A44, the results given for 2005 are estimated. These estimates are based on actual data for 2,376 schools and previous years' data for 93 schools, whose 2005 accounts data was not available for inclusion during the preparation of this report.

Table A28: Primary Schools' Financial Performance, 2003–2005

	2003		2004		2005 (Estimated)	
	$m	%*	$m	%*	$m	%*
Revenue						
Government grants	1 763.3	88.4	1 838.7	88.6	1 899.9	88.9
Investments	16.7	0.8	19.2	0.9	23.8	1.1
Local funds	204.4	10.2	210.5	10.1	208.1	9.7
Other revenue	10.2	0.5	7.8	0.4	5.5	0.3
Total	**1 994.6**	**100.0**	**2 076.2**	**100.0**	**2 137.4**	**100.0**
Expenses						
Administration	149.7	7.5	156.5	7.5	157.7	7.4
Depreciation	74.6	3.7	76.7	3.7	77.6	3.6
Learning resources	1 506.0	75.5	1 576.7	75.9	1 622.0	75.9
Local funds	76.4	3.8	81.0	3.9	83.0	3.9
Property management	149.8	7.5	157.9	7.6	160.6	7.5
Other expenses	2.8	0.1	2.3	0.1	1.7	0.1
Total	**1 959.3**	**98.2**	**2 051.1**	**98.8**	**2 102.5**	**98.4**
Surplus	**35.3**	**1.8**	**25.0**	**1.2**	**34.9**	**1.6**

* Of total revenue.

Table A29: Secondary Schools' Financial Performance, 2003–2005

	2003		2004		2005 (Estimated)	
	$m	%*	$m	%*	$m	%*
Revenue						
Government grants	1 393.1	81.1	1 504.8	81.5	1 635.1	82.8
Investments	14.6	0.9	15.9	0.9	19.3	1.0
Local funds	269.2	15.7	291.4	15.8	285.0	14.4
Other revenue	41.5	2.4	35.4	1.9	35.3	1.8
Total	**1 718.5**	**100.0**	**1 847.4**	**100.0**	**1 974.7**	**100.0**
Expenses						
Administration	120.4	7.0	131.3	7.1	134.4	6.8
Depreciation	63.6	3.7	67.6	3.7	71.2	3.6
Learning resources	1 255.7	73.1	1 355.3	73.4	1 452.6	73.6
Local funds	120.4	7.0	136.4	7.4	143.5	7.3
Property management	122.0	7.1	128.9	7.0	136.4	6.9
Other expenses	19.2	1.1	18.9	1.0	14.7	0.7
Total	**1 701.2**	**99.0**	**1 838.4**	**99.5**	**1 952.6**	**98.9**
Surplus	**17.2**	**1.0**	**9.0**	**0.5**	**22.1**	**1.1**

* Of total revenue.

Table A30: Primary and Secondary Schools' Per-student Financial Performance, 2001–2005

	2001 $/Student	2002 $/Student	2003 $/Student	2004 $/Student	2005 (Estimated) $/Student
Primary					
Revenue	**4 072**	**4 213**	**4 413**	**4 663**	**4 867**
Government grants	3 661	3 753	3 901	4 130	4 327
Investments	37	34	37	43	54
Local funds	364	408	452	473	474
Other revenue	10	19	23	17	13
Expenses	**4028**	**4 147**	**4 335**	**4 607**	**4 788**
Surplus	**44**	**66**	**78**	**56**	**79**
Secondary					
Revenue	**5 857**	**6 033**	**6 381**	**6 504**	**6 840**
Government grants	4 808	4 897	5 173	5 298	5 663
Investments	68	57	54	56	67
Local funds	899	951	1 000	1 026	987
Other revenue	82	128	154	125	122
Expenses	**5 805**	**5 948**	**6 317**	**6 472**	**6763**
Surplus	**52**	**85**	**64**	**32**	**77**

Table A31: Financial Position of the Schools Sector, 2001–2005

	2001 $m	2002 $m	2003 $m	2004 $m	2005 (Estimated) $m
Current assets and investments*	743.8	809.1	898.1	867.4	927.5
Less current liabilities	440.8	488.7	540.6	491.3	491.9
Working capital	308.0	326.1	366.1	376.3	435.5
Non-current assets as net depreciated value	803.4	846.1	895.1	1 003.5	1 062.8
Less non-current liabilities	117.6	129.9	133.4	139.6	146.2
Public equity	988.8	1 036.7	1 119.1	1 240.0	1 352.1

* 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 are included with non-current assets.

Table A32: Primary Schools' Financial Position, 2001–2005

	2001 $m	2002 $m	2003 $m	2004 $m	2005 (Estimated) $m
Current assets and investments*	384.8	418.0	469.2	459.6	489.8
Less current liabilities	196.8	213.9	238.4	212.2	215.5
Working capital	188.5	204.3	231.7	247.4	274.3
Non-current assets as net depreciated value	400.7	426.2	443.0	500.5	538.7
Less non-current liabilities	63.0	71.1	72.5	73.6	75.7
Public equity	525.8	559.2	601.3	674.3	737.3

* 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 are included with non-current assets.

Table A33: Secondary Schools' Financial Position, 2001–2005

	2001 $m	2002 $m	2003 $m	2004 $m	2005 (Estimated) $m
Current assets and investments*	333.6	365.8	405.2	381.9	408.9
Less current liabilities	233.9	263.5	289.4	262.2	257.6
Working capital	104.3	107.8	123.6	119.8	151.3
Non-current assets as net depreciated value	385.9	399.6	427.6	479.9	502.5
Less non-current liabilities	53.6	57.6	59.6	64.5	68.9
Public equity	431.9	444.3	483.9	535.1	585.0

* 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 are included with non-current assets.

Table A34: Schools Sector Fixed Asset Portfolio, 2004–2005

	2004			2005 (Estimated)		
Fixed Asset Category	Historical Cost $m	Accumulated Depreciation $m	Net Depreciated Value $m	Historical Cost $m	Accumulated Depreciation $m	Net Depreciated Value $m
Buildings	532.3	97.3	435.0	586.6	109.8	476.8
ICT	395.8	281.9	113.9	432.9	317.0	116.0
Plant, furniture and equipment	767.3	461.4	305.9	780.0	479.0	301.0
Land	22.1	–	22.1	29.1	–	29.1
Library resources	169.4	98.8	70.6	169.5	102.9	66.6
Motor vehicles	23.2	14.0	9.3	23.8	14.8	9.0
Houses	13.9	0.2	13.7	25.2	0.6	24.5
Other fixed assets	41.8	12.0	29.8	60.3	20.3	40.1
Total	**1 965.9**	**965.6**	**1 000.3**	**2 107.4**	**1 044.3**	**1 063.1**

Table A35: Primary and Secondary Schools' Asset Portfolios, 2004–2005

	2004				2005 (Estimated)			
	Primary		Secondary		Primary		Secondary	
	$m	%	$m	%	$m	%	$m	%
Monetary Assets								
Cash	172.1	18.0	110.3	12.8	193.6	18.8	123.0	13.5
Receivables	127.1	13.3	117.6	13.7	124.6	12.1	121.6	13.3
Investments	153.1	16.0	142.0	16.5	164.0	16.0	152.1	16.7
Subtotal	**452.2**	**47.2**	**369.9**	**43.0**	**482.3**	**46.9**	**396.7**	**43.5**
Non-monetary assets								
Inventory	7.3	0.8	12.0	1.4	7.5	0.7	12.2	1.3
Buildings	235.9	24.6	193.7	22.5	262.7	25.6	208.2	22.8
ICT	53.7	5.6	53.7	6.2	54.1	5.3	56.7	6.2
Plant, furniture and equipment	148.2	15.5	148.2	17.2	150.9	14.7	141.8	15.5
Land	3.3	0.3	18.7	2.2	4.9	0.5	24.0	2.6
Library resources	38.9	4.1	31.2	3.6	37.7	3.7	28.5	3.1
Motor vehicles	3.0	0.3	5.4	0.6	2.1	0.2	5.7	0.6
Houses	8.6	0.9	5.1	0.6	15.6	1.5	8.9	1.0
Other fixed assets	6.6	0.7	23.1	2.7	9.9	1.0	30.0	3.3
Subtotal	**505.6**	**52.8**	**491.2**	**57.0**	**545.5**	**53.1**	**516.0**	**56.5**
Total all assets	**957.8**	**100.0**	**861.0**	**100.0**	**1 027.8**	**100.0**	**912.7**	**100.0**

Table A36: Proportion of Schools in Surplus and Deficit, 2003–2005

	Operating Surplus/Deficit			Working Capital Surplus/Deficit		
	2003 %	2004 %	2005 (estimated) %	2003 %	2004 %	2005 (estimated) %
Primary						
Surplus	61	57	63	94	94	95
Deficit	39	43	37	6	6	5
Total	**100**	**100**	**100**	**100**	**100**	**100**
Secondary						
Surplus	57	53	68	82	82	87
Deficit	43	47	32	18	18	13
Total	**100**	**100**	**100**	**100**	**100**	**100**
All schools						
Surplus	60	56	64	92	92	94
Deficit	40	44	36	8	8	6
Total	**100**	**100**	**100**	**100**	**100**	**100**

Table A37: Proportion of Schools Incurring Large Operating Deficits by Sector, 2001–2005

	2001 %	2002 %	2003 %	2004 %	2005 (Estimated) %
Primary schools	14	13	14	16	13
Secondary schools	9	11	7	11	4
All schools	**14**	**13**	**13**	**15**	**11**

Table A38: Number of Schools in Deficit by Size of Deficit, 2003–2005

	Operating Deficit			Working Capital Deficit		
Size of Deficit	2003	2004	2005 (Estimated)	2003	2004	2005 (Estimated)
$1–$20,000	570	547	457	97	76	58
$20,001–$40,000	215	243	174	35	45	22
$40,001–$60,000	112	106	92	16	17	13
$60,001–$80,000	38	82	29	11	12	11
$80,001–$100,000	27	30	36	9	7	13
$100,001 or more	72	102	61	34	43	21
Total	**1 034**	**1 110**	**849**	**202**	**200**	**138**

Table A39: Schools Moving into and out of Operating Deficit by Sector, 2003–2005

	Primary Three Years Ended:			Secondary Three Years Ended:			All Schools Three Years Ended:		
	2003 %	2004 %	2005 (Est.) %	2003 %	2004 %	2005 (Est.) %	2003 %	2004 %	2005 (Est.) %
No deficit for the 3-year period	27	27	30	27	26	28	26	27	29
A deficit for one of the 3 years	35	35	34	30	31	33	34	34	34
A deficit for two of the 3 years	27	27	26	31	28	29	28	27	27
A deficit for all three years	11	11	11	13	15	10	11	12	10
Total*	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

* Totals may not add up due to rounding.

Table A40: Primary Schools' Financial Performance by School Decile, 2004–2005

	2004			2005 (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	4 711	4 052	3 721	4 930	4 264	3 899
Investments	53	38	40	67	48	50
Local funds	339	447	617	331	448	621
Other revenue	17	16	20	14	11	13
Total	**5 119**	**4 553**	**4 397**	**5 343**	**4 771**	**4 584**
Expenses						
Administration	390	342	330	392	354	337
Depreciation	186	166	167	191	169	174
Learning resources	3 928	3 479	3 280	4 080	3 645	3 430
Local funds	152	177	214	156	187	219
Property management	405	339	329	413	356	337
Other expenses	4	6	5	8	3	1
Total	**5 065**	**4 510**	**4 325**	**5 240**	**4 713**	**4 498**
Surplus	**54**	**43**	**73**	**102**	**58**	**85**

Table A41: Secondary Schools' Financial Performance by School Decile, 2004–2005

	2004			2005 (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	6 071	5 312	4 801	6 640	5 650	5 123
Investments	59	54	57	70	63	70
Local funds	675	999	1 274	610	948	1 255
Other revenue	55	158	126	68	143	125
Total	**6 860**	**6 523**	**6 258**	**7 388**	**6 804**	**6 573**
Expenses						
Administration	517	444	452	546	447	446
Depreciation	256	232	234	269	233	252
Learning resources	5 177	4 785	4 501	5 542	5 017	4 755
Local funds	353	513	519	369	535	518
Property management	519	444	426	555	469	431
Other expenses	9	91	72	10	67	52
Total	**6 831**	**6 508**	**6 204**	**7 290**	**6 767**	**6 454**
Surplus	**29**	**15**	**54**	**98**	**37**	**119**

Table A42: Primary Schools' Financial Position by School Decile, 2004–2005

	2004			2005 (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*	1 199	962	970	1 325	1 030	1 038
Less current liabilities	498	470	466	521	479	479
Working capital	701	492	504	804	551	559
Non-current assets (NDV)	1 156	1 073	1 153	1 281	1 178	1 236
Less non-current liabilities	185	162	152	194	171	156
Public equity	1 673	1 402	1 505	1 891	1 558	1 639

* 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 are included with non-current assets.

Table A43: Secondary Schools' Financial Position by School Decile, 2004–2005

	2004			2005 (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*	1 345	1 296	1 407	1 534	1 333	1 467
Less current liabilities	829	902	1 008	836	879	944
Working capital	517	394	399	698	454	523
Non-current assets (NDV)	1 699	1 537	1 876	1 708	1 725	1 782
Less non-current liabilities	290	224	192	302	251	185
Public equity	1 926	1 706	2 083	2 104	1 928	2 120

* 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 are included with non-current assets.

Table A44: Proportion of Schools in Deficit by School Decile, 2003–2005

	Operating Deficit			Working Capital Deficit		
School Decile	2003 %	2004 %	2005 (Estimated) %	2003 %	2004 %	2005 (Estimated) %
Low (deciles 1–3)	41	48	34	9	9	6
Medium (deciles 4–7)	42	44	40	8	9	6
High (deciles 8–10)	36	39	33	6	6	5

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