



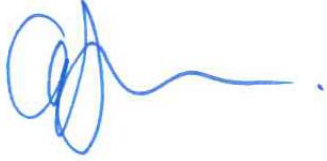
Briefing Note: Draft Report: *Ngā Kura o Aotearoa 2017*

To:	Hon. Chris Hipkins, Minister of Education		
Cc:	Hon. Kelvin Davis, Associate Minister of Education Hon. Jenny Salesa, Associate Minister of Education Hon. Tracey Martin, Associate Minister of Education		
Date:	28 August 2018	Priority:	Medium
Security Level:	In Confidence	METIS No:	1149580
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Summary

- This briefing provides the draft *Ngā Kura o Aotearoa 2017/New Zealand Schools Report* and accompanying dashboard for your review. Note that the draft report and dashboard is subject to final checking and editing.
- We request any feedback you may have by **Tuesday 11 September** to ensure that we can produce printed copies for you to table in the house by the 27th of September.
- *Ngā Kura o Aotearoa* is an annual report that provides a broad overview on the progress and performance of the compulsory schools' sector. The Minister of Education is legislatively required to prepare and present a report on the schools' sector to the House of Representatives for the 2017 year, by the 30th September 2018 (sections 87B and 11Q, Education Act 1989).
- In May 2018 we sought your advice (METIS 1120760) on the structure and content of the 2017 report. Three options were provided, and you supported Option B – partial customisation of the 2016 format to reflect new priorities and direction of education.
- The key changes agreed include:
 - Making reporting on student wellbeing a focus and bringing this forward in the report
 - Re-developing the chapter on Foundation Skills to focus on student progress and outcome
 - Removing reporting on National Standards.
- We will continue to work closely with your office and the Office of the Clerk to support the tabling of the report by Thursday 27 September, 2018.

- We recommend forwarding this Briefing Note and the attached draft report to the Associate Ministers of Education for their information.
- We also recommend that this Briefing Note is proactively released as part of a publication on or after 30 September 2018.



Craig Jones
Deputy Secretary, Evidence, Data and Knowledge

28/ 08 / 2018

Proactively Released

1. An analysis of the Wellbeing@School survey toolkit from 2013 to 2016 found that students who were enrolled in schools where a broad range of school-wide policies and practices were in place to promote student wellbeing, experienced higher levels of wellbeing than other children. Schools with higher levels of student wellbeing also had lower levels of aggressive behaviour.
2. It appears that progress for New Zealand students slows as they move through the higher levels of the curriculum, and in turn students are not gaining sufficient knowledge and skills to progress in line with the rate expected by the curriculum during those years. For example the national monitoring study shows that for mathematics and statistics, 81% of students are achieving at the expected curriculum level or above in Year 4, but for Year 8 the proportion drops to 41%.
3. In 2017, 91.5 percent of all students leaving school had met the literacy and numeracy requirements for NCEA Level 1 (down 0.1 percentage points from 2016). Between 2016 and 2017 the gap in literacy and numeracy attainment has decreased between Māori and non-Māori male and female, and students from disadvantaged and advantaged backgrounds.
4. In 2017, 89.6% of school leavers attained at least NCEA Level 1 or above (down 0.2 percentage points from 2016), 80.7% attained at least NCEA Level 2 or above (down 0.2 percentage points from 2016), and 54.4% attained NCEA Level 3 or above (up 0.1 percentage points from 2016).
5. There was an increase in the proportion of Māori and Pacific school leavers attaining NCEA Level 2 or above. In 2017, 67.9% of Māori and 75.9% of Pacific school leavers attained NCEA Level 2 (up 0.9 and 0.6 percentage points respectively).
6. There was an increase in the number of students participating in Māori language in education. As at 1 July 2017, there were 185,039 students participating in Māori language in education, across immersion levels 1-5. Of these students, 19,438 were engaged in Māori-medium education, spread across 277 schools. A further 165,601 students were engaged in Māori language in English-medium education.
7. Results from the PowerUp Initiative, a programme designed to empower Pacific parents, families and communities to support their children's education journeys were very positive. After completing the PowerUp programme, a higher proportion of parents said they felt very confident to engage with teachers (78%, up from 49% at the start of the programme), more students said they felt confident talking to their teachers (61%, up from 29% at the start of the programme), and classroom teachers noted that "students asked more questions, contribute to classroom discussion and complete work more competently".
8. In 2017, 7,027 students from across 338 schools accessed trades academy-funded places. Of the total participants, 2,770 (39.4%) were Māori and 1,177 (16.7%) were Pacific. By the end of 2017, 4,570 students (65%) participating in trades academies had achieved a minimum of NCEA Level 2 or equivalent.
9. In 2017, 3,951 students were supported through ART – Numbers, Names, Needs by 160 schools that reported student-level data. Of this total, 2,268 (57.4%) had attained NCEA Level 2 or equivalent by the end of 2017.

Included in these totals were 1,680 Māori, of whom 919 (54.7%) achieved NCEA Level 2 or equivalent, and 1,332 Pacific students, of whom 772 (58.0%) achieved NCEA Level 2 or equivalent.

10. In Term 2 of 2017, 63% of students were attending regularly (down 4 percentage points from 2016), mainly due to an increase in absences for medical reasons.
11. Of the 2017 school leavers, 83.5% of students remained at school to the age of 17 or above. There has been a 4.1 percentage point increase since 2009 (79.3%) and a 0.8 percentage point decrease since 2016 (84.3%).
12. Of the 60,600 students who left school in 2016, 61.5% were enrolled in a tertiary level course at some point before the end of 2017 (down 0.2 percentage points compared to the end of 2016). Females were more likely to progress directly into tertiary education than their male counterparts. In 2017, 64.1% of females and 59.1% of males from the 2016 leaver cohort enrolled in tertiary education at all levels. These pathways are lower than the 2015 leaver cohort where 66.3% and 62.0%, of female and male school leavers respectively, progressed directly into tertiary education.
13. The number of beginning teachers has steadily increased since 2012 when numbers were at its lowest (1,821) since the year 2000. At the start of the 2017 school year there were 2,224 first year beginning teachers in State and State-integrated schools (compared to 2,149 in 2016). The majority (61.2%) of beginning teachers taught in primary schools while 38.8 percent taught in secondary schools.

Next steps

14. We request any feedback you may have by 11 September 2018 to ensure that changes can be incorporated, and the report ready to be sent to the printers on 14 September 2018.
15. The final report will be delivered to the Minister's office, along with 30 hard copies and a PDF copy in the week starting 24 September 2018. We will continue to work closely with your office and Office of the Clerk to support the tabling of the report by 27 September 2018.