

INTENT

MINISTRY OF EDUCATION

STATEMENT OF INTENT

2013-2018

Presented to the House of Representatives pursuant to section 39 of the Public Finance Act 1989

Published by the Ministry of Education, New Zealand, May 2013.

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Wellington 6140, New Zealand.

www.minedu.govt.nz



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ISSN: 1176-2489 (Print)
1178-914X (Online)

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Foreword

Minister of Education

This Government is committed to raising achievement for five out of five students. Education has a vital role to play in our nation's future, and we all share a responsibility to ensure every New Zealander has the opportunity to fulfil their potential.

We want to create a shift that places children and young people at the centre of the education system. The performance of the education system for priority students – Māori students, Pasifika students, students with special education needs and students from low socio-economic areas – needs to improve rapidly.

We continue to work towards our Better Public Services targets of 98% of new entrants in 2016 having participated in quality early childhood education, and 85% of 18-year-olds achieving NCEA Level 2, or an equivalent qualification, in 2017. I have also established a linking goal between the two main Better Public Services targets, which is that 85% of all year 1 to 8 students will meet literacy and numeracy expectations in English-medium and Māori-medium settings in 2017. This will help progress the system-wide lift in achievement we need to see, as well as further embed National Standards.

My main priorities continue to be delivering on the Better Public Services education targets, improving the use of public student and school performance information, improving school and kura governance, strengthening the teaching profession and implementing the Greater Christchurch Education Renewal Programme. I am also focused on ensuring the passage of the Education Amendment Bill, undertaking the review of the New Zealand Teachers Council and supporting my Ministerial Cross-Sector Forum.

To achieve these priorities, we are focusing on ensuring better organisation of education agencies and greater use of public data and information, and further developing and implementing new technologies, such as ultra-fast broadband, to embed critical digital literacy. Our key strategies – Ka Hikitia – Accelerating Success, the Pasifika Education Plan, and Success for All – Every School, Every Child – are key enablers.

New technology has the power to transform how children and young people learn. We will develop and implement a digital education strategy, which will support schools and educators to harness new technologies to prepare students with 21st-century skills. Our response to the recommendations from the Select Committee Inquiry into

21st Century Learning Environments and Digital Literacy will provide direction and impetus to this work.

Our Government is committed to supporting the profession through a range of initiatives to further lift the quality of teaching and to improve professional leadership in schools. Greater choice for parents, families and whānau will be delivered through Partnership Schools | Kura Hourua, which are expected to open at the beginning of 2014. These schools will aim to lift achievement in disadvantaged areas.

Over the next 10 years, we are investing up to \$1,000 million to redesign the education system across greater Christchurch. We will revitalise the schooling network, support new and innovative teaching, and capitalise on the latest technology.

I am working with my colleague the Minister for Tertiary Education, Skills and Employment to investigate ways to extend flexible funding for senior secondary school students. This will maximise the benefits of trades academies, vocational pathways and other secondary-tertiary programmes, as well as incentivising schools to work harder to engage their senior students.

The priorities set out in this Statement of Intent represent ambitious and challenging goals for our education system. I expect the Ministry of Education to continue its strong focus on achieving the Better Public Services targets, to ensure New Zealand has a world-leading education system that enables every child and young person to fulfil their potential.

Ministerial Statement of Responsibility

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent and in the Information Supporting the Estimates is in accordance with sections 38, 40 and 41 of the Public Finance Act 1989, and is consistent with the policies and performance expectations of the Government.

Hon Hekia Parata
Minister of Education

Foreword

Minister for Tertiary Education, Skills and Employment and Minister responsible for Novopay

A key priority to help grow the economy is achieving the Government's Better Public Services tertiary education target. We have set a specific goal for this, which is to increase to 55% in 2017 the proportion of 25- to 34-year-olds with a qualification at level 4 or above on the New Zealand Qualifications Framework.

This is supported by the Better Public Services focus on NCEA Level 2 or equivalent achievement, and ensures we are providing a clear education pathway for young people.

We will be identifying opportunities to increase enrolments and achievement of higher-level qualifications in the tertiary sector.

As part of our work towards this target, we are continuing to strengthen overall tertiary education provision, and improve the alignment of tertiary spending with the Government's economic growth goals. This includes ensuring that Christchurch tertiary institutions are rebuilt, and the tertiary network in general is strengthened.

The rebuilding of greater Christchurch provides an opportunity over the next few years to help more New Zealanders establish vocational careers that will set them up well for their working lives. This is why we are rebooting the government subsidy for apprenticeships – a part of the larger New Zealand Apprenticeship reforms – which will create a simpler, more effective, vocational training system.

We are increasing the number of fees-free Youth Guarantee places to 8,750 over the next year. We have also launched the new vocational pathways initiative, which covers five broad industry sectors. The vocational pathways are designed to help students make the right education and training decisions, by making it clear to them how these choices will lead them to further education and employment opportunities at the beginning of their careers. Vocational pathways will also make clear to employers the sets of skills that students bring to the workplace.

In other areas, work is continuing towards the goal of making all New Zealand Qualifications Framework level 1 and 2 study fees-free over time, as well as improving the value of student support. We have now made significant changes to tighten up the Student Loan Scheme, and are continuing to work on improving loan

repayment rates, particularly through debt collection from overseas-based borrowers. Our intention is to reinvest any further savings in student support back into the teaching and research system, so we can meet our Better Public Services target while operating within the funding cap.

My other priority, and a key priority of the Ministry of Education, is to resolve the ongoing Novopay issues. The schools' payroll system is one of the largest payroll systems in Australasia, covering approximately 90,000 school staff each pay period and 14 separate collective agreements. The issues are complex to resolve and there is no quick fix. It is crucial we provide school staff with a payroll system that pays them accurately and on time. We have a clear plan to fix current issues and provide a quality payroll system for schools.

We are committed to ensuring tertiary education and training deliver the outcomes that New Zealand industry needs, and to providing the skills and qualifications that students and trainees need to participate and engage in a growing economy.

Ministerial Statement of Responsibility

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent and in the Information Supporting the Estimates is in accordance with sections 38, 40 and 41 of the Public Finance Act 1989, and is consistent with the policies and performance expectations of the Government.

Hon Steven Joyce

Minister for Tertiary Education, Skills and Employment
Minister responsible for Novopay

Chief Executive Statement of Responsibility

In signing this statement, I acknowledge that I am responsible for the information contained in the Statement of Intent for the Ministry of Education. This information has been prepared in accordance with the Public Finance Act 1989. It is also consistent with the proposed appropriations set out in the Appropriation (2013/14 Estimates) Bill, as presented to the House of Representatives in accordance with section 13 of the Public Finance Act 1989, and with existing appropriations and financial authorities.

Counter-signed by

Peter Hughes
Acting Secretary for Education

Tina Cornelius
Chief Financial Officer

Nature and scope of our functions

The Ministry of Education is the lead advisor to government on the education system, covering early childhood, primary, secondary and tertiary education. In addition, we have a substantial operational role in supporting the sector to focus on equitable achievement for every child and young person.

Our policy role includes:

- ▶ setting the operating environment for early childhood education providers, schools and kura, and tertiary education providers to raise the achievement of every child and young person, particularly our priority students
- ▶ setting the strategy for system improvements, through the medium-term strategy for schooling, a new digital education strategy for 21st-century learning environments, the Tertiary Education Strategy, Ka Hikitia – Accelerating Success, the Pasifika Education Plan and Success for All – Every School, Every Child
- ▶ supporting the cross-government approach to matching the supply of skills with industry demand and supporting research and innovation
- ▶ developing national guidelines and curriculum statements, which are the framework of key competencies and skills, setting out what our children and young people need to know and be able to do
- ▶ guiding schools to design and implement their local curriculum that is responsive to the needs and wishes of their students, parents, families, whānau, iwi and communities
- ▶ contribute to the Government's social and economic policy priorities, advising how education can better support these by improving education outcomes.

Our operational role includes:

- ▶ providing special education services to children and young people with disabilities and other special education needs
- ▶ funding early childhood education services and licensing them to operate
- ▶ resourcing state and state-integrated schools to enable them to deliver high-quality education to their students
- ▶ providing the infrastructure support schools require for 21st-century learning, including managing the

school property portfolio, which is government's second-largest property portfolio

- ▶ providing the tools, training and resources to support the use of digital technologies in teaching and learning
- ▶ providing payroll services for schools, making fortnightly payments to approximately 90,000 school staff
- ▶ administering a range of teacher supply initiatives, including scholarships and study awards
- ▶ supporting vulnerable children and families, and at-risk students, through cross-sector engagement
- ▶ administering and implementing education legislation and regulations
- ▶ funding providers, researchers, publishers and content developers to deliver resources and services to teachers, leaders and communities
- ▶ managing contracting and provision of school transport services to ensure students can get to school.

Profile of the Ministry

On 31 March 2013, the Ministry had:

- ▶ 2,553 full-time equivalent staff
 - ▶ 1,674 are based in the regions and 878 in national office
 - ▶ Of these staff, 807 provide services to children with special education needs
- ▶ 46 local, district and regional offices across New Zealand.

The education system

New Zealand's education system is made up of many groups, including children and young people, parents, families, whānau, iwi and communities. There are educational institutions of many kinds, comprising early childhood education centres, schools and tertiary education providers. There are professional groupings – teachers and principals primarily – and many interested stakeholder groups, including businesses, professional bodies, and government agencies.

Profile of the education system

On 31 March 2013, there were around:

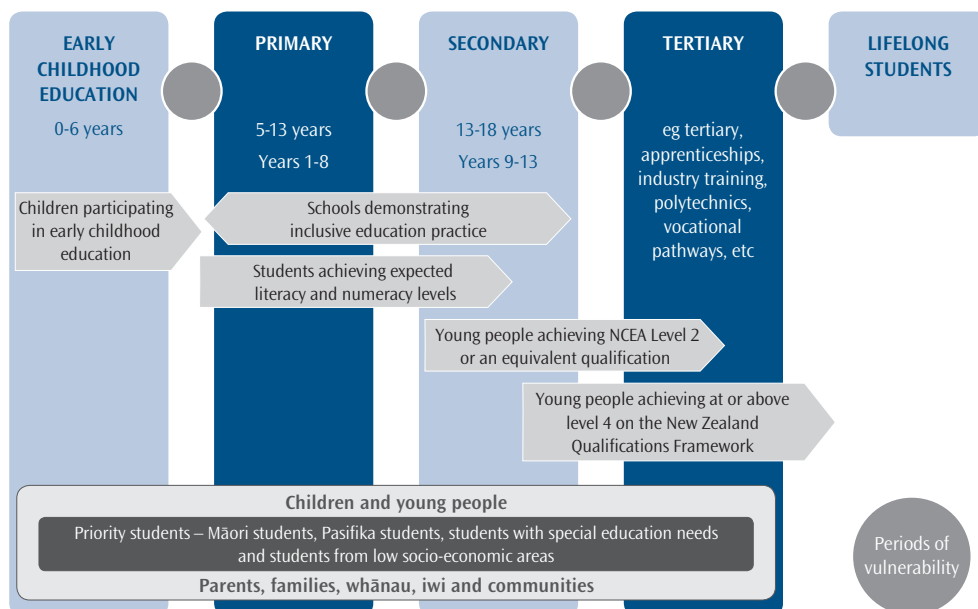
- ▶ 196,500 enrolments in 4,260 early childhood education services, employing 21,460 teachers. In addition, there were around 21,200 attendances at 740 playgroups
- ▶ 760,000 students in 2,560 schools and kura, 743,000 in English-medium settings and 17,000 in Māori-medium settings
- ▶ 52,000 teachers (April 2012 figures). Of these, more than 1,000 were in Māori-medium settings with the remainder in English-medium
- ▶ 2,560 principals, 2,450 in English-medium settings and 280 in Māori-medium settings¹
- ▶ 35,000 non-teaching or support staff in schools
- ▶ 18,500 board of trustees members.

In 2012, there were:

- ▶ 422,500 enrolments in tertiary education providers, and 130,147 enrolments in industry-based training, including 14,864 modern apprentices.

The student at the centre

Positive education outcomes require children and young people to be at the centre of the education system. The student must be the focus of policy, funding and regulatory decisions to see improvements in the performance of the education system as a whole.

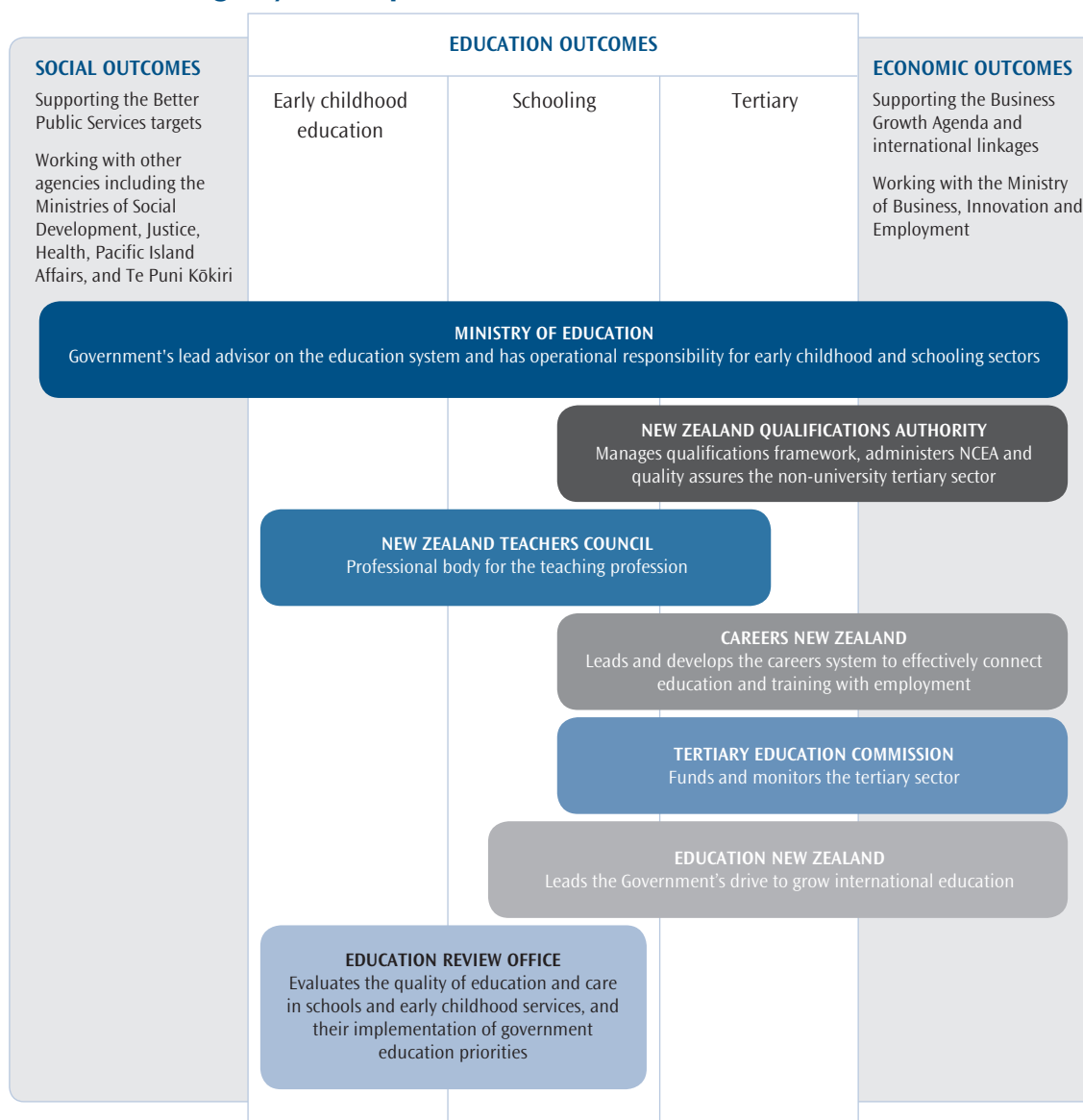


We know that the early years are a period of vulnerability for children, and we are focused on making sure education experiences are positive and rewarding, and set all children on a successful education pathway.

We will focus on transitions within and through education for children and young people, and their parents, families, whānau and iwi. Smooth and supported transitions from early childhood education to primary schooling, from primary to secondary schooling, and from secondary schooling into tertiary education and/or the workforce will support students to succeed.

¹ 170 schools and kura deliver education through both English-medium and Māori-medium.

The education agency landscape



Seven government education agencies collectively work towards the vision of a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st-century.

Education is a major contributor to better social and economic outcomes. Children and young people who achieve success in education can be successful across a range of social and economic outcomes as well. Ensuring the social and education agencies design and deliver their programmes with a whole of social and education policy focus can have a positive impact on those children at risk across a number of social, health and education factors.

Greater collaboration between education and economic agencies will ensure young people are gaining the skills needed by business. This will help maximise the contribution of education to the economy.

These agencies work together to support the range of education providers across the sectors, including mainly privately owned early childhood education services, state, state-integrated and private schools and kura, and publicly and privately owned tertiary education providers.

Education sector outcomes

The seven agencies develop and deliver a shared view of key outcomes that will enable collective delivery on government priorities. Success in achieving these outcomes will result from agencies carrying out their core functions, working in partnership where agencies share common interests, and addressing issues that affect the sector as a whole.

The outcomes we are seeking are:

Education provision of increasing quality and value to all

The education system infrastructure (workforce, institutions and systems) makes it possible to deliver high-quality provision. Education provision continues to improve and respond to new challenges and opportunities, particularly those posed by new and developing technologies.

Every student is achieving education success

Every student has the opportunity and capability to achieve education success. This means that the education system is responsive to the needs of every child and young person, helps them find what success looks like for them and supports them to achieve that success.

The education system is a major contributor to economic prosperity and growth

The education system is responsive to the needs of students and business and equips New Zealand and New Zealanders with the skills necessary to compete successfully in the global economic system. There is an increasing demand for students to develop the innovative skills needed to contribute to New Zealand and on the world stage.

Investment in education is providing higher returns

The value delivered by government spending on education continues to improve as we and other agencies refine our knowledge of how to achieve government goals in the most cost-effective way.

Priority students are experiencing improved outcomes

Success for priority students is measured by the system's ability to ensure that all children and young people are experiencing improved outcomes.

Our priority students are those traditionally under-served by the education system – Māori students, Pasifika students, students with special education needs and students from low socio-economic areas.

For priority students, education acknowledges, supports and incorporates their identity, language and culture in their learning experience.

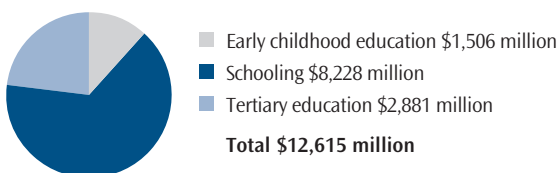
The Ministry's leadership role

We have a system leadership role among the government education agencies, managing Vote Education and Vote Tertiary Education, allocating funding for a range of initiatives and funds, and advising on education legislation.

One of the key vehicles for coordination of agencies is the Education Sector Leadership Board, which is made up of the Chief Executives of the seven government education agencies (plus Te Aho o Te Kura Pounamu – The Correspondence School) and is chaired by the Secretary for Education.

We support and monitor the performance of the five education Crown entities on behalf of the Minister of Education and the Minister for Tertiary Education, Skills and Employment. These entities are Careers New Zealand, Education New Zealand, the New Zealand Qualifications Authority, the New Zealand Teachers Council and the Tertiary Education Commission.

Government expenditure on education in 2013/14



ALLOCATION OF VOTE EDUCATION FUNDING	
Vote Education 2013/14 \$9,734 million	
DEPARTMENTAL FUNDING For the purchase of services from the Ministry and capital expenditure \$2,519 million	NON-DEPARTMENTAL FUNDING Payments made by the Ministry on behalf of the Crown for services supplied by other providers, including teacher salaries \$7,215 million
Major areas of expenditure: <ul style="list-style-type: none"> ▶ \$1,424 million – managing the school property portfolio (managing, maintaining and upgrading existing property, purchasing and constructing new property, identifying and disposing of surplus property and managing teacher and caretaker housing) ▶ \$601 million – capital expenditure (such as property, plant and equipment, and information and communications technology) ▶ \$270 million – interventions for target student groups (specifically support for students with disabilities or special education needs) ▶ \$185 million – developing support and resources for providers, teachers and communities (including policy development, engagement and information programmes, and licensing and regulating providers) ▶ \$39 million – providing leadership of the education sector (including support for the Government and other agencies, research, monitoring and evaluation, and providing policy advice on the education sector) 	Major areas of expenditure: <ul style="list-style-type: none"> ▶ \$1,481 million – early childhood education subsidies for children under six years of age ▶ \$2,756 million – primary school operations funding, salaries, support costs and supplementary funding programmes ▶ \$2,050 million – secondary school operations funding, salaries, support costs and supplementary funding programmes ▶ \$335 million – providing additional resources to enable students with special education needs to participate in education ▶ \$179 million – purchasing school transport services ▶ \$97 million – delivery of professional development and support programmes to staff in early childhood education providers and schools

ALLOCATION OF VOTE TERTIARY EDUCATION FUNDING	
Vote Tertiary Education 2013/14 \$2,881 million	
DEPARTMENTAL FUNDING \$14 million	NON-DEPARTMENTAL FUNDING \$2,867 million
Major areas of expenditure: <ul style="list-style-type: none"> ▶ \$14 million – providing leadership of the tertiary and international education sectors (including support for the Government and other agencies, research, monitoring and evaluation, and providing policy advice on the education system) 	Major areas of expenditure: <ul style="list-style-type: none"> ▶ \$2,040 million – tertiary education student achievement component funding to tertiary education organisations ▶ \$300 million – funding to tertiary education organisations for research initiatives and Centres of Research Excellence ▶ \$332 million – funding for training programmes for students, linked to the New Zealand Qualifications Framework ▶ \$85 million – provision of grants and adult and community education



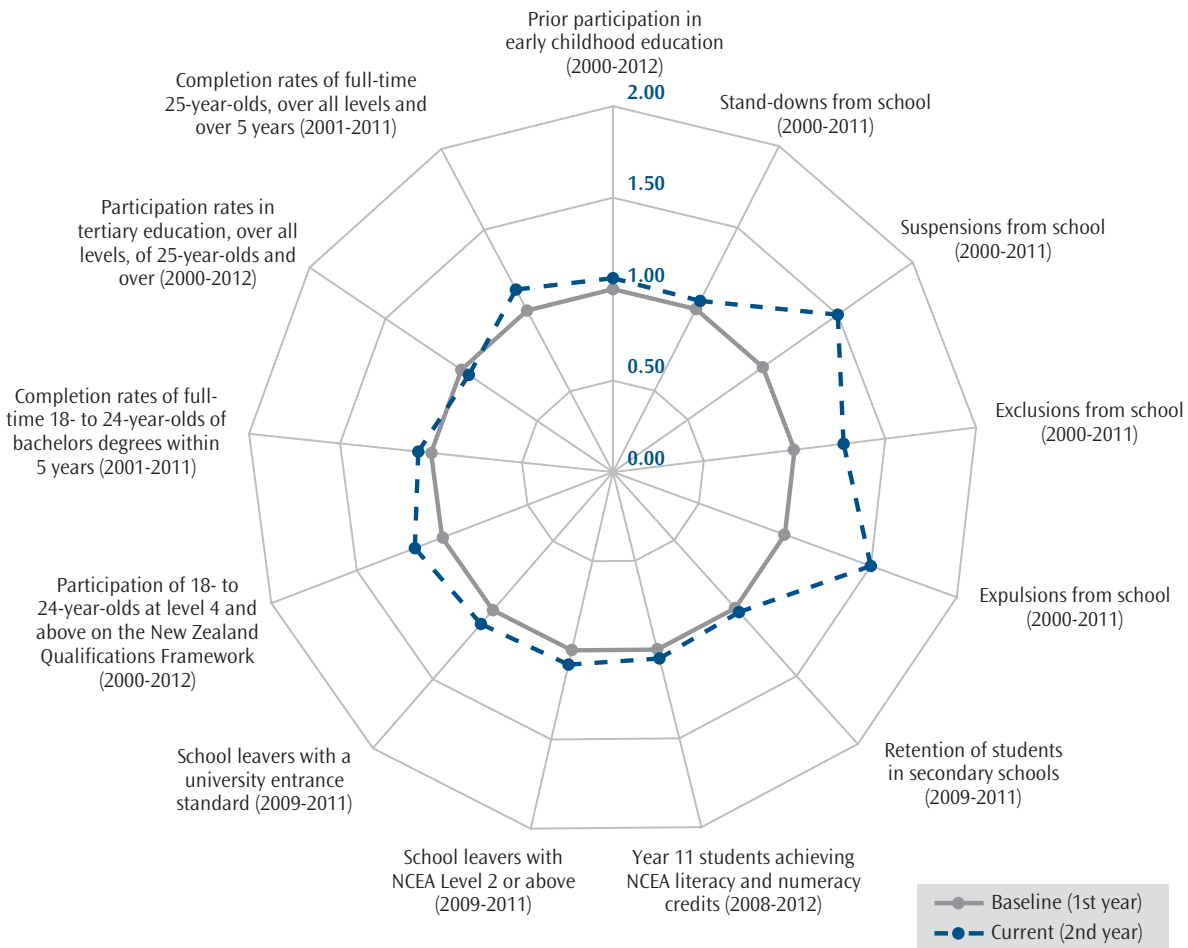
Our operating context

Education system performance at a glance

Ensuring all students achieve must be our central focus, so that education's contribution to the economy is maximised.

In the diagram below, the **dark grey, solid** line represents baseline data and the **blue, dashed** line shows current data, demonstrating progress across each system indicator.

When the **blue, dashed** line is outside the **dark grey, solid** line, the performance of the indicator has improved over time.



Over the past decade, there have been improvements across most of the key measures of education system performance. International studies show that in many areas the education system performs very well. However, these overall results mask significant disparities of performance for priority students – Māori students, Pasifika students, students with special education needs and students from low socio-economic areas.

There is still considerable room for further improvement in education system performance across a number of

indicators. Our challenge is to ensure we lead sustainable change so that the system supports every child and young person to achieve.

To do this, we will improve participation in early childhood education and increase achievement, particularly of NCEA Level 2 and qualifications at or above level 4 on the New Zealand Qualifications Framework. We will also improve literacy and numeracy achievement and support schools to demonstrate inclusive practice.

Government priorities

The education sector has a significant contribution to make to each of the Government's four key priorities.

Responsibly managing the Government's finances

Responsibly managing the Government's finances requires an ongoing focus on returning New Zealand's economy to surplus by 2014/15. All investments must deliver clear and measurable gains for students, and must contribute to the Government's overall economic and social goals.

This means that lower-value and lower-priority spending has been stopped, and funding transferred to areas of greater priority. Increasingly, the Ministry and the other education agencies will need to identify new and innovative ways of working that deliver more effectively the services required by New Zealanders.

Delivering better public services

The Better Public Services programme aims to create a public sector that can respond even more effectively to the needs and expectations of New Zealanders.

The programme is focused on achieving 10 challenging results for public service delivery across five areas.² The education system's primary contributions are in two areas:

- ▶ Boosting skills and employment, which the Secretary for Education leads
- ▶ Supporting vulnerable children, which is led by the Chief Executive of the Ministry of Social Development and to which the Ministry of Education contributes.

The Ministry is responsible for three of the Better Public Services key result areas:

- ▶ In 2016, 98% of children starting school will have participated in quality early childhood education
- ▶ In 2017, 85% of 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification
- ▶ In 2017, 55% of 25- to 34-year-olds will have a qualification at level 4 or above on the New Zealand Qualifications Framework.

Building a more competitive and productive economy

Education has a vital role in supporting workplace productivity, innovation and economic growth. A better-

performing education system will contribute to the Government's programme of social reforms, reducing long-term and intergenerational welfare dependency and associated poor social and economic outcomes.

The Government's Business Growth Agenda is an ambitious programme of work to support economic growth, in order to create jobs and improve New Zealanders' standard of living. Education contributes strongly to three of the work streams in this agenda – skills, innovation and export markets.

Rebuilding Canterbury

Significant investment, support and resources are needed to rebuild the Canterbury region after the series of devastating earthquakes. For education, this means ensuring that education provision in the region recognises the significant demographic changes in the area and is designed to take advantage of digital innovation.

Education has a large role to play in supporting the labour market to operate effectively in Canterbury. The tertiary and skills sectors must be responsive to the skills needed to rebuild Canterbury and the international education sector must be supported to recover and grow, as this is vital for Canterbury's economic growth.

The Treaty of Waitangi

The Treaty of Waitangi is the founding document of New Zealand and is a crucial driver for the way the Ministry acts and engages with significant stakeholders including iwi. In our key documents, we set out how we deliver on our obligations and responsibilities under the Treaty of Waitangi. These documents are:

- ▶ Ka Hikitia – Accelerating Success
- ▶ Tau Mai Te Reo
- ▶ Whakapūmautia, Papakōwhaitia, Tau ana
- ▶ Tātai Pou.

There will be an increased focus on developing, understanding and strengthening relationships with iwi, whānau and local communities to promote engagement and input, and to provide support as required.

The Ministry's Treaty policy statement guides the development of all Ministry policy and practice across the education system to improve education outcomes for and with Māori children and young people.

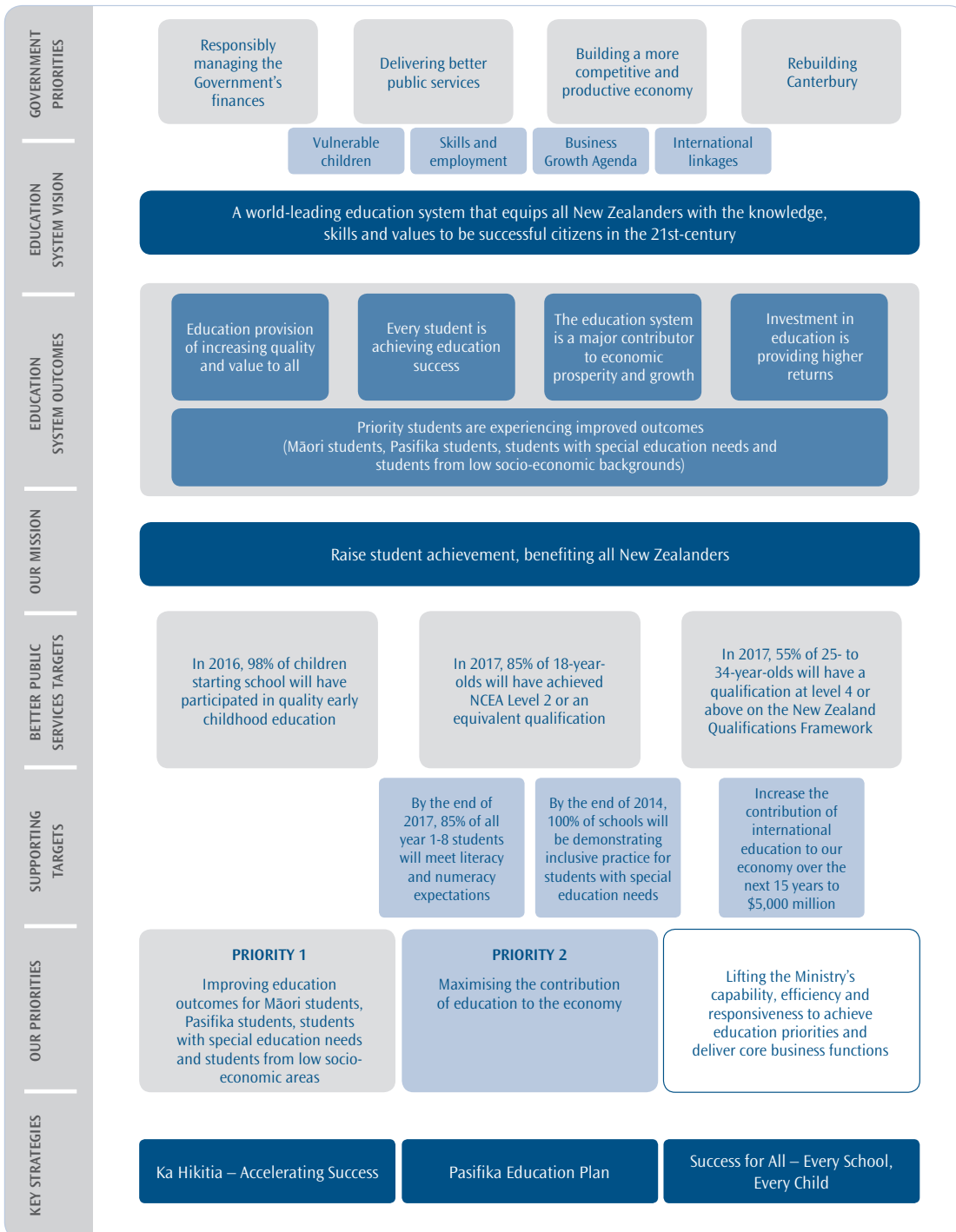
² More information on the 10 Better Public Services result areas can be found at <http://www.ssc.govt.nz/better-public-services>.



Strategic direction

The Ministry is focused on ensuring that the education system delivers on the Government's key goals of improved outcomes for all New Zealanders, and stronger economic growth for New Zealand.

Our strategic direction diagram shows the relationships between our priorities and targets, education system outcomes and the Government's priorities.



Operating intentions

This section sets out our operating intentions for the next five years, which will help us achieve our Better Public Services targets, and raise achievement for all children and young people.

We have two priorities:

- ▶ Improving education outcomes for Māori students, Pasifika students, students with special education needs and students from low socio-economic areas
- ▶ Maximising the contribution of education to the New Zealand economy.

Our three Better Public Services targets are:

- ▶ In 2016, 98% of children starting school will have participated in quality early childhood education
- ▶ In 2017, 85% of 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification
- ▶ In 2017, 55% of 25- to 34-year-olds will have a qualification at level 4 or above on the New Zealand Qualifications Framework.

The priorities and the Better Public Services targets are strongly inter-linked and drive all activity. The priorities express how we will work to ensure that all children and young people are supported to achieve in our education system. By improving the performance of the education system for our priority students, education's contribution to the economy will be strengthened.

The Better Public Services targets are the key targets for which we are accountable. We have a range of activities that will directly contribute to achievement of these targets, and broader system work that will support and enable the system to deliver improved outcomes.

To lead change successfully, the Ministry must lift its capability, efficiency and responsiveness, and be constantly looking to improve how it works and the services it delivers to New Zealanders.

We will work in a more connected and coherent way, ensuring that we deliver better services to New Zealanders and that we are managing our business and roles effectively. We need to drive up results, prioritise resources, generate collaborative effort across the system and government agencies, and lead by example.

Measuring success

Our priorities are supported by a range of measures that will demonstrate success.

We have an internal framework of measures to track progress. The measures described in this document are our key measures, and reflect current targets based on data available before publication.

Our operating framework

PRIORITY 1

Improving education outcomes for Māori students, Pasifika students, students with special education needs and students from low socio-economic areas

PRIORITY 2

Maximising the contribution of education to the New Zealand economy

Digital education strategy

Ka Hikitia – Accelerating Success

Strengthen the Māori-medium sector and workforce

Strengthen Māori language in education

Strengthen the performance of the tertiary education system and its links to economic outcomes

Strengthen degree-level study and research performance

Develop the next Tertiary Education Strategy

Pasifika Education Plan

Enable Pasifika students, their parents, families and communities to drive Pasifika learning and achievement

Improve and sustain Pasifika participation and retention across all levels

Accelerate results through a responsive and effective education workforce for Pasifika young people

Implement the Business Growth Agenda

Innovation

Skilled and safe workplaces

Export markets

Success for All – Every School, Every Child

Improve early intervention services for children aged 0-5 years

Provide services to children and young people with special education needs

Continue to implement Positive Behaviour for Learning programmes and initiatives

Make performance improvements that continue to drive quality and value for money

Improve the value of student support

Support use of the New Zealand Benchmarking Tool

Increase the contribution of the international education sector to New Zealand's economy

Lifting educational achievement through Better Public Services

Lifting the Ministry's capability, efficiency and responsiveness to achieve education priorities and deliver core business functions

Digital education strategy

Better Public Services Result Area 2

Target: In 2016, 98% of children starting school will have participated in quality early childhood education

Lift educational achievement in early childhood education

Better Public Services Result Area 5

Target: In 2017, 85% of 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification

Lift educational achievement at secondary school level

Target support to lift educational achievement among our most vulnerable children

Support schools and teachers to lift achievement

Strengthen governance

Measure educational achievement so we can do better

Create an environment and tools for lifting educational achievement

Partnership Schools

Greater Christchurch Education Renewal

Improve skills and vocational education

Promote strong and powerful connections between education providers, parents, families, whānau, iwi and communities

Improve the quality of services we deliver to the sector

Better Public Services Result Area 6

Target: In 2017, 55% of 25- to 34-year-olds will have a qualification at level 4 or above on the New Zealand Qualifications Framework

Improve foundation education

Improve the quality and availability of information

Implement a structured approach to manage change

Implement a leadership and management development programme

Improve our governance and ways of working

Implement the new schools' payroll system

Implement a community and stakeholder engagement strategy

Improve procurement and internal asset management

Implement a structured approach to manage risk

Ensure Ministry technologies remain fit for purpose

Implement best practice approaches to delivery of essential internal services

Improving education outcomes for Māori students, Pasifika students, students with special education needs and students from low socio-economic areas

Our work in improving outcomes for priority students is guided by our three key strategies – Ka Hikitia – Accelerating Success 2013-2017, the Pasifika Education Plan, and Success for All – Every School, Every Child.

Ka Hikitia – Accelerating Success

In order for the Ministry to progress the vision of Māori enjoying and achieving education success as Māori, we have identified clear direction and priorities for improving education system performance for and with Māori children and young people.

Ka Hikitia – Accelerating Success places a strong focus on lifting the quality of education provision and of teaching, and by leading and supporting greater involvement of parents, families, whānau, iwi and communities, and businesses in education. The strategy focuses on ensuring that every Māori child and young person receives an enjoyable and engaging educational experience, from early learning, primary and secondary school to tertiary education.

A focus on supporting access to quality Māori language in and through education is integrated throughout Ka Hikitia – Accelerating Success. The Ministry's contribution to this focus area will be guided by Tau Mai Te Reo, which:

- ▶ provides a framework for better government investment in Māori language in education over the next five years
- ▶ supports the coordination of effort in Māori language in education activity across the Ministry and education agencies
- ▶ creates the conditions for students to enjoy and achieve education and Māori language outcomes.

There is a stronger focus on tertiary education in Ka Hikitia – Accelerating Success. Goals are set to get parity of participation and achievement for Māori students in tertiary education (and post-study), grow research in Mātauranga Māori and enhance the role of tertiary education in sustaining the Māori language.

Through a range of key activities, we will deliver improved outcomes for Māori children and young people. These activities are:

- ▶ implement Tau Mai Te Reo to ensure a connected and coherent approach to Māori language activity and investment

- ▶ improve collection and analysis of data, information and research to guide improvements for Māori children and young people
- ▶ develop and implement a plan to strengthen the Māori-medium workforce over the short, medium and long term
- ▶ continue to implement Whakapūmautia, Papakōwhaitia, Tau ana – our framework for managing excellent relationships with iwi
- ▶ work more closely with other government agencies to achieve shared outcomes for Māori students, their parents, whānau, hapū and iwi
- ▶ support parents, whānau, hapū, iwi and Māori organisations to play a stronger role in lifting education system performance for Māori students
- ▶ work with the New Zealand Qualifications Authority and Careers New Zealand to implement the NCEA and the Whānau programme to engage whānau, together with their children, in choosing subjects and options that lead to better education outcomes.

Strengthen the Māori-medium sector and workforce

Māori-medium education is a defining feature of our education system. It was developed in response to the desire to revitalise and regenerate Māori language and provides choice of education provision for whānau.

We will develop and implement the Māori-medium workforce plan in response to the recommendations of the Māori-medium Workforce Reference Group. We will support Māori-medium education by lifting the quality of teaching and strengthening the teacher workforce from recruitment and initial teacher education to beginning and experienced teachers. Increasing the number of culturally competent teachers of Māori students and the number of teachers proficient in te reo Māori will provide education that supports identity, language and culture.

Strengthen Māori language in education

We will work with Te Ataarangi to support the growth and revitalisation of Māori language in kura communities and with Te Puni Kōkiri and Te Taura Whiri i te Reo Māori to strengthen cross-government Māori language investment.

With Te Kōhanga Reo National Trust, we are developing a joint programme of work to strengthen the transmission of te reo Māori and learning through kōhanga reo.

A programme of property development will see 16 kura expanded and redeveloped or relocated by the end of 2016.

Pasifika Education Plan

We will implement the Pasifika Education Plan 2013-2017, which aims to raise Pasifika students' participation, engagement and achievement from early learning through to tertiary education. A key outcome is to support the conditions for strong, vibrant and successful Pasifika communities – communities that can help build a more competitive and productive economy for all New Zealanders.

Key elements of the plan are to:

Enable Pasifika students, their parents, families and communities to drive Pasifika learning and achievement

Making Pasifika parents, families and communities better informed will give us a clearer idea of how the education system is working for Pasifika students. We will ensure that there are opportunities for Pasifika to build collaborative partnerships with teachers and education providers and lead innovative approaches that ensure results.

Improve and sustain Pasifika participation and retention across all levels

Increasing participation in quality early childhood education to drive higher literacy, numeracy and achievement of qualifications in schooling, and in tertiary education, is a key strategy in enabling Pasifika children and young people to achieve at all levels.

We will improve information collection to identify vulnerable Pasifika students, change funding policies to ensure better outcomes for, and participation by, Pasifika students and strengthen accountability processes to ensure Pasifika achievement.

Accelerate results through a responsive and effective education workforce for Pasifika young people

An effective education workforce that is responsive to the diverse needs of Pasifika young people is essential for achieving the targets in the plan. We will work collaboratively with education agencies to increase the Pasifika education workforce and support the development of culturally competent teachers of Pasifika students.

With the New Zealand Qualifications Authority and Careers New Zealand, we will support implementation of NCEA ma le Pasifika – the information programme that works with Pasifika parents, families and communities to engage them with their children's education.

Success for All – Every School, Every Child

Success for All – Every School, Every Child is the Government's vision to achieve a fully inclusive education system for children and young people with special education needs. Our goal is that 100% of schools will demonstrate inclusive practices by the end of 2014 and have a programme of activities to achieve this. These activities will focus on improving inclusive practices in schools and improving special education systems and support.

The Government allocated an additional \$69 million over the four financial years from 2010/11 to 2013/14 for special education initiatives. Success for All – Every School, Every Child will achieve its vision through a package of key changes.

Providing quality, culturally relevant and responsive services and support to children and young people with special education needs is crucial to enabling them to engage and achieve in education. Schools and kura must also be supported to provide inclusive learning environments that meet the needs of all their students.

We will continue to work with other agencies to improve how government supports children with disabilities and their families as part of the Government's Disability Action Plan.

Improve early intervention services for children aged 0 to 5 years

Quality, culturally relevant and responsive early intervention services directly help children engage in education. Evidence shows that early identification of services required, and access to quality services, can significantly increase a child's preparedness for school.

We will continue to provide quality early intervention services to children aged 0 to 5 years with special education needs. We will increase the proportion of children receiving early intervention services who are Māori and Pasifika, as their lower rates of participation in early childhood education often mean needs are not identified and addressed early enough.

In 2013/14, we anticipate providing early intervention services to between 11,000 and 13,000 children. Expected increases in early childhood education provision may lead to an increase in demand for early intervention services.

Provide services to children and young people with special education needs

Annually, we provide services to approximately 35,000 children and young people, including:

- ▶ early intervention services to 11,000 to 13,000 children
- ▶ communications services to 6,500 to 8,000 students
- ▶ behavioural services to 4,000 to 6,000 students
- ▶ Ongoing Resourcing Scheme funding to 7,650 to 8,050 students
- ▶ high health needs funding to 550 students
- ▶ other services to 2,600 to 3,000 students.

We will better coordinate funding and support to help young people with special education needs move from secondary school to work or tertiary training. We will work with the 40 schools who now lead and employ 960 Resource Teachers: Learning and Behaviour (RTLB) to provide more seamless and consistent services across schools and communities.

Continue to implement Positive Behaviour for Learning programmes and initiatives

Positive Behaviour for Learning programmes and initiatives aim to improve the behaviour and wellbeing of children and young people. They are designed to help parents, whānau, teachers and schools build positive relationships and create safe, inclusive learning environments where children and young people can thrive.

The suite of programmes that make up the Positive Behaviour for Learning Action Plan have led to improvements in participation and retention at schools and kura. This work is also a key contributor to the Youth Mental Health Project, which aims to provide better support for young people to enjoy good mental health.

We will continue to invest to ensure more schools and students benefit from these programmes and initiatives.

Each year, around 220 learners with the most challenging and complex needs will be supported by the Intensive Wraparound Service within their school or kura.

The Incredible Years programme provides teachers and parents with consistent strategies to deal with challenging behaviour, which will better support children and young people.

By 2017, 16,260 early childhood education and primary school teachers will have participated in the Incredible Years Teacher programme, benefiting around 580,000 children. By the same year, more than 21,000 parents and caregivers will have participated in the Incredible Years Parent programme, benefiting around 52,500 children.

Positive Behaviour for Learning School Wide is a tiered whole-school approach comprising a continuum of practices and organisational systems designed to improve schools' culture, learning and teaching environments.

By 2017, over 800 schools and kura will have access to the School Wide programme, benefiting around 346,000 children and young people.

Maximising the contribution of education to the New Zealand economy

We will shape policy to ensure all young people are able to successfully gain the skills and qualifications required by business and employers. This will strengthen the contribution the education system will make to the economy. With the Ministry of Business, Innovation and Employment, we will co-lead actions to improve the supply of skilled workers to the labour market. Our role will be to ensure that education plays its part in maximising the availability of the skills the New Zealand economy needs to underpin strong economic growth.

Strengthen the performance of the tertiary education system and its links to economic outcomes

Strengthen degree-level study and research performance

The tertiary education sector needs to produce graduates with high-level skills and competencies that are well matched to the needs of the New Zealand society and economy. This requires a focus on maintaining capability in high-value areas such as science, and increasing the supply of graduates in areas of high labour market demand such as engineering.

We will strengthen study at degree-level and above and increase tertiary education research excellence and impact. We will complete reviews of the two main tertiary research funding streams – the Performance-Based Research Fund and the Centres of Research Excellence – to assess their effectiveness in delivering skills and innovation, producing excellent research, and encouraging the utilisation and commercialisation of research.

We will review governance arrangements and statutory interventions for publicly owned providers, including completing any legislative changes.

We are leading a project to strengthen the information on the employment outcomes of tertiary education. This supports the understanding of the economic value of tertiary education by showing how the labour market values different qualifications.

Develop the next Tertiary Education Strategy

We are working in partnership with the Ministry of Business, Innovation and Employment to develop a revised Tertiary Education Strategy. The new strategy will maintain the focus on gains in sector performance

and the importance of successful outcomes for priority groups, and will set clear performance expectations for the tertiary education system. It will continue to emphasise the importance of stronger relationships between industry and the tertiary sector. The sector's role in supporting successful innovation that improves competitiveness and drives growth in productivity will be confirmed.

Implement the Business Growth Agenda

We will strengthen our relationships with the Ministry of Business, Innovation and Employment to ensure better links between the supply of – and demand for – skills, so that the education system is more closely linked to the needs of employers and the New Zealand economy.

The Ministry strongly contributes to three of the work streams in the Business Growth Agenda:

- ▶ The innovation work stream aims to grow New Zealand's economy by encouraging and providing opportunities for investment in research and development, and lifting the value of public investments in science and research.
- ▶ The skilled and safe workplaces work stream aims to improve the safety of the workforce and build sustained economic growth through a skilled and responsive labour market.
- ▶ The export markets work stream aims to increase exports by New Zealand businesses, which is necessary to lift New Zealand's economic growth and living standards.

Innovation

Successful innovation improves competitiveness and drives growth in productivity. It is about encouraging greater investment in research and development right across the economy, and better commercialisation of smart ideas into marketable products.

The Organisation for Economic Co-operation and Development (OECD) has identified policies around innovation as being key for driving improvements in tertiary provision. Some of the directions proposed to build innovation include fostering student interest in science, mathematics and technology, as well as equipping people with the skills for innovation.

Improvement in this area needs to focus not just on educating individuals, but also on the role of research in supporting and developing innovative practice.

High-quality tertiary research can help support New Zealand's economy, contribute to achievement of the development aspirations of Māori and improve environmental practices and social outcomes. This research needs to be carried out, and its level of application, utilisation and commercialisation increased, to support private sector improvements in practice.

The Government's interest in innovation is highlighted through the Business Growth Agenda. The innovation work stream recognises that innovation and science need to play a bigger role in achieving stronger economic growth for New Zealand. We have an important role in the following action areas:

- ▶ Strengthening research institutions
- ▶ Increasing public science investment
- ▶ Boosting the innovation workforce.

All of these initiatives will be given greater impetus by a Tertiary Education Strategy that prioritises the tertiary sector's role in supporting and growing innovation.

Tertiary education supports innovation through:

- ▶ improving the quality and utilisation of skills in the workforce by providing education that produces innovative and resilient individuals
- ▶ developing and adapting innovative ideas and processes through high-quality research and knowledge transfer, and making this research more widely available.

It is vital that research is undertaken in tertiary education opportunities for commercialisation, developing innovation infrastructure and building international linkages.

As part of their role in supporting innovation, tertiary education organisations must be innovative in the way they design and deliver education, the way they conduct research, and the way they work with and across the sector and with the wider community (including business).

Skilled and safe workplaces

To address mismatches between the skills required by businesses and the skills young people are obtaining, employers and education providers need to collaborate systematically and meaningfully on changes across skills supply, demand and matching. Stronger relationships between these stakeholders are necessary for a better match between skills learnt and skills

required, for the affordability of training, for effective up-skilling and for a more seamless transition between training and the workforce.

The Government has recognised the need for greater employer and industry input into the education system, for example, through the recent review of industry training and engagement with industry to develop the vocational pathways. The Business Growth Agenda also highlights the importance of links between business and education providers.

The skilled and safe workplaces work stream aims to improve the safety of the workforce and build sustained economic growth through a skilled and responsive labour market.

We will continue to work across government agencies, including the Tertiary Education Commission, the New Zealand Qualifications Authority, the Accident Compensation Corporation, the Ministry of Social Development, the Ministry of Business, Innovation and Employment and Te Puni Kōkiri to support the skilled and safe workplaces priorities.

In particular, we will contribute to the following outcomes:

- ▶ Lifting the achievement of young people
- ▶ Strengthening tertiary education
- ▶ Delivering vocational education and training that lift skills.

Export markets

The export markets work stream is focused on identifying and delivering on ways to improve businesses' productivity and competitiveness in the global market.

Make performance improvements that continue to drive quality and value for money

Improve the value of student support

We will continue to work on developing initiatives to improve the value of student support, including options for improving loan repayment rates, particularly by collecting debt from overseas-based borrowers. We will work with other agencies to make it easier to locate overseas-based borrowers who are in default.

We will also look at ways to shift the balance between loans and allowances, so that allowances are better

targeted to those students who most need it to engage in tertiary education. Savings from changes to student support will be reinvested into teaching and research in tertiary education so we can meet our Better Public Services target.

Support use of the New Zealand Benchmarking Tool

The New Zealand Benchmarking Tool provides a range of comparable information about income and delivery costs across different types of tertiary provision. Participation in the New Zealand Benchmarking Tool became a condition of funding in 2013 investment plans for all tertiary education institutions.

We intend to exercise statutory powers to obtain access to relevant New Zealand Benchmarking Tool analysis from July 2013. This analysis will help the Government to identify and address significant mismatches between the price tertiary organisations receive for provision and the delivery costs.

We will continue to work with the vendor and tertiary education institutions over the course of 2013 to support participation in the tool, and to improve the value of the tool to inform tertiary education funding policies, particularly ongoing work to review tuition subsidy rates.

Increase the contribution of the international education sector to New Zealand's economy

The Business Growth Agenda has a target of doubling the value of international education in New Zealand to \$5,000 million by 2025. We are working with Education New Zealand, the Ministry of Business, Innovation and Employment and the New Zealand Qualifications Authority to assist the education sector to develop its capability to be more successful in international markets.

With Education New Zealand, we will lead formal education cooperation agreements with key market countries, including China and India. These agreements are critical because they sanction the operation of New Zealand providers and sector groups in those markets and provide new opportunities for joint ventures and student recruitment.

We will advance New Zealand interests in education groups including the Asia-Pacific Economic Cooperation group (APEC), the East Asia Summit, the United Nations

Educational, Scientific and Cultural Organization (UNESCO) and other groups. These groups are important for the development of international arrangements for student mobility, qualification recognition, and quality assurance. They also allow the sharing and promotion of New Zealand best practice.

A review of the Code of Practice for the Pastoral Care of International Students will be undertaken to provide a more streamlined, comprehensive regulatory framework for international student support. The review will be completed in 2013 and supporting legislative change is planned for 2014. Export Education Levy funds support the enforcement of the Code of Practice, reimburse international students when fee protection arrangements with providers fail, and provide resources for Education New Zealand's promotion and marketing. We will continue to collect and manage this fund.

We will undertake a range of research activities on key aspects, enablers and outcomes of international education, to better inform our decision-making and resource allocation. In 2013/14, we will look at the internationalisation of education, international student satisfaction, international skills for domestic students, and trends in provision and student flows.

We will work with the Ministry of Business, Innovation and Employment, Education New Zealand, Immigration New Zealand and other agencies to ensure our education system has a strong international dimension and the resulting links benefit students, providers and the wider community.

We are aware that the Government's commitment to providing a strong infrastructure and a sound policy for digital education places us in a favourable position in international markets. We will monitor international user behaviour in this area.

We will work with incoming and outgoing education delegations and missions to promote knowledge and appreciation of education in New Zealand. This will promote greater connections between New Zealand and key education partners in other countries, and an increase in enrolments of foreign students with New Zealand education providers.

Lifting educational achievement through Better Public Services

To make sure investment is going where it is needed most, the Government has set ambitious goals to focus, within tight financial constraints, on achieving better outcomes for New Zealanders.

This means more joined-up services and a focus on what is going to achieve the best outcome for New Zealanders, rather than which government agency is best to deliver it. To achieve this, agencies will work together more and create partnerships with communities.

The Ministry has three specific targets focused on our contribution to supporting vulnerable children and boosting skills and employment.

The actions supporting our priorities and the actions supporting our achievement of the Better Public Services targets are mutually reinforcing – for example, the data clearly shows that to achieve the Government's three key Better Public Services education targets, the most gain needs to be made by our priority students.

Similarly, people gain better employment opportunities and improved health and quality of life from achieving at NCEA Level 2 and at level 4 and above on the New Zealand Qualifications Framework. This will directly contribute to our priority of maximising the contribution of education to the New Zealand economy.

The activity described in this section contains a mix of activities that will directly contribute to achievement of our targets, and broader system-change activity that will support the targets. For example, ensuring that the schools are modern learning environments, equipped to realise the transformational power of digital literacy, is a key enabler of greater student participation, engagement and ultimately achievement.

Better Public Services Result Area 2

Increase participation in early childhood education

Target: In 2016, 98% of children starting school will have participated in quality early childhood education

This target is a key part of the Government's focus on better supporting vulnerable children. We will work closely with the Ministry of Social Development, the Ministry of Health, Te Puni Kōkiri and the Ministry of Pacific Island Affairs on cross-sector initiatives to ensure one unified approach to support vulnerable children and their parents, families, whānau and communities.

In early childhood education, we have estimated that to achieve the target of 98% of new entrants to school in 2016 having participated in early childhood education, an additional 3,000 children will need to participate in early childhood education each year. This is on top of the growth in participation already predicted to take place. The 3,000 additional children will need to include 1,750 more Māori children and 1,350 more Pasifika children to achieve the target.

We will focus on creating demand for early learning and early childhood education by improving the way we share information with parents, families, whānau and communities, and work with the broader communities to ensure provision meets demand. This will include supporting iwi, Māori and Pasifika groups, social service groups, employers, churches, sports clubs, large corporate bodies and other organisations to champion and support education. We will scale up existing initiatives as well as developing new initiatives to increase the rate of change.

Lift educational achievement in early childhood education

Our Better Public Services early childhood education participation target is ambitious. We will need to be responsive and innovative in the programme of initiatives we are undertaking to meet this target.

We will continue to establish community action groups in priority communities to increase early childhood education participation. Each of the groups will use their knowledge and understanding of the community to develop action plans for increasing early learning in the area. We will expand our programme of community engagement and mobilise communities to connect directly with parents.

Key to this will be increasing and improving the quality and relevance of information families receive about the benefits of participating in early childhood education.

We will rollout the Early Learning Information system to the sector during 2014, providing better information on early childhood participation. Better-quality information will help us develop more effective funding policies to meet our participation and provider performance priorities. Funding incentives will likely be aligned with improving participation in communities where the need is greatest and participation is low; services will need to be more effective at responding to these communities.

The Early Learning Information system will, for the first time, collect and store identity and participation information for children in early childhood education. It will collect a range of data from early childhood education services on a regular basis, including kindergartens, home-based services, playcentres and childcare services.

Support implementation of the Children's Action Plan

The White Paper for Vulnerable Children was launched in 2012, setting out an extensive programme of reforms across the health, education, justice and social sectors. The Children's Action Plan has been introduced to respond to children who have been abused or neglected, or are at high risk of abuse or neglect.

We will work with the Ministries of Health, Justice and Social Development, the New Zealand Police and Te Puni Kōkiri to jointly implement the plan alongside community groups and non-governmental organisations. This work will drive progress on our Better Public Services targets. Better supporting vulnerable children earlier in their lives, and ensuring they get a strong foundation in early childhood education, will increase their engagement and achievement further on in their education journey.

The plan will support the education system to consider new and creative ways of delivering education to vulnerable children, and to do so in a more integrated and connected way with other agencies and the community. We will build on what we already know can make a difference for vulnerable children, and support the sector to improve their practice in this area.

How we will measure success

Better Public Services target

In 2016, 98% of children starting school will have participated in quality early childhood education

MEASURE	TREND to date ³	CONTEXT AND DESIRED PERFORMANCE					
Lift educational achievement in early childhood education							
INCREASE the percentage of children who have attended early childhood education prior to starting school	↑	CURRENT PERFORMANCE		TARGETS			
		As at 31 December 2012		2012/13	2013/14	2014/15	2015/16
		ALL	95.2%	96%	96%	97%	98%
		MĀORI	91.3%	92%	94%	96%	97% ⁴
		PASIFIKA	87.3%	89%	92%	94%	97%
		DECILE 1-3 SCHOOL STUDENTS	89.0%	91%	93%	95%	97%
INCREASE the number of children accessing early childhood education as a result of targeted participation projects	↑	CURRENT PERFORMANCE		TARGETS			
		As at 31 December 2012		2012/13	2013/14	2014/15	2015/16
		ALL	2,887	3,200	3,700	4,200	4,700
		MĀORI	1,470	There are no population group targets set below the total level			
		PASIFIKA	1,267				
		CHILDREN FROM LOW SOCIO-ECONOMIC AREAS	2,469				
INCREASE the number of qualified Māori and Pasifika early childhood education teachers	↑	CURRENT PERFORMANCE		TARGETS			
		As at June 2012		2012/13	2013/14	2014/15	2015/16
		MĀORI	1,221	1,270	1,350	1,390	1,440
		PASIFIKA	1,179	1,280	1,350	1,390	1,440
RE-LICENSE early childhood education services that meet new licensing quality standards	↑	CURRENT PERFORMANCE		TARGET			
		As at 28 February 2013		June 2014			
		78% of services		100% of services will be re-licensed			

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

³ Trend data is based on current performance compared with performance in the previous reporting period.

⁴ The 2016 targets for Māori children, Pasifika children and children from decile 1-3 schools are targets for June 2016 and represent where participation needs to be at that point, to meet the 98% target by December 2016.

Better Public Services Result Area 5

Increase the proportion of 18-year-olds with NCEA Level 2 or an equivalent qualification

Target: In 2017, 85% of 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification

The target of 85% of 18-year-olds gaining NCEA Level 2 or an equivalent qualification in 2017 presents a similar scale of challenge to the early childhood education participation target. We need 3,650 more young people to achieve NCEA Level 2 or equivalent. This includes 2,420 Māori and 950 Pasifika, 3,000 of whom are males.

We are working in partnership with schools to build and strengthen governance, teaching and leadership, and to strengthen their responsiveness to their students. We will support effective tracking and monitoring of student progress, as this enables students, teachers and parents, family and whānau to make sure students stay on track to achieve NCEA Level 2 before they leave school.

Working through the Youth Guarantee, we are improving the pathways from senior secondary school to tertiary and enabling students to access the best learning environment for them to achieve. We will also provide better and more accessible information to parents, family and whānau to help them engage in and understand the education system, and how it is performing, to make a bigger difference to achievement.

Lift educational achievement at secondary school level

Improve retention of young people in education

We will actively work to retain students in education by stimulating their interest and motivation to learn. This will mean providing multiple clear qualifications and career options to young people. We will support the adoption of digital technologies to ensure high student interest, engagement and motivation.

We will continue to support a range of learning pathways in the education system to support young people enrolled in secondary schools to remain engaged in learning. These programmes have substantial community involvement and are expected to deliver quality education provision, informed by best evidence and Ka Hikitia – Accelerating Success, the Pasifika Education Plan, and Success for All – Every School, Every Child.

We are working with Te Aho o Te Kura Pounamu – The Correspondence School – to increase their rates of NCEA Level 2 achievement. Te Kura is the largest school in the country and often captures those students who are no longer engaged in their local school or kura. An improvement in Te Kura's NCEA Level 2 achievement rates would be a significant boost for the overall Better Public Services NCEA Level 2 target. This will require Te Kura to provide quality programmes to all their students and ensure their students are engaged and participating.

Target support to lift educational achievement among our most vulnerable children

We are working with the Ministries of Social Development, Health and Justice, and the New Zealand Police to support the Social Sector Trials. These trials are about local solutions to local issues. They encourage community groups and local social services to combine their resources to improve outcomes for young people. The trials are an innovative way to achieve the Government's Better Public Services goals and targets.

The original six Social Sector Trials focus on young people aged 12 to 18 and seek to reduce offending, levels of alcohol and substance abuse and truancy rates, and increase participation in education, training and employment.

We are working on designing and implementing 10 new trials to be rolled out in July 2013. The new trial to be established in Rotorua is unique with its key focus on education outcomes. Since success in education starts from birth, this trial will focus on ages 0 to 18 years.

The Rotorua trial will contribute to lifting the number of children participating in early childhood education, which will increase the rates of literacy and numeracy among young people. This will equip students with the qualifications and pathways they need for future success. The trial will be monitored on a monthly basis, with a full evaluation in 2015.

Support schools and teachers to lift achievement

The New Zealand Curriculum and Te Marautanga o Aotearoa (the curriculum for Māori-medium settings) provide the framework for competencies and skills that children and young people should gain from their education journey. Expected levels of literacy and numeracy for students are set out in the National Standards and Ngā Whanaketanga Rumaki Māori (standards for literacy and numeracy in Māori-medium settings).

Māori-medium education provides an environment where children and young people can enjoy and achieve education success as Māori and high levels of proficiency in te reo Māori. We will strengthen Māori-medium education at the primary and secondary levels to deliver for and with Māori students and their parents, families, whānau, iwi and communities.

Key indicators show that often Māori children and young people can enjoy and achieve greater success as Māori in Māori-medium education. For example, the proportion of year 11 Māori students meeting both literacy and numeracy requirements for NCEA in 2011 was 85.9% for Māori-medium schools compared with 72.8% for English-medium schools.

We will work closely with sector groups and organisations to design and implement work programmes to accelerate progress and lift achievement for every learner in every school and kura.

This work will support teachers and leaders to continue to strengthen their practice. To ensure the work is effective, it will build on what works for different groups of students in our system, and will particularly focus on improving teaching and learning for Māori students, Pasifika students, students with special education needs and students from low socio-economic areas.

We will continue to build curriculum and professional leadership capability and strengthen teacher appraisals and development. This will include better support for schools and kura, and improved tools and skills to implement strong teacher appraisal processes and targeted interventions for principals, teachers, and schools and kura.

We will lift the standards for entry to, and the quality of, initial teacher education, including mentoring and coaching for trainees and beginning teachers. Support will be provided to boards of trustees, as employers of

principals and teachers, to make good decisions and improve the quality of their workforce.

Tātaiako – Cultural Competencies for Teachers of Māori students is a workforce development tool that can be used in association with Ka Hikitia – Accelerating Success to assist teachers, principals, early childhood managers and teacher educators to improve the delivery of education for Māori students. This workforce development tool has been well received by schools and will continue to be integrated into Ministry activities.

A range of professional development and learning programmes is supporting members of the profession to reflect on their practice, and to improve their performance for Māori students, Pasifika students and students with special education needs. We will focus on ensuring those areas of excellent practice – including emergent and effective digital practices – become common across the system, improving the performance of the primary and secondary education system for those students it is not currently serving well.

We will support improvement in teaching practice and improve the availability and use of achievement information.

By making significant changes in these areas, we will improve the performance of primary and secondary education for Māori students, Pasifika students, students with special education needs and students from low socio-economic areas. Stronger connections with families, whānau, iwi and the community will provide better support for student achievement.

Strengthen governance

We will continue work to strengthen governance throughout the schooling sector. The Education Amendment Bill articulates for the first time that a board of trustees' core role is to raise student achievement. The Bill is expected to be passed in mid-2013, at which point changes for boards of trustees will apply. This legislative change provides a sound basis for our future work programme on governance.

Further governance work is likely to look at whether the current roles and responsibilities of boards are sufficiently focused on raising student achievement, and any reforms which could be made to promote this.

In addition, we will be working with the Education Review Office to prepare specific guidance for boards of trustees on information and data that boards should be seeking and receiving for their school.

Measure educational achievement so we can do even better

We will provide quality data and analysis to inform teaching practice and teaching and learning. Quality information can inform the targeting of resources, showing us where our efforts are required and what needs to be done. The collection, publication and use of quality achievement information are critical to enable students, parents, families, whānau, iwi and communities to become informed and demanding consumers of education.

We are committed to actively sharing a range of data and information with the sector and public, to inform practice and support prioritisation of activities and resources. This is also central to our commitment to the Government's Declaration on Open and Transparent Government, a key government initiative to actively release high-value public data.

We will continue to publish school and kura data as part of the Public Achievement Information (PAI) framework, reporting on student performance against the National Standards and Ngā Whanaketanga Rumaki Māori. The aim of the Public Achievement Information strategy is greater public transparency and continuous learning through the effective use of data within, and across, all levels of the system.

Over the next five years, we will incrementally improve the range and quality of information, including achievement data. This includes developing the Progress and Consistency Tool (PaCT) to support teachers in implementing National Standards. The expectation is that the tool will progressively support consistency of teacher judgement within schools and between schools nationally.

A parallel tool, Te Waharoa Ararau ā-Kura, is being developed to support teachers in implementing Ngā Whanaketanga Rumaki Māori.

Create an environment and tools for lifting educational achievement

Support the development and use of digital literacy and modern technologies

Digital technologies have the potential to accelerate changes to how children and young people learn, how teachers and educators interact and share knowledge, skills and information, and how education providers engage with communities.

In partnership with the education and technology sectors, we will develop a comprehensive education strategy for 21st-century learning and digital literacy. This will include both a vision of the future and a strategy to get us there. The strategy will focus on how technology can accelerate learning and will consider the use of a wide range of tools and environments including mobile applications.

The Ministry supports education professionals to use digital technology by leasing over 45,000 laptops to teachers and principals. In 2013/14, we will spend \$21 million supplying and servicing laptops. The laptops mean teachers and principals can leverage the potential of digital technologies and ultra-fast broadband.

We will continue to provide professional development, resources, materials and administrative support for teaching and learning that develops the digital literacy of young people, and extracts maximum educational value from modern technologies.

Over the next three years, 97.7% of schools and kura will have access to ultra-fast broadband delivered through fibre, as part of the Government's \$1,500 million investment in broadband. The remaining schools and kura, which are in the most remote areas, will receive wireless or satellite connections. By July 2014, 2,200 schools and kura will have access to ultra-fast broadband through the School Connection Project.

We will continue rollout of the School Network Upgrade Project. This work ensures that all schools and kura have internal networks and wiring that meet Ministry standards. The School Network Upgrade Project will complete the upgrading of all remaining schools and kura by 2016.

Work is underway to support the introduction of a managed network for all schools and kura so that they can make best use of ultra-fast broadband and increase the range of digital learning opportunities available to students. The core role of the managed network service will be to ensure schools have access to ultra-fast, safe, reliable and affordable internet access, as well as a range of education content and services.

Until the managed network is available, we will continue to manage national software arrangements for schools and kura. These contracts provide essential software licensing for Microsoft, Apple, Novell and Symantec products and provide schools and kura with internet filtering and firewalls.

Support a 21st-century learning system with high-quality, relevant learning environments

The school property portfolio comprises approximately 2,400 primary and secondary schools and over 8,000 hectares of land throughout the country.

We will continue to implement the New Zealand School Property Strategy 2011-2021, which sets out our vision for management and development of the property portfolio. The strategy highlights what we need to do differently to improve the performance of both individual school environments and the state school property portfolio to ensure fitness for purpose for 21st-century learning.

The intention is to change the structure, capabilities and management tools within the Ministry in order to improve asset management. The outcomes we are seeking to achieve are:

- ▶ School property is well managed – the Ministry functions as a high-quality property and asset manager and advisor to government.
- ▶ Schools are fit for purpose – state schools are safe environments that empower students and teachers to succeed.
- ▶ A high-performing portfolio of schools – the portfolio of state schools responds to changes in demand and is well utilised and efficiently run.

We aim to provide an appropriate quantity and quality of school property to meet network demand, which may require either new schools or new buildings at existing schools. The network will need to allow for the 'population bubble' of young people born around the 2007 to 2012 period, who are starting to enter primary schools now and who will enter secondary school from 2020. Some capacity will also need to be moved in response to demographic shifts.

To ensure the property portfolio responds to the demands of young people and their communities, the Ministry will need to invest in areas of predictable roll growth and dispose of surplus capacity where it can no longer be justified.

The schools portfolio is affected by a widespread degree of impairment attributable to insufficient weather-tightness and many buildings have insufficient earthquake resilience. Many schools have some earthquake prone or leaky buildings, in some cases both are present. The scale of this problem is such that the

process to address these deficiencies across the network will be a central component of capital work for the next decade and possibly longer, and this effort will require operational funding to deliver. Our knowledge of the full extent of latent deficiencies is being progressively refined as programmes of inspections continue across the network.

Public-private partnerships are now part of our procurement approach for new schools. The first public-private partnership schools are currently being built in Hobsonville, Auckland – a full primary school (opening in 2013) and a secondary school (due to open in 2014). These and other new schools and kura are modern learning environments designed to allow digital technologies to be used as an integral part of teaching and learning.

Partnership Schools

Partnership Schools | Kura Hourua are a new type of school that will help lift achievement in areas currently under-served by the education system and will give parents more choice. We are supporting the establishment of these schools.

Partnership Schools will have high accountability requirements based on outcome targets, with flexibility around school governance and management. The first schools will open in 2014, subject to the passage of the Education Amendment Bill, which provides the legislative framework for Partnership Schools. A request for application process to establish the first schools was completed in April 2013, and successful applicants will be chosen by the Minister of Education, who will be advised by an independent authorisation board.

Greater Christchurch Education Renewal

Educational renewal in greater Christchurch is providing opportunities to integrate a greater focus on raising student achievement and providing modern learning environments that support digital literacy. Over the next 10 years, we will invest \$1,000 million in greater Christchurch, addressing pre-earthquake and post-earthquake issues.

This process will ensure high-quality education outcomes for children and young people. We will have a more direct focus on providing parents, families, whānau and students with timely access to accurate information about the decisions and what the future holds. Some of the work we will undertake will include fixing swimming pools,

building new schools, designing modern schools and making progress in repair work.

These improvements are planned to encourage collaborative teaching and promote better engagement in learning. Schools in Christchurch will be some of the first in New Zealand to access ultra-fast broadband. Investments in information and communications technology (ICT) can be aligned to ensure that children and young people are able to develop high levels of digital literacy. Shared facilities between schools and with other agencies will allow better access to specialised facilities and services, while delivering benefits for the wider community.

We will implement decisions on the make-up of the education network in greater Christchurch. Children and young people, their parents, families, whānau and communities, and school leaders, teachers and staff will be supported through the outcome for their schools. We will ensure that communities are engaged, informed and supported so that there is as little disruption as possible to education for children and young people.

We will work with schools affected by school closure and merger decisions to ensure a successful transition for children, young people, parents, families, whānau, iwi, communities and staff into new schools. Where needed, we will invest in new schools, including two schools that will be completed in 2014. We will plan for additional provision in four areas, and continue with the repair and rebuild programme, which will include significant new builds at 30 existing schools.

With our support, Learning Community Clusters will develop detailed plans to raise student achievement across their early childhood education services and schools. We expect that these clusters will identify and implement innovative practice, including sharing facilities and teaching expertise, focused on student achievement.

We will develop detailed benefits and outcomes, including key performance indicators, for the programme of work in greater Christchurch. This will include setting out benefits of the activity, the return on our investment, and targets for education performance in greater Christchurch.

Improve skills and vocational education

Youth Guarantee initiatives continue to grow. The merger of Youth Training and the Youth Guarantee means we now have nearly 8,500 fees-free places for

young people, which will increase to 10,000 from next year. We also have 21 trades academies now operating, offering 3,700 places this year and increasing to 4,500 next year.

More than 20 Youth Guarantee networks are in place, focused on raising achievement so that young people make more effective transitions to further education, training and work. These networks involve schools and kura, tertiary providers and the wider community in a particular area. Over the next year, we will support networks that will focus particularly on jointly developing new learning programmes based on the vocational pathways. These programmes will be implemented from 2014.

We will work closely with the Ministry of Social Development to share information on school leavers at risk of not moving into employment or further education. This is a key contribution to the Ministry of Social Development's Youth Services programme.

We will also complete the review of careers advice and guidance, and are currently undertaking a review of the Secondary Tertiary Alignment Resource (STAR) and Gateway programmes, to support students' decision-making, particularly in relation to vocational education.

Implement the vocational pathways

Vocational pathways have been developed in collaboration with industry and the business sector and are being implemented across five sectors of industry:

- ▶ Construction and infrastructure
- ▶ Manufacturing and technology
- ▶ Primary industries
- ▶ Service industries
- ▶ Social and community services.

The new vocational pathways will help students make the right career and training decisions and will:

- ▶ improve relevance for students by relating their strengths and achievements to further education and employment opportunities
- ▶ provide a road-map for schools and tertiary providers to develop coherent programmes and NCEA qualifications
- ▶ provide a simple way for employers to see when students have achieved in areas that are relevant to their industries, and/or undertaken learning that specifically relates to their sectors.

For students who are interested in vocational learning, we will work to develop new vocational pathways. This will give the students clear links between what they are studying and their post-study opportunities.

Promote strong and powerful connections between education providers, parents, families, whānau, iwi and communities

We will work with whānau in target communities to support their children's and young people's learning and achievement in early childhood education, literacy and numeracy, and NCEA.

The focus will be on evidence-based initiatives that promote active parental support for children's learning and wellbeing. This will include programmes that create educationally powerful connections between schools and parents, families, whānau, iwi and communities.

We will:

- ▶ provide whānau with information that will help them to be involved with their children's learning
- ▶ strengthen iwi capability to support whānau to be more informed about, and engaged in, their children's education
- ▶ provide intensive support to whānau that require more targeted assistance to support their children's learning
- ▶ promote Ministry-led programmes such as Reading Together to whānau.

Improve the quality of services we deliver to the sector

We are focused on improving the effectiveness of the services we provide to children, young people, their families and communities and to education providers. A significant component of the services we provide to children and young people and their families are services to those children and young people with special education needs.

We have implemented a two-year change programme to determine the most effective work practices, systems and procedures for the services our regionally based staff provide to children, young people and their families and communities. The programme will look at leadership, work practice, community engagement and appropriate regional support, particularly in Auckland and greater Christchurch.

How we will measure success

Better Public Services target

85% of 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification in 2017

Supporting targets

- ▶ By the end of 2017, 85% of all year 1-8 students will meet literacy and numeracy expectations in English-medium and Māori-medium
- ▶ By the end of 2014, 100% of schools will be demonstrating inclusive practice for students with special education needs

Lift educational achievement at secondary school

MEASURE	TREND to date ⁵	CONTEXT AND DESIRED PERFORMANCE				
		CURRENT PERFORMANCE			TARGETS ⁷	
INCREASE the proportion of students achieving the National Standards ⁶	N/A	2011			2013-2017	
			Maths	Writing	Reading	
		ALL	72.2%	68.0%	76.2%	Increase the proportion of learners achieving 'at' or 'above' each standard to reach 85% achievement of each standard for all groups by 2017
		MĀORI	62.5%	57.5%	66.5%	
		PASIFIKA	56.7%	53.8%	59.0%	
DECILE 1-3 STUDENTS	58.8%	54.0%	62.5%			
INCREASE the percentage of year 11 students achieving NCEA literacy and numeracy credits	New measure	CURRENT PERFORMANCE		TARGETS		
		2011		2013	2017	
		ALL	78.4%	80.7%	90%	
		MĀORI	67.3%	71.8%	90%	
		PASIFIKA	72.8%	76.2%	90%	
INCREASE the percentage of 18-year-olds with NCEA Level 2 or an equivalent qualification	N/A	CURRENT PERFORMANCE		TARGETS		
		2011		2013	2017	
		ALL	74.3%	77.9%	85%	
		MĀORI	57.1%	66.4%	85%	
		PASIFIKA	65.5%	72.0%	85%	

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

5 Trend data is based on current performance compared with performance in the previous reporting period.

6 Data and targets for Ngā Whanaketanga Rumaki Māori are not yet available.

7 Targets for 2013, 2014, 2015 and 2016 cannot be set until 1 March 2013 data is analysed. This will not occur before the printing of this Statement of Intent.

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
		CURRENT PERFORMANCE		TARGET	
INCREASE the proportion of all students participating in Māori language in primary and secondary education ⁸	↑	CURRENT PERFORMANCE		TARGET	
		As at 1 July 2012		2015	
		ALL	20.8%	22%	
INCREASE the percentage of students staying on in education to age 17	↑	CURRENT PERFORMANCE		TARGETS	
		2011		2013	
		ALL	80.0%	ALL	82.0%
		MĀORI	64.7%	MĀORI	67.6%
		PASIFIKA	78.9%	PASIFIKA	79.9%
DECILE 1-3 STUDENTS	73.6%	DECILE 1-3 STUDENTS	77.4%		
REDUCE suspension rates (removed from school until the board of trustees makes a decision) – per 1,000 students	↑	CURRENT PERFORMANCE		TARGETS	
		2011		2013	
		ALL	5.2	ALL	4.8
		MĀORI	11.4	MĀORI	9.8
		PASIFIKA	5.4	PASIFIKA	4.0
DECILE 1-3 STUDENTS	8.5	DECILE 1-3 STUDENTS	6.9		
REDUCE frequent truant rates for years 9 and 10 – per 100 students	N/A	CURRENT PERFORMANCE		TARGETS	
		As at June 2012		2013	
		ALL	1.4	ALL	1.3
		MĀORI	3.0	MĀORI	2.8
PASIFIKA	1.7	PASIFIKA	1.6		

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

8 Māori language in education includes both Māori-medium education and 'Māori as a subject' in English-medium settings.

Provide services and support to children and young people with special education needs							
MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE					
INCREASE the percentage of children accessing early intervention services who are Māori or Pasifika ⁹	■ ↑	CURRENT PERFORMANCE		TARGETS ¹⁰			
		As at 28 February 2013		2013/14	2014/15	2015/16	2016/17
		MĀORI	22%	23%	23%	TBC	TBC
		PASIFIKA	8%	10%	11%	12%	13%
REDUCE the average age at which Māori children and Pasifika children first access the early intervention service	↓	CURRENT PERFORMANCE		TARGETS			
		As at 28 February 2013		2013/14	2014/15	2015/16	2016/17
		MĀORI	3 years, 5 months	Reach 3 years, 3 months in the 2013/14 financial year and maintain through to the 2016/17 financial year ¹¹			
		PASIFIKA	3 years, 5 months				
INCREASE the percentage of schools demonstrating middle or high effectiveness in their planning and reporting documents for students with special education needs ¹²	New measure	CURRENT PERFORMANCE		TARGETS			
		2012		2013	2014		
		Developing effectiveness	66.88%	33%	0%		
		Middle effectiveness	27.76%	56%	84%		
High effectiveness	5.36%	11%	16%				
INCREASE the percentage of schools that demonstrate inclusive practice for students with special education needs	N/A	CURRENT PERFORMANCE		TARGET			
		2009		2014			
		80% of schools		100% of schools			
INCREASE the percentage of eligible children that receive a service within 90 days of referral for communication, behaviour, early intervention and ORS services	↓	CURRENT PERFORMANCE		TARGETS			
		As at 28 February 2013		2013/14-2016/17			
		Communications service	80.0%	Reach 95% for each service in the 2013/14 financial year and maintain through to the 2016/17 financial year			
		Behaviour service	78.8%				
Early intervention service	73.5%						
Ongoing Resourcing Scheme (ORS)	81.9%						
INCREASE the proportion of Māori and Pasifika specialist service delivery staff	↓ ↓	CURRENT PERFORMANCE		TARGETS			
		As at 31 March 2013		2013			
		MĀORI	11.6%	13.0%			
		PASIFIKA	1.2%	2.5%			

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

9 To align with the general population age group.

10 Targets for 2015/16 and 2016/17 will be set based on updated 2016/17 population figures.

11 3 years, 3 months has been selected based on a realistic minimum average age to first provide early intervention services.

12 Schools that did not have assessment information for this measure were excluded from analysis in 2012.

Develop a 21st-century learning system with high-quality, relevant learning environments					
MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
INCREASE the Asset Management Maturity index in the Capital Asset Management framework ¹³	New measure	CURRENT PERFORMANCE	TARGET		
		As at October 2011	2014/15		
		59% Upper Core	83% Lower Advanced		
DELIVER school property capital plan (to October Baseline Update budget) with a variance of less than 20% across the entire school property capital plan	↑	CURRENT PERFORMANCE	TARGET		
		As at 31 March 2013	2013/14		
		23%	Less than 20% variance		
UPGRADE schools' internal networks to a consistent standard	New measure	CURRENT PERFORMANCE	TARGETS		
		As at 31 March 2013	2013/14	2014/15	2015/16
		45% of eligible schools	70%	90%	100%

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

¹³ The concepts of 'Upper Core' and 'Lower Advanced' are graduations in the Maturity Continuum and reflect the degree to which the advanced Asset Management Maturity attributes have been met.

Better Public Services Result Area 6

Increase the proportion of 25- to 34-year-olds with advanced trade qualifications, diplomas and degrees (at level 4 or above)

Target: In 2017, 55% of 25- to 34-year-olds will have a qualification at level 4 or above on the New Zealand Qualifications Framework

We are working closely with the Tertiary Education Commission, the New Zealand Qualifications Authority and the Ministry of Business, Innovation and Employment on actions in support of this target. In this area, our role is primarily in setting policy and producing information.

Achieving this target will require an additional 7,750 young people completing a qualification at this level by 2017. In 2011, 31% of 22-year-olds had completed a qualification at level 4 or higher. This needs to increase to at least 35% over the next three years if we are to meet the target. The proportion for Māori young people was 20% in 2011 (up from 15% in 2008) and for Pasifika young people 22% (up from 15% in 2008).

The focus will be on:

- ▶ encouraging tertiary education organisations to actively engage more students in study at level 4 or higher
- ▶ continuing to improve the rate of qualification completion
- ▶ supporting more young people to participate in New Zealand Apprenticeships through industry training.

Improve foundation education

More fees-free provision at foundation-level study (levels 1 and 2 on the New Zealand Qualifications Framework) will be encouraged and access targeted to those who need it most. This will give people who do not already have essential foundation skills a low-cost way to gain those skills and progress to higher-level study and skilled employment.

Implement changes to industry training

As a result of the recent review, we will implement a set of changes to industry training. The most significant changes are:

- ▶ introducing New Zealand Apprenticeships, which will extend the same level of government support to all apprentices, regardless of age
- ▶ implementing a higher funding rate for New Zealand Apprenticeships, and increasing the funding rate for other types of industry training
- ▶ setting clearer roles and expectations for industry training organisations

- ▶ giving the New Zealand Qualifications Authority a greater role in assuring the educational quality of industry training
- ▶ allowing employers direct access to the industry training fund to incentivise better performance from industry training organisations.

Education agencies will finalise implementation details for the revised industry training system, including performance measures for industry training, in consultation with industry, industry training organisations and tertiary providers.

Implementing the changes will require the introduction of new legislation, the Industry Training and Apprenticeship Bill. The Bill will combine the current Industry Training Act and the Modern Apprenticeship Act, and will introduce levers for the New Zealand Qualifications Authority to intervene when educational quality is in question.

Improve the quality and availability of information

We will continue to provide better information to assist young people to make informed choices about their study options and careers. This includes information on post-study outcomes, such as those described in the Ministry of Education report *Moving on up – What young people earn after their tertiary education*.

We will also continue to work with and support other agencies, such as Careers New Zealand and the Ministry of Business, Innovation and Employment, to publish information for young people.

In conjunction with the vocational pathways work and the review of careers information, advice, guidance and education, this work will better inform student decision-making about what to study in tertiary education. It will help them plan what to study in order to achieve their post-school goals.

E-learning is now widely available in tertiary education in New Zealand. This is especially the case in courses at degree level and higher, where around three-quarters of all courses make provision for e-learning. It is especially widely available in universities, but less so in providers where there is less emphasis on higher qualification levels.

How we will measure success

Better Public Services target

55% of 25- to 34-year-olds will have a qualification at level 4 or above on the New Zealand Qualifications Framework in 2017

Supporting target

► Increase the contribution of international education to our economy over the next 15 years to \$5,000 million

MEASURE	TREND to date ¹⁴	CONTEXT AND DESIRED PERFORMANCE					
Improve foundation education							
REDUCE the proportion of young people not in education, employment or training	↓	CURRENT PERFORMANCE		TARGETS			
		June quarter 2012 ¹⁵		2013	2014	2015	
		15- TO 19-YEAR-OLDS	8.6%	8.0%	7.3%	7.4%	
		20- TO 24-YEAR-OLDS	16.9%	17.4%	15.6%	14.9%	
Strengthen the performance of the tertiary education system and its links to economic outcomes							
INCREASE the percentage of domestic students with level 1-3 qualifications on the New Zealand Qualifications Framework going on to study at higher levels	↓	CURRENT PERFORMANCE		TARGETS			
		2010-11 (progressed within 2 years)		2011-12	2012-13	2013-14	2014-15
		ALL	35.8%	36.2%	36.6%	37.0%	37.4%
		MĀORI	34.8%	35.0%	35.2%	35.4%	35.6%
PASIFIKA	36.3%	37.8%	39.3%	40.8%	42.3%		
INCREASE the five-year qualification completion rate of full-time domestic students at level 4 and above on the New Zealand Qualifications Framework	↑	CURRENT PERFORMANCE		TARGETS			
		2007-11		2008-12	2009-13	2010-14	2011-15
		Level 4 and higher qualifications					
		ALL	74%	75%	76%	77%	78%
		MĀORI	62%	63%	64%	65%	65%
		PASIFIKA	59%	60%	61%	62%	63%
		Bachelors degrees					
		ALL	73%	74%	74%	74%	75%
MĀORI	58%	59%	60%	61%	62%		
PASIFIKA	54%	55%	56%	56%	57%		

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

¹⁴ Trend data is based on current performance compared with performance in the previous reporting period.

¹⁵ The unemployment rate is expected to increase slightly overall in 2013, before decreasing in 2014 and 2015, and the proportion of young people not in education, employment or training is expected to follow the same pattern.

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE					
INCREASE the proportion of 25- to 34-year-olds holding higher-level qualifications	↑	CURRENT PERFORMANCE		TARGETS			
		2012		2013	2014	2015	2016
		Level 4 and above	52.6%	52.7%	53.5%	53.9%	54.5%
		Bachelors degrees and above	31.2%	32.1%	33.0%	33.9%	34.7%
GREATER research in universities funded by business	↓	CURRENT PERFORMANCE		TARGETS			
		2011/2012		2013	2014	2015	2016
		Total research funded by business	\$34 million	\$36 million	\$38 million	\$42 million	\$43 million
Make performance improvements that continue to drive quality and value for money							
REDUCE the cost of lending under the Student Loan Scheme	↑	CURRENT PERFORMANCE		TARGETS			
		2013		2014	2015	2016	
		Total cost (cents in the dollar lent)	36.16	34.91	34.91	34.93	
Increase the contribution of the international education sector to New Zealand's economy							
MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE					
INCREASE the number of international students completing degree-level qualifications and above	↑	CURRENT PERFORMANCE		TARGETS			
		2011		2012	2013	2014	
		Total number of students	6,887	6,900	7,000	7,100	
International students studying in New Zealand are satisfied with their experience of living and studying in New Zealand	N/A	CURRENT PERFORMANCE		TARGET			
		2011 and 2012		2015			
		International students at New Zealand universities, institutes of technology and polytechnics were more satisfied than their counterparts in similar institutions overseas on most aspects of their study and living experience International students in other sectors were surveyed in 2012. Notably, 94% of international students surveyed in secondary schools were happy or very happy with their overall experience		A further survey of the satisfaction of international students at New Zealand universities, institutes of technology and polytechnics is envisaged for 2015, based on the current 4-year survey cycle International student surveys report positive overall satisfaction rating			

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

Lifting the Ministry's capability, efficiency and responsiveness to achieve education priorities and deliver core business functions

What we will do to effect change

To achieve the shifts in the education system required, the Ministry must continue to focus on being a capable, efficient and responsive organisation. We must support the system better to deliver equitable outcomes to all children and young people.

We are taking a systematic approach to identifying the critical things we must do to lift our capability, efficiency and responsiveness. This will include identifying how the organisation needs to operate, the direction of the organisation and how we work with stakeholders. Our activity will focus on the new processes, structures and supporting technologies needed to improve the way we work with the sector, measure our results, best prioritise and resource the work that delivers on priorities, and how we will continue to improve.

We will draw on the recommendations from the Performance Improvement Framework review of the Ministry, which highlighted key areas on which we should focus our attention in order to improve performance.

These included:

- ▶ effectively manage key risks
- ▶ develop a strong change process within the Ministry
- ▶ strengthen our leadership position and collaboration with the sector
- ▶ provide more robust support to ministers.

Achieving our key priorities requires a workforce able to deliver to all sectors of New Zealand's society. Building the diversity and cultural competence of our workforce continues to be key to ensuring the system delivers to all children and young people.

We will continue to adjust our recruitment, induction, workforce planning, performance management, and learning and development systems to ensure we understand the cultural needs of priority students and can put in place programmes that make a difference. This will ensure we attract and retain a diverse workforce with equal employment opportunities offered to all.

Implement a structured approach to manage change

The changes we want to see in the education system require ongoing changes in how the Ministry works. We are focused on:

- ▶ working as 'one Ministry' – acting in a more strategic, connected and customer-focused manner

- ▶ more actively and positively engaging and partnering with communities and key stakeholders, recognising that sustainable change in the sector requires all those with an interest to be involved in the design and delivery of solutions
- ▶ achieving our three Better Public Services targets
- ▶ better understanding and utilising changing technologies in the work that we do.

To improve student outcomes we will:

- ▶ provide greater support to the sector, including around strengthening transparency and accountability
- ▶ develop the skills and capabilities to support the sector
- ▶ become more flexible, adaptable and efficient so resources can be deployed to meet changing circumstances
- ▶ transform our view and understanding of ourselves as a national education leadership organisation.

We will develop a mechanism to ensure the necessary changes to deliver our outcomes are coordinated across the organisation and take account of system-wide changes and initiatives. Contemporary change tools will be developed and delivered to make sure change is sustainable and effective.

We are working to strengthen leadership, manage change, and significantly alter the way we interact and work with the sector and deliver internal services. In addition, there will be a range of activities to reinforce and strengthen the commitment of all staff to supporting the success of all students.

These activities include:

- ▶ improving internal communications to develop and embed the vision for the organisation
- ▶ sharpening the focus of our performance management system to set clear expectations so staff understand their contribution to student outcomes.

Implement a leadership and management development programme

We have started to strengthen our leadership and management capability over the past 12 months and will continue this by:

- ▶ introducing a Ministry leadership framework with links to the State Services Commission leadership success profile
- ▶ targeting development activities at our leadership group to further enhance capability

- ▶ continuing the rollout of a suite of integrated management skills programmes
- ▶ continuing to embed Tātai Pou competencies and the Whakapūmautia, Papakōwhaitia, Tau ana framework to ensure our managers are equipped to lead their teams to realise the vision of Māori enjoying and achieving education success as Māori
- ▶ continuing to measure staff engagement so that managers can continually improve staff effectiveness.

Improve our governance and ways of working

We will streamline our governance structures with organisational processes and our key functions, including planning and reporting, and financial management. The student perspective will be kept in focus as we plan our work programmes and services, from policy development right through to service delivery. To achieve this, we will work across the parts of the Ministry and sector involved in each process. We need to deliver a ‘one Ministry’ service that is seamlessly connected from beginning to end.

We will strategically prioritise and resource our policy and operational activity. This work has begun through implementation of improved governance structures and a more rigorous focus on programme and project management.

Our Performance Measurement Framework has identified the critical strategic measures for the organisation and we will measure results periodically against this framework. This way we will be able to more closely monitor progress in our key measures and to strategically resource the interventions with the greatest impact on priorities.

Implement the new schools’ payroll system

The education service payroll is one of the largest and most complex in Australasia, paying over \$4,000 million to approximately 110,000 employees across the course of a full year. This means about \$170 million is paid to about 90,000 people each fortnight.

The education workforce is highly mobile, and features a range of unique employment conditions, including a large number of staff who are not employed (and therefore not paid) during school holidays. There are 2,500 unique employers (each school board of trustees) and each employee can work in multiple schools, but will still receive one payslip, with one set of deductions for PAYE, student loan repayments and superannuation.

During August 2012, the new schools’ payroll service, Novopay, was introduced. While some initial issues were

anticipated, the level of problems and errors to school staff members’ pay has been significant, and has caused considerable stress and additional work for principals, executive officers and school administrators across the country.

A significant investment is being made in a number of areas to ensure the service delivers an accurate payroll service every fortnight, as every school employee is entitled to expect. To ensure the sector is represented, we will incorporate feedback from schools into system and service improvements. We will continue to engage with the sector through regular meetings with its representatives.

We will continue to actively manage issues arising from pay periods, and ensure that all school staff are paid correctly and on time, and are supported and informed. There is a concentrated programme of software defect mitigation. This will continue into 2013/14 to make certain the Novopay platform is stable and operating in a way that supports school users in their role, ensuring their staff are paid correctly, and providing accurate and timely reporting so that schools can make appropriate management decisions about their staffing levels and budgets.

Significant work is being undertaken to ensure there are sufficient, highly trained staff in the Novopay call centre and pay centre, so that assistance can be provided quickly, and accurate and helpful advice is available to staff administering the payroll in schools. Additional work is being carried out to improve the quality assurance of data entry that occurs in the Novopay pay centre. It is also essential that we maintain levels of staff to process the volume of transactions required each fortnight, otherwise the service is constantly falling behind.

A specialist team of over 100 staff has been established to clear the backlog of pay transactions and errors that have occurred to date. This team is making steady progress, and will remain in place until we are confident that an accurate steady-state has been achieved. In particular, this team is focused on processing outstanding pay instructions from prior pay periods and clearing overpayments that occurred in the first six to eight months of Novopay’s operation.

This additional work will continue into 2013/14 until we can be absolutely confident that we, and our payroll vendor, Talent 2, are delivering the payroll service that schools rightly expect. In addition, we will carry out the recommendations of the Ministerial Inquiry (due to report in late May 2013) as appropriate.

Implement a community and stakeholder engagement strategy

Partnership across all steps on the student pathway is essential to lift student achievement. We are developing a more proactive and considered approach to stakeholder engagement, including a strategy to manage relationships with key stakeholders in a way that maximises our influence on student outcomes. This includes new stakeholder relationships with the business community and with industry.

A new approach to community engagement will bring together supply (education providers) and demand (children, young people, parents, families, whānau, iwi and communities) partners. This will include supporting families and whānau to engage in their child's learning and helping communities and iwi to be more informed. Community and education partnerships are key to improving outcomes for children and young people, and their parents, families, whānau and iwi.

We will continue to work with iwi to support shared education goals, develop iwi profiles, produce education and language strategies, implement plans and help embed identity, language and culture within teaching and learning.

We will strengthen our relationships in the social and economic sectors, ensuring that education's contribution to improved social and economic outcomes for New Zealanders increases.

We will work closely with partner agencies, in particular the Ministry of Business, Innovation and Employment, to build stronger links with industry and the business community. This will strengthen our understanding of the current and future skill needs of the New Zealand economy and ensure that the tertiary education system is responsive to these needs.

We are part of the Social Sector Forum, a collection of agencies working together to support innovation through investment, improving the way social services are delivered. This forum of Chief Executives has identified priorities through which agencies will demonstrate they are innovating and learning from activity:

- ▶ Social Sector Trials
- ▶ Children's Action Plan
- ▶ Better Public Services Result Areas 1, 2, 3 and 4

- ▶ Learning from new ways of working together in Christchurch

- ▶ Using new contracting approaches to deliver results.

The Ministerial Cross-Sector Forum on Raising Achievement was established in June 2012 to provide collaborative cross-sector leadership and advice on how to raise achievement for all children and young people. The forum comprises representatives from primary and secondary schools, early learning and tertiary education sectors, unions, business, academics, iwi and educational experts.

We will continue to engage with the Whānau Ora programme, through national office support for policy and programme development, participation in regional leadership groups and with Whānau Ora collectives and providers. We sit on the Whānau Ora governance group, and on each of the regional leadership groups. In communities, we will continue to engage with providers to support whānau. This includes Whānau Ora providers referring whānau to our services and vice versa, to ensure wraparound services are provided.

Improve procurement and internal asset management

Procurement and contract management are significant components in delivering our priorities. We have 5,000 active contracts, with an annual spend of more than \$1,200 million. These cover a wide range of categories including educational services, information and communications technology and property infrastructure.

We will continue our programme to improve our procurement capability and the commercial capability of our people. Key components of this programme include:

- ▶ using the Government Procurement Capability Review process as a key level and measure for improvement
- ▶ expanding our specialist procurement structure to include all Ministry operations
- ▶ continuing our procurement training programme to improve the way staff manage contracts
- ▶ completing the rollout of our new contract management system and developing our capability to use its functionality to better manage suppliers.

This programme will lift our understanding and management of costs, improve value for money and quality, foster innovation and improve our relationships with suppliers. It will deliver improved quality of outcomes to schools, children and students through good procurement practice.

Manage departmental assets and capital intentions

The Ministry is categorised as a capital-intensive agency. Our total approved capital expenditure over the next four years is expected to be \$2,126 million, of which \$2,027 million is to be spent on the school property portfolio and the balance on information and communications technology and other chattels.

The following table outlines the Ministry's intended capital expenditure programme.

Department capital intentions	2012/13 (\$ million)	2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million)
Property, plant and equipment					
School sector property and housing:					
School land	9.346	3.505	-	-	-
School buildings	517.780	571.602	540.660	465.681	444.612
Residential buildings	0.300	0.300	0.300	0.300	0.300
Ministry chattels:					
Computer hardware	5.000	5.000	5.000	5.000	5.000
Furniture and fittings	3.812	3.812	3.812	3.812	3.812
Plant and equipment	0.250	0.250	0.250	0.250	0.250
Motor vehicles	3.144	3.144	3.144	3.144	3.144
Total property, plant and equipment	539.632	587.613	553.166	478.187	457.118
Intangibles:					
Computer software	10.879	13.185	9.796	13.477	13.477
Total intangibles	10.879	13.185	9.796	13.477	13.477
Total property, plant and equipment, and intangibles	550.511	600.798	562.962	491.664	470.595

Expenditure is incurred only after approval of the capital programme for the year, and for larger information and communications technology projects upon approval of a detailed business case. Cabinet approves new school projects with a whole-of-life value greater than \$25 million, and the Ministers of Education and Finance approve new school projects with a value greater than \$7 million. In addition:

- ▶ project boards monitor all significant capital programmes
- ▶ governance boards oversee information and communications technology and property capital programmes
- ▶ strong project management disciplines are applied to all significant projects, and capital programmes

are monitored and managed throughout the development and implementation cycle, including monitoring progress against milestones and budgets at each stage.

In 2013/14, the following significant school property capital expenditure is planned:

- ▶ \$177 million to support the ongoing five-year capital maintenance programme
- ▶ \$29 million capital expenditure to build capacity in the school portfolio to support roll growth in high-demand areas (through new school construction, site extensions and site purchases)
- ▶ \$85 million for rectification of defective buildings affected by weather-tightness issues

- ▶ \$48 million for improving earthquake resilience
- ▶ \$46 million for the provision of classrooms for roll growth
- ▶ \$29 million for demand-driven programmes, including special needs modifications, school property guide entitlements and replacement buildings
- ▶ \$44 million expenditure for kura kaupapa Māori and wharekura
- ▶ \$24 million for special schools and satellites, early childhood education centres and teen parent units
- ▶ \$30 million for school network upgrades
- ▶ \$40 million for repairing Canterbury schools damaged by the earthquakes and for strengthening other earthquake prone buildings nationwide
- ▶ \$63 million for school property network reorganisations, unforeseen work, major redevelopments and initiatives.

Implement a structured approach to manage risk

We are developing a risk-informed culture that is led by the Secretary for Education and modelled by the Leadership Team. A new risk function and a network of risk champions together will:

- ▶ establish a prioritisation framework to enable risk-intelligent investment choices for optimal benefit against constrained resources
- ▶ ensure clear ownership for both strategic and operational risks
- ▶ embed risk considerations as an integral part of decision-making
- ▶ promote inclusive and transparent risk management activities that enable both trust and accountability
- ▶ implement effective and efficient measures to manage risk within accepted tolerance
- ▶ review and monitor our objectives and associated risks proactively
- ▶ enhance the timeliness and cohesion of our response to emerging issues
- ▶ improve organisational learning to strengthen our resilience to recurring problems.

Ensure Ministry technologies remain fit for purpose

In addition to information and communications technology projects outlined earlier in this document (the Early Learning Information project, ultra-fast broadband, implementation of a managed network for schools and kura, and the schools payroll system), this year we have moved our focus to a set of projects that deliver better disaster resiliency for all Ministry and education sector applications. This will ensure our technology suite of infrastructure and applications will be fully functional within 24 hours of a major disaster.

We have been an early adopter of a number of all-of-government initiatives, such as procurement services for desktop computers and laptops, printing effectiveness and One Government network services. This year we will be transitioning a number of our key websites to the common web platform and will begin planning for our transition to becoming an all-of-government infrastructure as a service (IAAS) provider.

Implement best practice approaches to delivery of essential internal services

Provision of consistent, high-quality information to ministers is a critical function for the Ministry. We are taking a new, centralised approach to writing, tracking and reporting responses to ministerial correspondence, and will identify and implement further improvements in these services.

The Ministry has made a significant shift to adopt shared services and by doing so maximise the effectiveness of the services provided. We have recently extended the shared services model for administration and corporate support services throughout national office.

We will continue to identify opportunities to use shared services models to improve effectiveness and make efficiency savings. Working with our sector partners, we will identify how we can collaborate to deliver shared services.

We will continue to participate in Optimise HR, a cross-agency initiative that focuses on people, processes and technology changes to the Human Resources Service delivery model in order to support a step change in performance. The model is being developed with the six participating agencies – the Ministries of Social Development, Business, Innovation and Employment and Education, the Department of Internal Affairs, Careers New Zealand and the Energy Efficiency and Conservation Authority.

How we will measure success

MEASURE	TREND to date ¹⁶	CONTEXT AND DESIRED PERFORMANCE	
Improve our governance and ways of working			
ENSURE Departmental and Crown expenditure variances are within appropriations	■	CURRENT PERFORMANCE	
		As at 31 March 2013	
		Departmental expenditure variance	Favourable
		TARGET	
		2013/14	
		Departmental and Crown expenditure variances are favourable	
		Crown expenditure variance	
		Favourable	
ENSURE total staffing establishment tracks lower than forecast (includes actual and vacancy full-time equivalent data)	↑	CURRENT PERFORMANCE	
		As at 31 March 2013	
		2,552.5 actual full-time equivalents	2,550 actual full-time equivalents
		TARGET	
		2013/14	
ENSURE core unplanned turnover is lower than the public sector average	↑	CURRENT PERFORMANCE	
		2012/13	
		11.3%	Be less than or equal to 11.9%
		TARGET	
		2013/14	
INCREASE the level of staff engagement in the Ministry	↑	CURRENT PERFORMANCE	
		2012/13	
		Staff engagement survey grand mean 3.64	3.84
		TARGET	
		2013/14	

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

¹⁶ Trend data is based on current performance compared with performance in the previous reporting period.

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE				
Improve procurement and internal asset management						
INCREASE our procurement best practice score under the Treasury Benchmarking Administrative and Support Services (BASS) programme	New measure	CURRENT PERFORMANCE		TARGETS		
		2012		2013	2014	2015
		BASS score	2.2	2.6	3.0	3.4
Implement best practice approaches to delivery of essential internal services						
PROVIDE high-quality policy advice	New measure	CURRENT PERFORMANCE		TARGETS		
		Quality and timeliness satisfaction rating				
		N/A		The satisfaction rating given by ministers for the quality and timeliness of policy advice, as per the Common Satisfaction Survey, will be at least 7.0		
	↑	Quality of policy advice				
		2012		An independent assessment of the quality of the Ministry's policy advice produces an average score of no less than 70%		
		70%				
New measure	CURRENT PERFORMANCE		TARGETS			
	N/A		The total cost per hour per person of producing outputs is no more than \$116 ¹⁷			
PROVIDE high-quality services to ministers	↑	CURRENT PERFORMANCE		TARGETS		
		As at 28 February 2013		2013/14		
	■	Vote Education	0.8% rejection rate	No more than 2% of support and ministerial services sent to the ministers' offices will be rejected		
	■	Vote Tertiary Education	5% rejection rate			

KEY ↑ Overall improvement ■ No change ↓ Overall decline N/A – Not applicable

¹⁷ This measure provides the total cost of an hour of professional staff time devoted to both policy advice and other policy unit outputs. Total cost includes the cost of labour, overheads, support staff, direct costs and outsourced work to support output production.

