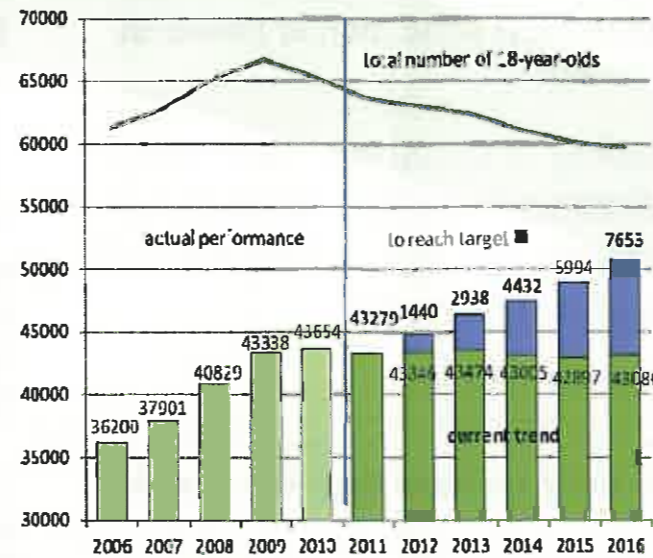


The Case for System-wide Improvement for all Learners, Teachers and Leaders

More learners attaining Level 2 qualifications is a vital step in growing the economy...

In 2016, 85% of 18 year olds will have achieved NCEA Level 2 or an equivalent qualification



Projection of 85% of 18 year olds gaining an NCEA Level 2 or equivalent in 2016

To achieve this we will need to address the significant disparity present in attainment rates at all levels

Based on the known 2010 achievement rates and known 2010 cohort size, the extent of the challenge can be shown

	School Leavers (2010)	Number achieving NCEA 2 in 2010	Additional numbers that would have been needed for 85% attainment of NCEA 2 (in 2010)
Pākeha	40,442	29,944 (74%)	4,432 learners
Māori	13,123	6,270 (48%)	4,885 learners
Pasifika	6,712	3,973 (59%)	1,732 learners
Asian	5,988	5,051 (84%)	39 learners
NZ Total*	63,037	43,358 (69%)	7,299 learners

Source: Education Counts: NCEA attainment (2010)

*As students can be recorded against more than one ethnicity, the individual groups do not sum to the total.

So engagement and retention in all forms of education is critical...

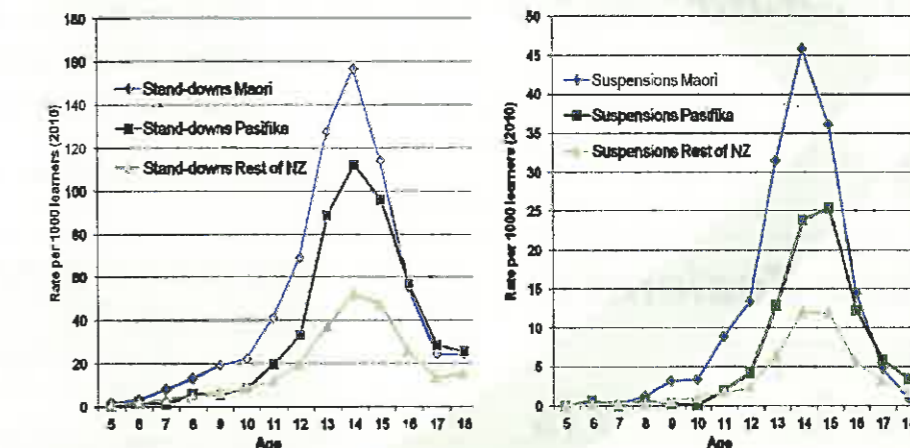
To ensure all students have the opportunity to gain qualifications at Level 2 we will need to improve engagement in education

In 2011, the patterns of retention indicated the following distribution of young people

Age	In school	In training or tertiary	In work	NEET
15	58,422 (97%)	1,491 (2%)	0 (0%)	383 (1%)
16	53,475 (86%)	5,936 (10%)	1,600 (3%)	1,196 (2%)
17	43,475 (68%)	10,309 (16%)	6,200 (10%)	4,306 (7%)
18	9,831 (15%)	29,907 (46%)	15,700 (24%)	9,528 (15%)
19	1,626 (2%)	33,500 (51%)	20,500 (31%)	9,665 (15%)

Source: Ministry of Education data on Youth Activity

There are clear indicators of student disengagement



Source: Ministry of Education Student engagement data

And population pressures make education success pivotal to New Zealand's future

The demographics of New Zealand are changing and the future will rely on improved education outcomes

In the last census, over half (53%) of Māori were under 25 years old, compared with just over a third (36%) of the total population.

The Māori school-aged population is predominantly located in the North Island (88%). Currently the low school retention rates for Māori mean they are under-represented in the later years of schooling and are more likely to leave with fewer school qualifications.

The current outcome ratios will need to change

Current proportion of 100 that will:	Māori	Pasifika	Rest of NZ
• have participated in ECE	90	86	98
• not achieve basic literacy/ numeracy by age 10	18	16	4
• be frequent truants by Year 9 and 10	2	1	1
• be stood down from school	5	3	2
• Leave school without a qualification	34	24	13
• become NEET by age 17	16	10	5
• leave school with NCEA 2 or better	48	59	75
• Leave school with a university entrance standard	20	26	50
• attain a bachelor level degree by 25	11	12	28

Source: Ministry of Education data

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Learners 0 to 5 years

Evidence suggests ECE participation is important - as those who start behind tend to stay behind...

Participation in early childhood education is linked to better performance at school

“PISA 2009 Reading results showed that learners who had attended ECE scored on average 60 points higher at age 15 than those who did not attend”.

Source: PISA 2009 Reading Data (15 year old learners)

There is disparity in rates at which different groups participate in early childhood education

Pākeha	Māori	Pasifika	All children
98.7%	90%	85.9%	94.7%

Source: School entrant survey on previous ECE participation 2011

Māori, Pasifika and learners from low-socioeconomic backgrounds are less likely to participate in ECE and therefore start school from a position of disadvantage which continues through the system

Learners 5 to 12 years

And there is a need to continue the focus on literacy and numeracy...

New Zealand continues to have many learners that do not achieve

In the Progress on International Reading Literacy Study:

- about 8% of New Zealand learners did not reach the lowest reading benchmark. This is higher than the median for the study (6%)
- Māori (18%) and Pasifika (16%) learners were less likely to reach the lowest reading benchmark

Source: PIRLS Data (Year 5 learners)

There is over-representation amongst the students performing at the lowest levels of achievement

Year 5	Learners below the low Reading benchmark (PIRLS)	Learners below the low Maths benchmark (TIMSS)	Learners below the low Science benchmark (TIMSS)
Pākeha	4%	9%	7%
Māori	18%	25%	24%
Pasifika	16%	38%	36%
Asian	3%	5%	8%
Study median	6%	10%	7%

Source: PIRLS 2005/06 and TIMSS 2006/07 (Year 5 learners)

Learners 13 to 18 years

New Zealand's average performance is above that of the OECD, however there is room for improvement...

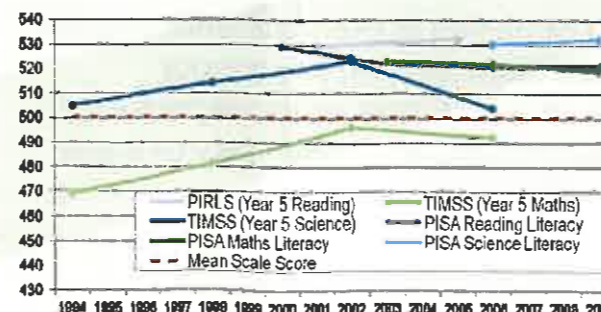
New Zealand performs well in international studies

Rank	Country	PISA Reading
1	Shanghai-China	556
2	Korea	539
3	Finland	536
4	Hong Kong-China	533
5	Singapore	526
6	Canada	524
7	New Zealand	521
8	Japan	520
9	Australia	515
17	United States	500
25	United Kingdom	494
27	OECD average	493

Source: PISA 2009 Reading Data (15 year old learners)

The performance of New Zealand has leveled off

Source: New Zealand average performance in PIRLS, TIMSS and PISA



The key to improving education performance will be ensuring education success for those learners with the lowest levels of achievement

Though overall performance in PISA is good, the national-level results hide significant underperformance

Population	PISA Reading 2009
New Zealand	521
OECD Average	493
New Zealand (Pākeha)	541
New Zealand (Māori)	478
New Zealand (Pasifika)	448
New Zealand (Asian)	522

Source: PISA 2009 Reading Data (15 year old learners)

This pattern is reflected in the attainment of qualifications

	Less than NCEA Level 1	NCEA Level 1	NCEA Level 2	NCEA Level 3+
Pākeha	13%	12%	27%	47%
Māori	34%	18%	28%	20%
Pasifika	24%	16%	33%	26%
Asian	9%	7%	20%	65%
NZ Total	18%	13%	27%	42%

Source: Education Counts: School leavers by highest attainment (2010)