



Vote Education

**Report in Relation to Non-Departmental Appropriations
for the year ended 30 June 2016**

Presented to the House of Representatives pursuant to Section 19B of the Public Finance Act 1989.

Background

Pursuant to Section 19B of the Public Finance Act 1989, the Minister of Education is required to prepare a report in relation to the provision of certain non-departmental appropriations supplied to the Crown for Vote Education.

The information must be presented in the House by 20 October 2016 and published as soon as practicable following presentation.

In the Estimates of Appropriations 2015/16 for Vote Education, performance information for the attached appropriations is required to be reported by the Minister of Education. This report is appended to the Ministry of Education's Annual Report for the purpose of tabling in the House.

This Report has been prepared in line with the requirements set out in Section 19C of the Public Finance Act 1989. It includes:

- a statement of revenue and expenses for each appropriation
- statements of service performance.

The performance information contained in this report has not been audited.

Performance comparison information from 2014/15 has been included when it was previously publicly reported in one of the following documents:

- Vote Education Section 19B Report for the year ending 30 June 2015
- Careers New Zealand Annual Report 2015
- New Zealand Qualifications Authority Annual Report 2015.

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Statement of Revenue and Expenses

Non-Departmental Expenses

For the year ended 30 June 2016

The Statement of Revenue and Expenses for each non-departmental appropriation listed below details expenditure and capital payments incurred against appropriations. The Ministry administers these appropriations on behalf of the Crown.

(All figures are GST exclusive where applicable)	30/06/2015	30/06/2016	30/06/2016	30/06/2016
	Actual	Budget	Supplementary Estimates	Actual
	\$000	\$000	\$000	\$000
Non-departmental output expenses				
Contribution to the Education Council of Aotearoa New Zealand	178	2,178	4,638	4,636
Curriculum Support	60,094	64,400	63,900	61,749
Professional Development and Support	98,112	100,392	100,392	95,645
Provision of Information and Advisory Services	23,137	23,766	24,532	24,126
School Transport	185,157	186,172	184,972	184,828
Secondary-Tertiary Interface	59,524	65,952	69,615	66,425
Service Academies	3,419	3,640	3,640	3,621
Supporting Parenting	5,700	4,861	4,861	4,503
Teacher-Led Innovation Fund (multi-year appropriation)	-	2,000	2,000	1,915
Non-departmental other expenses				
Early Childhood Education	1,623,374	1,663,427	1,723,008	1,720,518
Integrated Schools Property	63,790	65,538	61,600	57,744
Primary Education	2,846,768	3,001,251	2,979,343	2,963,049
Schooling Improvement	4,085	5,715	5,253	5,168
Secondary Education	2,061,746	2,092,106	2,147,440	2,146,492
Special Needs Support	336,131	351,779	397,276	395,657
Support for Early Childhood Education Providers	14,739	13,026	13,026	9,903
Non-departmental capital expenditure				
School Support Project	348	500	500	175
Schools Furniture and Equipment	26,124	21,864	26,011	25,711

Significant year-to-date variances are explained below.

Non-departmental output expenses

Curriculum Support was \$2.2 million (3%) under budget. A number of programmes had lower than anticipated costs. These included Science Services in Schools where some work programmes were delayed into 2016/17 and laptops for teachers where small unit price savings were achieved. Smaller savings were also made in a number of other programmes.

Professional Development and Support was \$4.8 million (5%) under budget mainly due to delays in several programmes of work, including Māori Medium Teacher Retention, Principals Development and Support, Numeracy, and Early Childhood Education Service Performance.

Secondary-Tertiary Interface was \$3.2 million (5%) under budget due to lower than expected full time equivalent reporting by schools, resulting in lower funding to schools.

Non-departmental benefits or related expenses

Boarding Allowances was \$2.5 million (22%) under budget mainly due to the new boarding allowance structure which was initiated in the 2013/14 financial year. As students who receive grants are a five year commitment, we are taking a staggered approach to phasing in the Boarding Allowances. This is resulting in underspends for the first few years of the program including 2015/16.

National Study Awards was \$2.9 million (16%) under budget and is a reflection of the forecast versus actual relief costs for teachers and principals who are selected for a study award. These costs vary when schools put in place “acting-up” arrangements.

Non-departmental other expenses

Integrated Schools Property was \$3.9 million (6%) under budget mainly due to funding being withdrawn for a school.

Primary Education was \$16.2 million lower than forecast. Whilst in dollar terms, this is a large number, in percentage terms it is only 0.54% below the full year forecast.

Support for Early Childhood Education Providers was \$3.1 million (24%) due to demand being lower than expected. The appropriation largely relates to building improvements, maintenance and enlargements in order to increase the number of places available in early childhood establishments.

Statements of Service Performance

Non-Departmental Output Expenses

Contribution to the Education Council of Aotearoa New Zealand

Scope of Appropriation

This appropriation is limited to a contribution towards the Education Council of Aotearoa New Zealand carrying out its leadership and other statutory functions for the teaching profession and education.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve effective professional leadership, investment in teacher professional capability, support and administration of the education profession across the early childhood and schooling sectors and support for activities directed at raising the status of the teaching profession.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Percentage of applications for issue and renewal of practising certificates submitted for appraisal by professional leaders which are reviewed under the auditing and moderation process.	10%	11%	New measure	Achieved
Percentage of new registrations and renewals of practising certificates processed within 20 working days.	90%	58%	New measure	Not achieved From July 1 2015 significant changes in Council policy for granting practising certificates as well as new proof of identity requirements for police vetting in line with the Vulnerable Children Act (2014) were introduced. This combined with a paper-based system, and increases beyond 20 days for returns of police vets, resulted in significant numbers of applications taking longer to finalise.
Percentage of cases of serious misconduct which are referred directly to the EDUCANZ Disciplinary Tribunal and result in a decision within 10 months of receipt of referral.	60%	87%	New measure	Achieved

Curriculum Support

Scope of Appropriation

Purchase of supplementary educational programmes for schools and communities to ensure wider access to these opportunities.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve wider access to opportunities within schools through providing tools and resources.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Percentage of eligible principals provided with laptops in the calendar year (see Note 1).	95%	98%	97%	Achieved
Percentage of eligible teachers (at least half full-time equivalent) provided with laptops in the calendar year.	88%	93%	93%	Achieved
Software licences provided to all State and integrated schools that enrol.	100%	100%	100%	Achieved
Computers in Homes provided to families with children at low decile schools (see Note 2).	1,500	1,501	New measure	Achieved
Number of schools supplied with Books in Homes.	500 - 520	508	508	Achieved
Assisted non-enrolled truancy cases closed.	At least 3,000	3,053	3,186	Achieved

Note 1 - Laptops are leased by the Ministry and eligible for replacement on a three-year basis.

Note 2 - Families are provided training, a free computer and subsidised internet connection for 12 months.

Professional Development and Support

Scope of Appropriation

Delivery of professional development and advisory support to staff, managers and parents in early childhood education services and in schools, to support effective teaching and enhance self-management.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve a more effective educational workforce and provide resources to enhance learning in schools through targeted programmes.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Number of teachers accessing English-medium Professional Learning and Development provision in the 2015 calendar year (see Note 1).	27,000 - 28,000	27,000	New measure	Achieved
Number of Māori secondary teachers involved in the Ako Panuku professional development programme per calendar year.	1,200 - 1,300 secondary teachers	1,600 (demand-driven)	1,530 secondary teachers (demand-driven)	Achieved
Number of teachers accessing professional learning support to implement Te Reo Māori learning area from Te Marautanga o Aotearoa in Māori medium and Te Reo Māori from Te Aho Arataki Marau mo te Ako i Te Reo Māori in English medium.	650 - 750	1,074	New measure	Achieved
Number of schools receiving literacy professional development, including initiatives to improve the English language and literacy of Pasifika students per calendar year.	220 - 270	250	235 schools	Achieved
Number of schools provided with leadership and assessment professional development and learning.	230 - 280	258	464 schools	Achieved
Number of services participating in the Strengthening Early Learning Opportunities (SELO) programme.	1,200 - 1,500	1,974	2,404 services	Achieved
Percentage of services located in target communities and participating in SELO.	90%	48%	New measure	Not achieved Participation in the SELO programme by an ECE service is based on wider criteria (including their enrolment of children from targeted groups) and not only the geographical location of the service.
Services participating in the SELO programme demonstrate positive shifts in practice, as measured by rubrics.	80%	82%	76%	Achieved

Note 1 - This measure is a subset of all Professional Learning and Development contracts. Individual teachers may access more than one programme. For example, one teacher may access three programmes, which will count as three in the results.

Provision of Information and Advisory Services

Scope of Appropriation

This appropriation is limited to the provision of information and advisory services related to education policies and programmes that are the responsibility of Careers New Zealand or New Zealand Qualifications Authority, support by those two agencies to Ministers to discharge their portfolio responsibilities (other than policy decision-making), and services and support provided by other education sector bodies to raise student achievement and improve governance and capacity of providers.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve informed learning and work choices through the provision of information and advisory services to individuals, education providers and organisations.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Careers New Zealand				
Digital Services				
Number of New Zealand-based web visits to the Careers New Zealand website.	4.2 million	4.24 million	3.98 million	Achieved
Percentage of users who agree that the Careers New Zealand website is easy to use.	75%	80%	81%	Achieved
Percentage of users who agree that the Careers New Zealand website is relevant to their needs.	75%	78%	85% ¹	Achieved
Delivering support for career influencers				
Number of education providers participating in Careers New Zealand capability building programmes.	300	465	New measure	Achieved There were 382 schools and 83 tertiary organisations
Percentage of participating education providers that are satisfied that the capability building programmes have helped improve the quality of their career education provision.	85%	83.2%	New measure	Not achieved A variance of 2% is within the level of tolerance for Careers New Zealand
Connecting Education to Employment				
Number of new national initiatives delivered to improve connections between education and employment.	3	3	New measure	Achieved
Percentage of participating education providers that agree Careers New Zealand's new national initiatives have been effective in improving connections between education and employment.	75%	89%	New measure	Achieved

¹ The 2014/15 figure was updated from 84% to 85% after the equivalent Section 19B report was published and included in the Careers New Zealand Annual Report 2014-15.

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Percentage of participating employers' employment organisations that agree Careers New Zealand's new national initiatives have been effective in improving connections between education and employment.	75%	82%	New measure	Achieved
New Zealand Qualifications Authority (NZQA)				
The delivery of an information programme on the following: quality assurance, the New Zealand Qualifications Framework, Te Rautaki Māori, NZQA's Pasifika Strategy, NCEA and other government education policy for which NZQA has responsibility (see Note 1).	100%	100%	100%	Achieved
The percentage of external communications that meet good practice guidelines.	100%	100%	100%	Achieved
The percentage of external communications that meet timeframes in NZQA's information programme plan, published on its website.	100%	100%	100%	Achieved

Note 1 - The information programme established for 2015/16 includes a range of workshops, online and hard copy material. The quantity of individual materials such as brochures and resource kits is dependent upon demand. NZQA's performance standard is to deliver 100% on its published programme.

School Transport

Scope of Appropriation

Purchase of services to transport eligible students to and from State and integrated schools. Also included are payments to schools that manage their own transport services and payments to parents/caregivers to compensate for the costs of taking children to school where other transport services are unsuitable or unavailable.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve maximum attendance at schools by ensuring transport options are available.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Quantity				
Total number of school transport routes provided, excluding special education students, receiving transport services.	2,700 - 2,850	2,852	Revised measure	Achieved
Number of special education students receiving transport services.	6,000 - 6,500	6,473 (demand-driven)	4,741 (demand-driven)	Achieved
Number of eligible students (excluding special education students) receiving transport services.	95,000 - 105,000	98,746	New measure	Achieved
Cost per kilometre travelled by bus is kept at a competitive rate, compared with public transport.	\$3.20 - \$3.50	\$3.39	New measure	Achieved
Cost per annum per eligible student is kept affordable without compromise to safety standards.	\$1,300 - \$1,450	\$1,305	New measure	Achieved
Cost per eligible special education student is kept affordable without compromise to safety standards.	\$5,300 - \$5,450	\$5,348	New measure	Achieved

Secondary-Tertiary Interface

Scope of Appropriation

This appropriation is limited to delivery of programmes of learning at the secondary-tertiary interface, including programmes offered in partnership by schools and tertiary education organisations.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve an increase in school students' continuing education to a tertiary level.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Number of secondary-tertiary programme places purchased per calendar year.	5,250	5,250 places in 2015	4,500 places in 2014	Achieved

Service Academies

Scope of Appropriation

This appropriation is limited to providing military-focused programmes for disengaged or disengaging senior students in secondary schools.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve re-engagement of senior students in secondary schools.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Percentage of students enrolled in Service Academies at the start of the year retained by the Service Academy for that year.	80%	81%	New measure	Achieved
Percentage of retained students achieving both Literacy and Numeracy Level 1.	80%	83%	New measure	Achieved

Supporting Parenting

Scope of Appropriation

This appropriation is limited to purchasing delivery of specific programmes and providing advice and support that enhances the role of parents/caregivers in the development of their children and promotes the value of quality education experiences.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve improved support by parents, family and whānau for their children's education.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Quantity				
Number of children engaged in the Engaging Priority Families programme.	1,200 - 1,500	1,439 children	1,689 children	Achieved
Number of children enrolled in Early Childhood Education (ECE) as a result of the Engaging Priority Families programme.	960 - 1,200	1,189 children	1,109 children	Achieved
Quality				
The percentage of whānau participating in relevant parent programmes who report they feel more confident and better equipped to support their children.	95%	100%	99%	Achieved

Teacher-Led Innovation Fund (Multi-Year Appropriation)

Scope and Period of Appropriation

This appropriation is limited to supporting teacher-led innovation and classroom-based research of innovative teaching practices.

Commences: 01 July 2015

Expires: 30 June 2018

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve innovative practice in order to improve learning outcomes, particularly for Māori students, Pasifika students, those with special education needs and those from low socio-economic backgrounds.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Percentage of completed research projects which resulted in the spread of new teaching practices since initiation of the fund.	95%	100%	New measure	Achieved

Non-Departmental Other Expenses

Early Childhood Education

Scope of Appropriation

Subsidising early childhood education services for children under six years of age from licensed and chartered early childhood education services (including centres and chartered home-based care networks) and from licence-exempt and certificated centres. Also included are several targeted funds.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve access to early childhood education for all young children.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Quantity				
Subsidised hours provided by licensed and chartered Early Childhood Education (ECE) services: ²				
• Kindergartens	23 million - 25 million	26.2 million	25.3 million	Achieved
• Playcentres	2 million - 4 million	2.7million	2.6 million	Achieved
• Education and care centres	116 million - 136 million	130.0 million	130.3 million	Achieved
• Home based	17 million - 20 million	22.7 million	19.2 million	Achieved
• Kōhanga Reo	10 million - 13 million	11.0 million	10.9 million	Achieved
• Hours of ECE provided by certified playgroups	1.8 million - 2 million	1.7 million (demand-driven)	1.8 million	Not achieved Partly due to decrease in number of certified playgroups
Quality				
ECE centres/services will provide services to the standard required to meet regulatory requirements.	97%	99%	98% complied with regulatory requirements.	Achieved

² The 2015/16 figures are estimates. Finalised data for 2015/16 will be published on Education Counts (<http://www.educationcounts.govt.nz/statistics/early-childhood-education/finances>) when available.

Integrated Schools Property

Scope of Appropriation

Provision for modernisation of existing property at integrated schools as part of a funding regime negotiated with the proprietors of integrated schools. Funding to assist in the expansion of the network is also included.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve a school property infrastructure that ensures a fit-for-purpose learning environment.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Policy One funding entitlement (capital maintenance) is accurately calculated and paid.	99%	100%	Revised measure	Achieved
Policy One funding (capital maintenance) is paid to proprietors on time.	99%	100%	Revised measure	Achieved
Policy Two funding (capital expansion) is only provided when entitlement criteria have been met.	100%	100%	Revised measure	Achieved

Primary Education

Scope of Appropriation

Delivering the curriculum for Years 0 to 8 (new entrant to Form 2) to pupils of State, integrated, private schools and The Correspondence School. Provides roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve a consistent education programme for students in all schools from Years 0 to 8, including providing resources to the classroom.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Number of students to receive the curriculum as at census date of 1 July.	475,000 - 478,000	493,352	483,843	Achieved
Average number of Full-time Teacher Equivalents teaching in primary schools (excluding The Correspondence School and private schools).	25,800	25,844	32,944	Achieved
Percentage of enrolled students at Partnership Schools/Kura Hourua achieving National Standards (see Note 1).				Not achieved
• Reading	73%	55%	75%	All Primary-level Partnership Schools are held accountable for outcomes through a contractual framework. In 2015 there were five Partnership Schools providing primary-level education, with three of the new schools that opened in 2015. Contractual performance for 2015 has been reported by sponsors of all the schools and it will be assessed by the Ministry of Education in 2016/17. (See page 30 of the Ministry of Education Annual Report 2016.)
• Maths	70%	57%	69%	
• Writing	66%	56%	73%	

Note 1 - As an average across all of the schooling years weighted by the number of students at each year level.

Schooling Improvement

Scope of Appropriation

School support and schooling improvement projects to improve the capability of schools and school clusters and their responsiveness to the needs of their communities. These include iwi-strengthening education projects.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve improved education outcomes through supporting schools in their responsiveness to the needs of their communities, including iwi - strengthening projects.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Making shared investments with iwi in initiatives that make a direct and tangible difference for Māori learners and their whānau to improve Māori education outcomes.	20 iwi	34 iwi	32 iwi	Achieved

Secondary Education

Scope of Appropriation

Delivering the curriculum for Years 9 to 13 (Forms 3 to 7) to pupils of State, integrated, private schools and The Correspondence School. Provides roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve a consistent education programme for students in all schools from Years 9 to 13, including providing resources to the classroom.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Number of students to receive the curriculum as at census date of 1 March.	273,000 - 277,000	285,487	283,415	Achieved
Average number of Full-time Teacher Equivalents teaching in secondary schools (excluding The Correspondence School and private schools).	20,300	21,260	20,466	Achieved
The percentage of 18-year-olds with NCEA Level 2 or equivalent will increase in comparison to the current percentage:				
• All	>81.4%	83.3%	83.4%	Achieved
• Māori	>67.9%	71.7%	New measure	Achieved
• Pasifika.	>73.5%	77.6%	New measure	Achieved
Partnership Schools/Kura Hourua teaching senior secondary students achieve the NCEA Level 2 attainment performance standards specified in their contracts (see Note 1).	100%	100%	New measure	Achieved

Note 1 - Each Partnership School/Kura Hourua teaching senior secondary students has its own NCEA attainment performance standard specified in their contracts ranging from 67% to 78%, and attaining 85% or greater achievement by 2017.

Special Needs Support

Scope of Appropriation

Providing additional resources to enable students with special education needs to participate in education. This includes supplementary resources for special education needs, residential services, English for Speakers of Other Languages and alternative education programmes.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve equitable participation and education outcomes for targeted student groups who would otherwise be disadvantaged in the school system.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Quantity				
Number of students receiving a service from a Resource Teacher Learning and Behaviour.	15,000 - 17,000	14,938 individual students and 12,826 groups of students	New measure	Achieved
Number of young people enrolled in the Alternative Education programme.	2,500 - 4,000	2,592	Revised measure	Achieved
Percentage of specialist service providers reviewed who meet at least 90% of the required service standards.	At least 90%	100%	Revised measure	Achieved
Percentage of schools audited annually that provides appropriate English for Speakers of Other Languages (ESOL) support programmes for students.	At least 95%	99%	99%	Achieved

Note 1 - FTTE is Full-Time Teacher Equivalent.

Support for Early Childhood Education Providers

Scope of Appropriation

This appropriation is limited to assisting early childhood education services and other bodies corporate in the provision of child places for early childhood education. Priority will be given to providers in communities that have low levels of participation in early childhood education, to increase the number of child places and therefore availability of early childhood education. The criteria and selection process for each type of assistance are published by the Ministry of Education.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve increased participation in early childhood education.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Main Funding Stream				
Number of Targeted Assistance Participation programme grants provided.	40 - 50	44 (demand-driven)	45 (demand-driven)	Achieved
Cost per child place created through the Targeted Assistance Participation programme.	\$12,000 - \$16,000	\$12,324	\$8,162	Achieved

Non-Departmental Capital Expenditure

School Support Project

Scope of Appropriation

Capital costs of implementing approved school support and schooling improvement projects (other than costs related to school property assets).

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve the provision of support for schools that are at financial risk.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Percentage of schools receiving support from the Schools Support Project which have either been at serious financial risk for more than two consecutive years, or experienced an adverse event that put the school at immediate financial risk.	100%	100%	100%	Achieved

Schools Furniture and Equipment

Scope of Appropriation

Provides funds to schools for new furniture and equipment when capital works (including remodelling/upgrading of existing property and new school property) are approved.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve the supply of furniture and equipment to schools where the capital plans have been approved.

Output performance measures and standards

Performance measure	Budget standard 2015/16	Actual performance 2015/16	Performance 2014/15	Comment
Furniture and equipment for new schools, roll-growth classrooms and new non-teaching spaces. Applications to be paid accurately.	99%	100%	Revised measure	Achieved
Furniture and equipment for new schools, roll-growth classrooms and new non-teaching spaces. Applications to be paid on time.	99%	100%	Revised measure	Achieved
Furniture and equipment for modernisation of existing school buildings. Applications to be paid accurately.	99%	100%	Revised measure	Achieved
Furniture and equipment for modernisation of existing school buildings. Applications to be paid on time.	99%	100%	Revised measure	Achieved