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## Education Report: Ministry of Education 2018/19 Second Quarter Report (1 October to 31 December 2018)

|   |                       |                     |            |
|---|-----------------------|---------------------|------------|
| <b>To:</b>                                    | Minister of Education |                     |            |
| <b>Date:</b>                                  | 28 February 2019      | <b>Priority:</b>    | Medium     |
| <b>Security Level:</b>                        | In Confidence         | <b>METIS No:</b>    | 1177294    |
| <b>Drafter:</b>                               | Jean Fraser           | <b>DDI:</b>         | s 9(2)(a)  |
|   |                       | <b>Mobile:</b>      | [REDACTED] |
| <b>Key Contact:</b>                           | Emily Fabling         | <b>DDI:</b>         | [REDACTED] |
|   |                       | <b>Mobile:</b>      | [REDACTED] |
| <b>Messaging seen by Communications Team:</b> | No                    | <b>Round Robin:</b> | No         |

### Purpose

This paper sets out what was achieved for the second quarter of 2018/19 against the Ministry's Statement of Intent 2018-2023 and the Output Plan 2018/19 for Vote Education and Vote Tertiary Education. It includes financial and non-financial performance reporting against agreed budget standards.

### Summary

Our performance results to 31 December 2018 show:

- the majority of performance measures are on track, with three Vote Education measures at risk of not achieving for year-end
- total expenditure for the year to 31 December 2018 was under budget:
  - \$3.7 million (0.1%) for Vote Education
  - \$123.6 million (7.2%) for Vote Tertiary Education.

This report also includes a request to update some Estimates measures.

The next report you will receive on the Ministry's performance will be the report for the quarter ending 31 March 2019.

## Recommended Actions

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The Ministry of Education recommends that you:

- a. **note** the attached Ministry of Education 2018/19 Second Quarter Report (Appendix B) which provides:
- i. reporting on the progress against the work priorities set out in the Statement of Intent 2018-2023 and the Output Plan 2018/19
  - ii. exceptions reporting on Vote Education and Vote Tertiary Education performance measures
  - iii. an update on the Vote Education and Vote Tertiary Education financial position as at 31 December 2018

**Noted**

- b. **approve** the requested changes to Estimates measures set out in Appendix A by 18 March 2019 so they can be included in the 2018/19 Supplementary Estimates

**Approved/Not approved**

- c. **agree** to the proactive release of the report and attachments.

**Release/Not release**



Emily Fabling  
**Deputy Secretary**  
**Strategy, Planning and Governance**  
Ministry of Education

28/02/2019



Hon Chris Hipkins  
**Minister of Education**

28/3/19

## Education Report: Ministry of Education 2018/19 Second Quarter Report (1 October to 31 December 2018)

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### Background

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1. The quarterly report provides a record of performance for the quarter and highlights any key issues or opportunities for discussion. The Statement of Intent 2018-2023 and the Output Plan 2018/19, signed off in December 2018, provide the basis for this reporting. Performance measures are reported on an exceptions basis. Typically we are asked to provide copies of the quarterly report to Select Committee as part of the Annual Review process, and the document is usually proactively released.

### Quarterly Performance Information

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2. Our 2018/19 Second Quarter Report as set out in Appendix B provides an update on:
  - progress against work priorities as set out in the Output Plan 2018/19 (pages 3 to 20)
  - Vote Education (pages 21 to 23) and Vote Tertiary Education (page 27) performance measures, reporting on an exceptions basis
  - Departmental and non-departmental expenditure to 31 December 2018 for Vote Education (pages 24 to 26) and Vote Tertiary Education (pages 28 to 29).
3. Over the quarter, we focused on delivering on the Education Work Programme and your priorities, including:
  - promoting participation in the Kōrero Mātauranga online survey which was extended to 31 October 2018 and received over 16,000 responses
  - undertaking Phase 1 engagement to support development of the Statement of National Education and Learning Priorities (NELP)
  - commencing the second phase of public consultation on the Early Learning Strategic Plan, including 12 public hui taking place across the country
  - s 9(2)(f)(iv)
  - completing engagement on the Learning Support Action Plan, which included 56 meetings with stakeholders, 736 responses to the online survey and 112 email submissions
  - completing fono and wānanga, and preparing initial analysis on the overall themes
  - releasing 19 new research and evaluation reports on topics such as the Teacher Demand and Supply Planning Tool and student progress and achievement within the National Monitoring Study of Student Achievement
  - providing advice on funding and regulatory change as part of the Review of Vocational Education and Training
  - working with other agencies to create an implementation plan for the International Education Strategy which was launched last quarter.

4. The majority of performance measures are on track, with three Vote Education measures at risk of not achieving for year-end as set out on pages 20 to 23. Those at risk relate to waiting time for Ministry-provided specialist learning support, students return to school following exclusion, and teachers accessing the Digital Technology and Hangarau Matihiko Readiness Programme. We recently provided you with a briefing note about learning support waiting times (METIS 1172481 refers).
5. In the Annual Report 2019 the Ministry will include full reporting on the high-level indicators identified in the Statement of Intent 2018-2023.
6. Total expenditure for the year to 31 December 2018 was:
  - \$3.7 million (0.1%) under budget for Vote Education, mainly due to lower than anticipated full time teacher equivalents and timing delays in starting programmes
  - \$123.6 million (7.2%) under budget for Vote Tertiary Education, mainly due to student enrolments being lower than expected.

### Proposed changes to Estimates measures

7. Since you approved the Estimates of Appropriations measures in April 2018, we have identified some measures where change is now required. The proposed changes are the result of issues identified in 2017/18 year end reporting and audit feedback, and changes in how we deliver services. For Vote Tertiary Education, two new appropriations were created in 2018/19 that require measures for year-end reporting.
8. If we receive your feedback on the proposed changes by 18 March 2019 we can ensure they are included in the Draft Supplementary Estimates documents and appropriate monitoring and reporting processes are in place for year-end.

#### **Enclosures:**

Appendix A: Proposed changes to the 2018/19 Estimates measures

Appendix B: Ministry of Education Second Quarter Report 2018/19

## Appendix A: Proposed changes to the 2018/19 Estimates measures

### Vote Education

#### D01 School Property Portfolio Management, and D05 Ministry of Education – Capital Expenditure PLA

– Reported in the Ministry of Education Annual Report

#### Explanation for the proposed change

The wording for the measures and accompanying notes have been revised to address feedback received through the audit process. The changes are intended to provide more clarity about the rationale for the thresholds applied and the measurement basis, and better demonstrate the coverage of the measures.

| Ref                     | Performance Measure  | Budget Standard | Group | Approval                  |
|-------------------------|--|-----------------|-------|---------------------------|
| D01-02<br>and<br>D05-01 | <p><b>DELETE MEASURE</b></p> <p>Percentage of State schools with a utilisation ratio between 75% and 105% as an indicator of the effective use of the school property portfolio (see Note 2).</p> <p>Note 2 - Utilisation is expressed as the ratio of the number of classrooms a school is entitled to relative to its actual number of classrooms at the school. Classroom entitlement is calculated based on maximum roll figures, school types, Māori immersion rolls, special needs and technology aspects of the school. This measure covers about 70% of State schools in total and excludes schools with 100 or fewer students and schools which are less than 10 years old. Schools with enrolments of 100 students or fewer are excluded because small variations in enrolments will result in major changes in utilisation, and new schools are excluded because they would have been built in anticipation of future need for increased space.</p>   | 65%             | EIS   | Approved/<br>Not Approved |
| D01-02<br>and<br>D05-01 | <p><b>REVISED MEASURE</b></p> <p>Percentage of State schools where the number of entitled teaching spaces (based on their rolls) is between 75% and 105% of the number of physical teaching spaces (See Note 2)</p> <p>Note 2 - This is a measure of the funding efficiency of teaching space provision in the school property portfolio, and does not directly measure the user experience at schools (eg overcrowding). Running the large school property portfolio is expensive and good utilisation performance helps to minimise this cost. The target range of 75% to 105% recognises that below 75% there is likely to be excess capacity, which may be inefficient to operate or may be expensive to remove, and above 105% there may be a need for new teaching spaces to be built. The measure excludes schools with 100 or fewer students and new schools because our policy settings allow for different (lower) levels of utilisation for operational reasons. Nevertheless, the measure covers more than 90% of State schools by area, and nearly 95% by student enrolments.</p> | 65%             | EIS   | Approved/<br>Not Approved |

| Ref               | Performance Measure  | Budget Standard | Group | Approval                     |
|-------------------|--|-----------------|-------|------------------------------|
| D01-03 and D05-02 | Percentage of State school buildings with property-related elements of Innovative Learning Environment assessments showing functionality score of '3' or better (see Note 3).  | 65%             | EIS   |                              |
|                   | <p><b>DELETE NOTE</b></p> <p>Note 3 - The functionality measure is based on property-related elements of Innovative Learning Environment (ILE) assessments conducted by accredited assessors at the time each school prepares its 10-year property plan (10YPP). This measure is only available for a subset of schools at present (covering about 60% of State school buildings) but will be progressively applied across all schools as part of the property planning cycle. The functionality of buildings is scored on a nominal scale of 1 to 5 (1 being the highest functionality rating) based on the extent to which the building is assessed as being compliant (0%, 50% or 100%) with requirements for Designing Quality Learning Space (DQLS), Health and Hygiene (H&amp;H) and Flexible Learning Spaces (FLS). A rating of 1 applies to buildings which comply with DQLS, H&amp;H and FLS criteria. A rating of 2 applies to buildings which score 100% for both DQLS and H&amp;H criteria. A rating of 3 applies to buildings which have either a score of at least 50% for both DQLS and H&amp;H criteria or 100% for one of these criteria. A rating of 4 applies to buildings which score 50% for one of DQLS and H&amp;H criteria. A rating of 5 applies to buildings which score 0% for both DQLS and H&amp;H criteria.</p>                |                 | EIS   | Approved/<br>Not<br>Approved |
|                   | <p><b>REVISED NOTE</b></p> <p>Note 3 – This is a measure of the functionality of school property based on the most recent innovative learning environment (ILE) assessments undertaken. ILE assessments are undertaken every five years for most schools as part of their 10-year property planning process. The functionality of buildings is scored on a nominal scale of 1 to 5 (1 being the highest functionality rating) based on the extent to which the building is assessed as being compliant (0%, 50% or 100%) with requirements for Designing Quality Learning Space (DQLS), Health and Hygiene (H&amp;H) and Flexible Learning Spaces (FLS). A rating of 1 applies to buildings which comply with DQLS, H&amp;H and FLS criteria. A rating of 2 applies to buildings which score 100% for both DQLS and H&amp;H criteria. A rating of 3 applies to buildings which have either a score of at least 50% for both DQLS and H&amp;H criteria or 100% for one of these criteria. A rating of 4 applies to buildings which score 50% for one of DQLS and H&amp;H criteria. A rating of 5 applies to buildings which score 0% for both DQLS and H&amp;H criteria. This measure covers the majority of school buildings (around 67% of buildings by area), and increasing each year as more schools re-enter the 10-year property planning process.</p> |                 | EIS   | Approved/<br>Not<br>Approved |

| Ref               | Performance Measure  | Budget Standard | Group | Approval                  |
|-------------------|--|-----------------|-------|---------------------------|
| D01-04 and D05-03 | <p><b>DELETE MEASURE</b></p> <p>Percentage of State school buildings with a maintenance index of '3' or better as an indicator of the relative maintenance requirements for buildings in the school property portfolio (see Note 4).</p> <p>Note 4 - The maintenance index is based on a nationwide physical inspection of school buildings. It is the ratio of each building's forward 10-year cost for maintaining the building to current standards relative to its replacement cost. The higher the ratio, the greater the degree of maintenance required. All other things being equal, a building with a higher ratio will tend to indicate poorer condition than a building with a lower ratio. This measure represents over 95% of total replacement value and about 70% of the number of buildings in the entire State school portfolio, excluding about 10,000 minor buildings such as sheds and covered walkways. For reporting purposes, building indices are shown on a scale from 1 to 5 (1 being the highest rating, defined as follows: 1 is an index of less than 5%, 2 is 5-10%, 3 is 10-20%, 4 is 20-30%, and 5 is over 30%).</p> | 85%             | EIS   | Approved/<br>Not Approved |
| D01-04 and D05-03 | <p><b>REVISED MEASURE</b></p> <p>Percentage of State school buildings with condition-assessed maintenance forecast for the next 10 years that is no more than 20% of their replacement value.</p> <p>Note 4 - This is a measure of the relative level of maintenance required across the portfolio based on the most recent condition assessments undertaken. Condition assessments are undertaken every five years for most schools as part of their 10-year property planning process. State school buildings with 10-year maintenance requirements that cost no more than 20% of their replacement value indicates these assets are being sustainably well maintained. The measure covers around 85% of buildings by area across 97% of schools. Exclusions are: minor school buildings (such as sheds, ancillary buildings and covered ways) with a replacement cost under \$100,000; buildings that are classified as only requiring minimal maintenance or those that have been "mothballed"; and low value maintenance jobs (less than \$5,000).</p>  | 85%             | EIS   | Approved/<br>Not Approved |

## N09 Supporting Parenting (M26)

– This is a Non-departmental Appropriation. Reported by the Minister of Education in a report appended to the Ministry of Education’s annual report.

### Explanation for the proposed change

This is a small Appropriation with the largest proportion of funding used to support the Home Interaction Programme for Parents and Youngsters (HIPPY), which helps parents create experiences that lay the foundation for their children’s success in school and later life. HIPPY is a home-based programme founded on the principle of parents as first teachers, designed to build parent confidence and understanding of their child’s development and learning needs. It is targeted to high needs, with the primary objective to improve children’s cognitive skills and readiness for school for formalised learning, with significant emphasis on transition to school. HIPPY works with parents of 3½ to 6 year old children.

We propose to replace the existing measure, which has been under review, with two measures about participation in, and benefits from, HIPPY. These new measures can be reported for 2018 based on existing contract reporting arrangements.

| Ref    | Performance Measure  | Budget Standard | Group | Approval                     |
|--------|--|-----------------|-------|------------------------------|
| N09-02 | <p><b>DELETE MEASURE</b></p> <p>Percentage of families from priority areas that are engaged in identifying their information and support needs, and co-designing targeted information and support specific to their needs (see Note 1).</p> <p>Note 1 - The selection of priority areas is informed by data (eg, poor education outcomes/low engagement with education institutions), evidence of apparent distinct needs (eg among Māori, Pasifika and other ethnic groups), and evidence of disadvantage (eg geographic isolation or limited internet access).</p> | 75%             | PCI   | Approved/<br>Not<br>Approved |
| N09-02 | <p><b>REPLACEMENT MEASURE</b></p> <p>Families receiving the Home Interaction Programme for Parents and Youngsters (HIPPY):</p>   |                 |       |                              |
| 2.1    | <ul style="list-style-type: none"> <li>number of families receiving the HIPPY programme in 2018</li> </ul>   | 1,795           | SE&S  | Approved/<br>Not<br>Approved |
| 2.2    | <ul style="list-style-type: none"> <li>percentage of families receiving the HIPPY programme in 2018 that transition to an early childhood service.</li> </ul>  | 85%             | SE&S  | Approved/<br>Not<br>Approved |

## M02 Outcomes for Target Student Groups

– Reported in the Ministry of Education Annual Report

### Explanation for the proposed change

Due to the review of the learning support satisfaction surveys, the Ministry no longer intends to ask these survey questions. Instead the Ministry proposes to measure these aspects of learning support by using evidence of child progress as reported by educators using the Outcome Measurement Tool. The amended measures will measure the percentage of child cases who have demonstrated a positive change in the following outcome strands:

- Presence (replacement measure M02-4)
- Participation and Wellbeing (replacement measure M02-5)
- Learning and Achievement (replacement measure M02-6).

We are also seeking to remove the “Educators” component of measure M02-7 because the Learning Support Satisfaction Survey had not been finalised before the measure was set. There have been changes made to the measure including a new target and the survey question from which the information is provided. The new target will be a Service Quality Score of 83 for parents. The target for educators has been removed as the measure relates only to parents.

| Ref  | Measure  | Budget Standard | Group | Approval                  |
|--|--|-----------------|-------|---------------------------|
| <b>Interventions for Target Student Groups</b> |  |                 |       |                           |
| 4  | <b>DELETE MEASURE</b><br>Children and young people who have received learning support are better supported to attend early learning/kāhui ako/kura/school, as reported by (see Note 1):  |                 | SE&S  | Approved/<br>Not Approved |
| 4.1  | • parents  | 73              | SE&S  |                           |
| 4.2  | • educators.   | 73              | SE&S  |                           |
| Ed-M02-4                                       | <b>REPLACEMENT MEASURE</b><br>Children and young people who have received learning support are better supported to attend their early learning service (as reported by the parent) or school (as reported by the specialist staff) (see Note 1): | 73%             | SE&S  | Approved/<br>Not Approved |
| 5  | <b>DELETE MEASURE</b><br>Children and young people who have engaged in learning support are more engaged in lessons and activities at early learning/kāhui ako/kura/school, as reported by (see Note 1):   |                 | SE&S  | Approved/<br>Not Approved |
| 5.1  | • parents  | 73              | SE&S  |                           |
| 5.2  | • educators.   | 73              | SE&S  |                           |
| Ed-M02-5                                       | <b>REPLACEMENT MEASURE</b><br>Children and young people who have received learning support are more engaged in lessons and activities at their early learning service/school, as reported by the specialist staff (see Note 1)                   | 73%             | SE&S  | Approved/<br>Not Approved |
| 6  | <b>DELETE MEASURE</b><br>Children and young people who have received learning support have demonstrated progress in their learning and achievement at early learning/kāhui ako/kura/school, as reported by (see Note 1):                         |                 | SE&S  | Approved/<br>Not Approved |
| 6.1  | • parents  | 73              | SE&S  |                           |
| 6.2  | • educators.   | 66              | SE&S  |                           |
| Ed-M02-6                                       | <b>REPLACEMENT MEASURE</b>   | 73%             | SE&S  | Approved/                 |

|          |   |                             |      |                           |
|----------|---|-----------------------------|------|---------------------------|
|          | Children and young people who have received learning support have demonstrated progress in their learning and achievement at their early learning service/school, as reported by the specialist staff (see Note 1):   |                             |      | Not Approved              |
| 7        | <b>DELETE MEASURE</b><br>Families/whānau who have engaged in learning support have had more involvement in decisions about the child's learning at early learning/kāhui ako/kura/school, as reported by (see Note 1): |                             | SE&S | Approved/<br>Not Approved |
| 7.1      | <ul style="list-style-type: none"> <li>parents</li> </ul>   | 83                          | SE&S |                           |
| 7.2      | <ul style="list-style-type: none"> <li>educators.</li> </ul>  | 76                          | SE&S |                           |
| Ed-M02-7 | <b>REPLACEMENT MEASURE</b><br>Families/whānau of children and young people who have received learning support have been involved in decisions about the child's learning, as reported by the parent (See Note 2)      | Service quality score of 83 | SE&S | Approved/<br>Not Approved |

**NEW NOTE 1** – The result is based on the percentage of children and young people who have demonstrated a positive shift in scores before and after receiving an eligible Learning Support service.

**RENUMBERED NOTE 2:** Our survey uses the questions and methodology of the State Services Commission Kiwis Count survey which measures the satisfaction of New Zealanders with public services. It uses a Service Quality Score methodology to ensure the overall satisfaction score takes into account all responses, including those who indicate neither satisfaction nor dissatisfaction.

## Vote Tertiary Education

### Support for Whitireia New Zealand

Reported in the Whitireia New Zealand Annual Report

| Scope of Appropriation:   | Intention Statement:   | Approval                      |
|---|--|-------------------------------|
| This appropriation is limited to providing a capital injection for Whitireia New Zealand to support its cash flow and manage normal operations and organisational change. | <b>NEW:</b> The appropriation is intended to achieve the continued operation of Whitireia New Zealand, providing continuity for students and staff while reviewing options for the future. | Approved<br>/<br>Not Approved |

| Ref | Measure  | Budget Standard | Explanation  | Entity    | Approval                      |
|-----|--|-----------------|--|-----------|-------------------------------|
| New | Whitireia New Zealand submits quarterly reports which show that it is meeting the Required Actions and Performance Targets that were agreed as part of the capital injection agreement with the Crown. | Achieved        | In August 2018, Cabinet approved Crown support for Whitireia New Zealand with measures required to support this investment (SWC-18-MIN-0105). This measure is designed to link to the funding agreement. | Whitireia | Approved<br>/<br>Not Approved |

### Support for Unitec Institute of Technology

Reported in the Unitec Institute of Technology Annual Report

| Scope of Appropriation:  | Intention Statement:  | Approval                      |
|--|---|-------------------------------|
| This appropriation is limited to providing a loan facility for Unitec to support its cash flow and manage normal operations and restructuring costs. | <b>NEW:</b> The appropriation is intended to achieve the continued operation of Unitec, providing continuity for students and staff while reviewing options for the future. | Approved<br>/<br>Not Approved |

| Ref | Measure   | Budget Standard | Explanation  | Entity | Approval                      |
|-----|---|-----------------|--|--------|-------------------------------|
| New | Unitec Institute of Technology submits quarterly reports which show that it is meeting the performance targets that were agreed as part of the concessionary loan agreement with the Crown. | Achieved        | In August 2018, Cabinet approved Crown support for Unitec Institute of Technology with measures required to support this investment (SWC-18-MIN-0105). This measure is designed to link to the loan agreement. | Unitec | Approved<br>/<br>Not Approved |

**Ministry of Education**

# **Performance Report**

for the second quarter ending 31 December 2018

Proactively Released

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### **Purpose of the report**

The report provides the Minister of Education with a quarterly update on what was achieved against the Ministry's Output Plan 2018/19 and Statement of Intent 2018-23. It provides an update on work programme priorities agreed with Ministers for 2018/19 and includes financial and non-financial performance reporting against agreed budget standards.

# The education system is relevant and reaches all children and students

High quality regulatory, funding and institutional arrangements

High quality curriculum and qualification frameworks

Information and data enabling good decision making

High quality infrastructure

## Key achievements during the quarter

### Building a strategic vision for New Zealand's education system

#### Education Summits and Education Conversation | Korero Mātauranga

Education Vision Te Pae Tawhiti

- supported the Guardians of the Education Conversation to articulate a shared vision for education in English and Te Reo (provided to Ministers in draft)
- completed the analysis of Education Conversation | Kōrero Mātauranga survey responses from Māori, Pacific, disabled, and young people's voices, as well as analysis of 66% of all responses
- topped 500,000 views on the updated Education Conversation website
- promoted participation in the Education Conversation | Kōrero Mātauranga online survey which was extended to 31 October 2018 and had over 16,000 responses
- provided strategic communications advice and product design of reports on 'voices' (Māori, Pacific, people with disabilities, children and young people and overall) for release as part of the ongoing conversation
- sent updates to Summit participants and interested parties updating on various aspects of the Education Conversation
- progressed the co-design of online channels for youth engagement.

#### Statement of National Education and Learning Priorities (NELP)

NELP

- undertook Phase 1 engagement to support development of the NELP. This engagement was focused on gathering the voices of groups of learners and their whānau and communities who have not been reached in large numbers through face to face engagement across the Education Work Programme so far, and for whom the education system is not performing well

- so far we have heard from 357 individual children and young people through this process. More information is still to come in, and we anticipate that this figure will increase to approximately 400 individuals once final figures have been confirmed
- we are now analysing the information gathered, and will provide you with a report on the findings next quarter.

### Reviewing key parts of the education system

#### Tomorrow's Schools Review

Review of Tomorrow's Schools

- Tomorrow's Schools Independent Taskforce report considered by Cabinet and approved for public consultation
- report released to the public on 7 December 2018
- provided extensive strategic communications advice and support for the launch of the Tomorrow's Schools Review report.

#### Early Learning Strategic Plan

Early Learning Strategy

- the second phase of public consultation commenced on 19 November 2018 and will run until 15 March 2019
- 12 public hui have taken place across Lower Hutt, Nelson, Auckland, Hamilton, Rotorua, Napier, Christchurch and Dunedin, with approximately 520 attendees
- there are a further 32 hui planned in January and February 2019
- so far, over 500 people have completed the online consultation survey
- the Ministry has provided strategic communications advice throughout the process.

## Review of home-based early childhood education (ECE)

Review of home-based ECE

- completed analysis of 1,700 responses to the short survey and 249 detailed responses and submissions received as part of consultation on options
- provided you with advice on proposed changes to home-based ECE.

## NCEA Review

NCEA Review

- concluded public engagement on NCEA, and released the New Zealand Council for Educational Research's report summarising what New Zealanders have told us about their experiences with NCEA
- ran the December CoLab – bringing together the Ministerial Advisory Group, Professional Advisory Group, Reference Group, Regional Engagement Leads, Kaiārahi, and representatives of key user groups to grapple with major challenges and opportunities for NCEA.

## Tertiary Education Strategy (TES)

Tertiary Education Strategy

- agreed proposed 'key shifts' to engage with the sector and the structure of the engagement process and timelines for TES delivery
- commenced engagement with peak bodies on TES priorities.

## Amending the Education Act

- the Education Amendment Bill was supported through Committee of Whole House stage and has now been passed into law
- the Education Amendment Bill No. 2 has been supported through Introduction, First Reading and is now at Select Committee. Officials are advising the Committee
- policy advice on Planning and Reporting regulations was tested with a sector reference group
- prepared a work programme for the Education and Training Bill, including a draft structure for a new Education and Training Act.

## Supporting Treaty claims

### Wananga Raukawa

- supported Ministers' engagement with Te Wānanga o Raukawa on the WAI2698 claim
- held initial discussions with Te Wānanga o Aotearoa on meeting their research aspirations.

### Kaupapa Māori inquiry

- completed an overview of the issues raised by claimants in this inquiry
- prepared a brief of evidence for the Taihape ki Rangipō Inquiry (the Ministry's hearing was re-scheduled to March 2019).

## Strengthening accountability in the early childhood sector

- made improvements to the ECE complaints workflow tool, which will support Ministry staff in the management of complaints and incidents
- began an external review of the complaints and incidents process
- the frontline service-delivery capacity approved in Budget 2017 continues to conduct licence assessments on Auckland home-based service providers. In addition, assessments have been made on multiple early learning centres owned by a large Auckland-based service provider.

## Partnership schools

- all schools have been established as State schools (either designated character schools or state integrated schools)
- establishment Boards of Trustees (EBOTs) for the new State schools have been appointed, along with governance facilitators to support them
- support has been provided to EBOTs to help them with the process of appointing staff, including principals and getting the schools ready to open as State schools for Term 1 2019.

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## Foundational learning

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- created a communications plan and toolkit to ensure curriculum opportunities are well supported through diverse and integrated learning, and that strategic interventions are effectively communicated
- facilitated a collaborative workshop with the Education Review Office (ERO), Professional Learning and Development providers, Initial Teacher Education providers and Student Achievement Function practitioners to identify potential actions to address challenges described in ERO's Writing Report (which will be published in 2019)
- the Foundational Learning Steering Group met and contributed to the feedback about writing resources and were involved in creating learner personal profiles that will be used to inform Foundational Learning policy design
- procurement initiated for Innovative and Effective Foundational Accelerative Supports for 2019
- procured a provider to develop and refresh a curriculum teaching resource for responding to and supporting learnings with dyslexia. The teaching resource will be accompanied by a parent resource to ensure learners feel supported both at school and at home.

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## Improving the flexibility and responsiveness of the tertiary education system

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### Student loan scheme valuation

- following a tender, Pricewaterhouse Coopers was contracted to complete the valuation of the Student Loan Scheme for a further five years
- the valuation was published with the Student Loan Scheme Annual Report in November 2018
- began work on valuing the scheme for 2019. A pre-forecast assessment of 2019 impairment was delivered in late 2018.

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## Reviewing funding systems

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### Education Resourcing System (ERS)

- deployed Release 2, enabling schools to request Additional Relief Teacher Funding (ARTF) for sick leave through the ERS, and making payments for jury service automatically based on payroll data

available to the Ministry. A number of other miscellaneous funding types are also now paid through the ERS

- regional offices have worked with playgroups to prepare users to make their playgroup operational funding applications in the ERS when the next funding round opens in January 2019.

### Equity index and recalculation of school deciles

- continued to refine the equity index, including engaging an external technical reference group to peer review the methodology and variables used in the index, and provide technical guidance on enhancements that could be made to improve the index's performance
- we are continuing with the policy work required to examine whether the Equity Index is fit for purpose to replace the school deciles, as recommended by the Tomorrow's Schools Taskforce.

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## Upgrading our online channels

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- developed a project brief for the upgrade of the TeachNZ website to provide the scope of work required
- in December 2018, work was approved to enhance the security, disaster recovery and connectivity of Te Kete Ipurangi (TKI). This work is expected to commence early 2019
- ongoing refreshment project for education.govt.nz focused on:
  - reducing old or out-of-date pages. Have archived 750 pages since the outset of project in the last quarter of 2018 and fixed broken links on an ongoing basis
  - updating content areas and consolidating and reducing duplication of content, while maintaining a focus on plain language and accessibility.

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## Delivering an effective payroll service

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### Rectifying and remediating Holidays Act non-compliance

- met with sector union representatives in December 2018 and discussed an approach to workshopping remediation solutions for Holidays Act non-compliance issues

- progressed work on detailed root cause analysis and identification of remediation solutions which will enable productive engagement with the sector.

### Education Payroll Development Programme (EPDP)

- completed the draft report of the independent quality assurance 'health check' (IQA), which will be finalised in the first quarter of 2018/19
- continued to work with Education Payroll Limited on next steps in response to the findings.

### Reviewing our responsibilities, systems and capability to improve payroll service performance

- agreed with Education Payroll Limited the pipeline of known upcoming work
- given the limited number of people with a high level of schools payroll and Alesco (the payroll engine) expertise available in Education Payroll, we have prioritised EPDP, dealing with industrial action, and preparation for changes in pay day filing on 1 April 2019.

### Strengthening the curriculum

- the Curriculum, Progress and Achievement Ministerial Advisory Group provided their report with recommendations to you in December 2018
- we have developed a suite of resources for schools/kura to support focus on progress across the curriculum for 2019
- the Anga Tupuranga conceptual framework (progression frameworks for te reo Māori and Pāngarau) was completed by te reo matatini and pāngarau experts.

### Incorporating digital technologies into the curriculum

- successfully concluded the inaugural National Digital Championships, with the first finals event held in Wellington in December 2018. This was a key opportunity for students and teachers to engage in the Digital Technologies and Hangarau Matihiko curriculum content. Over 1,500 students and 89 schools engaged in the Championships
- Digital Technologies NCEA Standards and Assessments for Levels 2 and 3 were released in December 2018, for use from 2019.

### Tuia Mātauranga

- teaching, learning and local curriculum development supporting materials were developed to enable schools to engage with the themes of Tuia, and to encourage participation from learners, parents and communities to explore and share their stories of whakapapa and identity
- support materials will continue to be developed throughout 2019.

### Supporting Māori-medium learning

#### Tau Mai Te Reo

- completed Māori Education wānanga (including hui with Māori Education Peak Bodies)
- prepared initial analysis of overall themes from Māori Education wānanga and drafted two regional reports
- confirmed draft Strategic Framework for Māori Education
- supported other EWP work streams to consider issues and opportunities for Māori learners using the draft Strategic Framework for Māori Education
- completed stocktake of expenditure on Māori Language in Education.

#### Te Reo Māori online hub

- in December 2018 the Ministry had a soft launch for the Hub to showcase the existing search and filtering functionality and allow us to assess this with our user testers and subject matter experts using live content.

#### Te Aho Ngārahu

- developed a total of 29 local stories, which cover all age groups from Kōhanga Reo through to Wharekura. The resources produced include e-books, videos and audio stories, printed books, waiata, posters, Augmented Reality apps, and teacher notes
- one of the resources – He Putanga no Uki – a Ngāi Tāmanuhiri story was launched at Muriwai Marae in Gisborne in November 2018 in front of iwi members.

#### Regional plans that guide Māori-medium provision

- an evaluation of the pilot was completed and an update provided to the Associate Minister of Education (Māori Education) in October 2018.

## **New information resources**

- the 2018 Iwi Profile Posters were made available to iwi in December, and released publicly in late January, displaying key statistics from early childhood education to 18 years of age, information about students that affiliate with certain iwi, and Māori students who attended the schools or early childhood education centres within an iwi's rohe (territory)
- in December a new online interactive dashboard was co-designed with iwi to replace the previous posters. The dashboard is due to be released by the end of June 2019, following further consultation, and product development and testing.

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## **Incorporating languages in learning**

### **Support for Learning Languages programme**

- established the Support for Learning Languages programme, to commence in Term 1 2019. The programme includes a particular focus on Pacific languages, New Zealand Sign Language and second language learning in multi-lingual classroom settings
- funding for the New Zealand Association of Language Teachers Network of Expertise has been renewed for an additional two years.

### **Pacific languages in the education system**

- the Pasifika Dual Language Resources won the Ministry for Pacific Peoples Pasifika Excellence Service Award at the 4th Annual SunPix Pacific Peoples Award. The award celebrates an organisation that makes an important contribution to Pacific communities in their work recognising programmes, projects, or initiatives that benefit Pacific families and communities.

### **Oti te Nanekoti**

- Oti te Nanekoti – Oat the Goat won two categories at the Ngā Tohu Reo Māori Awards in November 2018. The awards recognise Māori language initiatives and activities throughout the year
- Oti won both the Whānau and Te Mahi Toi, Te Mahi Whakangahau (Arts and Entertainment) categories. The interactive digital book aims to teach children about empathy, acceptance and tolerance and supports parents and whānau to talk with their tamariki about bullying and

responding with kindness. Over 11,000 people have interacted with the book in te reo Māori.

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## **Communities of Learning | Kāhui Ako**

- implementation continues to be steady, with 216 Kāhui Ako now approved. The Kāhui Ako encompass every education region and include 1,763 schools, over 636,000 children and young people, 964 early learning services and 11 tertiary providers
- 151 achievement challenges have now been endorsed
- there are 195 Community of Learning leaders, 454 across school teachers and 2,174 within school teachers.

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## **Administering and providing analysis of data**

### **Centralised education data warehouse (EVa)**

- acquired and added three key data sets into EVa – ENROL data, Teacher Subjects data and National Student Index (NSI) data
- made significant improvements and additions to Teacher Gazette data.

### **National Monitoring Study of Student Achievement (NMSSA)**

- published NMSSA key findings report in December 2018, covering the Science, and Health and Physical Education learning areas. NMSSA assesses student achievement across all areas of the New Zealand Curriculum in Years 4 and 8
- insights reports for teachers will be released in February 2019, and data from the Mathematics and Social Studies areas is being analysed ahead of being released in November 2019.

### **International benchmark studies**

- the Programme for International Student Assessment (PISA) assesses the reading, mathematical and science literacy of 15 year old students
  - data has been submitted in preparation for the international release in December 2019
  - preparation has begun for PISA 2021, including reviews of assessment frameworks and new assessment questions

- the Teaching and Learning International Survey (TALIS) covers topics related to teachers' work attitudes, teaching practices and school environments
  - after data checking, New Zealand data has been approved for inclusion in international reporting for TALIS 2018, with the first release in June 2019
- the Progress in International Reading Literacy Study (PIRLS) provides information on Year 5 student's reading literacy
  - PIRLS 2016 reporting on *Schools and school climate for learning and Reading literacy and the classroom* is on schedule for publication in May 2019
  - tasks for PIRLS 2021, including scoping of digital assessment, have begun
- the Trends in International Mathematics and Science Study (TIMSS) provides information on the mathematics and science achievement of students in Years 5 and 9
  - over 5,000 Year 5 students participated in TIMSS 2019 in October/November 2018
  - international release of the results of TIMSS 2019 are scheduled for December 2020
- the Programme for the International Assessment of Adult Competencies (PIAAC) assesses the literacy, numeracy and problem solving skills of the adult population
  - funding has been secured for New Zealand to participate in the next cycle
  - continued to publish new information from the first cycle, including the relationship of skills to social outcomes and regional profiles.

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### Developing a repository of learner information

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- completed the two-stage procurement process for the national learner repository and data exchange capability, which resulted in the selection of CoreFour (Edsby)
- developed, negotiated and signed a Master Services Agreement with CoreFour (Edsby) for the Student Information Sharing Initiative (SISI) Early Stage Roll-

outs (ESRs), and a Statement of Work for the Design phase of the ESRs

- ongoing work with the Māori and English-medium working groups in support of the ESRs, including identifying the guiding principle for the SISI project (Me tiaki te mana o te tamaiti me tōna whānau - Protect and uphold the mana of the child and their whānau)
- selected the Kāhui Ako for the Data Analysis ESR and the Technology Centre for the SMS ESR, and completed Privacy Impact Assessments for the two ESRs.

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### Using outcomes data for industry training

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- industry training outcome measures, developed using integrated data, were presented to Industry Training Organisations' Chief Executives in December 2018. Their feedback is expected early in 2019.

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### Maintaining and developing the Crown's property portfolio

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#### Delivering Ministry-led capital works projects

- completed eleven redevelopments across the country (Bay of Islands College, Bayswater School, Auckland Secondary Schools' Centre, Te Wharekura O Maniapoto, Naenae College, Coastal Taranaki School, Fernridge School, Newtown School, Kelburn Normal School, Stratford School and Taieri College)
- completed eight new school expansion projects (Northcote School, St Leonards Road School, Kereru Park Campus, Murrays Bay School, Bairds Mainfreight Primary School, Ruakaka School,

Cambridge East School and Pirongia School)

- as at 31 December 2018, 202 investment projects with project values over \$1 million, were in the implementation phase at 195 schools.

#### **Weather tightness strategy**

- the number of buildings with weather-tightness defects has been confirmed as 1325, with 60% of buildings in planning or remediation processes
- the balance have been programmed over the next five years to align with the Five Year Agreement cycles of the respective schools.

#### **Partnership schools**

- all but one lease has been signed on the 10 Partnership Schools transitioning to designated character schools. The terms of assignment of final lease are being discussed with the landlord and will not prevent the school from using the premises
- no property impediments will prevent these Schools opening and operating in 2019.

#### **National Education Growth Plan**

- completed the National Education Growth Plan, with an Auckland Education Growth Plan as a sub-component of the Plan, and presented to Ministers in November 2018.

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#### **Contributing to the Canterbury rebuild**

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- we are on track to complete the \$1.137 billion Christchurch Schools Rebuild Programme within the 10-year timeframe, ending in 2022
- as at 31 December 2018, \$516 million (or 55%) of the development budget made available for the programme has been spent
- completed the Wairakei School project bringing the total to 31 completed. Construction continues at 23 of the 115 schools covered by the programme. Of the remaining schools, 44 are at various stages of planning and design and only 17 are yet to enter the programme.

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#### **Delivering school transport**

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- commenced work on the procurement of school bus services beyond 2020. Regional stakeholder workshops have been undertaken, and options for changes in service levels and funding models are being put to Government.

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#### **Investing in digital infrastructure**

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##### **Advising on school ICT investment**

- one school was successfully switched to optical network in October 2018. We continue to gather performance metrics to inform future decisions on this change in technology
- the Network Support Extensions (NSE) project has provided a hardware warranty service for schools whose previous support licences had lapsed. This project is the first step towards delivering Network as a Service.

##### **Improving digital technology-equity at home**

- three pilots now in place
- established a formal governance structure involving Network for Learning, the Ministry of Business, Innovation and Employment, the Department of Internal Affairs and the Ministry of Health.

# Every child and student achieves educational success

Effective teaching and educational leadership

Informed and supportive parents, whānau, iwi, communities & employers

High participation and engagement

All learners achieving and progressing to their potential

## Key achievements during the quarter

### Increasing attendance and engagement

- created a change programme outlining the core work that will help improve student engagement and attendance
- renewed Attendance Service Provider contracts
- pitched to and secured funding from the Digital Government Partnership Innovation Fund to co-design and trial solutions to attendance issues
- as at November 2018, the number of schools signed up for Every Day Matters (EDM) initiative was 344 of the 2429 schools surveyed for the Term 2 attendance collection (14.4%). As at February 2019, this has increased to 15.4%
- Term 3 EDM reports were sent to schools within 24-48 hours of receiving their submission, a large improvement on previous terms.

### Improving disability and learning support

#### Consultation on the draft Action Plan

- engagement on the draft Learning Support Action Plan ran from September to October 2018
- 56 engagement meetings were held with stakeholders
- the consultation also received 736 responses to the online survey, and 112 email submissions
- a draft report on the feedback from these engagements was provided to Ministers, and more detailed analysis and reporting has been undertaken
- provided strategic communications and support for the consultation on the draft plan.

Learning Support Action Plan

#### Learning support coordinators

- in November 2018, the Prime Minister announced funding of \$217 million over four years to establish the first tranche of approximately 600 fulltime equivalent Learning Support Coordinators (LSC) from 2020
- the LSC role is a key part of the Learning Support Action Plan. LSCs will be a specialised point of contact in schools and kura for parents and whānau. They will help build the capability of teachers and will work collaboratively across early learning services and schools in a community to meet the needs of children and young people with disabilities and additional learning needs.

#### Implementing the new Learning Support Delivery Model

- the new Learning Support Delivery Model has been implemented in Bay of Plenty, Taupo, Whakatane and other locations since 2017 with promising results and is now being rolled out across New Zealand. It is expected to be fully implemented by the end of 2019 as part of the Learning Support Action Plan
- the Ministry's regional teams are working with approximately 186 groupings of early learning services, schools and kura to implement the model in ways that are relevant to their community.

#### Mana Whaikaha

- commenced a prototype for a transformed disability support system in the MidCentral District Health Board (DHB) region in October 2018
- appointed a programme manager to work closely with Mana Whaikaha to ensure that the interface between the new disability support system and the education sector is working well for children and young people with disabilities and their families
- initiated two improvement projects.

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## Supporting Māori and Pacific students to participate and achieve in education

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### Māori education wānanga

- completed Māori Education wānanga (including hui with Māori Education Peak Bodies) and provided strategic communications advice and support for the wānanga
- prepared initial analysis of overall themes from Māori Education wānanga and drafted two regional reports
- confirmed draft Strategic Framework for Māori Education
- supported other EWP work streams to consider issues and opportunities for Māori learners using the draft Strategic Framework for Māori Education.

Māori Education

### Te Hurihanganui

- a set of principles and a high-level blueprint has been completed by Mātanga (experts) for the design of a new generation of Te Kotahitanga
- the Mātanga considered evidence of what works in schools, kura and early childhood education, with a particular focus on the elimination of racism, bias and discrimination in educational experiences of Māori learners, as well as how power and privilege of education systems can be rebalanced for whānau, hapū, iwi and communities
- the blueprint sets out the critical elements for the testing and implementation phases to come
- Te Hurihanganui, the new name given to this kaupapa is based on the turning of Papatūānuku in the Māori creation story and represents the turning point for the system to realise the potential of all ākonga Māori.

### Toikuranui Investment Fund

- drafted and circulated Toikuranui guidelines, communication and procurement plan, and proposed financial distribution across each region
- adjusted the references to Māori organisations in light of feedback from the Strategic Advisors Māori, which resulted in confirming the purpose of the appropriation that funds Toikuranui.

### Pacific education fono

- completed high level analysis of Pacific fono series data, and first report back on high level themes from complete data set to communities
- provided strategic communications advice and support for write up and presentation of fono findings.

Pacific Education

### Designing the Pasifika Parent and Community work programme

- completed the design of PowerUPFlexiPlus and Au Lotu (church-based) service delivery models which will be tested in 2019.

### Policy advice to raise Māori and Pacific achievement

- supported various whole-of-government work streams, such as the development of Maihi Karauna, and the review of Whānau Ora
- continued working with Ngāi Tūhoe and Te Hiku iwi to address post-settlement commitments and support the development of their education aspirations
- supported Ministers' engagement with university sector leaders to discuss Universities NZ analysis and proposals for improving Māori and Pacific students' achievement.

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## Providing additional support through targeted initiatives

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### Gifted Learners

- over the past 3 months we have strengthened our support for gifted learners. A new package of support is being progressively implemented during Term 1, 2019. The new package of support will build on gifted learners' strengths and aspirations and support their overall well-being
- from Term 1, learners who are gifted have increased access to one-day-schools and online modules
- we have updated and improved our guidance to support teachers to recognise and respond to gifted learners, including Māori and Pacific notions of giftedness
- from 27 February learners who are gifted can apply for awards so that they can enrich their learning experiences in areas they are really interested in

- from April there will be new events or opportunities specifically designed for gifted learners.

### Year 9 Plus

- early findings showed the Year 9 Plus initiative established a basis for future positive outcomes for vulnerable youth with complex needs
- taurira retention remains high with 78% of the cohort still receiving active support. Most attrition is due to relocation away from the region
- with 85% of the cohort now aged over 16, and a growing number leaving secondary school, tailored pathways are being advanced to keep this cohort engaging in education. This includes wrapping education around whānau commitments for some of our cohort such as needing to work or undertake parenting responsibilities
- student and whānau surveys were developed and distributed for evaluation for 2018. Survey responses will be used to inform delivery for 2019.

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### Improving education provision for children and young people in care

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- began planning and logistics for a national hui on the redesign of at-risk education
- engaged with education providers, organisations and young people who have experience in at-risk education as part of consultation for the Disability and Learning Support Action Plan and Statement of National Education and Learning Priorities
- completed a business case for the Napier Managed Moves Alternative Education early intervention pilot in December 2018, with funding effective from Term 1 2019
- commenced work with Oranga Tamariki for the education provisions in Care and Protection and Youth Justice settings to align with changes to the Oranga Tamariki operating model.

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### Providing input into the Child Wellbeing Strategy

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#### Policy advice on reducing the impact of racism discrimination and stigma

- this work is being co-led with the Ministry of Justice
- held two workshops in November 2018 with Crown Entities, Non-Governmental Organisations and other experts in the

field of discrimination. Key messages we heard include:

- racism, discrimination and stigma are felt widely among segments of New Zealand society
- we need to reveal and rethink bias and privilege at different scales including throughout society and in institutional settings
- addressing discrimination requires urgent action
- we are continuing to develop advice on options to make change.

#### Policy advice on ensuring children are thriving in their early years

- we are co-leading this work with the Department of Prime Minister and Cabinet
- we have aligned this focus area with two others for a system-wide focus on children's wellbeing from pre-natal to age six
- began systems mapping to identify the components within a system in order to understand how they interconnect, relate and act.

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### Education Workforce Strategy

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- held four Māori-medium workforce strategy hui
  - agreed a definition of Rāngai Māori (loosely maps to Level 1 Māori-medium immersion), and agreed an aspirational goal of 30% of Māori learners in Rāngai Māori education by 2032
  - considered projected Māori population growth, and the implications for the Māori immersion workforce
  - identified broader education system factors that will impact our ability to achieve the 30% goal, such as funding and network provision
  - future hui will focus on clarifying the workforce outcomes required to reach the 30% goal, and identifying the workforce initiatives necessary to achieve those outcomes. These will form the basis of the Māori-medium education workforce strategy
- two English-medium workshops were held in the quarter.
- the Education Workforce Strategy Group (EWSG) has agreed the overall scope of

Education  
Workforce  
Strategy

future education workforce roles and functions

- the EWSG has identified a draft mix of roles and associated capabilities, close to and within easy reach of learners and their whānau, while maintaining close watch on other Education Work Programme activities to ensure consistency
- future workshops will clarify the vision for the education workforce and define the future state
- met with more than 20 system innovators, including high performing principals, Leadership and Prime Minister Awards recipients, to better understand innovative education workforce practice, the impact of innovation on roles and capabilities, and successful approaches to address inequity
- provided strategic advice and support for ongoing communications associated with the strategy.

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### Addressing teacher supply

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#### Teacher supply initiatives

- produced two films for television to promote teaching
- developed marketing campaigns to bring local and overseas teachers to New Zealand
- in October 2018, you announced expanded teacher supply initiatives which will help support graduates into their first teaching role, including:
  - 230 National Beginning Teacher Grants which were allocated to assist schools to recruit teacher graduates
  - schools being able to access \$10,000 each to assist with mentoring and on the job training
- made changes to the 3R National Fund criteria to make it easier for schools to recruit staff in shortage subjects and isolated areas
- furthered support for teachers required to repeat or re-sit aspects of the Teacher Education Refresh programme (TER) at no further cost
- continued to grow the number of teachers completing the TER programme, with more than 1,000 funded so far
- increasing the number of Overseas Relocation Grants to match the expanded recruitment drive
- working with the Teaching Council to improve professional learning and development support available for

overseas-trained teachers, including a focus on induction building culturally responsive practices

- continuing the recruitment campaign, which has over 950 overseas teachers ready for interview by Principals. 200 overseas trained teachers have been offered roles by Principals. Our recruitment agencies are actively working to fill an additional 260 roles.

#### Teacher Demand and Supply Planning Tool

- first iteration finalised in October 2018
- full technical report and He Whakaaro | Education Insights summary paper, covering methodology and initial results, published in October 2018, alongside a revised schooling workforce data series
- Kaimahi Dashboard for workforce developed, containing three key areas for teacher numbers, relevant to job type, demographics and school characteristics. The dashboard contains nine reports for these key areas.

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#### Improving professional learning and development (PLD)

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- developed a pilot to attract organisations with mandated iwitanga/local mana whenua cultural knowledge to apply for the National PLD Panel. We expect that this will increase the number of providers that are available to deliver quality culturally appropriate PLD services to schools, kura and Kāhui Ako. The pilot will be completed by March 2019
- began work to implement an evaluation framework for centrally-funded PLD
- contracted two providers report on the impact of PLD on school capability and student learning outcomes, and to refine evaluation methodologies for school capability
- partnered with Professional Learning Association of New Zealand Aotearoa (PLANZ) to co-host a National PLD Provider Conference which will be held in Wellington in April 2019
- two Māori-medium facilitators were accredited during the quarter.

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#### Supporting high quality and innovative teaching

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#### Supporting the establishment of an Education Advisory Service and College of Education Leadership

- the Tomorrow's Schools Review Independent Taskforce recommended an

approach for establishing a College and Service, using advice that the Ministry had provided to them on establishment options

- we will develop further advice on the Taskforce's recommended approach during the third and fourth quarters.

#### **Initial Teacher Education (ITE)**

- continued to support the Teaching Council's review of ITE programme approval requirements
- provided advice in October and December 2018 on options to strengthen initial teacher education.

#### **Best Evidence Synthesis | Hei Kete Raukura programme**

- collaborated with the New Zealand Educational Institute (NZEI) Te Riu Roa in Ako Professional Journal article 'Stunning results from culturally responsive maths'
- commissioned cost benefit analysis of Developing Mathematical Inquiry Communities (DMIC)
- completed a new DMIC best evidence in action series on the use of tivaevae to accelerate early algebraic thinking in young Pacific learners
- released a Ministry report on national and international evidence on the unintended negative effects of the learning style teaching approach.

#### **Te Kotahitanga**

- a co-design process with Mātanga (experts) has been undertaken to refresh Te Kotahitanga
- the resulting set of principles and blueprint for system design has built on what works and is inclusive of the rich and legitimate knowledge that is located in Te Ao Māori
- the blueprint focuses on cultural capability within our education system and approaches to address racism and bias in our system.

#### **Te Ahu o Te Reo Māori**

- planning was completed for piloting Te Ahu o te Reo Māori in four regions – Waikato, Taranaki, Wellington and Te Waipounamu from March to June 2019
- the pilot will involve the establishment of kura reo that will cater for up to 20 kaiako with a reach of up to 1,000 kaiako in the first pilot.

Te Ahu o Te Reo Māori

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#### **Supporting workforce negotiations, bargaining and pay equity**

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- a renewed collective agreement for Te Aho o Te Kura Pounamu Early Childhood Teachers' was signed 22 November 2018
- Terms of Settlement have been reached with the Public Service Association for Special Residential School staff subject to the ratification by its members
- negotiations with PPTA for the renewal of the Secondary teachers' Collective Agreement are continuing. The Ministry and PPTA attended mediation on 13 December 2018 following the rejection of the third offer for settlement, further bargaining is scheduled for the second half of January and early February 2019
- the Ministry and NZEI Te Riu Roa attended facilitated bargaining in early November 2018. While the Chief of the Employment Relations Authority recommended that members accept the settlement package, it was rejected by members. Following the rejection the Secretary invited NZEI to return to bargaining or facilitated bargaining but has had no formal response to the invitation
- continued support for the bargaining process including regular updates to the Bargaining Governance Group and SSC
- provided four media releases on teacher recruitment and bargaining.

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#### **Informed and supportive parents, whānau, iwi, communities and employers**

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##### **Research and evaluation reports**

- released 19 new reports, covering topics such as the Teacher Demand and Supply Planning Tool, the 2017 early childhood education Census results, and student progress and achievement within the National Monitoring Study of Student Achievement
- the new reports released this quarter received a total of 4,379 page views and 1,710 downloads.

##### **Connecting with employers**

- the Secretary for Education chaired the second Education to Employment Matters meeting with over 30 employers. Agreed actions going forward including a Hackathon to design and create the Voluntari.ly platform
- supported employer-led engagements with education, including with IBM, Fujitsu and the Mayors Taskforce for Jobs, to support education to employment initiatives.

# New Zealanders have skills and knowledge for work and life

Skills match labour market needs

Socially and culturally confident and competent people

Internationally credible skills and institutions

High quality research and innovation

## Key achievements during the quarter

### Reviewing vocational education and training

- provided strategic communications advice around the review of Vocational Education and Training
- worked with the Tertiary Education Commission (TEC) to combine the Vocational Education and Training (VET) review with the Institutes of Technology and Polytechnics (ITP) Roadmap as a single programme of reform
- received Cabinet approval to the new joint programme and updated the sector about progress
- delivered advice on funding and regulatory change to vocational education
- prepared a Cabinet paper and consultation document on the areas for change, for consideration in Quarter 3.

Review of Vocational Education & Training

- completed stocktake of English medium resources within the Toolkit's scope. Progressed the build of a school-facing School Leavers' Toolkit website with a search tool linking to stocktake resources
- finalised a business case for the student-facing web channel and have progressed to the procurement phase.

### Driver Licenses

- continued to work with other government agencies operating in the driver education space.
- clarified the scope of the Ministry of Education's involvement in the driver education space.

### Te Kawa Matakura

- completed and submitted a report, 'He Puna Whakaaro: Mo Te Ahu o te Reo Māori me Te Kawa Matakura' to Associate Minister of Education (Māori Education) for consideration. The recommendations were developed by a panel of Mātanga reo Māori (Māori language experts)
- provided support to Associate Minister of Education (Māori Education) for an oral update to the Māori Crown Relations Committee on progress developing Te Kawa Matakura, and a plan for next steps.

Te Kawa Matakura

### Improving access through fees-free tertiary education

- provided strategic communications advice around fees free for 2019
- worked with the TEC to implement 2019 changes to eligibility criteria for school leavers and industry trainees, and operational policy for students carrying forward a part-year fees free entitlement from 2018
- finalised the framework for ongoing monitoring and evaluation of the fees-free programme.

Ongoing Tertiary Fees Free

### Careers Action Plan

- provided advice on proposed contents for a draft Careers Action Plan.

Careers Action Plan

### Providing pathways across the system

#### School Leavers Toolkit

- completed Phase 1 schools engagement on the Toolkit. Finalised Phase 1 Engagement Report

### Working with the Adult and Community Education (ACE) sector

- agreed our proposed approach to working with the sector during the first half of 2019 to design a new vision and priorities for the ACE sector.

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### Reviewing the tertiary education funding system

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- provided initial advice on options for future funding of vocational education and training, as part of the Review of Vocational Education programme
  - consulted and provided advice on regulatory changes to rules on tuition fees for new courses and programmes.
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### International education

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#### International Education Strategy

A circular icon with a purple-to-pink gradient, containing the text "International Education Strategy" in white.

- developed, in consultation with other international education agencies, an implementation plan which identifies work streams to deliver on each action in the Strategy, along with lead and support agencies. This plan was delivered to International Education Ministers in December 2018
- developed indicators to track progress against the Strategy
- established governance arrangements for implementation of the Strategy.

#### International Student Wellbeing Strategy

- 10 projects were selected for International Student Wellbeing Funding in 2019, totalling just over \$530,000
- all new initiatives will report back on progress and provide evaluative material to support an overall programme evaluation of the funding in 2019.

#### Export Education Levy

- provided advice on new levy rates to improve the short term sustainability of the Export Education Levy, as a preliminary step towards long term sustainability.

### International engagements

- supported 13 visits from delegations from across the Pacific, Europe, Asia and the Middle East. Significant visits included:
  - the Cook Islands Secretary of Education, which provided impetus to explore further opportunities for partnership and collaboration
  - a delegation from the Ministry of Education of the People's Republic of China, which gave us the opportunity to explore opportunities for greater connections with New Zealand agencies
  - a visit of Ministry officials to Singapore which was used to explore ways to activate the Education Cooperation Agreement signed at that time. Singapore also confirmed its willingness to host a visit by New Zealand STEM teachers in 2019
- a Ministry-wide APEC Coordination Group has been established to steer a work programme in the lead-up to New Zealand hosting APEC 2021. Officials played an active role in APEC meetings in Canberra and Beijing helping to shape the APEC Education agenda
- the New Zealand National Commission for UNESCO worked alongside representatives from the Pacific at a workshop in Samoa to develop plans to strengthen Pacific implementation of Global Citizenship Education.

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### High quality research and innovation

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#### Reviewing the Performance-Based Research Fund

A circular icon with an orange-to-red gradient, containing the text "Supporting Research" in white.

- confirmed the timeline for decisions on the Performance-Based Research Fund review panel.

# Ministry strategic priorities / Effective stewardship of the education system

## Key achievements during the quarter

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### Lead the design for the future of education

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- Refer to the information provided in the 'Education system is relevant and reaches all children and students' section, on pages 3 to 8
  - provided strategic communications advice and collateral around the launch of the Tomorrow's Schools report, the Disability and Learning Support Action Plan, and the Strategic Plan for Early Learning.
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### Lead the development of a capable workforce for early childhood and schooling

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- Refer to the information provided in the 'Every child and student achieves educational success' section, on page 12
  - establishing a single source of truth for workforce data, through the new Schooling Workforce Data Series, the Kaimahi Dashboard and the Teacher Supply and Demand Planning Tool.
- 

### Embed continuous improvement

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#### Service Quality and Continuous Improvement Framework

- completed further service and process reviews and used the findings to refine the quality of our services
- developed a new Learning Support Satisfaction Survey to replace previous Client Satisfaction Survey and the Closure Survey for Learning Support. The aim of the new survey is to understand from parents and educators receiving a Learning Support service how things went and how we can improve our service. In November 2018 we ran the first round of the new survey
- began reviewing the delivery of the new survey to identify where improvements could be made. Once these are implemented the survey will move to monthly delivery.

### Using evaluations and insights to improve the services we provide

- two new models being piloted in 2019 used PowerUP learnings and evaluations to co-design new models that are more flexible and responsive to the needs of specific communities
  - an annotated bibliography containing the voices of learners, parents, whānau, communities, employers and others, was used as the evidence base to develop the Pae Aronui action plan. Pae Aronui is the cross-Ministry action plan to support educationally powerful partnerships
  - the Youth Advisory Group's insights informed components of the Education Work Programme
  - the Learning Support Monitoring and Evaluation Strategy was approved on 31 December 2018. This Strategy has been developed to give you and the Minister of Finance visibility over the work we are doing to ensure our children receive quality learning support services in Vote Education. This includes improving the quality of information on who is accessing services, unmet demand and the effectiveness of services
  - the Strategy noted that the Ministry will deliver the first sets of evaluation plans in June 2019. A Governance Group is being established to set direction and coordinate the work in the Learning Support space, and ensure deliverables are achieved.
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### Adopt optimal service delivery

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- Programmes for Students and Reading Recovery have been recontracted for 2019. The new contracts include a stronger focus on the Ministry's priorities and the principles of effective working developed by the Foundational Learning Steering Group, including:
  - the provision of culturally responsive services
  - acknowledging the needs of neuro-diverse learners
  - reflecting the broad outcomes and principles of the curriculum
  - strengthening partnerships with parents and whānau

### **Using our channels to reach more people**

- launched Instagram as a new channel
- page views on Education.govt are up 8% compared to Quarter 2, 2018.

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### **Invest to support access to learning**

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- the National Education Growth Plan, which supports continued access to education, was presented to you
- continued to prioritise our investment to support schools identified as 'high priority' under our schooling improvement framework
- worked closely between National and Regional Offices and the sector to ensure all schools are aware of the supports available and are helped to consider their students' needs, and ways to best meet those.

### **Manage the Budget cycle**

- provided detailed advice to you ahead of your first bilateral Budget meeting with the Minister of Finance in October 2018
- developed a proposed Vote Tertiary Education package that was provided to you in November 2018
- provided advice to you on a range of potential initiatives that could be included in a Vote Education package
- provided Budget packages for Vote Education and Vote Tertiary Education in December 2018 for consideration and submission to the Treasury.

Proactively Released

# Building capability for the future

Strong leadership and clear strategic direction

Capable and engaged staff

Good financial and resource management

Good information management and systems and processes

## Key achievements during the quarter

### Strong leadership and clear strategic direction

#### Updating our accountability documents

- tabling a new Ministry Statement of Intent 2018-2023 in Parliament 18 December 2018, setting out how we plan to deliver on our purpose to shape an education system that delivers equitable and excellent outcomes
- finalising the Ministry's Output Plan 2018/19, confirming the key work we are delivering for 2018/19 and the performance measures we are reporting for the year.

#### Reviewing our strategy and operating model

- developed an organisational capability view of the operating model
- developed detailed design of the operating model, following agreement on the high level design
- conducted a deep dive activity to develop a strategy for Te Ao Māori input into the operating model and the detailed culture input
- undertook implementation planning.

#### Te Ohu Taki | Senior Leaders' Day

- in November 2018, we brought our Tier 2 and 3 leaders together to reflect on our desired leadership style, preparing to lead staff through the changes ahead and set expectations of all our leaders for 2019.

### Embedding our People Strategy

#### Supporting workforce negotiations, bargaining and pay equity

- achieved settlement on a new 'Multi-union Collective Agreement' with the New Zealand Educational Institute Te Riu Toa and Apex (the union representing a number of our educational psychologists). The new agreement will run until 2021,

and covers around 60% of our 1,700 learning support specialists

- bargaining with the Public Service Association (PSA) on a new collective agreement commenced in December 2018 and we have reached agreement in principle on a new performance framework for staff. We are still working through other outstanding issues.

#### Supporting managers

- began the design of a series of resources to support managers to effectively manage remote, diverse and/or flexible teams including proactively supporting wellbeing.

#### Embedding Te Tiriti o Waitangi and tangata whenuatanga, and addressing bias

- 400 staff have now completed the workshops and follow up sessions for 'Beyond Diversity' racial equity training and more than 80 staff would have completed Te Tiriti o Waitangi workshops.

#### Internship pilot

- in November 2018, a pilot for our summer internship programme began, with 11 students hosted being by five different business groups until February 2019. The pilot is focused on attracting more Māori and Pacific students into the Ministry and is informing the thinking for a future cross-Ministry graduate programme.

### Improving our strategic planning and financial management

- the Investment Management Framework programme is underway
- quarterly reprioritisation and reallocation processes were completed
- we developed and released internal support material for 2019/20 budgeting and planning
- submitted the Ministry's Long Term Investment Plan

#### Investor Confidence Rating (ICR)

- an ICR external assessment was undertaken in October/November 2018 and feedback has been positive

- undertook maturity assessments and included recommendations in our improvement plan
- engaged with the Treasury ahead of finalising 2018 ICR rating.

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### **Improving our infrastructure**

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- planning for various office moves across the Wellington CBD Campus to alleviate space pressures has progressed well and the first of the office moves was completed
- the significant reshuffle of business units, which is part of the Property Strategy, will initially relieve the Wellington CBD space pressures then reduce our property portfolio and work in more flexible environments. All Wellington staff will move to a flexible working environment in early 2020.

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### **Good information management and systems and processes**

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#### **Driving and vehicle safety**

- the vehicle replacement plan is progressing, along with the motor vehicle fleet policy which has been reviewed and updated
- the last of the 20 all-wheel-drive (AWD) vehicles were delivered to regions in November 2018. These vehicles will provide safer driving options for staff while travelling.

#### **Emergency management**

- the Ministry participated in the Shakeout exercise
- undertook crisis and emergency management training and engagements in Auckland and Wellington.

#### **Health, Safety and Security**

- there has been a 17% increase in reported health and safety incidents, along with an increase in security incidents from 3 to 42 compared with the same period last year. These increases can be attributed to increased engagement, training and regional support.

#### **Support for our offices**

- the tender process is underway for mail and courier services, concierge and event management support within National Office.

#### **Digital recruitment process**

- following a four month pilot, a new fully digital recruitment process has been rolled out, improving candidates' experience and significantly reducing time spent on paper work by hiring managers.

#### **Human Resource Information System**

- a business case has been approved and planning is now underway to implement a Human Resource Information System that will significantly improve the efficiency and accuracy of people management processes.

#### **Conflict of Interest declaration process**

- our annual Conflict of Interest declaration process achieved close to 100% staff participation rate, significantly reducing organisational risk.

# Vote performance for the second quarter 2018/19

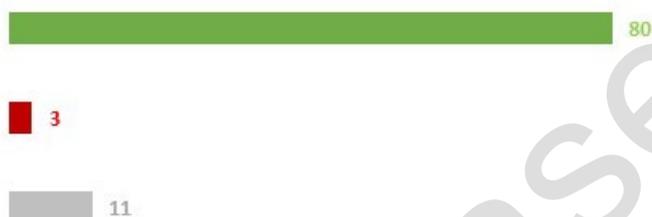
## Vote Education

### Year to date results



- On track
- Not on track – moderate
- Not on track – significant
- No result yet

### Year end forecast



- Achieved
- Not achieved
- Unable to be measured

| Measures not on track   | Current results  | Year end forecast   | Commentary          |         |                  |            |   |   |   |
|---|------------------|---------------------|---------------------|---------|------------------|------------|---|---|---|
| <p><b>Ed-M02-03</b><br/>Average number of days eligible children and young people wait to receive a Ministry-provided specialist learning support service after the request for support.</p> <table border="1"> <thead> <tr> <th></th> <th>Budget Standard</th> <th>As at December 2018</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>70 calendar days</td> <td>80.93 days</td> </tr> </tbody> </table> |                  | Budget Standard     | As at December 2018 | Overall | 70 calendar days | 80.93 days | ● | ● | <p>We are not getting traction as yet on reducing wait times overall.</p> <p>Volumes have increased as we are delivering to 4.4% more children than at the same time last year. We are also targeting the longest wait times in many cases and, in the short term, this has the effect of increasing the average wait time. In some regions, the number of cases open for more than 150 days is still increasing and we are investigating why.</p> <p>Recruitment and retention issues are also impacting our ability to address cases and to reduce wait times. After we achieve fuller staffing levels early in 2019, we expect wait times will start to come down.</p> |
|   | Budget Standard  | As at December 2018 |                     |         |                  |            |   |   |   |
| Overall   | 70 calendar days | 80.93 days          |                     |         |                  |            |   |   |   |

| Measures not on track   | Current results | Year end forecast    | Commentary           |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
|---|-----------------|----------------------|----------------------|---------|--------|-------|-------|-----|--|----------|-----|-------|------------|-----|-------|------------------|------------------|---|
| <p><b>Ed-M02-14</b></p> <p>Percentage of students who have been returned to schooling within 40 days following an exclusion.</p> <table border="1"> <thead> <tr> <th></th> <th>Budget Standard</th> <th>As at December 2018</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>80%</td> <td>46.6%</td> </tr> </tbody> </table>   |                 | Budget Standard      | As at December 2018  | Overall | 80%    | 46.6% | ●     | ●   | <p>The Budget standard is not being met due to:</p> <ul style="list-style-type: none"> <li>• difficulties contacting or engaging with students/whānau</li> <li>• care and protection issues delaying enrolment</li> <li>• schools refusing enrolment due to students displaying serious behavioural issues</li> <li>• geographical isolation meaning a lack of options for schooling.</li> </ul> <p>We are working with Oranga Tamariki to keep children enrolled at school where possible or to re-enrol children. This will be supported by the National Care Standards which come in to effect in July 2019. We are also reviewing service guidance to ensure it is up to date, relevant and provides appropriate support to regions.</p> |          |     |       |            |     |       |                  |                  |   |
|   | Budget Standard | As at December 2018  |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
| Overall   | 80%             | 46.6%                |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
| <p><b>Ed-M02-01</b></p> <p>Participation in early childhood education prior to starting school:</p> <ul style="list-style-type: none"> <li>• all</li> <li>• Māori</li> <li>• Pasifika</li> <li>• Decile 1 to 3 students.</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>Budget Standard</th> <th>As at September 2018</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>98%</td> <td>96.9%</td> </tr> <tr> <td>Māori</td> <td>98%</td> <td>95.3%</td> </tr> <tr> <td>Pasifika</td> <td>98%</td> <td>93.2%</td> </tr> <tr> <td>Decile 1-3</td> <td>98%</td> <td>94.0%</td> </tr> </tbody> </table> |                 | Budget Standard      | As at September 2018 | All     | 98%    | 96.9% | Māori | 98% | 95.3%  | Pasifika | 98% | 93.2% | Decile 1-3 | 98% | 94.0% | ●<br>●<br>●<br>● | ●<br>●<br>●<br>● | <p>These are results as at 30 September 2018. The overall rate of participation remains unchanged from the year end result for 2017/18, however, there have been incremental decreases in participation for Māori, Pasifika and Decile 1 to 3 students.</p> |
|   | Budget Standard | As at September 2018 |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
| All   | 98%             | 96.9%                |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
| Māori   | 98%             | 95.3%                |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
| Pasifika  | 98%             | 93.2%                |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
| Decile 1-3  | 98%             | 94.0%                |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
| <p><b>Ed-M01-05</b></p> <p>Number of teachers accessing the Digital Technology and Hangarau Matihiko Readiness Programme.</p> <table border="1"> <thead> <tr> <th></th> <th>Budget Standard</th> <th>As at December 2018</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>10,000</td> <td>5,644</td> </tr> </tbody> </table>   |                 | Budget Standard      | As at December 2018  | Overall | 10,000 | 5,644 | ●     | ●   | <p>The supplier has met their second phase target of 5,000 teachers by 31 December 2018. We are now in the process of agreeing the next phase plan, which will run to the end of June 2019. A number of elements will be considered, such as targets and the joint promotion of the programme. It is not certain at this stage whether the Budget standard will be able to be reached.</p>   |          |     |       |            |     |       |                  |                  |   |
|   | Budget Standard | As at December 2018  |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |
| Overall   | 10,000          | 5,644                |                      |         |        |       |       |     |  |          |     |       |            |     |       |                  |                  |   |

| Measures not on track  | Current results | Year end forecast   | Commentary          |         |            |             |   |   |  |
|--|-----------------|---------------------|---------------------|---------|------------|-------------|---|---|--|
| <p><b>Ed-N01-01</b></p> <p>The percentage of applications for issue and renewal of practising certificates submitted for appraisal by professional leaders that are reviewed under the auditing and moderation process.</p> <table border="1"> <thead> <tr> <th></th> <th>Budget Standard</th> <th>As at December 2018</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>10%</td> <td>6.3%</td> </tr> </tbody> </table> <p><i>Note: this is a Teaching Council measure</i></p> |                 | Budget Standard     | As at December 2018 | Overall | 10%        | 6.3%        | ● | ● | <p>The Teaching Council report they are on track to achieving target – 2,539 audited applications of the 4,000 audits required.</p>  |
|  | Budget Standard | As at December 2018 |                     |         |            |             |   |   |  |
| Overall  | 10%             | 6.3%                |                     |         |            |             |   |   |  |
| <p><b>Ed-N01-03</b></p> <p>The percentage of decisions on referrals to the Disciplinary Tribunal that are made within eight months of the referral to the Disciplinary Tribunal.</p> <table border="1"> <thead> <tr> <th></th> <th>Budget Standard</th> <th>As at December 2018</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>95%</td> <td>91%</td> </tr> </tbody> </table> <p><i>Note: this is a Teaching Council measure</i></p>   |                 | Budget Standard     | As at December 2018 | Overall | 95%        | 91%         | ● | ● | <p>In the final quarter of 2017/18 the Teaching Council had a record number of cases referred to the Tribunal as a result of an increased number of investigations being resolved. This resulted in some delays. Two new Deputy Chairpersons have been appointed to deal with the additional numbers.</p>  |
|  | Budget Standard | As at December 2018 |                     |         |            |             |   |   |  |
| Overall  | 95%             | 91%                 |                     |         |            |             |   |   |  |
| <p><b>A08</b></p> <p>Average time to resolve priority 1 faults.</p> <table border="1"> <thead> <tr> <th></th> <th>Budget Standard</th> <th>As at December 2018</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>90 minutes</td> <td>125 minutes</td> </tr> </tbody> </table>  |                 | Budget Standard     | As at December 2018 | Overall | 90 minutes | 125 minutes | ● | ● | <p>Regional office outages of several hours in July and August 2018 have affected the year to date result, but the average time is expected to continue to decrease as the year progresses.</p> <p>The longest of these outages was in the Lower Hutt Office, where it took over 12 hours to resolve a hardware fault. To ensure there is not a repeat of this, when resolution involves Chorus, we will invoke the prioritisation service (Critical Care) option.</p> |
|  | Budget Standard | As at December 2018 |                     |         |            |             |   |   |  |
| Overall  | 90 minutes      | 125 minutes         |                     |         |            |             |   |   |  |

## Expenditure against appropriations

|   | Year to date   |                |                |                | Full year      |                |             |             |
|---|----------------|----------------|----------------|----------------|----------------|----------------|-------------|-------------|
|   | Actual         | Budget         | Variance       |                | Forecast       | Budget         | Variance    |             |
|   | \$m            | \$m            | \$m            | %              | \$m            | \$m            | \$m         | %           |
| <b>Departmental Output Expenses</b>                           |                |                |                |                |                |                |             |             |
| Place-Based Initiative - Te Tai Tokerau, Northland            | 0.6            | 0.8            | 0.2            |                | 0.6            | 0.8            | 0.2         | 25.0%       |
| School Property Portfolio Management                          | 920.6          | 923.6          | 3.0            | 0.3%           | 1,883.3        | 1,883.3        | -           |             |
| Services to Other Agencies                                    | 1.0            | 1.4            | 0.4            | 28.6%          | 1.7            | 4.5            | 2.8         | 62.2%       |
| Support and Resources for Education Providers                 | 54.0           | 54.9           | 0.9            | 1.6%           | 117.5          | 117.9          | 0.4         | 0.3%        |
| Support and Resources for Parents and the Community           | 5.4            | 5.8            | 0.4            | 6.9%           | 10.9           | 11.8           | 0.9         | 7.6%        |
| <b>Total Departmental Output Expenses</b>                     | <b>981.6</b>   | <b>986.5</b>   | <b>4.9</b>     | <b>0.5%</b>    | <b>2,014.0</b> | <b>2,018.3</b> | <b>4.3</b>  | <b>0.2%</b> |
| <b>Departmental Capital Expenditure</b>                       | <b>537.0</b>   | <b>436.3</b>   | <b>(100.7)</b> | <b>(23.1%)</b> | <b>977.6</b>   | <b>977.6</b>   | <b>-</b>    | <b>-</b>    |
| <b>Non-Departmental Output Expenses</b>                       |                |                |                |                |                |                |             |             |
| Contribution to the Education Council of Aotearoa New Zealand | 5.2            | 5.5            | 0.3            | 5.5%           | 14.1           | 14.1           | -           |             |
| Early Childhood Education                                     | 960.9          | 983.6          | 22.7           | 2.3%           | 1,927.6        | 1,950.6        | 23.0        | 1.2%        |
| Primary Education   | 1,636.3        | 1,671.0        | 34.7           | 2.1%           | 3,239.6        | 3,288.6        | 49.0        | 1.5%        |
| School Managed Network Funding                                | 14.4           | 15.2           | 0.8            | 5.3%           | 28.8           | 28.8           | -           |             |
| School Transport  | 102.6          | 97.3           | (5.3)          | (5.4%)         | 205.6          | 190.0          | (15.6)      | (8.2%)      |
| Schooling Improvement   | 2.6            | 4.5            | 1.9            | 42.2%          | 7.3            | 8.2            | 0.9         | 11.0%       |
| Secondary Education   | 1,133.8        | 1,158.1        | 24.3           | 2.1%           | 2,273.4        | 2,309.2        | 35.8        | 1.6%        |
| Secondary - Tertiary Interface                                | 34.0           | 35.0           | 1.0            | 2.9%           | 78.6           | 81.0           | 2.4         | 3.0%        |
| Support for Early Childhood Education Providers               | 0.5            | 0.5            | -              |                | 11.2           | 11.2           | -           |             |
| Supporting Parenting  | 5.4            | 7.1            | 1.7            | 23.9%          | 7.7            | 9.3            | 1.6         | 17.2%       |
| UNESCO  | 0.3            | 0.3            | -              |                | 2.1            | 2.1            | -           |             |
| <b>Total Non-Departmental Output Expenses</b>                 | <b>3,896.0</b> | <b>3,978.1</b> | <b>82.1</b>    | <b>2.1%</b>    | <b>7,796.0</b> | <b>7,893.1</b> | <b>97.1</b> | <b>1.2%</b> |
| <b>Non-Departmental Benefits or Related Expenses</b>          |                |                |                |                |                |                |             |             |
| Home School Allowances  | 2.3            | 2.0            | (0.3)          | (15.0%)        | 5.1            | 5.1            | -           |             |
| Scholarships and Awards for Students                          | 6.7            | 7.9            | 1.2            | 15.2%          | 14.7           | 16.3           | 1.6         | 9.8%        |
| Scholarships and Awards for Teachers and Trainees             | 9.6            | 9.9            | 0.3            | 3.0%           | 20.4           | 20.4           | -           |             |
| <b>Total Non-Departmental Benefits or Related Expenses</b>    | <b>18.6</b>    | <b>19.8</b>    | <b>1.2</b>     | <b>6.1%</b>    | <b>40.2</b>    | <b>41.8</b>    | <b>1.6</b>  | <b>3.8%</b> |
| <b>Non-Departmental Other Expenditure</b>                     |                |                |                |                |                |                |             |             |
| Impairment of Debts and Assets and Debt Write-Offs            | -              | -              | -              |                | 1.0            | 2.0            | 1.0         | 50.0%       |
| Integrated Schools Property                                   | 43.0           | 43.0           | -              |                | 74.0           | 74.0           | -           |             |
| <b>Total Non-Departmental Other Expenditure</b>               | <b>43.0</b>    | <b>43.0</b>    | <b>-</b>       |                | <b>75.0</b>    | <b>76.0</b>    | <b>1.0</b>  | <b>1.3%</b> |
| <b>Non-Departmental Capital Expenditure</b>                   |                |                |                |                |                |                |             |             |
| School Support Project  | 0.2            | 0.9            | 0.7            |                | 1.9            | 1.9            | -           |             |
| Schools Furniture & Equipment                                 | 19.0           | 22.7           | 3.7            | 16.3%          | 38.4           | 47.4           | 9.0         | 19.0%       |

|  | Year to date   |                |              |                | Full year       |                 |              |              |
|--|----------------|----------------|--------------|----------------|-----------------|-----------------|--------------|--------------|
|  | Actual         | Budget         | Variance     |                | Forecast        | Budget          | Variance     |              |
|  | \$m            | \$m            | \$m          | %              | \$m             | \$m             | \$m          | %            |
| <b>Total Non-Departmental Capital Expenditure</b>                      | <b>19.2</b>    | <b>23.6</b>    | <b>4.4</b>   | <b>18.6%</b>   | <b>40.3</b>     | <b>49.3</b>     | <b>9.0</b>   | <b>18.3%</b> |
| <b>Multi-Category Expenses and Capital Expenditure</b>                 |                |                |              |                |                 |                 |              |              |
| <b>Improved Quality Teaching and Learning</b>                          |                |                |              |                |                 |                 |              |              |
| Support and Resources for Teachers                                     | 52.6           | 48.1           | (4.5)        | (9.4%)         | 100.4           | 99.4            | (1.0)        | (1.0%)       |
| Curriculum Support   | 26.3           | 24.8           | (1.5)        | (6.0%)         | 53.2            | 54.1            | 0.9          | 1.7%         |
| Professional Development and Support                                   | 46.4           | 52.5           | 6.1          | 11.6%          | 107.3           | 109.4           | 2.1          | 1.9%         |
| <b>Total Improved Quality Teaching and Learning</b>                    | <b>125.3</b>   | <b>125.4</b>   | <b>0.1</b>   | <b>0.1%</b>    | <b>260.9</b>    | <b>262.9</b>    | <b>2.0</b>   | <b>0.8%</b>  |
| <b>Outcomes for Target Student Groups</b>                              |                |                |              |                |                 |                 |              |              |
| Interventions for Target Student Groups                                | 146.1          | 151.5          | 5.4          | 3.6%           | 299.0           | 299.0           | -            |              |
| Learning Support   | 217.5          | 221.6          | 4.1          | 1.9%           | 445.2           | 448.9           | 3.7          | 0.8%         |
| Service Academies  | 1.6            | 2.0            | 0.4          | 20.0%          | 3.3             | 3.6             | 0.3          | 8.3%         |
| Students Attendance and Engagement                                     | 5.1            | 5.3            | 0.2          | 3.8%           | 10.0            | 9.7             | (0.3)        | (3.1%)       |
| <b>Total Outcomes for Target Student Groups</b>                        | <b>370.3</b>   | <b>380.4</b>   | <b>10.1</b>  | <b>2.7%</b>    | <b>757.5</b>    | <b>761.2</b>    | <b>3.7</b>   | <b>0.5%</b>  |
| <b>Oversight and Administration of the Qualifications System</b>       |                |                |              |                |                 |                 |              |              |
| Provision of Communications and Advisory Services                      | 1.7            | 1.7            | -            |                | 3.4             | 3.4             | -            |              |
| Qualifications Support Structures                                      | 3.0            | 3.0            | -            |                | 6.0             | 6.0             | -            |              |
| Quality Assurance  | 2.7            | 3.1            | 0.4          | 12.9%          | 4.7             | 5.1             | 0.4          | 7.8%         |
| Secondary School Assessments   | 21.3           | 21.2           | (0.1)        | (0.5%)         | 35.4            | 36.0            | 0.6          | 1.7%         |
| <b>Total Oversight and Administration of the Qualifications System</b> | <b>28.7</b>    | <b>29.0</b>    | <b>0.3</b>   | <b>1.0%</b>    | <b>49.5</b>     | <b>50.5</b>     | <b>1.0</b>   | <b>2.0%</b>  |
| <b>Oversight of the Education System</b>                               |                |                |              |                |                 |                 |              |              |
| Ministerial Services   | 2.7            | 2.8            | 0.1          | 3.6%           | 5.6             | 5.2             | (0.4)        | (7.7%)       |
| Monitoring the Education System  | 7.1            | 7.6            | 0.5          | 6.6%           | 16.1            | 18.1            | 2.0          | 11.0%        |
| Policy Advice  | 10.1           | 11.9           | 1.8          | 15.1%          | 23.0            | 24.1            | 1.1          | 4.6%         |
| Research and Analysis  | 12.7           | 13.4           | 0.7          | 5.2%           | 22.9            | 19.9            | (3.0)        | (15.0%)      |
| Education Research Initiatives   | 1.6            | 1.5            | (0.1)        | (6.7%)         | 3.0             | 3.0             | -            |              |
| Independent Advice on Government Priority Areas                        | -              | 0.3            | 0.3          | 100.0%         | 0.2             | 0.5             | 0.3          | 60.0%        |
| <b>Total Oversight of the Education System</b>                         | <b>34.2</b>    | <b>37.5</b>    | <b>3.3</b>   | <b>8.8%</b>    | <b>70.8</b>     | <b>70.8</b>     | <b>-</b>     | <b></b>      |
| <b>Total Multi-Category Expenses and Capital Expenditure</b>           | <b>558.5</b>   | <b>572.3</b>   | <b>13.8</b>  | <b>2.4%</b>    | <b>1,138.7</b>  | <b>1,145.4</b>  | <b>6.7</b>   | <b>0.6%</b>  |
| <b>Multi-Year Appropriations</b>                                       |                |                |              |                |                 |                 |              |              |
| Teacher-Led Innovation Fund  | 0.5            | 0.5            | -            |                | 1.2             | 4.7             | 3.5          | 74.5%        |
| Schools Payroll Sustainability Loan                                    | 4.0            | 2.0            | (2.0)        | (100.0%)       | 9.0             | 9.0             | -            |              |
| <b>Total Multi-Year Appropriations</b>                                 | <b>4.5</b>     | <b>2.5</b>     | <b>(2.0)</b> | <b>(80.0%)</b> | <b>10.2</b>     | <b>13.7</b>     | <b>3.5</b>   | <b>25.5%</b> |
| <b>Total Vote Education</b>  | <b>6,058.4</b> | <b>6,062.1</b> | <b>3.7</b>   | <b>0.1%</b>    | <b>12,092.0</b> | <b>12,215.2</b> | <b>123.2</b> | <b>1.0%</b>  |

## Commentary

Total year to date expenditure for Vote Education is under budget by \$3.7 million (0.1%). Significant areas of under-spend are:

- a. **Primary Education** – \$34.7 million, mainly due to lower salary rates and/or full time teacher equivalents being lower than anticipated and slower than expected uptake in the number of Communities of Learning
- b. **Secondary Education** – \$24.3 million, mainly due to lower salary rates and/or full time teacher equivalents being lower than anticipated and slower than expected uptake in the number of Communities of Learning
- c. **Early Childhood Education** – \$22.7 million, mainly due to lower demand than forecast. The forecast numbers are currently being confirmed and will result in demand driven reduction submitted for March Baseline Update (MBU)
- d. **Professional Development and Support** – \$6.1 million, mainly due to the timing of Strengthening Early Learning Opportunities (SELO) programmes and timing of Digital Technology professional learning and development
- e. **Interventions for Target Student Groups** – \$5.4 million, mainly due to delays in starting programmes of work and, to a lesser extent, delays in appointing regional positions
- f. **Learning Support** – \$4.1 million, mainly due to lower salary rates and/or full time teacher equivalents being lower than anticipated
- g. **Schools Furniture & Equipment** – \$3.7 million, mainly due to the timing of delivery of roll growth projects. An in-principle transfer will be submitted in MBU
- h. **School Property Portfolio Management** – \$3.0 million, mainly due to a change of closed site management service provider and timing of property management expenditure. The full year reflects cost pressures from temporary leased accommodation, Helios development programme and increased insurance premiums.

partially offset by over-spends in

- a. **Departmental Capital Expenditure** – \$14.1 million, mainly due to redevelopment projects progressing faster than expected and expenditure deferred from 2017/18 on the third public private partnership (all five schools are being completed this financial year, with the three primary schools handed over in December 2018)
- b. **School Transport** – \$5.3 million, mainly due to ongoing demand for Learning Support (SESTA) services and rising fuel prices. We are submitting a request for an additional \$16 million of forecast changes through the MBU process
- c. **Support and Resources for Teachers** – \$4.5 million, mainly due to expenditure associated with the Education Work Programme including NCEA Review, Education Workforce Strategy and Teacher Supply, and the Pay Equity Programme.

## Vote Tertiary Education

### Year to date results



- On track
- Not on track - moderate
- Not on track - significant
- No result yet

### Year end forecast



- Achieved
- Not achieved
- Unable to be measured

Vote Tertiary Education has 10 performance measures, all of which are on track.

## Expenditure against appropriations

|  | Year to Date |              |            |             | Full Year    |              |             |              |
|--|--------------|--------------|------------|-------------|--------------|--------------|-------------|--------------|
|  | Actual       | Budget       | Variance   |             | Forecast     | Budget       | Variance    |              |
|  | \$m          | \$m          | \$m        | %           | \$m          | \$m          | \$m         | %            |
| <b>Non-Departmental Output Expenses</b>                                      |              |              |            |             |              |              |             |              |
| Access to Tertiary Education   | 12.0         | 12.8         | 0.8        | 6.3%        | 24.8         | 25.5         | 0.7         | 2.7%         |
| Administration of and Support for the Tertiary Education and Careers Systems | 32.2         | 32.0         | (0.2)      | (0.6%)      | 64.0         | 64.0         | -           |              |
| Centres of Research Excellence   | 24.9         | 24.9         | -          |             | 49.8         | 49.8         | -           |              |
| International Education programmes   | 17.4         | 19.1         | 1.7        | 8.9%        | 32.9         | 34.6         | 1.7         | 4.9%         |
| Tertiary Education Research and Research-Based Teaching                      | 158.3        | 158.3        | -          |             | 316.5        | 316.5        | -           |              |
| Tertiary Sector / Industry Collaboration Projects                            | 10.5         | 13.5         | 3.0        | 22.2%       | 23.7         | 28.2         | 4.5         | 16.0%        |
| University-led Innovation  | 1.3          | 5.4          | 4.1        | 75.9%       | 6.7          | 10.8         | 4.1         | 38.0%        |
| <b>Total Non-Departmental Output Expenses</b>                                | <b>256.6</b> | <b>266.0</b> | <b>9.4</b> | <b>3.5%</b> | <b>518.4</b> | <b>529.4</b> | <b>11.0</b> | <b>2.1%</b>  |
| <b>Non-Departmental Benefits or Related Expenses</b>                         |              |              |            |             |              |              |             |              |
| Awards for Outbound New Zealand Students                                     | 2.8          | 2.0          | (0.8)      | (40.0%)     | 4.7          | 5.0          | 0.3         | 6.0%         |
| Scholarships for Inbound International Students                              | 0.4          | 0.4          | -          |             | 0.8          | 0.8          | -           |              |
| Support to Apprentices   | 0.1          | 1.1          | 1.0        | 90.9%       | 1.1          | 1.1          | -           |              |
| Tertiary Scholarships and Awards   | 7.0          | 7.7          | 0.7        | 9.1%        | 14.7         | 15.6         | 0.9         | 5.8%         |
| <b>Total Non-Departmental Benefits or Related Expenses</b>                   | <b>10.3</b>  | <b>11.2</b>  | <b>0.9</b> | <b>8.0%</b> | <b>21.3</b>  | <b>22.5</b>  | <b>1.2</b>  | <b>5.3%</b>  |
| <b>Non-Departmental Other Expenditure</b>                                    |              |              |            |             |              |              |             |              |
| Impairment of Loans to Tertiary Education Institutions                       | 15.4         | 15.4         | -          |             | 35.0         | 35.0         | -           |              |
| <b>Total Non-Departmental Other Expenditure</b>                              | <b>15.4</b>  | <b>15.4</b>  | <b>-</b>   | <b>-</b>    | <b>35.0</b>  | <b>35.0</b>  | <b>-</b>    |              |
| <b>Non-Departmental Capital Expenditure</b>                                  |              |              |            |             |              |              |             |              |
| Support for Lincoln University   | -            | -            | -          |             | -            | 65.0         | 65.0        | 100.0%       |
| Support for Tai Poutini Polytechnic  | 2.1          | 2.1          | -          |             | 2.1          | 2.1          | -           |              |
| Support for the University of Canterbury                                     | 50.0         | 50.0         | -          |             | 50.0         | 50.0         | -           |              |
| Support for Unitec Institute of Technology                                   | 27.0         | 27.0         | -          |             | 35.0         | 35.0         | -           |              |
| Support for Whitireia New Zealand  | 12.0         | 12.0         | -          |             | 15.0         | 15.0         | -           |              |
| <b>Total Non-Departmental Capital Expenditure</b>                            | <b>91.1</b>  | <b>91.1</b>  | <b>-</b>   |             | <b>102.1</b> | <b>167.1</b> | <b>65.0</b> | <b>38.9%</b> |
| <b>Multi-Category Expenses and Capital Expenditure</b>                       |              |              |            |             |              |              |             |              |
| <b>Stewardship of the Tertiary Education System</b>                          |              |              |            |             |              |              |             |              |
| Policy Advice  | 4.5          | 4.8          | 0.3        | 6.3%        | 9.8          | 7.2          | (2.6)       | (36.1%)      |
| Research, Data Analysis and Monitoring                                       | 2.8          | 3.1          | 0.3        | 9.7%        | 6.0          | 8.6          | 2.6         | 30.2%        |

|  |                |                |              |             |                |                |              |             |
|--|----------------|----------------|--------------|-------------|----------------|----------------|--------------|-------------|
| <b>Total Stewardship of the Tertiary Education System</b>    | <b>7.3</b>     | <b>7.9</b>     | <b>0.6</b>   | <b>7.6%</b> | <b>15.8</b>    | <b>15.8</b>    | <b>-</b>     |             |
| <b>Tertiary Tuition and Training</b>                         |                |                |              |             |                |                |              |             |
| Community Education  | 36.6           | 36.7           | 0.1          | 0.3%        | 73.1           | 74.3           | 1.2          | 1.6%        |
| Tertiary Education: Student Achievement Component            | 1,028.4        | 1,050.4        | 22.0         | 2.1%        | 2,062.7        | 2,098.5        | 35.8         | 1.7%        |
| Training for Designated Groups                               | 140.8          | 159.5          | 18.7         | 11.7%       | 296.4          | 311.4          | 15.0         | 4.8%        |
| Fees-free Payments   | (3.7)          | 68.2           | 71.9         | 105.4%      | 291.2          | 354.7          | 63.5         | 17.9%       |
| <b>Total Tertiary Tuition and Training</b>                   | <b>1,202.1</b> | <b>1,314.8</b> | <b>112.7</b> | <b>8.6%</b> | <b>2,723.4</b> | <b>2,838.9</b> | <b>115.5</b> | <b>4.1%</b> |
| <b>Total Multi-Category Expenses and Capital Expenditure</b> | <b>1,209.4</b> | <b>1,322.7</b> | <b>113.3</b> | <b>8.6%</b> | <b>2,739.2</b> | <b>2,854.7</b> | <b>115.5</b> | <b>4.0%</b> |
| <b>Total Vote Tertiary Education</b>                         | <b>1,582.8</b> | <b>1,706.4</b> | <b>123.6</b> | <b>7.2%</b> | <b>3,416.0</b> | <b>3,608.7</b> | <b>192.7</b> | <b>5.3%</b> |

### Commentary

Total year to date expenditure for Vote Tertiary Education is below budget by \$123.6 million (7.2%). Significant areas of under-spend are below and are largely due to timing differences.

- Fees-free Payments** – \$71.9 million due to a lower than expected rate of student uptake. This is a permanent underspend. An updated forecast is currently being developed to predict the full year impact of the lower uptake rate
- Tertiary Education: Student Achievement Component** – \$22 million, mainly due to reduced demand in the Student Achievement Component Level 1-2 competitive allocation that ended in December 2018
- Training for Designated Groups** – \$18.7 million, mainly due to the low level of demand in Youth Guarantee
- University-led Innovation** – \$4.1 million, mainly due to the longer than expected time it is taking the universities to meet the requirements of the fund. The money has been allocated and will be paid in due course
- Tertiary Sector / Industry Collaboration Projects** – \$3.0 million, funding has been allocated but a number of providers are taking longer than expected to meet their deliverable requirements.