Education Report: Ministry of Education 2018/19 Third Quarter Report
(1 January to 31 March 2019)

To: Minister of Education
Date: 27 May 2019
Priority: Medium
Security Level: In Confidence
METIS No: 1189085

Drifter: Jean Fraser

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Messaging seen by Communications Team: No
Round Robin: No

Purpose
This paper sets out what was achieved for the third 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 March 2019 show:
- the majority of performance measures are on track, with 16 Vote Education measures at risk of not achieving for year-end
- total expenditure for the year to 31 March 2019 was under budget:
  - $163.2 million (1.8%) for Vote Education
  - $231.9 million (8.4%) for Vote Tertiary Education

At year end we propose to provide a brief report with interim non-audited performance measure and financial results, with a full commentary then provided in the Ministry's Annual Report.
Recommended Actions

The Ministry of Education recommends that you:

a. **note** the attached Ministry of Education 2018/19 Third Quarter Report (Appendix A) 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 March 2019

b. **agree** at year end we will provide a brief report with interim non-audited performance measure and financial results, with a full commentary on progress against work priorities included in the Ministry’s Annual Report

Noted

Agree/Do Not Agree

Release/Not release

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

27/5/2019

Hon Chris Hipkins  
Minister of Education  

25/6/19
Education Report: Ministry of Education 2018/19 Third Quarter Report (1 January to 31 March 2019)

Background

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.

2. 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

3. Our 2018/19 Third Quarter Report as set out in Appendix A provides an update on:
   - progress against work priorities as set out in the Statement of Intent 2018-2023 and Output Plan 2018/19 (pages 3 to 19)
   - Vote Education (pages 20 to 24) and Vote Tertiary Education (page 28) performance measures, reporting on an exceptions basis
   - Departmental and non-departmental expenditure to 31 March 2019 for Vote Education (pages 25 to 27) and Vote Tertiary Education (pages 29 to 30).

4. Over the quarter, we focused on delivering on the Education Work Programme and your priorities, including:
   - responding to the Christchurch mosque shootings by contacting all schools, kura and early learning services, offering advice and support which was well-received
   - progressing a draft 30 year vision and purpose for the education system from feedback through the Education Conversation | Kōrero Mātauranga
   - finishing consultation on the Early Learning Strategic Plan with, broadly speaking, a high level of agreement with most of the recommendations
   - undertaking stakeholder engagement and analysing feedback to progress work on the Statement of National Education and Learning Priorities, the Tertiary Education Strategy, the Review of Tomorrow’s Schools and the Review of Vocational Education
   - Cabinet agreeing and announcing decisions on the home-based ECE review in February 2019
   - completing 28 new te reo Māori language resources for Māori-medium learning
   - implementing various initiatives to increase teacher supply with, as at 31 March:
     - overseas recruitment resulting in over 1,100 overseas teachers available for interview, and 271 accepting roles in New Zealand
     - 100 beginning teachers are in place through the National Beginning Teacher Induction Grant, and 42 are in place through the Auckland Provisionally Certified Teacher project
   - completing the Bromley School and Rowley Avenue School projects, bringing the total projects completed to 36 for the Canterbury rebuild.
5. The majority of performance measures are on track, with 16 Vote Education measures at risk of not being achieved at year-end, as set out on pages 20 to 24. These are a mix of Departmental and Non-departmental measures:

<table>
<thead>
<tr>
<th>Departmental</th>
<th>Non-departmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• participation in early childhood education prior to starting school (four measures with equity breakdown)</td>
<td>• students attending primary school regularly (three measures with equity breakdown)</td>
</tr>
<tr>
<td>• students attending primary and secondary school regularly (overall)</td>
<td>• students returned to school following exclusion</td>
</tr>
<tr>
<td>• waiting time for Ministry-provided specialist learning support</td>
<td>• students in Service Academies achieving NCEA Level 2</td>
</tr>
<tr>
<td>• accurate and timely resourcing payments to providers</td>
<td>• school leavers progressing to tertiary study</td>
</tr>
<tr>
<td>• schools with ultra-fast broadband connections available (Asset Measure).</td>
<td>• timely payments for furniture and equipment funding.</td>
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6. Some of these measures have been revised for 2019/20 through the Estimates process to clarify expectations or provide more information.

7. Total expenditure for the year to 31 March 2019 was:

- $163.2 million (1.8%) under budget for Vote Education, mainly due to lower than anticipated full time teacher equivalents and timing delays in starting programmes
- $231.9 million (8.4%) under budget for Vote Tertiary Education, mainly due to student enrolments being lower than expected.

8. For reporting at year-end, to 30 June 2019, we propose to provide a brief report with interim non-audited information, including:

- an update on Vote Education and Vote Tertiary Education performance measures, reporting on an exceptions basis, and any final results for Output Plan Only measures that do not need to be reported to Parliament
- an update on Departmental and Non-departmental expenditure to 30 June 2019.

9. We do not propose to provide a full Quarter Four narrative report on progress against work priorities as this information will form part of the Ministry’s draft Annual Report which will be provided as:

- an early draft for your Office to review in August
- a final draft for your review in September before audit sign-off by 30 September and tabling in the House by 18 October 2019.

10. With the finalisation of the 2019/20 Estimates, the Ministry will now prepare the 2019/20 Output Plan for your review in June/July 2019.

**Enclosures:**

Ministry of Education

Performance Report
for the third quarter ending 31 March 2019
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.
Delivering on the Ministry’s Output Plan and Statement of Intent

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 |

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**Key achievements during the quarter**

**Building a strategic vision for New Zealand’s education system**

**Education Summits and Education Conversation | Kōrero Mātauranga**

- progressed development of reports incorporating 100% of feedback into the online Education Conversation | Kōrero Mātauranga survey from Māori, Pacific peoples, children and young people, and people with disabilities
- used Kōrero Mātauranga feedback to inform Education Work Programme key initiatives

**Education system vision and strategic framework**

- progressed development of a 30 year vision for education
- commenced development of a draft strategic framework for thinking about education system reform.

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

- analysed feedback gathered through targeted engagement on proposals with children and young people in late 2018
- prepared report for publication that summarises feedback on proposals.

**Tertiary Education Strategy (TES)**

- continued engagement with peak bodies and representative groups on TES priorities and actions
- alignment of TES work within and alongside broader Education System vision and strategy work continues.

**Reviewing key parts of the education system**

**Early Learning Strategic Plan**

- finished consultation on the Strategic Plan with, broadly speaking, a high level of agreement with most of the recommendations:
  - consultation involved 44 public sector facing hui around the country with over 1,900 attendees and additional meetings were also held with key stakeholders
  - received 2,264 responses to the online consultation survey and 219 submissions
- data from the survey, submissions and hui summarised in a Martin Jenkins report, with additional feedback from parent focus groups summarised in a Gravitas Research report.

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

- Cabinet agreed and announced decisions on the home-based review in February 2019
- prepared proposals for more detailed changes requiring amendment to the Education Act for Cabinet consideration in early April – changes are expected to be
included in the Education and Training Bill (due for introduction later in 2019).

Tomorrow’s Schools Review
- mailed copies of report to all state and state-integrated schools and kura in January 2019
- commenced public and targeted consultation meetings in February 2019
- supported Taskforce engagement at around 100 meetings throughout the country
- started analysing over 3,000 responses to the online survey and over 800 submissions received by email.

NCEA Review
- provided the Minister with advice on the future of NCEA, and supported the Ministerial and Professional Advisory Groups (MAG and PAG) to deliver independent advice on it
- hosted Ministerial strategy session with Hon Chris Hipkins and Associate Ministers Hon Kelvin Davis and Hon Jenny Salesa, and the MAG and PAG Chairs, on options to strengthen NCEA
- developed an approach to consultation on the outcomes of the NCEA review.

Amending the Education Act
- supported Education Amendment Bill No 2 through the Select Committee, and its report back to the House
- advised on, and issued, the initial round of drafting instructions for the Education and Training Bill
- planned for upcoming consultations on the right to an education, the overseas offering of NCEA, and the naming of special schools.

Reviewing funding systems

Equity index and recalculation of school deciles
- established governance arrangements to steer the project, provide technical advice and test options for phasing in proposals for an Equity Index, as a possible replacement for decile funding and Targeted At Risk Grants
- finished engagement with the technical panel, and developed an 18 month work plan, to phase in a possible Equity Index
- prepared a Technical Report for publication.

Education Resourcing System (ERS)
- over 1,500 external sector users are now set up with ERS access
- over $6.9 million has now been paid since July 2018 (from 1,500 requests)
- as at 21 March, 135 out of 244 requests for the 2019 playgroup operational funding round were made directly in ERS by playgroups
- delivered Additional Relief Teacher Funding for playgroups and make-a-payment functionality
- the ERS implementation strategy is being reviewed with external support, due to slower than anticipated ERS development progress – changes are likely to be implemented by July 2020 to support the 2021 school year, and later in 2021 for early learning services.

Strengthening accountability in the early childhood sector
- released new guidance for more robust frontline assessment of new licences
- updated the tool for assessing applications and compliance following Education Review Office reviews, incidents or complaints
- set new expectations for the change of management processes:
  - reviews should occur within approximately 3 months of an ownership change
  - large providers must take a risk-based approach.

Communities of Learning | Kāhui Ako
- steady implementation continues with 145 of the 216 approved Kāhui Ako in the implementation phase (as at 5 April 2019)
  - these 216 encompass:
    - every education region
    - 1,761 schools
    - over 648,000 children and young people
    - 1,080 early learning services
    - 11 tertiary providers
- numbers of endorsed achievement challenges has continued to lift to 173
- as at 5 April 2019 there were:
Partnership schools

- concluded the 2018 assessment process for Partnership Schools
- 11 of the 12 Partnership Schools opened as State or State integrated schools in 2019 – the final one is due to open in 2020
- schools supported by the Ministry and other agencies through the transition, with:
  - most teachers and principals coming through into the State system
  - rolls of most schools remaining at similar levels to 2018
- addressing residual property issues.

Delivering an effective payroll service

Rectifying and remediating Holidays Act non-compliance

- completed initial analysis of potential breaches of the Holidays Act, required to satisfy the Memorandum of Understanding signed with the Labour Inspectorate in November 2018
- began meeting with sector representatives to discuss specific areas of non-compliance – this will continue as analysis of other potential breaches and discussion of next steps with the Labour Inspectorate continue.

Education Payroll Development Programme (EPDP)

- an independent quality assurance report found that the EPDP is currently on track, but with future challenges and risks
- support is being provided as Education Payroll Limited (EPL) progresses the most complex and high risk work packages
- EPL began its roll-out plan of EdPay (the new user interface) with a test group of 11 schools – we are establishing a regular reporting cycle for updating on progress.

Strengthening the curriculum

Curriculum, progress and achievement

- continued workshops with the MAG and
- Reference Group on progress information needs
- tested more ideas and options with the MAG in relation to progress maps and rich records of learning
- held local curriculum workshops to support schools and kura with design and review of their local curriculum.

Enhancing existing tools

- rolled out the Progress and Consistency Tool/Te Waharoa Ararau progression tool and supporting regions with implementation
- finalised the Progress Tools implementation model for 2019

Incorporating digital technologies into the curriculum

- commenced development of the follow-up Year 12 pilot of online learning modules
- commenced planning for 2019 National Digital Championships activities, focused on awareness and engagement.

Improving foundational learning supports

- started negotiating contracts with five suppliers to deliver Innovative Foundational Learning Supports
- commissioned Synergia to undertake a process, outcome and economic evaluation of Reading Recovery, recognising its history and potential for implementation variation
- CORE Education ran a user focus group to review the Ministry’s ‘About Dyslexia’ resource and identify future resource development needs, and their contract was extended to include:
  - a stocktake and analysis of non Ministry dyslexia resources
  - two video case studies for supporting students with dyslexia in Māori medium settings
- contracted the New Zealand Council for Education Research to develop an online framework for Communication at level 1 (to the same stage as the Maths level 1 framework)
- developed an English Profile and document hierarchy for Foundational Learning.

Upgrading our online channels

- made enhancements to several subsections of Te Kete Ipurangi (TKI)
including Māori History, *The NZ Curriculum* Online, Assessment Online and Enabling elearning

- identified options to improve the stability of TKI including for improving connectivity, disaster recovery and search functions
- bringing He Kauwhata Reo ‘concept’ to life through engagement with Māori designers and web designers
- developed and started an online user testing plan with consultants contracted to work with approximately 30 users comprising kaikō, learners, whānau, and education specialists
- gathered user requirements to improve opportunities for online collaboration and agreed to use Mahara until the Ministry’s Te Rito system is running.

### Supporting Māori-medium learning

**Tau Mai Te Reo**

- supported launch of Maihi Karauna (Government Māori Language Strategy) in February 2019
- completed initial assessment of Māori language funding rates across different education settings.

**Te Marautanga o Aotearoa 2030**

- completed the report Steps Toward a Curriculum Review – Te Marautanga o Aotearoa
- completed the report Whāia kia tata – He aromatawai i roto i ngā kura
- completed the think pieces:
  - Ko Tōku Reo, Ko Tōku Tua-kiri: The Place and Space to being Bilingual
  - Bicultural in the Aotearoa/New Zealand Education Context: Dual Medium Education Marautanga o Aotearoa.

**Te Aho Ngārāhu**

- completed Round 1 series of te reo Māori language resources with 28 resources, based on local stories from whānau, hapū, iwi and individuals, ready for distribution
- commenced Round 2 with nine service providers developing 38 local stories from whānau, hapū, iwi and individuals
- taking a different procurement approach for Round 3 based on learnings on the need for stronger partnerships with iwi, Māori organisations and publishing suppliers.

### Mōu te Reo

- Mōu te Reo became the Ministry’s public information campaign to inspire and support all children and young people in Aotearoa New Zealand to learn in and through te reo Māori
- Mōu te Reo was the lead Ministry initiative at Te Matatini ki te Ao 2019, and was a key initiative for the Ministry at the Auckland secondary schools Polyfest – the response has been positive with many resources in high demand.

### Supporting Pacific and other languages

- began trialling use of a digital language learning app in a small number of schools
- developing digital learning supports in five Pacific languages (Samoan, Tongan, Cook Island Māori, Niuean, and Tokelauan)
- sponsored the Auckland secondary schools ASB Polyfest speech competition to enhance Pacific identity, language, culture and education outcomes – 196 students participated in the competition across four languages (Samoan, Tongan, Cook Island Māori and Niuean).

### Improving data for decision making

### Developing a repository of learner information

- engaged Edsby to deliver the National Learner Repository and welcomed them with a pōwhiri at Pipitea Marae
- Edsby has completed all deliverables for the first Statement of Work (SOW) and signed the 2nd, 3rd and 4th SOW
- all nine Student Management System (SMS) vendors attended a three day co-design workshop on the two Early Stage Roll-outs (ESRs) and are currently undertaking functional design
- planned two ESRs with schools for the Student Information Sharing Initiative (SISI) platform implementation
- Te Aupouri in Northland has granted permission for the use of Te Rito as the new name for the SISI project.

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

- NMSSA assesses student achievement across all areas of the New Zealand Curriculum in Years 4 and 8:
proactively released

- insights reports for the Science and Health & Physical Education areas, with teachers as the primary audience, prepared for release (due in April)
- completed analysis of the Mathematics and Social Studies areas -- key findings reports are being developed (for publishing in November).

**International benchmark studies being progressed**

- the Programme for International Student Assessment (PISA) assesses the reading, mathematical and science literacy of 15 year old students, and the Ministry:
  - is scoping formats and content priorities for the international findings report (due to be reported in December 2019)
  - began adapting the questionnaire and assessment items for PISA 2021, to ensure relevance to New Zealand’s context
- the Teaching and Learning International Survey (TALIS) surveys Year 7-10 teachers and their principals, and covers topics related to teachers’ work, attitudes, teaching practices and school environments with:
  - a New Zealand summary report being prepared for simultaneous release with the first volume of international reporting for TALIS 2018 (due in June 2019), including interpretation of results with regard to our settings and policies
- the Progress in International Reading Literacy Study (PIRLS) provides information on Year 5 students' reading literacy with
  - PIRLS 2016 reporting on schedule for publication in May 2019 on *Schools and school climate for learning and Reading literacy and the classroom*
  - tasks started for PIRLS 2021, including scoping of digital assessment and inclusion of Māori medium schools
- the Trends in International Mathematics and Science Study (TIMSS) provides information on the mathematics and science achievement of students in Years 5 and 9 with:
  - data from more than 5,000 Year 5 students, their teachers, principals and parents submitted to the International Association for the Evaluation of Educational Achievement
  - schools being recruited into the study for Year 9 students to participate in TIMSS 2019 (from September to November 2019).
- New Zealand and other participating countries in the Programme for the International Assessment of Adult Competencies working group preparing for the Adult Skill Survey field trial (taking place in 2020), with the procurement process underway to select a vendor to undertake the survey.

**Tertiary education system performance**

- in March 2019:
  - refreshed statistics regarding human resources for tertiary education
  - updated fact sheets on New Zealand university rankings
  - published material comparing the literacy and numeracy scales of the Survey of Adult Skills and the Literacy and Numeracy Framework
- published statistics using the draft definition of vocational education to aid consultation on the outcomes of the Review of Vocational Education (RoVE).

**Reforming school property**

- continued design of the draft School Property Strategy to 2030
- progressing the draft Cabinet Paper provided the previous quarter, with a package of proposals to reform school property – timing is dependent on Tomorrow’s Schools Review decisions.

**Maintaining and developing the Crown’s property portfolio**

**National Education Growth Plan (NEGP) to 2030**

- the NEGP is in the final stages of Government approval. NEGP catchment plans forecast an additional 100,000 new student places will be required to 2030, with rapid increases forecast in the Auckland, Tauranga and Queenstown areas
- delivery of additional temporary and permanent accommodation at some
schools was impacted by external factors, such as:
  - site conditions
  - infrastructure requirements
  - supplier capability and capacity
  - consenting risks
- procurement and delivery arrangements are being explored to mitigate these challenges.

Contributing to the Canterbury rebuild
- the $1.137 billion Christchurch Schools Rebuild Programme is on track for completion within the 10-year timeframe (ending in 2022)
- as at 31 March, the programme has spent $539 million (58%) of the available development budget
- completed the Bromley School and Rowley Avenue School projects, bringing the total projects completed to 36
- continued construction at 21 of the 115 schools covered by the programme – 56 of the remaining schools are at various stages of planning and design; only two are yet to enter the programme.

Delivering Ministry-led capital works projects
- completed three redevelopments across New Zealand (Huapai District School, Lepperton School and Rowley Avenue School)
- started eight new school expansion projects (Wigram Primary School, Goldfields School, Lincoln Primary School, Long Bay School, Rongomai School, Ruakaka School, Taupo Intermediate School, Verran Primary School)
- as at 31 March, 211 investment projects valued over $1 million each were in the implementation phase at 205 schools.

Weather tightness strategy
- just over 1,300 buildings have weather-tightness issues – all are expected to be completed within five years with approximately:
  - 60% in the planning or remediation process
  - 40% in the pre-planning stage (data verification and re-inspections).

Continuous improvement
- progressing a review of the property utilisation performance measure to improve the way it supports network planning, investment decisions, and performance monitoring and reporting
- agreed within the Ministry the Asset Management Technology Strategy, including a Roadmap, and establishing workstreams and implementation priorities.

Investing in digital infrastructure

Advising on school ICT investment
- as at 31 March, 18 more of the 1,060 schools in the Wireless School Network Upgrade programme were completed, leaving only 20 to be completed
- completed passive Optical LAN (local area network) designs for two new schools in Christchurch – once the schools are operational data from them can be captured and analysed
- a Deloitte-led cross agency review is underway on the options for the future of Network for Learning which could impact how network services are delivered for schools in the future.

Improving digital technology-equity at home
- commenced evaluation of pilot initiatives to measure educational effectiveness
- started formal governance arrangements to align and coordinate initiatives across Network for Learning, the Ministry of Business, Innovation and Employment, the Department of Internal Affairs and the Ministry of Health.

Delivering school transport
- continued procurement of school bus services beyond 2020 – some changes in service levels have been agreed (and others may be considered)
- continued feasibility assessment for joining the national public transport ticketing programme, being developed by regional councils and the New Zealand Transport Agency, to reduce system duplication and improve integration between public and school transport.
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

Supported response to Christchurch terrorist attack
- the Ministry’s response to the Christchurch mosque shootings on 15 March 2019 was led by the Christchurch regional office, with support from the national office
- during the first weekend after the shootings:
  - all schools, kura and early learning services in New Zealand were contacted and offered Traumatic Incident support
  - tips for parents and educators were sent out to all schools, to support conversations with children and young people
- schools and principals, particularly in Christchurch, have been appreciative of the Ministry’s support and advice.

Improving attendance and engagement
- provided advice to Hon Tracey Martin in late March on future options for the Attendance Service
- renewed Attendance Service Provider contracts and enhanced performance monitoring with a focus on school voice
- progressing the change programme to enable a sustainable and strategic approach to improve student engagement and attendance, including by regional offices working with schools for continuous improvement
- commenced Digital Government Partnership Innovation Fund attendance project – establishing a leadership group and project planning with the South Auckland and Bay of Plenty regional offices
- as at March 2019, 362 of the 2,429 schools surveyed for the Term 2 attendance collection (14.4%) signed up for the Every Day Matters (EDM) initiative
- EDM reports for Term 4 were sent to schools within 24 hours of receiving their submission, continuing the improvement seen in previous terms.

Improving disability and learning support

Consultation on the draft Learning Support Action Plan
- developed a paper for Cabinet consideration (due in April), seeking approval to publish the final Action Plan based on analysis of engagement feedback.

Learning support coordinators
- developed, in consultation with peak bodies, practitioners and parents, a draft role description for the first tranche of approximately 600 full-time equivalent Learning Support Coordinator (LSC) roles in schools and kura from 2020, focused on:
  - support for students in schools and kura
  - working with kaikō/teachers
  - managing relationships with and support for parents, family and whānau
  - working with other LSCs across the cluster or Kāhui Ako, connecting with learning support facilitators and other supports
  - working as part of the school or kura leadership team.

Implementing the new Learning Support Delivery Model
- learning support facilitators continue helping clusters:
  - form connections with local supports and services
  - share data and identify patterns of need
  - make decisions based on local needs
  - put together innovative responses for individuals and groups of children and young people, their
families and whānau, and educators

- regional teams are now working with 203 clusters (up from 186 last quarter) of schools, kura and early learning services across regions at varying stages of implementation, covering:
  - 1,659 schools
  - 863 early learning services
  - over 534,000 (66%) of New Zealand’s 814,891 school students
- work has begun on an integrated practice framework to:
  - enable learning support practitioners to work flexibly to respond to changing communities and a growing evidence base
  - promote nationally consistent evidence-informed practice
  - detail the practice shifts we are seeking
- developed a demand-driven Learning Support expenditure forecast model.

Mana Whaihaka

- prototyping a transformed disability support system
- at the end of February 2019, approximately 50% of those accessing Mana Whaihaka were children and young people, with:
  - 16.4% (110) aged 0-8
  - 32.9% (221) aged 9-21
- in partnership with the MidCentral DHB, began co-design work with the disability community, parents and whānau, and the education sector to improve integration of services across agencies.
- in partnerships with selected secondary schools, delivered information sessions for young people, their whānau and school staff to improve planning for transitions out of schools.

Supporting Māori and Pacific students to participate and achieve in education

Māori education

- developed 10 regional reports and one national report to summarise key findings from Māori education wānanga
- completed stocktake of expenditure to support Māori participation in tertiary education
- used Māori Education Strategic Framework to support the broader Education Work Programme to address issues and opportunities for Māori learners and their whānau
- established a standing forum for Māori Education Peak Bodies and resumed one-to-one engagement with key stakeholders.

Toikuranui Investment Fund

- Strategic Advisors Māori have engaged Iwi, Hapū and Māori organisations to discuss their respective focus of activity
- additional Iwi progressing their Te Tiriti o Waitangi claims to post-settlement status may also apply for Toikuranui funding
- each region is working through their unique context for customised responses within regional funding constraints (e.g. there is an additional 11 Iwi in the Tamaki Makaurau Auckland region).

Pacific education

- developed and advised Hon Jenny Salesa on a high level approach to the Pacific Education Action Plan
- developing regional and group-specific reports from the 2018 fono
- used Pacific voices from the 2018 fono to support development of the broader Education System vision and strategy work
- began mapping key work streams against the Strategic Framework for Pacific Education to support integration.

Designing the Pacific Parent and Community work programme

- contracted 27 community providers to deliver the Pacific PowerUP programme across 39 PowerStations
- delivered two Professional Learning and Development training sessions for representatives from all 39 PowerStations.

Policy advice to raise Māori and Pacific achievement

- demonstrated a prototype online interactive iwi education dashboard to iwi from the Bay of Plenty-Waiairiki region
- over 30 iwi are participating in the co-design initiative – many are excited about this dashboard and its potential to provide better insights about their tamariki and rangitahi.
Providing additional support through targeted initiatives

Place-Based Initiative – Te Tai Tokerau, Northland

- Ministers and Chief Executives agreed that work could be progressed by relevant agencies without an additional structure:
  - Police now lead the cross-agency family harm table
  - Oranga Tamariki are managing contracts supporting a target group of at-risk students
  - Ministry of Social Development has been commissioned to develop an insights hub, building on work by Kāinga Ora, to improve wellbeing outcomes for children and whānau.

Year 9 Plus

- used analysis of tauira (student) surveys to tailor student-centred delivery approaches to increase the cohort’s education participation and engagement
- supported tauira to access Iwi resources and connect with wider supports, improving their retention in education
- delivered resilience training to develop strategies for managing stress while navigating complex issues – tauira received this well and asked for more education like it
- the first Year 9 Plus tauira achieved NCEA Level 2 in Term 1 of Year 12
- tauira who did not return to school for Year 12 have been supported into further training.

Improving education provision for children and young people in care and at risk

- held an Alternative Education Hui in February 2019, where Hon Tracy Martin presented her vision for the future of alternative education and invited attendees to provide feedback
- collated feedback into a summary report and slide pack, and sent these to attendees and others working in alternative settings
- engaging with young people in alternative settings to collect feedback and produce a second summary report
- completed funding agreement for Napier Managed Moves Alternative Education early intervention pilot.

Education Workforce Strategy

- identified draft transformational shifts (from the current to future state) needed to support a capable, valued, connected, and supported education workforce
- the Rāngai Māori Workforce Group confirmed a specific goal of 30% of Māori learners to be in Rāngai Māori education by 2032
- co-designed and agreed with the sector an English-medium vision for the education workforce, and for the Rāngai Māori (Level One immersion) workforce.

Addressing teacher supply

Teacher supply initiatives

- produced a social and digital media campaign to promote teaching, encourage lapsed teachers to return to the workforce and graduates to enter the profession
- produced a suite of video content to promote teaching and application to TeachNZ scholarships
- delivered an overseas recruitment campaign resulting in (as at 31 March):
  - over 1,100 overseas teachers made available for interview by Principals
  - 271 overseas trained teachers accepting roles
  - recruitment agencies actively working to fill an additional 208 roles
- developed and implemented a package of professional learning and support for overseas trained teachers on New Zealand’s cultural context and curriculum
- received more than:
  - 250 applications to reimburse costs teachers incurred by returning home or moving to New Zealand
  - 130 applications for finders fees from schools these teachers accepted roles in
- received nine grants for the promoted National 3R fund
- since 1 February (when the subsidy opened) over 1,400 teachers have enrolled in Teacher Education Refresh (TER), with the number completing the TER programme also increasing
- as at 31 March, schools confirmed that:
o 100 of the 230 beginning teachers able to be recruited under the National Beginning Teacher Induction Grant were in place.

o 42 of the 60 able to be recruited through the Auckland Provisionally Certified Teacher project were in place.

- supported 76 participants to commence the Teach First NZ programme, across 44 schools including one Maori-medium school.

- completed two rounds of the TeachNZ scholarships; with 345 awarded (as at 31 March).

Teacher Demand and Supply Planning Tool

- progressing a review of the Teacher Demand and Supply Planning Tool, sponsored by the Education Workforce Dashboards Technical Group of sector representatives.

- planning for an update of the tool following the upcoming publication of the 2018 workforce data.

Supporting workforce negotiations, bargaining and pay equity

- provided regular briefings to Hon Chris Hipkins, central agencies, the Ministerial Oversight Group on State Sector Employment Relations and Bargaining and Pay Equity Governance Group about sector bargaining.

- continued engagement with NZEI and PPTA towards settlements for primary and secondary teachers within the Ministry’s mandate.

- ratified the settlement of the Special Residential Schools Collective Agreement.

- varied the Caretakers and Cleaners Collective Agreement.

Improving professional learning and development (PLD)

- developed five new PLD outcome statements for classroom teachers and PLD leaders – capabilities that any participant in the PLD journey can measure themselves against – based on refined evaluation methodologies.

- received 163 registrations across 63 provider organisations for a planned two day national conference with existing PLD providers in both English and Maori-medium settings.

- appointing two iwi organisations to the National PLD Panel following a pilot to test a process for appointing organisations with mandated iwitanga/local mana whenua cultural knowledge.

- developing a prototype cloud based PLD Learning System to replace the PLD journal, simplify administration of PLD and provide more meaningful data for schools, kura and the Ministry.

- consulted with the sector on a redesign of the accreditation process that shifts toward a model where attested PLD providers have authority to administer initial accreditation and renewal of accreditation.

- negotiated a new PLD Panel Agreement with all PLD providers including a rate change for some providers.

- CORE Education has been contracted to provide PLD to support implementation of the updated Te Whāriki through:

  o national and regional hubs with face to face hui for the sector.

  o development and provision of webinars and other curriculum resources and tools to support learning hubs practical application.

- Te Köhanga National Trust have been contracted to support the implementation of Te Whāriki a te Köhanga Reo through:

  o a series of wānanga around the country.

  o developing webinars.

  o appointing Kairaranga to lead curriculum inquiry.

  o build pedagogical leaders and champions.

Embedding Te Tiriti o Waitangi and tangata whenua, and addressing bias

- completed co-design with Mātanga (experts in the education of Māori learners) for the refresh of the research and PLD programme Te Kotahitanga (now called Te Hurihanganui).

- finalised design principles and a blueprint, supported by evidence on cultural capability, to address racism and discrimination throughout the education system.

- Hon Kelvin Davis and Hon Tracey Martin were updated on the work and viewed it positively.

- began implementation design so the blueprint can be tested in schooling sites throughout New Zealand.
Supporting high quality and innovative teaching

Initial Teacher Education (ITE)
- continued to comment on the Teaching Council’s new requirements for ITE programmes (published in April 2019)
- provided advice to the Minister on an approach to ring-fencing funding for ITE to support growth in enrolments – we are now working with Tertiary Education Commission (TEC) to implement this approach for the 2020 academic year.

Best Evidence Synthesis | Hei Kete Raukura programme
- released best evidence in action video features on Education Counts:
  - *Taking the Lead – Celebrating our Curricula* prepared in partnership with NZEI Te Riu Roa
  - *Reading Together®*,
- analysed knowledge, skills and wellbeing benefits and costs with Developing Mathematical Inquiry Communities
- developed *Using evidence for a step up? Government Priority: Māori succeeding as Māori*, a new on-line feature
- released *Hei Oranga Tika: Wellbeing Matters Emerging evidence of the impact of Christchurch earthquakes on young children* in te reo Māori, as requested by Ngāi Tahu.

Te Ahu o Te Reo Māori
- designed the Ngā Taumata o Te Ahu o te Reo Māori framework, including proficiency levels, learning outcomes and success indicators, to guide delivery in the four identified regions (Waikato, Taranaki-Whanganui, Kapiti-Horowhenua and Te Waipounamu)
- extended functionality of He Kauwhata Reo (online reo Māori hub) to meet the online learning needs of programme participants.

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

Connecting with parents and whānau
- developing prototypes to improve communication and engagement between schools and parents and whānau – ran initial surveys and four co-design workshops with the first of four schools, involving 54 parents and students and 21 school staff.

Connecting with employers
- continued to connect with employers and other stakeholders to support education to employment pathways, including:
  - philanthropic funders of education to enable partnerships
  - Victoria University School of Teaching to consider the role of employers in teacher training and helping teachers see the future of work
  - Comet Auckland (the education trust), the Foundation for Young Australians and The Observatory to keep abreast of research and current trends in education to employment.
- delivered a workshop with the Mayors Taskforce for Jobs to envisage how the community could be more engaged with education employment initiatives
- began work in Rotorua to help young people engage with trades and services careers.
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

• engaged with and heard views from more than 5,000 people through more than 180 stakeholder events during the Review of Vocational Education and Training (RoVE) consultation:
  o employers and industry participants offered perspectives from a wide range of sectors
  o learners also represented a variety of interests, including Māori and Pacific peoples, people with disabilities and other learning support needs, apprentices, trainees, international students, and degree students
• over 1,750 submissions received when consultation closed on 5 April.

Improving access through fees-free tertiary education

• TEC operational changes now in effect for:
  o eligibility criteria for school leavers and industry trainees
  o students carrying forward a part-year fees-free entitlement from 2018
• provided advice on phasing work on long term policy settings for fees free, to align with wider tertiary education work.

Reviewing the tertiary education funding system

• funding determinations came into effect from 1 January 2019 without performance-linked funding conditions
• supported the RoVE consultation to include feedback on the funding system
• provided advice on options for further work around improving funding for equity within tertiary education.

Improving Māori and Pacific tertiary outcomes

Te Kawa Matakura
• held hui with mātanga Māori (Māori experts) from Te Tai Tokerau, beginning planning and development of a local Te Kawa Matakura three year programme to help grow future young Māori leaders.

Te Kahui Amokura
• supported Ministers’ engagement with Te Kahui Amokura and provided advice on the Universities New Zealand proposal aimed at lifting Māori Pacific participation and achievement in tertiary education.
• working with Te Kahui Amokura and Komiti Pasifika on the Universities New Zealand proposal to inform policy advice

Ngārimu Scholarships
• progressed planning for the Ngārimu Awards Ceremony (on 8 April) to celebrate five recipients of Doctoral, Master, Honours and Undergraduate Ngārimu VC and 28th (Māori) Battalion Memorial Scholarships.

Supporting lifelong learning

Careers Action Plan
• development of the draft Action Plan continues.

Working with the Adult and Community Education (ACE) sector
• met ACE sector groups and participated in a workshop to co-design a future vision and priorities for the ACE sector.

School Leavers Toolkit
• launched schools-facing website.
International education

International Education Strategy (IES)

- began operating all inter-agency implementation processes and governance arrangements for the IES
- applied international education policy lens to the RoVE and Tomorrow’s Schools Reviews
- amended the Code of Practice to strengthen protections for international students, including contracts and disciplinary measures, safety checking and issues with education agents
- agreed scope and objectives, and completed analysis and research, for development of an Outbound Mobility Strategy
- achieved 96% data submission from unfunded international providers, with data used to invoice for the Export Education Levy
- developed a draft definition of global competencies in relation to the national curriculum.

International Student Wellbeing Strategy

- all parties funded for 2019 signed contracts
- began evaluation of initiatives funded for 2018.

Export Education Levy

- began work on further changes to Export Education Levy rates to increase fairness, by introducing a risk-rated premium
- developed a discussion document for engagement with the sector on risk-rated premium options.

International engagements

- signed a Memorandum of Understanding with the New Zealand National Commission for the United Nations Educational, Scientific and Cultural Organization, refreshing and clarifying the relationship, responsibilities and accountabilities
- contributed to development of New Zealand’s first Voluntary National Review to report on the Sustainable Development Goals, including authoring a chapter on Sustainable Development Goal 4 – Quality Education, to ensure the Education Work Programme will be represented on the International stage
- developed education components of New Zealand’s Universal Periodic Review for the Human Rights Council in Geneva, and responded to subsequent recommendations to ensure alignment with international human rights agreements
- supported the education component of the United Nations Framework Convention on Climate Change in-country review, demonstrating how our curriculum supports commitments under this climate change agreement
- supported education components of the Prime Minister’s visit to China, contributing to improving New Zealand’s relationship with our largest trading partner
- supported two delegations from Vietnam and Korea to learn about our curriculum and skills and tertiary sector, and to support agreements under our Education Cooperation Arrangements.

High quality research and innovation

Reviewing the Performance-Based Research Fund

- provided advice to Hon Jenny Salesa on the structure of the Performance-Based Research Fund (PBRF) review panel and its approach to the review
- prepared for agencies’ input into the PBRF review with TEC and the Ministry for Business, Innovation and Employment.

Supporting wānanga

- provided advice to Ministers on an interim approach to funding wānanga-based mātauranga Māori wānanga, to develop their research capacity and capability.

Wānanga Raukawa

- provided Ministers with advice on options to address research components of the claim
- discussed and drafted joint work programme with Raukawa
- prepared draft Cabinet paper setting out a long-term approach.
Ministry strategic priorities / Effective stewardship of the education system

**Key achievements during the quarter**

**Leading the design for the future of education**
- refer to the information provided in the ‘Education system is relevant and reaches all children and students’ section, on pages 3 to 8.

**Working collaboratively on the Child and Youth Wellbeing Strategy**
- continued working closely with the Department of Prime Minister and Cabinet (DMPC) to develop the Child and Youth Wellbeing Strategy document, revised outcomes framework and draft action plan, with a range of contributing education initiatives
- held a third workshop with Crown entities, NGO’s and other experts in the field of discrimination, as an input for developing advice to DPMC on how this focus area might be more prominent in the Strategy
- the Youth Advisory Group also provided insights and feedback on the draft Child and Youth Wellbeing Strategy and Ministry proposals for it.

**Leading the development of a capable workforce for early childhood and schooling**
- completed analysis of trends regarding beginning teachers
- updated the Education Workforce Data dashboard to track changes in the workforce during 2018
- established a refreshed internal Education Workforce Analysis and Data Oversight Group
- for more information refer to the ‘Every child and student achieves educational success’ section, on pages 9 to 13.

**Embedding continuous improvement**

**Improving learning support**
- Governance Group agreed priorities for the Learning Support Monitoring and Evaluation Strategy
- work is progressing on improving the quality and availability of Learning Support data, and for research and evaluation of Learning Support initiatives
- completed service guides, particularly for the Learning Support Delivery Model
- used findings from the new Learning Support Satisfaction Survey to review the delivery of the first service round and improve the survey for the second round.

**Improving autism programmes**
- a process evaluation (completed in 2018) for the Incredible Years Autism (IYA) programmes focussed on parents and teachers of children aged 2 to 5 years who are on the autism spectrum found:
  - strong evidence that IYA programmes increase caregivers and teachers’ confidence and skills
  - caregivers and teachers noted observable changes in children while they participated in IYA programmes and used the strategies learned
- developed an online data management system that allows providers to efficiently collate and use information relevant to their IYA programmes and participants – initial evidence collected as part of the management system may be reported in June 2019 (and form part of the overall impact evaluation).

**Improving oral language and literacy**
- the Oral Language and Literacy Initiative project and evaluation teams, and eight selected regions, have been working to build confidence and improve teacher practice to support children in their early learning service
- started an outcomes evaluation, assessing the effectiveness of the initiative to inform decisions about future investments (results of first year expected by December 2019).

**Supporting use of evidence and data**
- integrating the evidence base of parent and community information with key work (e.g. Curriculum, Progress and Achievement, Education System vision and strategy work, and Te Hurihanganui)
to support educationally powerful connections for parents and whānau.
- released five new reports, dealing with topics including university rankings, New Zealand students’ environmental awareness, home-based ECE, and school attendance – these received a total of 1,240 page views and 434 downloads this quarter.

**Adopting optimal service delivery**

**Improving available services**
- the principles of effective working, developed by the Foundational Learning Steering Group, have been identified for reporting against in contracts for Programmes for Students and Reading Recovery:
  - 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
- procurement is underway for a range of innovative foundational learning supports, to complement established initiatives and broaden delivery of support (beyond reading, writing and mathematics)
- adapted the Pasifika PowerUP Programme to support flexibility for local community contexts, and agreed the majority of new service provider contracts
- for the 2019 calendar year, the Pacific PowerUP programme will be provided to 39 PowerStations, to reach more Pacific communities (approximately 1,200 Pacific parents and their children)

**Investing to support access to learning**

**Responding to increased demand for learning support**
- as at 31 March:
  - 13,215 children had received support from the Early Intervention Service – a 4.1% increase on the previous financial year to date position
  - there was also a 4.1% increase in children and young people receiving support from the Communication Service
  - there was a 2% increase in children supported by the Behaviour Service
- increased the number of students receiving In-Class Support each year from 4,000 to 4,500, due to:
  - high demand for those not eligible for the Ongoing Resourcing Scheme
  - an increased student population
- expanded Behaviour Services for children aged 0-2 years
- increasing the provision of Behaviour Services for an additional 1,000 children, in all age cohorts (by 30 June 2019)

**Ensuring access to services**
- national and regional offices, providers and the sector are working together to ensure all schools are:
  - aware of the support and initiatives available, like Programmes for Students and Reading Recovery
  - helped to consider students’ needs and ways to best meet them
- continued prioritising investment to support schools identified as high priority under our schooling improvement framework.

**Managing the 2019 Budget process**
- provided advice to Ministers to support decision making for Budget 2019
- the Budget package was finalised for Cabinet approval.
Building capability for the future

<table>
<thead>
<tr>
<th>Strong leadership and clear strategic direction</th>
<th>Capable and engaged staff</th>
<th>Good financial and resource management</th>
<th>Good information management and systems and processes</th>
</tr>
</thead>
</table>

Key achievements during the quarter

Strong leadership and clear strategic direction

Updating our accountability documents
- gained approval for final changes to Ministry 2018/19 performance measures for inclusion in the Supplementary Estimates
- provided a briefing to the Minister with proposed measures for inclusion in the 2019/20 Estimates, having worked with Ministry staff and Crown entities to identify potential areas for improvement
- work underway to improve high level outcome and impact measures, with progress dependent on Education Work Programme initiatives.

Reviewing our strategy and operating model
- the Strategy and Operating Model Programme Governance Board endorsed the target operating model as fit for purpose
- implementation was confirmed to focus on strategy, systems and style, rather than structure, while we await outcomes of the Education Work Programme
- one capability area (Listen and Respond) is going to be the focus of the first phase of implementation, with two specific initiatives currently being scoped.

Capable and engaged staff

- reinforcing expectations set for our tier 2 and 3 leaders and identifying key priorities for re-shaping our organisational culture to:
  - ensure an inclusive environment that supports staff wellbeing
  - enables everyone to deliver their best
- developed a Toolkit and commenced a programme to:
  - build internal capability for *Effective Engagement with Disabled People*
  - promote full and effective participation of disabled people in the Kōrero Mātauranga and Education Work Programme
- 400 staff have completed Racial Equity training, 120 have participated in pilot Te Tiri Tiri workshops and training has begun for 15 internal racial equity coaches
- prepared for launching a series of online learning modules to support managers to effectively manage diverse, remote and/or flexible teams including proactively communicating, building trust and supporting wellbeing
- completed a major refresh of recruitment and onboarding processes, to ensure a positive experience for candidates that supports our employment brand and reputation
- concluded a pilot for our summer internship programme, with feedback now informing design of improved internships for the next intake of Māori and Pacific students in 2019/20 and, potentially, a broader graduate programme.

Supporting workforce negotiations, bargaining and pay equity

- agreed terms of reference with the New Zealand Educational Institute (NZEI) Te Riu Roa and Association of Professional and Executive Employees, and appointed an external facilitator to lead the joint working party on Field Staff Workloads, which was a condition in the Field Staff Collective Agreement (settled in November 2018)
- continued negotiations with NZEI Te Riu Roa for the renewal of the Service Managers Collective Agreement – NZEI Te Riu Roa members under coverage participated in a partial strike between 21 January and 28 February 2019
- a new Ministry offer to Service Managers was rejected by NZEI members on 22 February 2019 – the parties agreed to a job-sizing process for Service Managers, which NZEI have been asking for, and negotiations were placed on hold until May 2019 while this process is completed
• negotiations continue with the Public Service Association for the renewal of the Public Service Collective Agreement:
  o mediated bargaining occurred twice, particularly to progress the development of new performance and remuneration systems
  o the Ministry has been focusing on how to reduce the gap between low and higher incomes in negotiating this agreement, and preparing a formal offer for settlement.

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**Improving our business planning and financial management**

• internal planning and budgeting for 2019/20 and beyond underway, working to an agreed investment strategy with provision to do multi-year budgeting
• quarterly Leadership Team reprioritisation and reallocation processes now more embedded.

**Investor Confidence Rating (ICR)**

• the 2018 ICR assessment has resulted in a preliminary “B” rating for the Ministry, which is an improvement from the last “C” assessment.

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**Improving our infrastructure**

• the Ministry ranked 11th out of 71 government agencies and associated organisations with light vehicle fleets, in terms of the lowest CO2 emissions (source: New Zealand Government Procurement published dashboard)
• progressing a tender process for vehicle fleet management and vehicle booking tool services, to support and enable a flexible, mobile and responsive workforce – 30 vehicles have been replaced and a further 20 are due for delivery.

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**Good information management and systems and processes**

**Privacy**

• approved a new privacy policy on the collection and use of personal information across the Ministry.

**Improving records management**

• scoped development of a new document and records management approach
• preparing to meet the information requirements of the Royal Commission of Inquiry into Historical Abuse in State Care and in the Care of Faith-based Institutions.

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**Emergency management**

• progressed a programme to mature emergency management practices in line with the New Zealand Coordinated Incident Management System standards
• the Business Continuity and Emergency Management Group also co-ordinated the initial Ministry response to 15 March 2019 Christchurch terrorist events.

**Health, safety and security**

• gave support and advice to managers and staff after the Christchurch terrorist attack, especially to support wellbeing of those supporting affected schools and communities
• selected a National Security Guarding provider, for a consistent approach to guard force duties across our offices and assisting to manage security risks.

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**Digital recruitment process**

• delivering training for managers across the Ministry to support more effective and consistent use of our improved digital recruitment tools and processes.

**Human Resource Information System**

• began implementing a new Human Resources Information System to enable more effective workforce planning and reporting.
# Vote performance for the third quarter of 2018/19

## Vote Education

### Year to date results - Measures

<table>
<thead>
<tr>
<th>On track</th>
<th>Not on track - moderate</th>
<th>Not on track - significant</th>
<th>No result yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>10</td>
<td>10</td>
<td>31</td>
</tr>
</tbody>
</table>

### Year end forecast - Measures

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Not achieved</th>
<th>Unable to be measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>16</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Departmental measure (non-shaded)

#### Non-Departmental measure (shaded)

### Off track and not forecast to be achieved at year end

<table>
<thead>
<tr>
<th>Measures not on track</th>
<th>Current results</th>
<th>Year end forecast</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-D03-01.1 / 01.2</td>
<td></td>
<td></td>
<td>Due to an error when processing the January instalment there were unpaid credits picked up and corrected in the April instalment. There was also one school overpaid due to an issue when submitting their 1 March roll data. We are in the process of a data fix to correct this. Some manual payments were missed from the January 2019 instalment. All affected schools were notified of the missed payments which have now been rectified in the April instalment. We are unable to achieve the Budget Standard at year end as not all payments will have been accurate and timely.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Standard</th>
<th>As at March 2018</th>
<th>Accuracy</th>
<th>Timeliness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>100%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Timeliness</td>
<td>100%</td>
<td>95%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ed-M02-01</th>
<th>Budget Standard</th>
<th>As at December 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in early childhood education prior to starting school:</td>
<td>98%</td>
<td>96.9%</td>
<td></td>
</tr>
<tr>
<td>• all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Māori</td>
<td>98%</td>
<td>95.2%</td>
<td></td>
</tr>
<tr>
<td>• Pasifika</td>
<td>98%</td>
<td>93.2%</td>
<td></td>
</tr>
<tr>
<td>• Decile 1 to 3 students.</td>
<td>98%</td>
<td>93.9%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Standard</th>
<th>As at December 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>98%</td>
</tr>
<tr>
<td>Māori</td>
<td>98%</td>
</tr>
<tr>
<td>Pasifika</td>
<td>98%</td>
</tr>
<tr>
<td>Decile 1-3</td>
<td>98%</td>
</tr>
</tbody>
</table>

The Q3 participation data is not yet available. Participation data over the past twelve months shows that participation has plateaued and we are unlikely to meet the 98% target.

We had a nationwide participation initiative on the Government Electronic Tendering Service, the website listing Government tenders (which closed on 30 April). This will enable more services across New Zealand to expand, increasing participation. Historically participation initiatives have largely (but not exclusively) concentrated on the Auckland region, as Auckland had the highest level of non-participation.
### Off track and not forecast to be achieved at year end

<table>
<thead>
<tr>
<th>Measures not on track</th>
<th>Current results</th>
<th>Year end forecast</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ED-N03-01</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in primary education - The percentage of students attending school regularly:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget Standard</td>
<td>As at March 2019</td>
<td></td>
</tr>
<tr>
<td>all</td>
<td>70%</td>
<td>67.6%</td>
<td></td>
</tr>
<tr>
<td>Māori</td>
<td>70%</td>
<td>55.5%</td>
<td></td>
</tr>
<tr>
<td>Pasifika</td>
<td>70%</td>
<td>56.5%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students who do not meet the Ministry's benchmark for regular attendance are not a single group and responsibility for ensuring students are enrolled in and attending school is shared between students, parents, schools, Attendance Services, and the Ministry. The attendance of those students with the most chronic non-attendance is influenced by a range of individual, family, social and education factors including, family breakdown, insecure housing, involvement with the justice system, learning support needs (including behaviour services), poverty, family violence and a history of child abuse or neglect.</td>
</tr>
<tr>
<td><strong>ED-M02-02</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Participation in primary and secondary education: The percentage of students attending school regularly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget Standard</td>
<td>As at March 2019</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>70%</td>
<td>63.8%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Ed-M02-03</strong></td>
<td></td>
<td></td>
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<tr>
<td>Average number of days eligible children and young people wait to receive a Ministry-provided specialist learning support service after the request for support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget Standard</td>
<td>As at March 2019</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>70 calendar days</td>
<td>82.45 days</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Volumes have increased as we are delivering to more children than at the same time last year. The Early Intervention (EI) service waitlist as at 31 March 2019 was 2,637 children, compared to 2,323 children at the same time last year (14% increase). 13,215 children have received EI this year compared to 12,694 at the same time last year (4.1% increase). We are targeting the longest wait times in many cases and, in the short term, this has the effect of increasing the average wait time. We are investigating why the number of cases open for more than 150 days is still increasing in some regions.</td>
</tr>
<tr>
<td><strong>A10</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Percentage of eligible schools with ultra-fast broadband connection available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget Standard</td>
<td>As at March 2019</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>100%</td>
<td>99.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Some schools do not have an ultra-fast broadband (UFB) connection as there is no service in the area yet e.g. Chatham Islands Schools. These schools are monitored on a regular basis and will be connected once service is available.</td>
</tr>
</tbody>
</table>
### Off track and not forecast to be achieved at year end

<table>
<thead>
<tr>
<th>Measures not on track</th>
<th>Current results</th>
<th>Year end forecast</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ED-M02-13</strong>&lt;br&gt;Percentage of students retained in Service Academies who achieve NCEA Level 2.</td>
<td>![green star]</td>
<td>![red heart]</td>
<td>In 2017/18 78% of retained students achieved NCEA Level 2 or higher. The actual performance measure is lower (55%) than the budget standard (75%) because the result was expressed and therefore calculated on students who achieve NCEA Level 2 only. In 2018/19 the provisional result for NCEA Level 2 or higher achievement is 75.48%. For students who achieve NCEA Level 2, the provisional result is 53.44%. This performance measure has been changed for 2019/20 and will count both NCEA Level 2 and Level 3 achievement. This change will better capture the achievement of participating Services Academies' students.</td>
</tr>
<tr>
<td></td>
<td>Budget Standard</td>
<td>As at March 2019</td>
<td>Overall</td>
</tr>
</tbody>
</table>

| **ED-M02-14**<br>(Non-Departmental)<br>Percentage of students who have been returned to schooling within 40 days following an exclusion. | ![red heart] | ![red heart] | The target set for 2018/19 is unachievable due to a range of factors including: |
| | Budget Standard | As at March 2019 | Overall | 80% | 44.90% |
| | | | | | - timing of notifications from schools that students have been excluded  
- schools refusing enrolment of excluded students with serious behavioural issues due to lack of resources for these students  
- difficulty to contact or engage with students/whānau  
- complexity of students’ needs, often involving multiple agencies |

A challenging, but achievable target has been set for 2019/20 as a staged approach to bringing this target back to a better level; 85% of students returned to school within 75 days. To ensure we meet this new target, we are:  
- identifying areas of good practice within schools who do not exclude and accept excluded students  
- ensuring Ministry staff are working proactively with schools when exclusion decisions are made  
- updating and communicating our own Ministry procedures and guidance. |
## Off track and not forecast to be achieved at year end

<table>
<thead>
<tr>
<th>Measures not on track</th>
<th>Current results</th>
<th>Year end forecast</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ED-N06-03</strong> (Non-Departmental)</td>
<td></td>
<td></td>
<td>The Ministry's performance measure is a deliberately ambitious goal, and we are continuing to take steps to strengthen direct transitions to Level 4+ tertiary study - such as through the NCEA review, and the Reform of Vocational Education. The Ministry's reported result is not substantially lower than the 2017/18 reported result (55.6%), and is reflective of a range of factors which may discourage some students from transitioning directly from NCEA Levels 2 or 3 to Level 4+ tertiary study. These factors are not necessarily negative indicators of the health of our education system; for example, the continued prevalence of 'gap' years for many students, and a strong economy making it easier for school graduates to find employment, both drive lower direct transitions for school leavers.</td>
</tr>
<tr>
<td>Percentage of school leavers progressing directly from NCEA Level 2 and 3 or equivalent to Level 4 or above tertiary study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budget Standard</strong></td>
<td>As at March 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>55%</td>
<td>46.6%</td>
<td></td>
</tr>
<tr>
<td><strong>ED-N13-01</strong> (Non-Departmental)</td>
<td></td>
<td></td>
<td>112 of the 426 payments organised in December 2018 were not processed successfully. This was identified and corrected in February 2019. We have taken steps to avoid this in future. Although this issue is unlikely to repeat, statistically we cannot recover and achieve 99%.</td>
</tr>
<tr>
<td>State schools are paid their furniture and equipment funding in accordance with their Five Year Agreement budget allocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budget Standard</strong></td>
<td>As at March 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accurately</strong></td>
<td>99%</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td><strong>On time</strong></td>
<td>99%</td>
<td>87%</td>
<td></td>
</tr>
</tbody>
</table>
## Off track but forecast to be achieved at year end

<table>
<thead>
<tr>
<th>Measures not on track</th>
<th>Current results</th>
<th>Year end forecast</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ED-D03-03</strong></td>
<td></td>
<td></td>
<td><strong>In March 2019 three new interventions were approved. All the proposed interventions were approved within the three month target. This means that of the 35 new interventions approved since 1 July 2018, 33 have been approved within the three month target and we expect to be on track at year end.</strong></td>
</tr>
<tr>
<td>Percentage of decisions on proposed statutory interventions under Part 7A of the Education Act 1989 that are made within three months of the confirmed Education Review Office report being published, or request from boards of trustees, or referral from the sector, or determination by the Ministry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budget Standard</strong></td>
<td><strong>As at March 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>95%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td><strong>ED-M02-04.A</strong></td>
<td></td>
<td></td>
<td><strong>On track to meet Year-End target.</strong></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budget Standard</strong></td>
<td><strong>As at March 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>73%</td>
<td>71.36%</td>
<td></td>
</tr>
<tr>
<td><strong>Ed-N01-01</strong></td>
<td></td>
<td></td>
<td><strong>This quarter 3,276 applications were audited, up from 2,539 in the 2nd quarter. If there is a similar increase in the 4th quarter to the increase there was from the 2nd, the target of 4,000 (10%) will be achieved at year.</strong></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budget Standard</strong></td>
<td><strong>As at March 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>10%</td>
<td>7.5%</td>
<td><strong>Note: this is a Teaching Council measure</strong></td>
</tr>
<tr>
<td><strong>Ed-N01-03</strong></td>
<td></td>
<td></td>
<td><strong>The Teaching Council is currently making every effort to increase resources and improve processes to meet and exceed this target. New Deputies have been appointed, an additional Coordinator has been allocated to assist with the work load, and increased secretarial support is being arranged.</strong></td>
</tr>
<tr>
<td>The percentage of decisions on referrals to the Disciplinary Tribunal that are made within eight months of the referral to the Disciplinary Tribunal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budget Standard</strong></td>
<td><strong>As at March 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>95%</td>
<td>93%</td>
<td><strong>Note: this is a Teaching Council measure</strong></td>
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</tbody>
</table>
# Expenditure against appropriations

<table>
<thead>
<tr>
<th></th>
<th>Year to date</th>
<th></th>
<th></th>
<th>Full year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>Budget</td>
<td>Variance</td>
<td>Forecast</td>
<td>Budget</td>
<td>Variance</td>
</tr>
<tr>
<td></td>
<td>$m</td>
<td>$m</td>
<td>%</td>
<td>$m</td>
<td>$m</td>
<td>%</td>
</tr>
<tr>
<td><strong>Departmental Output Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place-Based Initiative - Te Tai Tokerau, Northland</td>
<td>0.6</td>
<td>0.8</td>
<td>0.2</td>
<td>25.0%</td>
<td>0.7</td>
<td>0.8</td>
</tr>
<tr>
<td>School Property Portfolio Management</td>
<td>1,389.8</td>
<td>1,400.1</td>
<td>10.3</td>
<td>0.7%</td>
<td>1,888.8</td>
<td>1,890.4</td>
</tr>
<tr>
<td>Services to Other Agencies</td>
<td>1.6</td>
<td>1.6</td>
<td>-</td>
<td>-</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Support and Resources for Education Providers</td>
<td>82.4</td>
<td>84.1</td>
<td>1.7</td>
<td>2.0%</td>
<td>114.3</td>
<td>115.8</td>
</tr>
<tr>
<td>Support and Resources for Parents and the Community</td>
<td>7.5</td>
<td>8.3</td>
<td>0.8</td>
<td>9.6%</td>
<td>10.5</td>
<td>11.8</td>
</tr>
<tr>
<td><strong>Total Departmental Output Expenses</strong></td>
<td>1,481.9</td>
<td>1,494.9</td>
<td>13.0</td>
<td>0.9%</td>
<td>2,016.3</td>
<td>2,020.8</td>
</tr>
<tr>
<td><strong>Departmental Capital Expenditure</strong></td>
<td>747.1</td>
<td>757.4</td>
<td>10.3</td>
<td>1.4%</td>
<td>876.5</td>
<td>876.5</td>
</tr>
<tr>
<td><strong>Non-Departmental Output Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to the Education Council of Aotearoa New Zealand</td>
<td>5.2</td>
<td>5.5</td>
<td>0.3</td>
<td>5.5%</td>
<td>14.1</td>
<td>14.1</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>960.9</td>
<td>983.6</td>
<td>22.7</td>
<td>2.3%</td>
<td>1,927.6</td>
<td>1,960.6</td>
</tr>
<tr>
<td>Primary Education</td>
<td>1,636.3</td>
<td>1,671.0</td>
<td>34.7</td>
<td>2.1%</td>
<td>3,239.6</td>
<td>3,288.6</td>
</tr>
<tr>
<td>School Managed Network Funding</td>
<td>14.4</td>
<td>15.2</td>
<td>0.8</td>
<td>5.5%</td>
<td>28.8</td>
<td>28.8</td>
</tr>
<tr>
<td>School Transport</td>
<td>102.6</td>
<td>97.3</td>
<td>(5.3)</td>
<td>(5.4%)</td>
<td>205.6</td>
<td>190.0</td>
</tr>
<tr>
<td>Schooling Improvement</td>
<td>2.6</td>
<td>4.5</td>
<td>1.9</td>
<td>42.2%</td>
<td>7.3</td>
<td>8.2</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>1,133.8</td>
<td>1,158.1</td>
<td>24.3</td>
<td>2.1%</td>
<td>2,273.4</td>
<td>2,309.2</td>
</tr>
<tr>
<td>Secondary - Tertiary Interface</td>
<td>34.0</td>
<td>35.0</td>
<td>1.0</td>
<td>2.9%</td>
<td>78.6</td>
<td>81.0</td>
</tr>
<tr>
<td>Support for Early Childhood Education Providers</td>
<td>0.5</td>
<td>0.5</td>
<td>-</td>
<td>-</td>
<td>11.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Supporting Parenting</td>
<td>5.4</td>
<td>7.1</td>
<td>1.7</td>
<td>23.9%</td>
<td>7.7</td>
<td>9.3</td>
</tr>
<tr>
<td>UNESCO</td>
<td>0.3</td>
<td>0.3</td>
<td>-</td>
<td>-</td>
<td>2.1</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total Non-Departmental Output Expenses</strong></td>
<td>5,639.7</td>
<td>5,743.9</td>
<td>104.2</td>
<td>1.8%</td>
<td>7,744.9</td>
<td>7,872.1</td>
</tr>
<tr>
<td><strong>Non-Departmental Benefits or Related Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home School Allowances</td>
<td>3.4</td>
<td>4.1</td>
<td>0.7</td>
<td>17.1%</td>
<td>4.7</td>
<td>5.8</td>
</tr>
<tr>
<td>Scholarships and Awards for Students</td>
<td>11.0</td>
<td>12.3</td>
<td>1.3</td>
<td>10.6%</td>
<td>14.5</td>
<td>16.3</td>
</tr>
<tr>
<td>Scholarships and Awards for Teachers and Trainees</td>
<td>13.2</td>
<td>14.2</td>
<td>1.0</td>
<td>7.0%</td>
<td>19.5</td>
<td>20.4</td>
</tr>
<tr>
<td><strong>Total Non-Departmental Benefits or Related Expenses</strong></td>
<td>27.6</td>
<td>30.6</td>
<td>3.0</td>
<td>9.8%</td>
<td>38.7</td>
<td>42.5</td>
</tr>
<tr>
<td><strong>Non-Departmental Other Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impairment of Debts and Assets and Debt Write-Offs</td>
<td>0.9</td>
<td>1.5</td>
<td>0.6</td>
<td>40.0%</td>
<td>1.4</td>
<td>2.0</td>
</tr>
<tr>
<td>Integrated Schools Property</td>
<td>59.0</td>
<td>59.0</td>
<td>-</td>
<td>-</td>
<td>76.6</td>
<td>76.6</td>
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<tr>
<td><strong>Total Non-Departmental Other Expenditure</strong></td>
<td>59.9</td>
<td>60.5</td>
<td>0.6</td>
<td>1.0%</td>
<td>78.0</td>
<td>78.6</td>
</tr>
<tr>
<td><strong>Non-Departmental Capital Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Support Project</td>
<td>0.6</td>
<td>1.4</td>
<td>0.8</td>
<td>57.1%</td>
<td>1.8</td>
<td>1.9</td>
</tr>
<tr>
<td>Schools Furniture &amp; Equipment</td>
<td>23.1</td>
<td>34.7</td>
<td>11.6</td>
<td>33.4%</td>
<td>27.7</td>
<td>47.4</td>
</tr>
<tr>
<td></td>
<td>Year to date</td>
<td></td>
<td>Full year</td>
<td></td>
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<tr>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Actual</td>
<td>Budget</td>
<td>Variance</td>
<td>Forecast</td>
<td>Budget</td>
<td>Variance</td>
</tr>
<tr>
<td></td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td><strong>Total Non-Departmental Capital Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>23.7</td>
<td>36.1</td>
<td>12.4</td>
<td>29.5</td>
<td>49.3</td>
<td>19.3</td>
</tr>
<tr>
<td><strong>Multi-Category Expenses and Capital Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Improved Quality Teaching and Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support and Resources for Teachers</td>
<td>76.2</td>
<td>74.6</td>
<td>1.6</td>
<td>100.1</td>
<td>100.1</td>
<td>-</td>
</tr>
<tr>
<td>Curriculum Support</td>
<td>39.3</td>
<td>33.6</td>
<td>0.7</td>
<td>54.1</td>
<td>54.1</td>
<td>-</td>
</tr>
<tr>
<td>Professional Development and Support</td>
<td>72.3</td>
<td>73.3</td>
<td>1.0</td>
<td>108.3</td>
<td>109.4</td>
<td>1.1</td>
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<tr>
<td><strong>Total Improved Quality Teaching and Learning</strong></td>
<td>187.8</td>
<td>192.5</td>
<td>4.7</td>
<td>262.5</td>
<td>263.6</td>
<td>1.1</td>
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<tr>
<td><strong>Outcomes for Target Student Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions for Target Student Groups</td>
<td>217.3</td>
<td>223.3</td>
<td>6.0</td>
<td>297.5</td>
<td>299.3</td>
<td>1.8</td>
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<td>Learning Support</td>
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<td>323.2</td>
<td>7.1</td>
<td>448.6</td>
<td>454.9</td>
<td>6.3</td>
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<td>Service Academies</td>
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<td>2.8</td>
<td>0.5</td>
<td>3.5</td>
<td>3.5</td>
<td>-</td>
</tr>
<tr>
<td>Students Attendance and Engagement</td>
<td>7.1</td>
<td>7.3</td>
<td>0.2</td>
<td>9.5</td>
<td>9.7</td>
<td>0.1</td>
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<tr>
<td><strong>Total Outcomes for Target Student Groups</strong></td>
<td>542.8</td>
<td>556.6</td>
<td>13.8</td>
<td>759.3</td>
<td>767.5</td>
<td>8.2</td>
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<tr>
<td><strong>Oversight and Administration of the Qualifications System</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of Communications and Advisory Services</td>
<td>2.4</td>
<td>2.4</td>
<td>-</td>
<td>3.4</td>
<td>3.4</td>
<td>-</td>
</tr>
<tr>
<td>Qualifications Support Structures</td>
<td>4.5</td>
<td>4.5</td>
<td>-</td>
<td>6.0</td>
<td>6.0</td>
<td>-</td>
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<tr>
<td>Quality Assurance</td>
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<td>4.4</td>
<td>-</td>
<td>5.1</td>
<td>5.1</td>
<td>-</td>
</tr>
<tr>
<td>Secondary School Assessments</td>
<td>25.5</td>
<td>25.4</td>
<td>(0.1)</td>
<td>36.0</td>
<td>36.0</td>
<td>-</td>
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<tr>
<td><strong>Total Oversight and Administration of the Qualifications System</strong></td>
<td>40.8</td>
<td>40.7</td>
<td>(0.1)</td>
<td>50.8</td>
<td>50.8</td>
<td>-</td>
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<tr>
<td><strong>Oversight of the Education System</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ministerial Services</td>
<td>4.1</td>
<td>4.1</td>
<td>-</td>
<td>5.2</td>
<td>5.2</td>
<td>-</td>
</tr>
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<td>Monitoring the Education System</td>
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<td>9.9</td>
<td>0.2</td>
<td>17.4</td>
<td>18.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Policy Advice</td>
<td>14.7</td>
<td>18.1</td>
<td>3.4</td>
<td>23.8</td>
<td>24.1</td>
<td>0.3</td>
</tr>
<tr>
<td>Research and Analysis</td>
<td>19.1</td>
<td>17.9</td>
<td>(1.2)</td>
<td>19.9</td>
<td>19.9</td>
<td>-</td>
</tr>
<tr>
<td>Education Research Initiatives</td>
<td>2.8</td>
<td>2.3</td>
<td>(0.5)</td>
<td>3.0</td>
<td>3.0</td>
<td>-</td>
</tr>
<tr>
<td>Independent Advice on Government Priority Areas</td>
<td>-</td>
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<td>69.5</td>
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<td><strong>Total Multi-Category Appropriations</strong></td>
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<td>Total Multi-Year Appropriations</td>
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<td>842.4</td>
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<td>1,141.8</td>
<td>1,152.4</td>
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<td>Teacher-Led Innovation Fund</td>
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<td>1.1</td>
<td>2.2</td>
<td>4.7</td>
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<tr>
<td>Schools Payroll Sustainability Loan</td>
<td>4.6</td>
<td>2.6</td>
<td>(2.0)</td>
<td>(100.0%)</td>
<td>9.0</td>
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<tr>
<td><strong>Total Multi-Year Appropriations</strong></td>
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<td>4.6</td>
<td>(0.9)</td>
<td>11.2</td>
<td>13.7</td>
<td>2.5</td>
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<td><strong>Total Vote Education</strong></td>
<td>8,807.2</td>
<td>8,970.4</td>
<td>163.2</td>
<td>11,938.9</td>
<td>12,105.9</td>
<td>167.7</td>
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</table>
Commentary

Total expenditure for Vote Education is under budget by $163.2 million (1.8%).

Significant areas of under-spend are:

a. **Secondary Education** – $38.2 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. A small demand driven reduction occurred at March Baseline Update (MBU). However, due to the volatility of demand, an estimated underspend of $44 million (1.9%) is forecasted at year end. Identified full year savings of $15.190 million in Investing for Educational Success was reprioritised to other priority areas in Budget 19.

b. **Primary Education** – $34.5 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. A small demand driven reduction occurred at MBU. However, due to the volatility of demand, an estimated underspend of $50 million (1.5%) is forecasted at year end. Identified full year savings of $28.613 million in Investing for Educational Success was reprioritised to other priority areas in Budget 19.

c. **Early Childhood Education** – $22.8 million, mainly due to lower demand than forecast. Although demand was reforecast down at MBU, due to the volatility of demand, an estimated underspend of $23 million (1%) is forecasted at year end.

d. **Schools Furniture & Equipment** – $11.6 million, mainly due to the timing of delivery of roll growth projects. An in-principle transfer has been approved in MBU.

e. **School Property Portfolio Management** – $10.3 million, mainly due to a change of closed site management service provider and timing of property management expenditure and depreciation on completed projects.

f. **Outcomes for Target Student Groups MCA**
   
   - **Interventions for Target Student Groups** – $6.0 million, mainly due to delays in some programmes of work and, to a lesser extent, delays in appointing regional positions. The expenditure will be closer to budget at year end.
   
   - **Learning Support** – $7.1 million, mainly due to lower salary rates and/or full time teacher equivalents being lower than anticipated.

g. **Improved Quality Teaching and Learning**
   
   - **Professional Development and Support** – $7 million underspend, mainly due to the timing of Strengthening Early Learning Opportunities (SELO) programmes and timing of Digital Technology PLD.
   
   - **Support and Resources for Teachers** – $1.6 million overspend, mainly due to timing of the expenditure associated with the Education Work Programme including NCEA Review, Education Workforce Strategy and Teacher Supply, and the Pay Equity Programme. The expenditure is expected to continue at the current rate and will be close to budget.

Partially offset by an over-spend in **Schools Payroll Sustainability Loan** – $2 million, due to timing of the loan drawdown by Education Payroll Limited.
Vote Tertiary Education has 10 performance measures, all of which are on track.
### Expenditure against appropriations

<table>
<thead>
<tr>
<th></th>
<th>Year to Date</th>
<th></th>
<th></th>
<th>Full Year</th>
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<td></td>
<td>Actual</td>
<td>Budget</td>
<td>Variance</td>
<td>Forecast</td>
<td>Budget</td>
<td>Variance</td>
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<tr>
<td></td>
<td>$m</td>
<td>$m</td>
<td>%</td>
<td>$m</td>
<td>$m</td>
<td>%</td>
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<tr>
<td><strong>Non-Departmental Output Expenses</strong></td>
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<tr>
<td>Access to Tertiary Education</td>
<td>17.1</td>
<td>19.2</td>
<td>2.1</td>
<td>23.5</td>
<td>25.5</td>
<td>2.0</td>
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<td>Administration of and Support for the Tertiary Education and Careers Systems</td>
<td>48.1</td>
<td>48.1</td>
<td>1.0</td>
<td>69.2</td>
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<tr>
<td>Centres of Research Excellence</td>
<td>37.3</td>
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<td>-</td>
<td>49.8</td>
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<td>International Education programmes</td>
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<td>24.8</td>
<td>(0.4)</td>
<td>(1.6%)</td>
<td>32.9</td>
<td>34.6</td>
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<td>Tertiary Education Research and Research-Based Teaching</td>
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<td>-</td>
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<td>Tertiary Sector / Industry Collaboration Projects</td>
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<td>21.7</td>
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<td>26.7%</td>
<td>23.0</td>
<td>28.2</td>
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<td>University-led Innovation</td>
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<td>5.1</td>
<td>73.9%</td>
<td>3.8</td>
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<td><strong>Total Non-Departmental Output Expenses</strong></td>
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<td>396.4</td>
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<td>518.7</td>
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<td><strong>Non-Departmental Benefits or Related Expenses</strong></td>
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<tr>
<td>Awards for Outbound New Zealand Students</td>
<td>3.7</td>
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<td>5.0</td>
<td>5.0</td>
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<tr>
<td>Scholarships for Inbound International Students</td>
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<td>-</td>
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<td>Support to Apprentices</td>
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<td>(0.8%)</td>
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<td><strong>Total Non-Departmental Benefits or Related Expenses</strong></td>
<td>16.4</td>
<td>17.4</td>
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<td>5.7%</td>
<td>22.1</td>
<td>22.5</td>
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<td><strong>Non-Departmental Other Expenditure</strong></td>
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<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total Non-Departmental Other Expenditure</strong></td>
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<td>15.4</td>
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<td><strong>Non-Departmental Capital Expenditure</strong></td>
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<td>100.0%</td>
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<td>-</td>
<td>-</td>
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<td>50.0</td>
</tr>
<tr>
<td>Support for Unitec Institute of Technology</td>
<td>27.0</td>
<td>27.0</td>
<td>-</td>
<td>-</td>
<td>35.0</td>
<td>35.0</td>
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<tr>
<td>Support for Whitireia New Zealand</td>
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<td>20.0%</td>
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<tr>
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<td>-</td>
<td>-</td>
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<td>Stewardship of the Tertiary Education System</td>
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<td>Policy Advice</td>
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<td>7.1</td>
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<td>(2.8%)</td>
<td>10.0</td>
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<td>Research, Data Analysis and Monitoring</td>
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<td>0.4</td>
<td>8.7%</td>
<td>5.8</td>
<td>8.6</td>
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</table>

29
<table>
<thead>
<tr>
<th>Total Stewardship of the Tertiary Education System</th>
<th>11.5</th>
<th>11.7</th>
<th>0.2</th>
<th>1.7%</th>
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<th>15.8</th>
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<tr>
<td>Tertiary Tuition and Training</td>
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<td>Community Education</td>
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<td>5.4%</td>
<td>67.9</td>
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<td>1,570.2</td>
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<td>0.8%</td>
<td>1,994.9</td>
<td>2,097.9</td>
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<td>229.6</td>
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<td>7.8%</td>
<td>265.4</td>
<td>305.8</td>
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<td>37.4%</td>
<td>261.2</td>
<td>349.7</td>
<td>88.5</td>
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<tr>
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<td>2,163.9</td>
<td>149.1</td>
<td>6.9%</td>
<td>2,589.4</td>
<td>2,827.5</td>
<td>238.1</td>
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<td>6.9%</td>
<td>2,605.2</td>
<td>2,843.3</td>
<td>238.1</td>
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<td>2,763.9</td>
<td>231.9</td>
<td>8.4%</td>
<td>3,348.1</td>
<td>3,602.5</td>
<td>254.4</td>
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</table>

**Commentary**

Total expenditure for Vote Tertiary Education is below budget by $231.9 million (8.4%). Significant areas of under-spend are below.

a. **Tertiary Sector / Industry Collaboration Projects** – $5.8 million, the funding has been allocated but a number of providers are taking longer than expected to meet their deliverable requirements.

b. **University-led Innovation** – $5.1 million, mainly due to the longer than expected time it is taking the universities to meet the requirements of the fund. Identified full year savings of $5.061 million was re-prioritised to other priority areas in Budget 19.

c. **Support for Lincoln University** – $65 million, Lincoln University and AgResearch were unable to secure an affordable contractor for a proposed Joint Facility with AgResearch within previously agreed funding parameters. The fund is transfer to 2019/20 and out years.

d. **Tertiary Training and Tuition MCA**
   - **Fees-free Payments** – $115.2 million due to a lower than expected rate of student intake. The updated full year forecast of $88.5m underspend takes into account the 2019 new student intake for Fees-free. Identified full year savings of $49.465 million was re-prioritised to other priority areas in Budget 19.
   - **Training for Designated Groups** – $18.0 million, mainly due to the low level of demand in Youth Guarantee programme. The full year forecast is expected to be under spent by $40m. Identified full year savings of $29.457 million was re-prioritised to other priority areas in Budget 19.
   - **Tertiary Education: Student Achievement Component** – $12.9 million, mainly due to reduced demand in SAC Level 1-2 Competitive. Identified full year savings of $123.949 million was re-prioritised to other priority areas in Budget 19.