

## Annual Report 2017 — Part one

### Section 19B reports

The Vote Education and Vote Tertiary Education Section 19B Reports in Relation to Non-Departmental Appropriations for the year ended 30 June 2017 were presented to the House in accordance with section 19B of the Public Finance Act 1989.

[Vote Education Section 19B Report 2016-2017\[PDF, 417 KB\]](#)

[Vote Tertiary Education Section 19B Report 2016-2017\[PDF, 520 KB\]](#)

### Parts 2 and 3 of the Annual Report 2017

Download the full Annual Report 2017 to view:

- Part 2 — Our performance information
- Part 3 — Annual financial statements.

[Annual Report 2017 \[PDF, 1.3 MB\]](#)

### Contents

[Foreword from the Secretary for Education](#)

[The year 2017 at a glance](#)

[Our purpose and role](#)

[Part 1 - Our key achievements](#)

[Introduction](#)

[The education system is relevant and reaches all children and students](#)

[Every child and student achieves educational success](#)

[New Zealanders have skills and knowledge for work and life](#)

[Effective stewardship of the education system](#)

[Building capability and managing responsibly](#)

[Our governance](#)

- **Released:** 23 Nov 2017
- ISBN 978-1-77669-189-0 (Print); ISBN 978-1-77669-190-6 (Online)

Related downloads

- [Annual Report 2017 \[PDF, 1.3 MB\]](#)
- [Vote Education Section 19B Report 2016/17\[PDF, 417 KB\]](#)
- [Vote Tertiary Education Section 19B Report 2016/17\[PDF, 520 KB\]](#)

## Foreword from the Secretary for Education

The Ministry's purpose is to shape an education system that delivers equitable and excellent outcomes for children and young people. A strong focus on student learning and wellbeing underpins all our policy advice and the services we provide.

During 2016/17, a huge milestone for New Zealand's education system was reached with the passage of the most significant update to education legislation in nearly 30 years. The Education (Update) Amendment Act 2017 presents the opportunity to publish a statement of National Education and Learning Priorities (NELP) to set out the Government's priorities for the early childhood and compulsory schooling sector. The updated Act sets out the objectives of the education system, enhances the options for collaboration between education providers, and modernises our education system to meet the challenges of the 21st century. The Act also disestablished Careers New Zealand (CNZ) and created a refocused careers service within the Tertiary Education Commission (TEC).

To promote collaboration and provide seamless pathways for children and young people's learning we have supported the implementation of Communities of Learning | Kāhui Ako bringing schools, early learning services and tertiary providers together where they form a pathway of learning. By 30 June 2017, 1,630 schools, 184 early learning services and four tertiary providers – across every education region – were part of a Community of Learning | Kāhui Ako.

During the year we have been working on other system changes to help create the right conditions for children and young people to progress and achieve. This included:

- developing and testing a new model for learning support services. Changes are based on the recommendations of the 2016 Learning Support Update and are designed to provide a system that is easier to access, and more child-focused and efficient
- developing draft Digital Technologies | Hangarau Matihiko content for the *New Zealand Curriculum* and *Te Marautanga o Aotearoa* which comprise our National Curriculum for schools and kura. This was launched for consultation in June 2017 and is the biggest change to our curriculum in 10 years. This content is designed to help ensure young New Zealanders are digitally fluent for the future
- redesigning the Professional Learning and Development (PLD) system to be more responsive to the needs of teachers, education leaders and students
- promoting a systematic Positive Behaviour for Learning approach and providing practical resources on bullying to help improve children's wellbeing and increase educational achievement
- developing advice on replacing the current decile system as part of a new funding model for early learning and schooling. The aim is to have a new system that funds schools and, in due course, early learning services in relation to the needs of the individual students
- developing, with the Ministry of Business, Innovation and Employment, the Government's response to the Productivity Commission inquiry into *New Models of Tertiary Education*. This inquiry was the largest review of tertiary education in more than a decade, and the Government's planned work in response sets a substantial work programme for coming years.

We continue to provide the sector with the core infrastructure, services and information they need. We are actively addressing roll growth in Auckland and since 2014 have delivered places for 8,978 students. We finished the year slightly ahead of schedule on our school property work supporting the Canterbury rebuild and also provided emergency support to schools following the North Canterbury earthquake in November 2016.

---

We continue to make more information available to support decision making:

- helping students and their families know what options are available; and
- enabling Ministers and the sector to better target effort and resources, nationally and locally.

Through all my engagements with staff and sector partners, since joining the Ministry in December 2016, I have been inspired and energised by their commitment to delivering equity and excellence in education. I want to thank everyone sincerely for their efforts during 2016/17. I am confident our combined efforts are helping shape an education system with high quality teaching, a strong local curriculum, personalised learning pathways, and transparency of progress and achievement toward equity and excellence for all children and young people.

**Iona Holsted**

Secretary for Education

## The year 2017 at a glance



**Long description for year at a glance page 1**

### Progress on our five key indicators:

More children have participated in quality early childhood education (ECE) before starting primary school  
graph showing a 0.1% increase between June and December 2016 to 96.7%, with a December 2016 target of 98%

Primary school age student achievement of National Standards is being maintained

graph showing achievement of National Standards in reading decreased 0.3% to 77.8% in 2016, writing decreased 0.3% to 71.2% and maths decreased 0.1% to 75.4%, all with a December 2017 target of 85%

More 18 year olds are achieving NCEA Level 2 qualifications

graph showing a 1.3% increase in 2016 to 84.6%, with a December 2017 target of 85%

More young people have Level 4 qualifications...

graph showing a 1.1% increase in 2016 to 57.6%, with a December 2017 target of 60%

...however more young people are not in employment, education or training (this is followed by a footnote which says: The survey questions that provide the data for this measure were changed in 2016 to better identify those in education. Rates should be interpreted with caution as it is not clear what impact these changes had on the number of people recorded as not in the employment, education or training in 2016/17. See page 35 for additional commentary.)

graph showing a 2.5% increase for 15-19 year-olds from 7.2% in 2016 to 9.7% in 2017

graph showing a 0.7% increase for 20-24 year-olds from 15.0% in 2016 to 15.7% in 2017.

### Disparity of achievement remains a challenge...

Graph showing school leaver highest qualification in 2016 by ethnicity:

---

Māori

Less than NCEA Level 1 – 19%

NCEA Level 1 – 14%

NCEA Level 2 – 33%

NCEA Level 3 or above – 34%

Pasifika

Less than NCEA Level 1 – 14%

NCEA Level 1 – 12%

NCEA Level 2 – 31%

NCEA Level 3 or above – 43%

European

Less than NCEA Level 1 – 8%

NCEA Level 1 – 8%

NCEA Level 2 – 26%

NCEA Level 3 or above – 58%

Asian

Less than NCEA Level 1 – 5%

NCEA Level 1 – 4%

NCEA Level 2 – 16%

NCEA Level 3 or above – 75%

**Long description for year at a glance page 2**

Nearly 200,000 children were enrolled in ECE services

Over 5,000 ECE services and playgroups.

Over 799,000 children and students enrolled in primary and secondary schools

New Zealand's curriculum was taught in over 2,500 schools by over 54,300 teachers.

Over 576,000 students were in formal tertiary education, including 148,000 in industry based training

In 2016/17, we spent over \$14.0 billion to enable over 1.5 million children, young people and adult students to learn and achieve.

Over \$8.0 billion was spent on schooling

\$923 million of capital expenditure was spent on school property

Over \$185 million was spent on school transport

\$3.0 billion was spent on tertiary education

Over \$1.8 billion was spent on ECE

Over \$122 million was spent on other support for the education system.

We manage a property portfolio of \$17.2 billion to provide, upgrade and maintain the physical environment to support children, young people and adult students to achieve educational success.

## Our people

We employed over 2,630 people in full-time equivalent roles (as at 30 June 2017).

We work from 37 locations around New Zealand, as well as our National Office in Wellington. Around 75% of our staff directly support either children and young people, or educators and education services.

## Our purpose and role

### Our purpose

We shape an education system that delivers equitable and excellent outcomes.

### Our vision

Our vision is to see all children and students succeed personally and achieve educational success.

We want every New Zealander to:

- be strong in their national and cultural identity
- aspire for themselves and their children to achieve more
- have the choice and opportunity to be the best they can be
- be an active participant and citizen in creating a strong civil society
- be productive, valued and competitive in the world.

### Our stewardship role

The Ministry of Education is the lead advisor to the Government on education, and also the steward of the education system. Stewardship in this context means:

- focusing on educational achievement for all children, young people and adult students, in support of their social and economic outcomes
- providing advice on the long term health and performance of the education system
- providing support to raise the quality of teaching
- ensuring the system reflects and fulfils our responsibilities under the Treaty of Waitangi.

### What we do

We need to make sure the system works for every learner, at every stage, and as a whole; and help educational leaders deliver the best outcomes for each and every child and student. To achieve this we:

- regulate and support early learning providers, to ensure they are set up appropriately to provide education and support to children
  - support schools and teachers to raise achievement through advisory and support initiatives, as well as learning programmes for individual students and their families or whānau
-

- provide learning support services to children and young people, and support to early learning services and schools
- deliver direct infrastructure services to help schools function – including property, transport and information technology
- set payroll strategy and monitor the schools payroll service to support an effective school workforce
- administer the funding for early learning services and for schools, and hold responsibility for tertiary education funding which is administered by the Tertiary Education Commission
- gather, analyse, publish and use evidence, data and knowledge across the system
- provide advice to government across the system.

## Part 1 - Our key achievements

This section outlines our key achievements during 2016/17 and how our work has delivered against the priorities set out in the Ministry's *Four Year Plan 2016-2020*.

It outlines the performance framework for the year and reports on progress against our three long term outcomes:

- **The education system is relevant and reaches all children and students**
- **Every child and student achieves educational success**
- **New Zealanders have skills and knowledge for work and life.**

It then reports on progress during 2016/17 in our stewardship role and managing the Ministry itself, through sections on:

- **Effective stewardship of the education system**
- **Building capability and managing responsibly.**

## Introduction

This section outlines our key achievements during 2016/17 and how our work delivered against the priorities set out in the Ministry's Statement of Intent, *Ambitious for New Zealand, Four Year Plan 2016-2020*. The strategic framework for the organisation was updated during 2016/17 and is summarised in our 'Plan-on-a-Page', set out on the next page. It shows how the work we do will lead to the outcomes we seek for education in New Zealand.

The following sections report on progress against our three desired long term outcomes:

- The education system is relevant and reaches all children and students
- Every child and student achieves educational success
- New Zealanders have skills and knowledge for work and life.

In *Ambitious for New Zealand, Four Year Plan 2016-2020* we identified five key indicators which provide a litmus test of the Ministry's progress in raising achievement:

- **Indicator 1:** Increase participation in early childhood education (ECE) (see page 19)
-

- **Indicator 2:** Increase the proportion of enrolled students at or above National Standards levels (see pages 21 and 22)
- **Indicator 3:** Increase the proportion of 18 year olds with NCEA Level 2 or equivalent qualifications (see page 23)
- **Indicator 4:** Increase the proportion of 25 to 34 year olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above) (see page 33)
- **Indicator 5:** Decrease the proportion of youth not in employment, education or training (see pages 35).

Progress against these is reported under the relevant outcome.

These high level measures are supported by a comprehensive set of performance measures across all Ministry activity set out in the Information Supporting the Estimates of Appropriations and the Supplementary Estimates. Results for these 2016/17 performance measures are reported in *Part 2 – Our performance information*.

We conclude by reporting on progress against our stewardship intentions and provide an update on organisational health and capability.

## Four Year 'Plan-on-a-page'

Long description for four year 'plan-on-a-page'

## The education system is a major contributor to:

Social and cultural participation and wellbeing  
Economic prosperity and growth

## Long term outcomes

So that:

The education system is relevant and reaches all children and students  
Every child and student achieves educational success  
New Zealanders have skills and knowledge for work and life

## Intermediate objectives

Then we will see...

High quality regulatory, funding and institutional arrangements  
High quality curriculum and qualification frameworks  
Information and data enabling good decision-making  
High quality infrastructure  
High participation and engagement  
All learners achieving and progressing to their potential

Informed and supportive parents, whānau, iwi, communities and employers  
Effective teaching and educational leadership  
Skills match labour market needs  
Internationally credible skills and institutions  
Socially and culturally confident and competent people  
High quality research and innovation

## Our intentions

We will deliver:

### Our stewardship intentions

More effective collaboration with the sector and other partners  
Use and share data and evidence to improve decision making  
Better targeting of investment  
Better tailoring of services  
Better advice to government

### Priorities in education

Improving student centred pathways - Communities of Learning | Kāhui Ako  
Implementing Education Act Update  
Reviewing funding systems  
Lifting the quality of teaching and leadership  
Strengthening inclusion  
Improving and developing our engagement with parents, whānau, communities and employers  
Supporting the system to maximise opportunities of digital technology  
Enhancing education physical infrastructure  
Supporting the teaching workforce

### Priorities in tertiary education

Delivering skills for industry  
Getting at-risk young people into a career  
Boosting achievement of Māori and Pasifika  
Improving adult literacy and numeracy  
Strengthening research based institutions  
Growing international linkages

## How we will operate

Strong leadership and clear strategic direction  
Capable and motivated staff

---

Good financial and resource management  
Good information management systems and processes

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

Our education system must meet the needs of our diverse population, be accessible and relevant to all, and flexible enough to accommodate different aspects and stages of children and young people's lives.

### **Supporting high quality regulatory, funding and institutional arrangements**

Regulatory, funding and institutional arrangements must be effective and support the educational achievement of all children and young people, and the outcomes of the education system.

## **Supporting the development of Communities of Learning | Kāhui Ako**

Through Communities of Learning | Kāhui Ako, we are working to get our early learning services, schools and tertiary institutions working together to lift education achievement for all children and young people.

### **Communities of Learning | Kāhui Ako, as at 30 June 2017:**

**197** established Communities of Learning | Kāhui Ako, including:

1,630 schools

184 early learning services and

4 tertiary providers

**67** Communities of Learning | Kāhui Ako have achievement challenges endorsed by the Minister of Education

**Over 550,000** students including **132,000** Māori students and over **55,000** Pasifika students within Communities of Learning | Kāhui Ako

**110** leaders appointed plus **198** across school teachers appointed plus **1,009** within school teachers appointed.

Communities of Learning | Kāhui Ako help raise the quality of teaching and leadership through collaborative inquiry and the sharing of best practice across the education sector. Communities set shared achievement challenges to raise student performance based on the needs of each Community's children and young people. Three new roles - Community Leader, Across Community of Learning Teacher, and Within School Teacher - have been created, and are appointed by communities, to work across and within schools to support and share effective school leadership and practice.

According to a December 2016 report<sup>2</sup>, our Communities of Learning | Kāhui Ako are "growing momentum", showing "high levels of shared purpose and commitment", and are "confident about their capacity to use student data to identify their achievement challenges."

Evaluation by the Ministry and sector partners has highlighted the need to continue to refine the policy, especially in relation to the scale of the change, supporting teachers and principals with their new responsibilities.

We showcased tools and resources to support education leaders, teachers and board members through a series of

---

Regional Cross Sector Forum Expos across all 10 education regions between April and June 2017. These were a follow up to a national forum held in Auckland in March 2017. The Expos were an opportunity for us to increase understanding across the country of what we are doing to support Communities of Learning | Kāhui Ako. Seventy-eight percent of respondents reported that their overall experience of the Forum was relevant. A total of 74% said the Forum was useful and 77% learned something new that they would share with others.

## Updating the Education Act 1989

The Education (Update) Amendment Act 2017 became law on 19 May 2017. It is the most comprehensive update to New Zealand's education legislation in almost 30 years.

The Education (Update) Amendment Act 2017 puts the achievement of children and young people at the heart of the education system. It does this by setting clear objectives for the early childhood and compulsory education system. It also introduces a new stand alone document called the statement of National Education and Learning Priorities (NELP), through which the Government will set its education priorities.

The Act also enhances the options for collaboration between education providers, and modernises our education system to meet the challenges of the 21st century.

[See long description of the key theme of the Education \(Update\) Amendment Act 2017](#)

During 2016/17, the Act was introduced to Parliament, open for public submissions and referred to the Education and Science Select Committee. We provided support to these processes, and are now focusing on implementation of the updated Act. Our first steps include planning the new statement of NELP, designing a new planning and reporting regime for schools, and developing regulations to enable the establishment of Communities of Online Learning.

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

The legislation for the tertiary education system is also being updated to be flexible, innovative and accountable, and ensure it delivers the right skills for the 21st century.

The changes in the Education (Tertiary Education and Other Matters) Amendment Bill will:

- increase flexibility, innovation and accountability in the tertiary education system
- enable the delivery of the right skills for the 21st century
- enhance the welfare of international students studying in New Zealand.

Public submissions on the draft Bill closed in October 2016. Through this process, we sought feedback on whether the amendments were clear and easily understood, if any implementation issues are likely, and the potential impact of the proposals on tertiary education organisations and students.

The Education (Tertiary Education and Other Matters) Amendment Bill was introduced in the House in May 2017, received its first reading, and was referred to the Education and Science Committee for its consideration. The Committee called for submissions, which closed on 23 June 2017, and over 2,000 were received. The Bill is not

expected to be reported back to the House until after the general election.

We updated our forecast of future demand for provider based tertiary education at Level 3 and above following the release of updated population and unemployment data by Statistics New Zealand and the Treasury. In line with the forecasted gradual improvement of the economy, our most recent forecast showed a slight year-on-year decrease of demand between 2017 and 2021. Despite this, Student Loan expenditure is still forecast to increase slightly each year, mostly due to increased borrowing for course fees. This forecast informed government decisions for Budget 2017, and planning for the Tertiary Education Commission (TEC) and sector.

The direction set out in the Government's July 2017 response to the Productivity Commission's inquiry into *New Models of Tertiary Education* signals some immediate and long term changes to improve the responsiveness, innovation and effectiveness of the tertiary education system. We, along with the Ministry of Business, Innovation and Employment, advised the Minister for Tertiary Education, Skills and Employment on this response and will lead the work programme set out in it. This will help to ensure the system is well positioned to meet the challenges of the future, including rapid changes across our population, in our workplaces and through evolving technology. It is focused on four key areas:

creating a more student-centred system – so that students can make good decisions about their education and move easily through education and between education and employment

meeting the needs of industry through relevant, responsive and supportive teaching – to ensure graduates have the skills needed to find and maintain sustainable employment

improving performance across the system – so that providers and government can adapt and respond quickly and effectively to changing needs

enabling and encouraging innovative new models and providers – so that tertiary education is open to new and innovative ideas that contribute to strong outcomes for New Zealand.

## **Updating funding systems for early learning and schooling**

In October 2016, Cabinet agreed to further testing and development of a possible new funding model for early learning and schooling. The new funding model will be more student-focused and support more equitable outcomes for all children, while retaining a viable network of providers throughout New Zealand.

Technical reference groups comprised of sector experts were established in late 2016. These groups are providing advice on the different elements of the funding review. A particular focus for us in 2016/17 was developing advice on the replacement of the decile system.

A new Risk Index will be used to better target funding to student need. Schools and services will be funded based on their estimated number of children at greater risk of educational underachievement using the new Risk Index. The factors that will make up the index are yet to be finalised.

This is a complex project and we expect engagement, design and implementation processes to continue until 2019, with changes to the system in place prior to the next decile review which is due in 2020.

## **Developing a new education resourcing system**

We are developing a new resourcing system that will calculate funding for early childhood education (ECE), school operational grants, staffing entitlements and special education.

Our current funding system, the Education Management Information System (EDUMIS), will be replaced by a new, long term and sustainable information technology solution called the Education Resourcing System (ERS). The new ERS will also replace many other resourcing systems.

The high level design for the ERS was approved in May 2017. The technology will be developed and built by mid-2019, and will be progressively rolled out in ECE services and schools between 2018 and 2020.

## **Providing better careers information**

Following on from the review of the careers system last year, in 2016/17 we supported the TEC and Careers New Zealand (CNZ) as they prepared for the transfer of CNZ's functions to TEC. This move aims to ensure the availability of earlier, better and more consistent careers information. This has involved preparing legislative changes, keeping Ministers updated on the progress of integration planning and gaining Ministers' agreement on the amount of savings that will be redirected to strengthen schools based careers services, then setting up a new appropriation to fund the TEC's new careers service.

We consulted with the sector on the future of schools based careers services and provided a Cabinet paper proposing options for change.

## **Long description of the key themes of the Education (Update) Amendment Act 2017 pie chart**

Pie diagram showing the key themes of the Education (update) Amendment Act 2017, with the words 'legislation to support a great education' at the centre. The key themes are:

- Seclusion and physical restraint
- Strengthen the schooling network
- Enhancing collaboration
- Enrolment and attendance
- Updates aspects of the law
- Framework for online learning
- Managing teacher competence issues
- Improve career services
- Making progress and achievement central

---

<sup>2</sup> [www.educationcounts.govt.nz/publications/schooling/181545\(external link\)](http://www.educationcounts.govt.nz/publications/schooling/181545(external link))

---

## **Delivering high quality curriculum and qualification frameworks**

The education system needs curriculum and qualification frameworks that support learning.

---

## Improving learning outcomes in early childhood education

We launched the updated early childhood curriculum, *Te Whāriki*, in April 2017. During 2016, we drafted the curriculum, sought consultation from the sector through 36 hui, an online survey and submissions of feedback, and began implementation. The updated curriculum has clearer learning outcomes for children, makes explicit connections to the *New Zealand Curriculum* and *Te Marautanga o Aotearoa*, and includes specific references to Pasifika children's participation and learning. *Te Whāriki* includes two documents in one flip book, the early childhood curriculum (*Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum*) and the curriculum for ngā kōhanga reo (*Te Whāriki a te Kōhanga Reo*). The two documents share a common framework while describing alternative curriculum pathways.

The 2017 update is being supported by an implementation package to help educators understand and engage with the updated *Te Whāriki*. This has included nationwide workshops to introduce the sector to *Te Whāriki* and provide support for curriculum Champions who will lead networks of educational leaders focused on effective curriculum implementation. Te Kōhanga Reo National Trust are leading this work in kōhanga reo.

## Supporting Communities of Learning | Kāhui Ako to design a quality curriculum

In 2016/17, we worked with Māori-medium and English-medium education stakeholders to develop a Communities of Learning | Kāhui Ako curriculum design tool. The tool will help each Kāhui Ako implement a 'quality local curriculum' that is responsive to the learning needs and interests of their students and their community. Leaders and teachers can draw on the *New Zealand Curriculum* and *Te Marautanga o Aotearoa* to plan coherent learning pathways and community based experiences for their students, as they progress from early learning through senior secondary and beyond.

## Incorporating Digital Technologies | Hangarau Matihiko into the curriculum

Digital Technologies | Hangarau Matihiko are transforming how we live by shaping our homes and workplaces, and changing the way we interact with each other and live our everyday lives. Our education system needs to adapt and change how we prepare our children and young people to participate, create and thrive in this fast-evolving digital world.

As one of the actions within the Science and Society National Plan, *A Nation of Curious Minds – He Whenua Hihiri I te Mahara*, Digital Technologies | Hangarau Matihiko will be fully integrated into the *New Zealand Curriculum* and *Te Marautanga o Aotearoa*. During 2016/17, we developed draft curriculum content for Digital Technologies | Hangarau Matihiko. The strengthened curriculum will support students to learn skills such as how to build computer programmes, create digital content and design digital devices.

Digital Technologies | Hangarau Matihiko content was introduced in June 2017, alongside a \$40 million investment package. This investment will focus on upskilling teachers to deliver the new curriculum, shifting our education system to a more digitally-oriented environment, and providing more opportunities for young people to learn about Digital Technologies | Hangarau Matihiko.

We are now consulting with stakeholders on the draft curriculum content and achievement goals. As part of the

---

consultation process, we ran workshops nationwide between July and September 2017.

From the first term of 2018, Digital Technologies | Hangarau Matihiko will be included in the *New Zealand Curriculum* and *Te Marautanga o Aotearoa*.

We are also reviewing how we recognise the achievement of our young people with revised Digital Technologies | Hangarau Matihiko National Certificate of Educational Achievement (NCEA) standards. We have worked with the sector to consult on draft NCEA Level 1 Achievement Standards and these are now being trialled in 35 secondary schools and wharekura. These standards will be published in December 2017 for use in schools and wharekura from 2018. Development of NCEA Levels 2 and 3 Achievement Standards is underway for use from 2019.

## Improving STEM skills and competencies

Science, technology, engineering and mathematics (STEM) builds creativity, curiosity and innovation. The Science in Society National Plan, *A Nation of Curious Minds – He Whenua Hihiri I te Mahara* sets out the Government's goal to encourage and enable better engagement with science and technology for all New Zealanders.

A further year of funding for the Teachers in Industry and the Science Skills in Education initiatives has been confirmed, to align with the initial three years of actions in the Science in Society National Plan. The Teachers in Industry programme connects schools and kura with science or technology-intensive businesses in their community to help develop relevant curriculum content for the classroom. Through the Science Skills in Education initiative, we are improving science-related Professional Learning and Development (PLD) opportunities for primary and secondary school teachers.

We are working with Initial Teacher Education (ITE) providers, qualification accreditation bodies and professional bodies to lift the science and technology content in ITE courses. This included working with the Education Council to determine the improvements needed to ITE.

### **New species discovered by New Zealand school students**

During 2016/17, school students identified and named three new yeast species which were included in a scientific journal read by adult researchers all over the world.

Three research papers, published in *Fungal Planet* in June 2017, were based on findings from students at Rongomai Primary School, Kura Kaupapa Māori o Kaikohe and Karamu High School.

Each paper submitted by the individual schools highlights the origins of the students' chosen name for the yeast they found, as well as what makes the yeast distinctive enough to be classed as a new species.

Rongomai Primary students named their yeast Rongomai-pounamu, which means 'treasure of Rongomai' when translated. The students at Kura Kaupapa Māori o Kaikohe named theirs ngohengohe, which is based on their school motto, E rere, kia koi, kia ngohengohe – 'Fly, be onto it, be humble in your success'. Karamu High School pupils spotted the third yeast but were stung by wasps when collecting it from the forest, so they named it vespimorsuum - Latin for 'wasp stings'.

The students carried out this research as part of the Unlocking Curious Minds programme run by the Ministry of Business, Innovation and Employment, with help from fungi experts at Landcare Research.

---

## Using information and data to enable good decision making

Everyone from students, their families, business and employers, education providers to Ministers must have access to good information and data, and know how to use it, to support decision making.

## Improving access to data

The Integrated Education Data (iEd) programme will make education data more accessible for educators to support students with their progress and achievement. It will ensure children and young people receive the right support at the right time. It complements ongoing improvements in tertiary education performance data, which are driven by our analysis of employment outcomes and provider and learner performance.

The programme focuses on making full use of education data by using technology innovation to improve education information management systems and build on people capability. iEd will be delivered progressively in stages over the next five years.

In 2016/17, we began the tender process for an IT partner to help us develop detailed requirements for the Student Information Sharing Initiative. The aim is to have a secure electronic platform to enable the transfer of a student's information as they move through the education system.

## Promoting the Progress and Consistency Tool

The Progress and Consistency Tool (PaCT), introduced to primary schools in 2013, helps teachers make dependable judgements on student progress in reading, writing and mathematics in the *New Zealand Curriculum*.

Teachers are in the best position to make accurate judgements about the progress of their students.

### Supporting a progress approach to learning

Lynmore School in Rotorua have been using PaCT since its implementation four years ago. They are now focusing on the power of PaCT to increase student engagement in their own learning progression. This is already off to a good start, as students are familiar with the tool and use it to articulate where they are at with their learning.

We continue to promote the PaCT through the Learning with a Progress Tool support package, introduced in March 2017 and targeted specifically towards Communities of Learning | Kāhui Ako. To date, we have received 162 requests for support, of which 44 are from Communities of Learning | Kāhui Ako.

### Progress and Consistency Tool, as at 30 June 2017:

**570** schools signed up for the Progress and Consistency Tool (PaCT) - **25%** of all eligible schools including:

**10** Communities of Learning | Kāhui Ako with all schools signed up, and

**21** Communities of Learning | Kāhui Ako with over **50%** of eligible schools signed up

An updated version of the Te Waharoa Ararau was released in July 2016, which is an online system that collects and reports on student achievement against Ngā Whanaketanga Rumaki Māori (the expectations set for students in Māori-medium schooling). It ensures information can be readily monitored by kaiako (teachers) and shared within kura

---

(schools). Eighty-four percent of kura have signed up to the tool. We are encouraging kura who have not yet registered with Te Waharoa Ararau to do so.

## **Information on employment options**

Students expect their tertiary study will improve their career prospects and help them get a job. Better information tools are assisting more young people and their families to make informed decisions.

To help students decide what and where to study, information from providers about employment outcomes such as employment rates and earnings of their graduates was published for the general public from August 2017. During 2016/17, we worked with the TEC on how to present the data and on improvements to broaden the data available and make it more useful for young people. We have also begun work with the industry training sector on developing employment outcome measures for that important sector.

## **Providing high quality infrastructure**

We provide and facilitate the provision of school property, transport and technology to ensure schools have the infrastructure they need for a 21st century learning environment.

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

The State school property portfolio that we manage is the Crown's second largest social asset property portfolio.

During 2016/17, capital expenditure of \$771 million was spent on maintaining, upgrading and expanding the school property portfolio. This included the provision of new schools and classrooms to cater for growing school rolls. We also provided \$33 million to schools to spend on new or updated furniture and equipment.

During the year we delivered:

six new schools, including three schools through the Christchurch Schools Rebuild (CSR) programme (public-private partnerships delivered two of the CSR schools and one school in Auckland)

major redevelopments at 17 existing schools

66 new learning spaces as part of the modular building programme, with a further 37 scheduled for completion by December 2017

3,294 additional learning spaces to accommodate roll growth in Auckland

property modifications at 294 schools to help children with learning support needs engage more effectively in education.

An additional 524 capital works projects are also currently in progress at 493 schools. This includes 73 schools under the CSR Programme and 10 schools under public- private partnerships.

### **School property portfolio**

\$17.2 billion carrying value

\$30 billion replacement value

8,000 hectares of occupied land

---

Over 2,100 state schools  
Over 30,500 buildings  
Over 35,500 learning spaces  
50 frontline Ministry property advisors to assist schools

## **Contributing to the Canterbury rebuild**

The Government will have invested \$1.137 billion in rebuilding, remodelling and renewing schools in the greater Christchurch area by the end of 2022. To date, we have spent \$277 million (or 30%) of the budget made available for the programme. Of the 115 schools covered by the rebuild programme, we have completed projects at 12 schools and commenced construction for 26 schools. Of the remaining schools, 47 schools are at various stages of planning and design, and 30 are yet to enter the programme. The programme is tracking slightly ahead of schedule and we expect the last of the schools to enter the programme by July 2020.

Following the North Canterbury earthquakes in November 2016, the Ministry assisted with emergency funding and support for schools. This included the provision of water trucks and tanks, engineering assessments and emergency repairs.

In 2016/17, \$15 million was paid to the University of Canterbury, which was the final instalment for stage two of the University of Canterbury's Science Business Case. A further and final \$50 million is scheduled for payment in 2018. In June 2017, Cabinet also agreed to contribute \$85 million in capital funding to Lincoln University to contribute to its share of the joint facility project with AgResearch Limited, which will replace Lincoln University's earthquake damaged science facilities.

The scale of the damage and disruption of schools in the wake of the Canterbury earthquakes meant we did not get everything right. In June 2017, the Ministry issued an apology for failures during our early engagement with the Christchurch community over school closures and mergers. As the Office of the Ombudsmen's report found, we have done a lot of work since the beginning of 2013 to provide the right information to the schooling sector in Christchurch and to put things right. We now engage with schools earlier in the process and are working with the sector to revisit the closure and merger guidelines that we developed with them in 2013 to ensure they provide sufficient clarity around our policy and practice and reflect good consultation practice.

## **Responding to growth in Auckland**

Auckland is growing at an unprecedented pace due to an increase in birth rates and migration. We are continuing to add significant capacity to the education network in the Auckland region to support population growth.

We have delivered 8,978 additional student spaces of the 17,000 announced in 2014. With additional funding announced in Budget 2017 for a further 4,000 spaces, we expect to deliver a total of 21,000 new spaces in Auckland by 2021.

## **Investing in digital infrastructure**

We continue to improve schools' digital infrastructure to ensure that every student in every school has access to high

---

quality and reliable ICT infrastructure and broadband. As at 30 June 2017, 2,394 (98% of) schools have access to unlimited, fast, reliable and safe internet through the managed network (Network for Learning). There are 798,000 students and teachers using the network on a daily basis across New Zealand.

We have also retrofitted ICT networks in 786 schools with wireless equipment. Wireless networks provide more flexible digital learning and teaching, by ensuring that schools are able to make full use of their ultrafast broadband connection, enabling students to bring their own devices, and giving teachers and students better ways to work.

## **Delivering school transport**

Over the last year, we assisted over 100,000 students across New Zealand to get to and from school each day by managing around 7,000 daily vehicle movements.

We provided transport funding directly to around 400 schools and kura who organise and manage transport assistance for their students. Parents and caregivers of around 6,000 students, who do not have access to a transport service, receive allowances to help them to and from school. We also provided transport for 25,000 Year 7 and 8 students who do not have technology facilities at their own school to enable them to travel to their closest technology provider.

We also provided Specialised School Transport Assistance (SESTA) for over 6,000 students with specific safety or mobility needs, mostly through a door-to-door service. We undertook a national tender for SESTA services, and our contracts with providers now require security cameras, GPS monitoring and panic alarms in all vehicles, as well as multiple new safety requirements.

## **Delivering an effective payroll service**

Payroll services to over 93,000 school staff in around 2,500 schools are delivered each fortnight under a service agreement between us and the Crown-owned company Education Payroll Limited (EPL). The schools payroll is the largest payroll in New Zealand, disbursing about \$4.6 billion annually.

We monitor the performance of the service provided by EPL to ensure the schools payroll is accurate and timely.

We began a refresh of the Ministry's 10 year education payroll strategy to ensure the schools payroll is well positioned for the future.

The Ministry of Business, Innovation and Employment has identified widespread non-compliance with the Holidays Act 2003, and, given the size of the schools payroll, this is a significant issue for us. We completed an initial Holidays Act 2003 compliance review with EPL and Deloitte. The review identified some areas of non-compliance in the schools payroll, generally relating to the way pay for different types of leave was recorded, calculated and applied. Work is now underway to confirm and address those areas of non-compliance, and calculate and deliver remediation to affected staff.

## **Enabling schools to focus on teaching and learning**

With assets ranging from teaching and administration blocks through to science laboratories and performing arts centres, the management of school property is complex.

---

We have strengthened our frontline property advisory support to boards of trustees so that property management matters can be addressed promptly. We also provided a number of centrally-funded services to schools, including insurance for school buildings, leasing and rental payments for land and buildings, building warrant of fitness inspections, maintenance of houses used by schools and the removal of surplus buildings.

Additional advice for boards of trustees is now available on our website, with a focus on advice around health and safety matters.

## **Supporting the sector with their health and safety responsibilities**

We have continued to support schools and early childhood services to enable them to comply with their obligations under the Health and Safety at Work Act 2015. In 2016/17, we launched a range of specific guidelines at the request of the sector including a joint resource with WorkSafe on Notifiable Events in the Education Sector and a guide for employers hosting students on work experiences. Over 250,000 views were recorded on our health and safety webpage. Fourteen workshops to over 1,400 science and technology teachers were delivered nationally. This is in addition to the 83 health and safety workshops that were delivered since late 2015 and attended by 3,211 board of trustee chairpersons and school principals.

We have also provided property information to help guide the education sector on various topics, including on managing asbestos and health and safety risks for small projects.

## **Every child and student achieves educational success**

Every student should be supported to meet their potential. We are focused on raising the quality of teaching and learning, and supporting all children and students to meet their potential.

### **Increasing participation and engagement**

In order to learn and achieve, children and young people must participate and be engaged in what they are learning.

## **Improving participation in quality early learning**

Participation in quality early learning has positive and long lasting associations with students' literacy, numeracy and social skills. The Government set a Better Public Services (BPS) goal to increase participation, with a target that by December 2016, 98% of children starting school would have participated in quality early childhood education (ECE).

As at December 2016, 96.7% of children had participated in ECE prior to starting school. The 98% target had been reached in some regions, including Nelson/Marlborough, Canterbury and Otago/Southland and by 30 June 2017 most places have very few children not participating in ECE.

While the period for the BPS target has officially ended, we continue to focus on lifting participation in early learning, particularly for Māori and Pasifika children and those from low socio economic communities. As at June 2017, 96.8% of children starting school had participated in ECE, an increase of 0.2 percentage points from June 2016.

Participation in ECE remains a key performance measure for the Ministry.

In January 2017, new Engaging Priority Families and Supported Playgroup initiatives began in areas with high numbers of non- participating children.

<b>INDICATOR 1 INCREASE PARTICIPATION IN EARLY CHILDHOOD EDUCATION (ECE) BETTER PUBLIC SERVICES: SUPPORTING VULNERABLE CHILDREN, RESULT 2</b>				
	<b>JUN 2016</b>	<b>DEC 2016</b>	<b>CHANGE (% POINTS)</b>	<b>DEC 2016 TARGET</b>
<b>All</b>	<b>96.6%</b>	<b>96.7%</b>	<b>Up 0.1%</b>	<b>98.0%</b>
Māori	94.9%	95.0%	Up 0.1%	98.0%
Pasifika	92.7%	92.9%	Up 0.2%	98.0%
Decile 1-3 schools	93.7%	94.0%	Up 0.3%	98.0%

The Engaging Priority Families initiative provides coordinators to help 3 and 4 year old children to go to ECE. They support the hardest to reach families, helping them to find the right early learning option for them, encouraging regular attendance, supporting learning at home and helping them with the transition to school. The Ministry currently contracts 12 providers across the country, working in communities with the most need. These providers engage and support almost 900 children from priority families at any given time.

Through Supported Playgroups, we provide an early learning option for communities with large numbers of children who do not attend ECE because parents want to stay with their children or where there are significant barriers to setting up and sustaining an ECE service. A Supported Playgroup is a certificated playgroup, with regular support from a Kaimanaaki or Playgroup Educator to ensure the provision of quality ECE and encourage involvement by families. The Ministry currently contracts 12 Supported Playgroups in targeted areas.

We continued to implement the Strengthening Early Learning Opportunities (SELO) for children, whānau, families and communities programme. It is a professional development programme for early learning, targeted at ECE providers and kōhanga reo that have low participation rates or need support in providing quality early learning. The evaluation of SELO (SELO Evaluation Report – Cognition Education) confirmed that it reached the intended targeted group, which included Māori, Pasifika and low socio- economic families. Generally, ECE me ngā kōhanga reo were satisfied with the SELO model, in particular the localised approach.

## Improving participation at school

Our research has shown a clear link between attendance and achievement at school. Nationally, there has been a decrease in the number of students attending school regularly. During Term 2 of 2016, 67.2% of students attended school regularly compared with 69.5% in 2015<sup>3</sup>. Māori and Pasifika students had the lowest regular attendance rates, with 54.7% and 57.2%, respectively.

In the Attendance Survey Report, regular attendance is defined as more than 90% of half days. This does not mean we regard 90% as adequate for learning; it is the threshold we use to benchmark attendance.

[View the long description of the Half-day attendance, by ethnicity, Term 2 2016 graph below](#)



We are increasing the number of tools available to schools to help them increase their understanding of absence and its impact on achievement.

Our Attendance Service supports schools and students to manage and improve attendance. We contract providers to deliver the service throughout New Zealand. Five additional providers were contracted to deliver the service at the beginning of 2017, bringing the total number of Attendance Service providers to 16 across 24 service areas.

As of Term 1 2017, 82% of schools are signed up to use the Attendance Service and refer students who are unjustifiably absent. This is an increase from 68% in Term 1 2016.

Through the initiative Every Day Matters, we provide schools with individualised analysis of their attendance data. This is a voluntary initiative, with 209 schools registering to send their complete data from their student management system each term. We anticipate more schools will sign up during the remainder of 2017 as they see the value this reporting provides.

In 2016, the age standardised stand down rate increased slightly for the first time in 10 years but remains lower than rates prior to 2013. The rates for suspensions and exclusions remained consistent with 2015. Schools continue to stand down, suspend and exclude more Māori students than any other group.

PER 1,000 STUDENTS	2015 <sup>4</sup>	2016	CHANGE
Stand downs	19.3	20.6	Up 1.3
Suspensions	3.5	3.6	Up 0.1
Exclusions	1.4	1.4	No change

Research shows that children with significant behavioural problems are highly likely to experience poor education and life outcomes, and that timely and effective interventions can help them improve their self-control and learn more positive ways of behaving. Budget 2017 gives \$34.7 million in funding to provide specialist behaviour services to an additional 1,000 children aged 0 to 8 years old.

## Long description for Half-day attendance, by ethnicity, Term 2 2016

Graph showing half-day attendance, by ethnicity, Term 2 2016

Māori:

0-75% of half days – 13.1%

75-85% of half days – 15.6%

85-90% of half days – 16.7%

90-95% of half days – 21.3%

95-100% of half days – 33.4%

Pasifika:

0-75% of half days – 11.9%

75-85% of half days – 14.7%

---

85-90% of half days – 16.1%
90-95% of half days – 20.2%
95-100% of half days – 37.0%
Asian:
0-75% of half days – 4.8%
75-85% of half days – 7.3%
85-90% of half days – 11.0%
90-95% of half days – 18.3%
95-100% of half days – 58.7%
Other:
0-75% of half days – 6.0%
75-85% of half days – 10.3%
85-90% of half days – 14.3%
90-95% of half days – 22.8%
95-100% of half days – 46.6%
European/Pākeha:
0-75% of half days – 5.8%
75-85% of half days – 9.8%
85-90% of half days – 13.9%
90-95% of half days – 22.6%
95-100% of half days – 47.9%
Total:
0-75% of half days – 7.6%
75-85% of half days – 11.0%
85-90% of half days – 14.2%
90-95% of half days – 21.5%
95-100% of half days – 45.6%

---

3 The national attendance rate for 2015 has previously been reported as 69.4%. The restated figure of 69.5% excludes private schools, which ensures data is consistent with previous years and for 2016 where private schools have been excluded from the calculation.

4 In 2016/17 a large data cleanse was carried out on the data in the stand-downs and suspensions database, including all data since 2009, which has changed some of the rates we had previously reported.

## Improving educational achievement

We want New Zealand's education system to deliver equitable and excellent outcomes for children and young people.

## Maintaining performance in National Standards and Ngā Whanaketanga Rumaki Māori

National Standards and Ngā Whanaketanga Rumaki Māori set clear expectations that students need to meet in their

first eight years at school. For National Standards these expectations are set across reading, writing and mathematics, and for Ngā Whanaketanga Rumaki Māori expectations are set across pānui, pāngarau, tuhituhi and kōrero.

The introduction of National Standards has led to a small and sustainable increase in reading, writing and maths since 2011. However, the proportion of students achieving at or above National Standards decreased slightly between 2015 and 2016 with decreases of 0.3% in reading and writing, and a 0.1% decrease in maths. Achievement has consistently remained highest in the reading standard, followed by maths and then writing. Achievement is not increasing year on year at a rate we would like to see and our target of 85% by the end of 2017 is unlikely to be met. There are challenges and successes for each group; however achievement for Māori and Pasifika remains lower than other groups across the three standards.

--

## INDICATOR 2 ENROLLED STUDENTS AT OR ABOVE NATIONAL STANDARDS LEVELS, PER 100 STUDENTS

	YEAR TO DECEMBER	2015 <sup>5</sup>	2016	CHANGE (% POINTS)	2017 TARGET
Reading	<b>All</b>	<b>78.1%</b>	<b>77.8%</b>	<b>Down 0.3</b>	<b>85.0%</b>
	Māori	68.9%	68.8%	Down 0.1	85.0%
	Pasifika	66.1%	66.0%	Down 0.1	85.0%
	Decile 1-3 Schools	65.5%	65.5%	No change	85.0%
Writing	<b>All</b>	<b>71.5%</b>	<b>71.2%</b>	<b>Down 0.3</b>	<b>85.0%</b>
	Māori	61.8%	61.6%	Down 0.2	85.0%
	Pasifika	60.6%	60.5%	Down 0.1	85.0%
	Decile 1-3 Schools	58.8%	59.1%	Up 0.3	85.0%
Maths	<b>All</b>	<b>75.5%</b>	<b>75.4%</b>	<b>Down 0.1</b>	<b>85.0%</b>
	Māori	65.6%	65.3%	Down 0.3	85.0%
	Pasifika	63.3%	62.7%	Down 0.6	85.0%
	Decile 1-3 Schools	63.4%	63.0%	Down 0.4	85.0%

## NGĀ WHANAKETANGA RUMAKI MĀORI RESULTS:

YEAR TO DECEMBER	2015	2016
Pānui	68.5%	69.0%
Tuhituhi	59.8%	58.0%
Pāngarau	60.9%	57.7%

NGĀ WHANAKETANGA RUMAKI MĀORI RESULTS:		
YEAR TO DECEMBER	2015	2016
Kōrero	63.0%	59.8%

During 2016/17, we continued to support programmes to accelerate achievement of National Standards and Ngā Whanaketanga Rumaki Māori. Students from different backgrounds tend to make the same level of progress year on year. Because levels of progress are similar, students whose progress falls behind early struggle to catch up in later years. The Ministry has developed tools to help teachers understand more about the rate and pace of progress to enable them to better target resources to lift performance.

A new set of BPS results was agreed in 2016/17, which has a focus on improving mathematics, pāngarau, literacy and tuhituhi skills for all students. They are designed to help keep a system focus on these important foundation skills.

To help us meet the 2021 BPS target, we will review and develop the programmes that have the greatest impact on student progress.

During 2016/17, we reviewed and will be enhancing Programmes for Students and Mauri tu Mauri Ora. These programmes aim to accelerate the achievement of students who are not meeting the National Standard in mathematics, or at Manawa Ora in Ngā Whanaketanga Rumaki Māori.

[View the long description for the New BPS Result 5 graph](#)

**New BPS result 5 targets**

BY 2021	BY 2021
80% of Year 8 students are achieving at or above the National Standard in writing, or at Manawa Ora or Manawa Toa in Ngā Whanaketanga Rumaki Māori tuhituhi.	80% of Year 8 students are achieving at or above the National Standard in mathematics, or at Manawa Ora or Manawa Toa in Ngā Whanaketanga Rumaki Māori pāngarau.

**Improving performance at NCEA Level 2**

The National Certificate of Educational Achievement (NCEA) measures students' achievement at secondary school. NCEA Level 2 is the minimum qualification that young people need to progress into further education or training. The Government set a Better Public Services target in 2012 to increase the number of 18 year olds achieving NCEA Level 2 or an equivalent qualification to 85% by 2017.

Since its introduction, the percentage of 18 year olds with NCEA Level 2 has reached record highs. The number of 18 year olds with NCEA Level 2 or above increased from 83.3% in 2015 to 84.6% for 2016 (an increase of 1.3 percentage points). This means we are very close to reaching the BPS target of 85%.

The national NCEA Level 2 achievement rates for Year 12 students are increasing across all ethnic groups, with Māori

and Pasifika achievement improving at a faster rate than the national average since the targets were introduced. This is narrowing the gap between Māori and Pasifika and total achievement, but the gap persists. We are continuing to monitor these groups closely.

**INDICATOR 3 INCREASE THE PROPORTION OF 18 YEAR OLDS WITH NCEA LEVEL 2 OR EQUIVALENT QUALIFICATION  
BETTER PUBLIC SERVICES: BOOSTING SKILLS AND EMPLOYMENT, RESULT 5**

YEAR TO DECEMBER	2015	2016	CHANGE (% POINTS)	2017 TARGET
All	83.3%	84.6%	Up 1.3	85.0%
Māori	71.1%	74.3%	Up 3.2	85.0%
Pasifika	77.6%	78.7%	Up 1.1	85.0%
Decile 1-3 schools	75.0%	76.9%	Up 1.9	85.0%

5 We have restated previous years data which means there are some small differences from what was previously reported. This is due to some schools sending in late data returns and others correcting their information.

## Long descriptions

### New BPS Result 5 - Improve mathematics and literacy skills

Graph showing the new BPS Result 5 target to improve mathematics and literacy skills. The graph shows the level of achievement in mathematics/pāngarau and writing/tuhituhi between 2012 and 2016 with dotted lines leading to the 2021 target of 80%. In 2016, the proportion of Year 8 students at or above for writing/tuhituhi was 69.2% and for mathematics/pāngarau was 70.6%.

Below the graph is a note that reads: Data in the graphs comes from school and kura reports of student achievement against National Standards or Ngā Whanaketanga Rumaki Māori provided to the Ministry of Education under National Administrative Guideline 2A. The percentage at or above standard or Manawa Ora or Manawa Toa is calculated using all the Year 8 students that we have information about.

Data in the graphs comes from school and kura reports of student achievement against National Standards or Ngā Whanaketanga Rumaki Māori provided to the Ministry of Education under National Administrative Guideline 2A. The percentage at or above standard or Manawa Ora or Manawa Toa is calculated using all the Year 8 students that we have information about.

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

*Ka Hikitia – Accelerating Success 2013-2017* and the *Pasifika Education Plan 2013-2017* set out our commitment to improve educational outcomes for Māori and Pasifika students.

During 2016/17 we identified the key education areas to prioritise in the future. The transformation of the education system through Communities of Learning | Kāhui Ako and the statement of National Education and Learning Priorities (NELP) provide an opportunity to link these key system levers with our updated plans.

The Building on Success initiative supported school leaders and teachers to develop professional leadership and schooling practices to deliver the curriculum effectively and increase educational success for Māori. Through this initiative, the national provider Kia Eke Panuku and Te Kākahu, the Whanganui rohe provider, worked with 103 secondary schools to raise Māori student achievement and develop more culturally responsive teaching practices over the past three years. A Ministry survey of Kia Eke Panuku indicated that in 2016, schools had made positive improvements, particularly around increasing teachers' ability to teach in more culturally responsive ways and increasing the use and understanding of te reo for Māori students.

<b>DESPITE IMPROVING IN MANY ACHIEVEMENT RATES OVER PREVIOUS YEARS, MĀORI AND PASIFIKA STUDENTS STILL FACE INEQUITABLE OUTCOMES:</b>					
<b>ECE PARTICIPATION IN 2017</b>		<b>ACHIEVEMENT OF NATIONAL STANDARDS IN READING</b>		<b>18 YEAR OLDS WHO HAVE ACHIEVED AT LEAST NCEA LEVEL 2</b>	
<b>Māori</b>	95.2%	<b>Māori</b>		<b>Māori</b>	
		2016	68.8%	2016	74.3%
		2015	68.9%	2015	71.1%
<b>Pasifika</b>	92.4%	<b>Pasifika</b>		<b>Pasifika</b>	
		2016	66.0%	2016	78.7%
		2015	66.1%	2015	77.6%
<b>General population</b>	96.8%	<b>General population</b>	77.8%	<b>General population</b>	84.6%

Similarly, schools involved in Te Kākahu from 2014 progressed well and were creating better connections between the schools, whānau and iwi. Schools who joined the programme later remained in a developing phase, with most uncertain or not confident about the improvements they had made. The initiative ended in 2016 in alignment with the new PLD structure. Both providers have assisted these schools and Communities of Learning | Kāhui Ako to evaluate their priorities as they transition to the new structure.

The Māori Achievement Collaboratives (MACs) focuses on leadership, fostering collaboration and professional growth leading to changes in individual schools aimed at Māori success. The initiative will help to achieve the *Ka Hikitia – Accelerating Success 2013-2017* goal of Māori students enjoying and achieving educational success through change in the hearts and minds of principals.

The initiative was piloted in 2014 with six clusters supporting 46 principals. The MAC initiative is now delivered across nine clusters supporting 157 Principals. Nationally, 12,119 Māori students are targeted under the initiative. However, because the initiative supports system change the total numbers of students impacted nationally is 41,681.

The latest survey results on the effectiveness of the MAC initiative indicates that:

68% of respondents rated the MACs PLD delivery as either very effective or highly effective

29% rated MACs as effective

92% of respondents agreed that the MACs PLD has impacted positively on Māori student achievement

84% of respondents agreed that Māori student achievement had improved in their school.

To encourage participation and achievement for Pasifika students, we developed Tapasā – a competency framework for teachers of Pasifika children and young people. During 2016/17, we strengthened the connection of Tapasā with ECE and learning support, and completed consultation with the sector. The Education Council will lead implementation with the sector.

## **Providing Te Reo Māori language pathways**

Te Rāngai Kāhui Ako ā-lwi is a framework to support quality and sustainable Māori-medium education, recognising diversity region by region, iwi by iwi. We have been introducing Te Rāngai Kāhui Ako ā-lwi to iwi in four of the 10 education regions, and to Māori-medium peak bodies and government agencies. This will be rolled out to the remaining six education regions from August 2017.

To support Te Rāngai Ako Kāhui ā-lwi, we are working alongside iwi to identify ways to ensure children and young people in Māori-medium education have access to quality and sustainable learning pathways. We are working with iwi to draft regional action plans to set out their aspirations for Māori-medium education in their region, and their plans to make this a reality.

At the end of 2016, we completed the development of NCEA Achievement Standards, derived from *Te Marautanga o Aotearoa*, for Levels 1, 2 and 3. This supports all wharekura students to follow a Māori-medium derived qualification pathway through to the end of schooling, and to transition appropriately into tertiary education.

We continue to support Te Kura Whānau Reo, a language programme administered through Te Ataarangi which seeks to develop the language capabilities of 75 whānau to support their tamariki learning in and through te reo Māori.

## **Providing Pasifika language resources**

The Ministry has been piloting the use of Pasifika Dual Language resources that build on Pasifika language knowledge in order to improve English literacy.

A research project into the benefit of using the Pasifika Dual Language resources found that 82% of the children involved in a three month pilot have improved between two to 15 reading levels, and that their confidence and self esteem have also been significantly raised. Another 24 Pasifika Dual Language resources were completed in 2016/17, meaning schools will now be able to order a full set of early readers online from September 2017. Support for teachers and parents to use these readers is also available.

## **Enabling all children and young people to achieve their potential**

New Zealand needs an inclusive education system where all children get the support they need to access the curriculum, participate fully and achieve in education.

## **Modernising learning support**

---

We are modernising our learning support system so that it is easier to access, child-focused and more efficient. Through the Learning Support Update, we have been testing a new service delivery model for learning support in the Bay of Plenty – Waiariki region since March 2017. The new model and implementation plan were co-designed with regional sector partners and key stakeholders from Whakatane, Ōtūmoetai and Taupo.

Key features of the new model include:

- providing a streamlined process for parents and schools/kura to access support
- using Communities of Learning | Kāhui Ako as the primary platform for delivering learning support
- local learning support teams who will coordinate service providers and facilitate flexible, tailored, dedicated solutions for children and young people
- using a single Learning Support Plan to document actions, resources and goals
- collecting individual student data related to learning support and achievement.

Early indications from the Bay of Plenty – Waiariki test suggest that the new model is facilitating quicker and easier access to learning support when needed.

We will continue to roll out the new model to further Communities of Learning | Kāhui Ako throughout the remainder of 2017 and during 2018.

## **Maintaining and improving learning support**

During 2016/17, we provided or funded specialist services and support to over 36,000 children and young people with additional learning needs.

Over the last year we have reduced the average time children and young people have to wait for support to be provided following a referral, from 73 days in June 2016 to 60 days in June 2017.

We continued to fund Resource Teachers: Learning and Behaviour to work with teachers, schools and kura to support over 17,000 Year 1 to 10 students with learning and behavioural difficulties. Resource teachers have a particular focus on supporting Māori and Pasifika students, as well as children and young people moving into state care.

Our Intensive Wraparound Service (IWS) supported over 320 children and young people who were struggling to stay at school and learn. These children struggle due to their complex and challenging educational, behavioural and social issues at school, in their families and whānau, and in their communities.

With the additional funding for In-Class Support received through Budgets 2016 and 2017, around 3,375 students who have ongoing high learning needs will receive up to five additional teacher aide hours per week through this initiative from the start of Term 3, 2017.

We continue to monitor the satisfaction of parents and educators of young people who receive our special education core services. As the preschool age population and school rolls continue to grow, there are more children receiving these services than ever before.

Our 2016 client satisfaction survey found:

64% (down 8% from 2015) of respondents were satisfied with the overall quality of our service delivery. Parents

reported the highest levels of satisfaction with being included in developing the plan and goals for their child, feeling like their cultural needs were well considered, and being treated fairly  
63% (down 6% from 2015) of respondents were satisfied with the child's progress after receiving the service. Educators reported the highest levels of satisfaction with being treated fairly, staff competency, and being included in developing the plan and goals for the student.

Parents and educators experienced the lowest levels of satisfaction with the same aspects of service delivery. These were the amount of time it took to get the service, the child's progress after the service, and value for tax dollars spent.

We are disappointed with these results, both of which fell short of our stretch targets of 85%. We know that we have more work to do to meet the expectations of parents, caregivers and educators, and this work is underway.

In mid-2015, we consulted extensively with over 3,650 parents, whānau, schools and local communities to understand their frustrations with dealing with the Ministry's Special Education provision. Both families and educators told us the special education system could be hard to navigate, with too many hurdles to get to the right support. Parents told us that they don't always get support for their child soon enough. We have used this feedback to inform our approach to modernising how learning support is delivered across the sector.

We worked with the New Zealand School Trustees Association (NZSTA) to develop a Disputes Resolution Process for schools, families and whānau where there are issues and concerns about students with learning support needs that cannot be resolved between the parties. We held workshops with a wide range of stakeholders including representatives of teacher unions, disabled people's organisations, parent support groups and education sector groups.

The new process will focus on early resolution of issues by supporting facilitated conversations, introducing a review process to consider all options and provision of a mediation service for complex issues. There will be a phased implementation in three regions (Auckland, Whanganui/Manawatu and Marlborough), which will be evaluated before being rolled out nationally.

## **Providing additional support through targeted initiatives**

### **Year 9 Plus**

Year 9 Plus was established in 2016 to provide intensive educational and social support to 100 of the most vulnerable Year 9 students in Gisborne.

Early findings show the Year 9 Plus trial is improving outcomes for vulnerable youth with complex educational needs. The majority of whānau surveyed attribute the improvements in their child's attitude to learning in the last six months to Year 9 Plus. They also report improved family relationships and students having increased confidence.

### **At Risk of Not Achieving programme**

Through our At Risk of Not Achieving programme, we continued to work with 349 secondary schools where there were high numbers of Māori and Pasifika students at risk of not achieving NCEA Level 2. During 2016/17, we worked with schools and kura to provide additional resources to support students. This included mentoring, providing whānau and iwi support, and working with schools to make Pathway Support programmes available to students. An additional 542

Māori students and 161 Pasifika students achieved NCEA Level 2 or equivalent.

In 2016, we also worked with 85 national tertiary providers in 148 locations where there are high numbers of Māori and Pasifika students who are at risk of not achieving NCEA Level 2. Utilising tools and resources such as Vocational Pathways, schools and providers can work on curriculum review and design to increase student achievement and progression through the education system into training and/or employment.

#### **New ways to support students at risk of not achieving**

In 2016, an Auckland school was able to dramatically increase achievement of students who were at risk of not achieving NCEA Level 2 or 3.

Glenfield College profiled 38 students studying NCEA Level 2 and 25 studying NCEA Level 3 and shared them with their staff. Teachers were briefed regularly on the number of credits each student was achieving and their other achievements. This helped teachers mentor students through regular one on one sessions to get them over the line and achieve NCEA.

This alternative strategy paid off. In 2016, Glenfield College lifted its NCEA Level 3 pass rate in Year 13 from 69% to 94%, and its NCEA Level 2 pass rate in Year 12 from 81% to 95%.

Throughout New Zealand, national average pass rates rose slightly in 2016 with:

- 89.4% of Year 11 students gaining NCEA Level 1
- 80.3% of Year 12 students gaining NCEA Level 2
- 53.9% of Year 13 students passing NCEA Level 3.

#### **Count Me In**

Through Count Me In, we supported Māori and Pasifika 16 to 18 year olds to reengage in learning and attain NCEA Level 2 or an equivalent qualification.

On entry to Count Me In, over 780 (or 89%) of the young people we supported through the programme had no NCEA Level 1 literacy and numeracy credits and 779 (or 89%) had no NCEA Level 2 credits. When the Count Me In programme ended on 30 June 2017, 64% of the young people we supported had attained NCEA Level 2 credits, with 145 (or 17%) attaining either NCEA Level 2 or an equivalent qualification. We expect the attainment to increase once first semester courses are completed.

#### **Count me in, as at 30 June 2017**

1,293 young people referred to **Count me in**

of 876 active cases:

- 76% were Māori
- 18% Pasifika
- 5% Māori/Pasifika
- 1% Other.

Count Me In provided several valuable insights into the issues that adversely affect the ability of Māori and Pasifika

---

young people to re-engage in learning and attain relevant qualifications. We will continue to use these insights as we work to reduce the number of young people that are not in education, employment or training. We will also encourage other agencies working with young people not in education, employment or training to adopt the methodology, and have refined our original Facilitators Guide and published a new Supporter's Guide which contains tools for use by parents, families, agencies and employers.

## **Partnership Schools | Kura Hourua**

Partnership Schools continue to target our most vulnerable students, providing a schooling option to help them reach their potential. This year, we initiated two further Partnership Schools procurement application rounds – one resulting in two new Partnership Schools to open in 2018, and another is currently underway for schools to open in 2019.

## **Creating a positive environment for learning**

### **Positive Behaviour for Learning**

Positive Behaviour for Learning (PB4L) is a long term, systemic approach involving several initiatives. These include whole school change initiatives, targeted group programmes and individual student support services. The initiatives are designed to help parents, whānau, teachers, early childhood centres and schools address problem behaviour, improve children's wellbeing and increase educational achievement.

As at 30 June 2017, 174 secondary schools are participating in PB4L Restorative Practice and 779 schools are implementing PB4L School- Wide. We are looking to significantly increase the number of schools accessing the School- Wide framework over the coming year.

Since the beginning of the initiative over 22,000 parents have participated in the Incredible Years Parent programme, as well as 15,900 teachers and early childhood educators in the Incredible Years Teacher programme. These PB4L programmes are targeted at students who need additional support.

### **Restraint and seclusion**

In November 2016 the Secretary for Education wrote to all schools stating the expectation that they should cease the practice of seclusion. Schools were offered support to enable the change of this practice immediately.

Schools should be, and usually are, a safe and happy place. But there are times when things risk getting out of control and someone needs to step in. On rare occasions a student may need to be physically restrained.

During 2016/17 we worked with a sector- based advisory group to develop new rules and guidance on physical restraint. The new rules, which came into force in August 2017, require schools to notify, monitor and report on the use of physical restraint.

### **Preventing bullying**

Rates of bullying in New Zealand schools are high compared with most other countries. Some schools already have comprehensive approaches to bullying prevention and are building positive school environments, while others are still developing their approaches.

The Secretary for Education established the Bullying Prevention Advisory Group in 2013 to begin cross-sector work to address bullying in New Zealand schools. The group is a collaboration of 18 organisations, with representatives from across the education, health, justice and social sectors, as well as internet safety and human rights advocacy groups.

Bullying-Free New Zealand Week, which ran between 22 and 26 May in 2017, provided schools with an opportunity to review their bullying prevention policies, run classroom activities, and get their students and community talking about bullying. This year's theme was 'New Zealand students with solutions – working together to end bullying'.

Prior to the Week, schools accessed more than 900 copies of the Ministry developed activity pack from the [bullyingfree.nz](http://bullyingfree.nz) website. This pack provided a range of bullying prevention-themed ideas, classroom activities and information.

We are also developing a Bullying-Free New Zealand School Toolkit to provide practical resources for schools to use. So far, we have completed:

- a parent's pack with information and tips on how to deal with and talk about bullying issues
- 10 professional learning and development stand-alone downloadable modules for school staff
- Tackling Bullying: A Guide for Boards of Trustees*, to help boards provide leadership and direction in bullying prevention in their school.

#### **Suicide prevention**

We are an agency partner in the Ministry of Health-led draft Suicide Prevention Strategy. The draft Strategy builds on previous strategies and new knowledge about preventing suicidal behaviour. The document identifies a range of priority population groups including young people aged between 15 to 24 years old. Our focus on promoting student wellbeing and building resilience aligns well with the proposed pathways within the draft Strategy.

#### **International student wellbeing**

We also led the development of a new International Student Wellbeing Strategy which was launched in June 2017. The Strategy ensures international students have their safety and wellbeing needs met, and will support the new International Education Strategy when it is finalised. The Wellbeing Strategy was developed with input from students, communities and providers.

As part of the Education (Tertiary Education and Other Matters) Amendment Bill, we worked with the sector on changes to enable schools to manage international students' misconduct outside school. We also looked at how we can improve the regulatory settings that ensure provision of a quality international education system.

#### **Supporting effective teaching and educational leadership**

The quality of teaching and leadership is one of the most important factors in enabling all children and young people to succeed in their education. Research shows that professions who collaborate, mentor and learn from each other grow in quality.

#### **Supporting high quality and innovative teaching**

Communities of Learning | Kāhui Ako each have a number of teachers who share their subject and practice expertise,

---

both within and across schools. With our support, these teachers will drive a shared view of best practice and support its implementation. Teachers can move within Communities of Learning | Kāhui Ako to have the greatest impact on children and young people's progress and achievement. This is being realised with the appointment of 198 across school teachers and 1,009 within school teachers by 30 June 2017.

The Teacher-Led Innovation Fund supports teachers to develop innovative practices that improve learning outcomes, particularly for students who are Māori, Pasifika, have special education needs or come from low socioeconomic backgrounds.

The first 17 schools completed their projects at the end of 2016 and we are compiling summaries of them for publication to spread effective practice.

Schools that were approved in the second round are currently implementing their projects.

The third round of the Teacher-Led Innovation Fund commenced on 1 July 2017 and widened eligibility to include early learning services. Thirty-three new projects were selected in the third funding round, including six led by early learning services and kōhanga reo.

## **Investing in leadership**

The Principal Recruitment Allowance (PRA) attracts a wider pool of experienced applicants to vacant principal roles in our struggling schools. It helps our most high need schools and kura attract effective principals who can provide the leadership needed to lift student achievement.

### **Principal Recruitment Allowance, as at 30 June 2017**

45 schools have expressed interested in offering the PRA  
of these, 27 have been approved to recruit  
13 Principals have been appointed with the allowance.

An evaluation of the implementation of the PRA is currently underway and will focus on the quality of the allowance design and how it is being implemented, which will help identify improvements to support progress towards intended outcomes.

## **Improving professional learning and development**

Professional learning and development (PLD) equips teachers and leaders with the knowledge, skills and confidence to work with an increasingly diverse population and use technologies to support their teaching where possible.

In 2016/17, 67% of schools targeted for professional learning and development demonstrated a positive shift in capability, which was just below our target of 70%.

We have redesigned the PLD system to improve the quality of PLD provision and enable schools to have greater choice about the PLD they receive. The new PLD system is now operational and two allocation rounds of PLD have been undertaken. Over 1,000 schools and kura (including Communities of Learning | Kāhui Ako) received a PLD allocation from the first two rounds.

Cabinet agreed that the Education Council will take responsibility for implementing PLD from early 2018 as it is consistent with their role in promoting high quality teaching and leadership. We are working with them on this transition.

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

Research shows home environment and parental involvement have a significant impact on educational achievement. Parents need to be informed and supportive to help children succeed.

### **Informing and engaging parents and whānau through our online channels**

Over the last year we have updated our parent's website with new information, including:

information on the changes to the Education Act, including links to 22 fact sheets  
a 'know your rights' section providing more information on cohort entry and compulsory attendance  
news items about the importance of children attending schools, with links to information on attendance and what to do if your child is stood down, suspended or expelled  
four videos outlining the benefits of Communities of Learning | Kāhui Ako and how they link with local communities.

In the first six months of 2017, we have seen a steady increase in the average monthly activity on the parent's website. In 2016, there were 25,565 visitors and 56,438 page views per month, and between January and June 2017, this has increased to an average of 33,670 visitors and 72,348 page views per month. The number of followers of our Facebook page for parents has also increased by 60% from 2,752 in January 2017 to 4,400 at the end of June 2017.

We have supported children's access to universal services by delivering education content for the *Hand in Hand* book targeted at caregivers; a joint early enhancement for the Investing in Children programme sponsored by the Minister of Health. This is targeted at caregivers and is also available from Ministry of Education regional offices, and online via a link from the Ministry's parent's website to the copy on the Oranga Tamariki website.

### **Engaging parents, whānau and iwi**

Ka Hikitia Express to Success hubs are places of additional support outside school for secondary students to catch up, get ahead or get back on track. The students are primarily 16 to 18 year old Māori and the hubs help them achieve NCEA Level 2 or an equivalent qualification in a positive, supportive environment. In 2016, 341 students participated in eight hubs. The hubs are based in areas where there are high proportions of Māori students disengaged from education.

In previous years the hubs have focused on working with students, but in 2017 there has been a shift to focus on Māori whānau. This has involved providing whānau workshops and toolkits, for example, helping to understand NCEA, providing information on career opportunities for youth/whānau and tips to support youth success. Some hubs also develop whānau education plans with whānau and their children. Formal analysis of the impacts of the hubs will be undertaken in 2018.

To support iwi partnerships with Communities of Learning | Kāhui Ako, we have released the first of two videos to

---

showcase iwi partnerships in action, based on the Te Matakōkiri programme. Te Matakōkiri encourages young people to explore, experience, engage and learn alongside expert partners within their community.

Work is underway in three regions to pilot tools to support partnerships between iwi and Communities of Learning | Kāhui Ako. This work will continue into 2017/18.

## Engaging Pasifika parents, families and communities

The PowerUP programme aims to lift participation in early learning and accelerate achievement for Pasifika primary and secondary students by providing information and support to parents, families and children. PowerUP is located in community settings and delivered by community providers. The programme reached over 18,000 families, parents, adults, students and children through 20 PowerStations in 2016.

	TARGET (2016)	IN 2016 POWERUP REACHED:
Parents and families	800	3,634
Pasifika NCEA students	1,500	4,514
NCEA Level 2 students	800	1,502
Year 9 and 10 students	1,000	2,452
Primary school students	1,000	6,249

After attending the parent/adult sessions at a PowerStation:

82% of adults were very confident in their understanding of what a child gains from going to early childhood education (compared with 33% before attending the sessions)

68% of adults were very confident in understanding National Standards (compared with 33% before attending)

70% of adults were very confident in their understanding of how the credits a student achieves contribute to NCEA qualifications (compared with 44% before attending).

PowerUP Plus, a strengths based programme to enable PowerUP to increase its reach to Pasifika parents, families and communities, was evaluated in 2016/17. The key findings were that the programme:

was relevant to parents and is delivered in a way that is authentic for parents to learn from and reflect on, and which encourages positive changes within families to support their children's education journey

provides a safe space for students to engage with teachers and academic mentors to better understand how to approach their learning to achieve success

enables parents and other adults to build trusting relationships, such as with providers and teachers, that support change.

The first year of longitudinal profiles has also been completed, which gives us a better understanding of what families learnt during PowerUP and how they used this information.

## **New Zealanders have skills and knowledge for work and life**

New Zealand needs an education system that provides its people with the skills, knowledge and qualifications they require to be successful in life and in an increasingly global economy.

The priorities to improve the contribution of tertiary education to New Zealand are set out in the *Tertiary Education Strategy 2014-2019* (TES). We are focusing on building a more relevant tertiary education system that is outward-facing, with strong links to industry, community and the global economy.

The direction set out in the Government's July 2017 response to the Productivity Commission inquiry into *New Models of Tertiary Education* signals some immediate and long term changes to improve the responsiveness, innovation and effectiveness of the tertiary education system. More information on the key areas of change can be found on pages 11 and 12.

### **Socially and culturally confident and competent people**

Our objective is for the education system to support all children and young people to develop social, emotional and cultural skills that will help them succeed in work and life. These basic skills should be developed through early childhood learning and the schooling system and enhanced through tertiary education.

### **Improving adult literacy and numeracy**

There are still many young people leaving school without sufficient literacy and numeracy skills to enable access to training and employment opportunities, financial capability and social inclusion.

Fees-free foundation education was implemented to enable second-chance students to gain the basic skills they need to progress to higher study or gain employment. Over the last year, we worked with the Tertiary Education Commission (TEC) to finalise funding rates and other policy settings so that NCEA Level 1 and 2 foundation education can now be delivered fee-free to students of all ages.

### **Ensuring skills match labour market needs**

People who gain higher level qualifications, especially at degree level and above, are more likely to be employed, have higher earnings, and less likely to be receiving a benefit. The education system needs to support the skills development and gaining of qualifications necessary to thrive in a globally competitive labour market.

### **Boosting workforce skills**

With the number of young people achieving NCEA Level 2 increasing, we are focusing on progressing young people into NCEA Level 3 and to further education at Level 4 or above. The Government has a Better Public Services (BPS) target to increase the percentage of 25 to 34 year olds with qualifications who have qualifications at Level 4 or above. In 2012, a target of 55% for 2017 was set. Better than expected results in 2014 led to an increase in the target to 60% by 2018.

As part of the 2017 refresh of the BPS Results, the title for BPS Result 6 was changed to better reflect the desired outcome: 'Upskill the New Zealand workforce'.

In the year to June 2017, 57.6% of 25 to 34 year olds had a qualification at Level 4 or above, up from 56.5% in June 2016.

INDICATOR 4 INCREASE THE PROPORTION OF 25 TO 34 YEAR OLDS WITH ADVANCED TRADE QUALIFICATIONS, DIPLOMAS AND DEGREES (AT LEVEL 4 OR ABOVE) BETTER PUBLIC SERVICES: BOOSTING SKILLS AND EMPLOYMENT, RESULT 6				
	JUNE 2016	JUNE 2017	CHANGE (% POINTS)	2018 TARGET
25 to 34 year olds	56.5%	57.6%	Up 1.1	60.0%

## Providing pathways across the system

The education system needs to provide pathways across the system to allow young people to move from each stage of learning to the next, and from learning to sustainable employment.

### Vocational Pathways

The Vocational Pathways framework helps young people align their learning with skills needed by industry. The Vocational Pathways also enable employers to assess whether potential employees' skills align with their industry requirements more easily. In each of the six Vocational Pathways, a range of assessment standards provide a curriculum foundation for students at NCEA Levels 1 to 3 to develop skills valued by industry. In addition, qualifications from Level 2 to Level 7 have been mapped to the six Vocational Pathways, to help students navigate learning options related to industry needs.

The proportion of school leavers leaving school with at least NCEA Level 2 with a Vocational Pathway Award, indicating alignment of credits achieved in NCEA Level 2 to an industry pathway, is up from 27.2% in 2015 to 32.9% in 2016.

### Youth Guarantee

Youth Guarantee continues worked with over 250 secondary schools and 110 Youth Guarantee Fees-Free providers to improve the transition of students aged 16 to 19 from school to further study, work or training. Through Youth Guarantee, we are providing a wider range of learning opportunities, making better use of the education network and clarifying pathways from school. Youth Guarantee Fees-Free supported 13,579 young people in 2016. Other Youth Guarantee initiatives, such as Trades Academies, supported 6,900 young people in 2016, working towards attainment of NCEA Level 2 or equivalent qualifications while still at school.

### DualPathways

In 2016, the TEC launched a new pilot called DualPathways to support secondary school students to gain NCEA Level 2 and 3, or equivalent, and help them move into work and/or higher level education. The DualPathways pilot builds on feedback from schools and tertiary education providers that further support is needed in providing relevant programmes for students at NCEA Level 3, and to support progression to further study at Level 4 or above, particularly

for students not planning on going to university.

The DualPathways pilot extends the collaboration that is happening between schools, tertiary providers and industry training organisations across the system. Up to 1,200 student places have been available to 18 tertiary education providers through the DualPathways Pilot in 2017.

### **Trades Academies**

Trades Academies are another example of the secondary-tertiary programmes we support. They give students a head start in training for vocational qualifications and improve the responsiveness of schools to local business and economic needs. We provided 6,190 places in Trades Academies in 2016/17, up from 5,520 in 2015/16. Research shows that participants in Trades Academies are more likely than a comparison group to achieve NCEA Level 2 by age 18.

#### **Trades training cooks up pathway to jobs at Northland College**

From latte making to cow milking, practical training in crucial work skills is being provided at Northland College, which now has a full-sized professional catering kitchen that can feed 200 people and a working farm.

The trades training programme at the college is aimed at getting students ready for real-life work. Students can leave school knowing how to drive a tractor, cook meals and run a kitchen, or chop down trees and manage forests.

This means they can either find a job immediately or go onto further specialist study in a particular career area.

The college was rebuilt by the Ministry with a \$14 million upgrade completed in July 2017, which promises to improve achievement levels. The new facilities include 21 teaching spaces, a multi-purpose gym, technology area and library, as well as the kitchen.

The college's unique trades training teaches practical work skills to complement its academic training, and that can open doors to jobs or qualifications in fast-growing fields like forestry, farming and hospitality in the North and elsewhere. These fields all need work-ready staff with the right skills and attitude.

### **Regional He Poutama Rangatahi/Youth Employment Pathways Strategy**

The Ministry, alongside the TEC, has worked as part of the Ministry of Business, Innovation and Employment-led cross-agency initiative to develop the regional He Poutama Rangatahi/Youth Employment Pathways Strategy. The Strategy focuses on understanding both what support youth need to become work-ready, and what support employers need to invest in employing and retaining young people at risk of long term unemployment. It focuses on four regions with the highest rates of young people not in employment, education or training.

### **Māori and Pasifika Trades Training**

Māori and Pasifika Trades Training enables Māori and Pasifika students to obtain practical qualifications that lead to an apprenticeship or employment. Over the last year, the Ministry provided advice on how to expand Māori and Pasifika Trades Training to meet the Government's target of 5,000 places by 2019, while also strengthening the focus on improving employment outcomes. In 2017, 3,000 places were available, up from around 2,500 in 2016.

### **Apprenticeships**

The growth of demand for trades skills provides a key opportunity to give more New Zealanders access to on-job training to prepare them for skilled employment, while delivering the skills industry needs in accordance with the Tertiary Education Strategy. We are working with the TEC on actions to achieve the Government's target of raising participation in apprenticeships from around 43,000 in 2016 to 50,000 in 2020.

We also advised the Minister for Tertiary Education, Skills and Employment on providing enough funding to enable the growth of industry training, with \$7 million in funding to be transferred over four years from providers to industry training.

### Getting at risk young people into a career

A significant number of young people in New Zealand are Not in Education, Employment or Training (NEET). The needs of these young people are wide-ranging and complex, and require a coordinated cross-agency approach. We are delivering a package of services that address the drivers of NEET rates related to the education system, while focusing support for groups overrepresented in NEET statistics. We are working to increase education retention and reconnect those who have already left the system through providing a wider range of learning opportunities, better use of the education network, and clearer pathways from school to work and further study.

At the end of June 2017, 9.7% of 15 to 19 year olds and 15.7% of 20 to 24 year olds were not in employment, education or training.

INDICATOR 5 DECREASE THE PROPORTION OF THE YOUTH POPULATION NOT IN EMPLOYMENT, EDUCATION OR TRAINING			
	YEAR TO JUNE 2016	YEAR TO JUNE 2017	CHANGE (% POINTS)
15 to 19 year olds	7.2%	9.7%	Up 2.5%
20 to 24 year olds	15.0%	15.7%	Up 0.7%

Statistics New Zealand runs the Household Labour Force survey, which provides us with these figures. The survey questions have been changed to allow more accurate identification of education and caregiving status, and self-employment. This may have changed the number of people classified as NEET since the change took effect in June 2016. It is not clear whether these questionnaire changes increased or decreased the number of people reported as being NEET, so the increases in NEET rates since December 2016 need to be interpreted with caution.

For 15 to 19 year olds, programmes including Trades Academies, the DualPathways Pilot, Gateway and Youth Guarantee Fees-Free support the sector to identify and re-engage those at risk of disengaging from education. These programmes are designed to reduce the flow of young people becoming NEET.

For 20 to 24 year olds, tertiary education provisions such as fees-free provision at Levels 1 and 2, subsidised higher level study, and Māori and Pasifika Trades Training provide opportunities to engage in education and gain skills to transition into employment.

These programmes are underpinned by Vocational Pathways, which provide a framework for students to show how their learning and achievement is valued in the workplace by aligning learning to the skills needed for six broad industry areas.

---

We monitor performance of Youth Guarantee programmes (Trades Academies and Youth Guarantee Fees-Free) through an annual monitoring report. The programmes are shown to be successful in supporting learners to achieve a Level 2 qualification, and have a temporary effect engaging young people in education, but do not reduce the flow of young people becoming NEET in the long term. We are reviewing current policy settings to identify what has the best long term impact on young people's education and employment outcomes.

Building links to employment pathways and access to other social support is a key part of ensuring NEETs successfully transition into sustainable employment.

### **Maintaining internationally credible skills and institutions**

Human capital is one of New Zealand's major resources, and education is one of this country's major exports. Our institutions must maintain their good reputation to support employers and graduates to be competitive in the global labour market, and to attract international students and high quality staff. This helps New Zealand graduates and firms to thrive in domestic and international markets.

### **Number of international students in 2016:**

Over 130,000 international students studied in New Zealand  
86% in tertiary institutions, and  
14% in schools

We implemented the Budget 2016 International Connections for New Zealanders package, which supports New Zealand students to gain international experience. This included expanding the Prime Minister's Scholarships, and increasing access to New Zealand tuition subsidies and student financial support for overseas study, alongside student loan interest exemptions for overseas study.

Budget 2017 allowed for \$372.8 million in the tertiary education and science and innovation systems. This will see a total of \$203 million invested over the next four years in science and innovation, \$132 million in tertiary education and skills, plus \$31 million of regional development initiatives to build a stronger economic future for New Zealand.

We led, with Education New Zealand, the development of a draft government International Education Strategy for sector consultation between July and September 2017. The draft Strategy sets out the Government's proposed vision, goals and immediate priorities for the international education sector through to 2025. It was developed with input from the international education sector, including an online survey and a series of workshops in 2016 to identify the future challenges and opportunities of international education in New Zealand. A final International Education Strategy for New Zealand will be launched by the end of 2017.

During 2016/17, we consulted on proposed changes to the Export Education Levy, which is paid by all education providers who enrol international students in New Zealand. We also consulted on new expenditure proposals, to support international students' wellbeing and Education New Zealand brand and marketing initiatives.

The Government ensures quality education is delivered to students and that New Zealand qualifications are robust, credible and internationally recognised. Where providers are not meeting the standards we expect of them, the government takes action to ensure the integrity of New Zealand's education system. Over the last year, the government has taken a number of steps to assure the quality of education delivered to international students including NZQA's assessment of compliance through extensive monitoring visits and external moderation of Tertiary Education Organisation (TEO) assessment samples. Where international students have been affected by poor quality

provision, the Export Education Levy has been used to cover tuition fees or costs.

### **Providing high quality research and innovation**

Tertiary education organisations play a vital role in creating the knowledge that drives economic growth and development through research and innovation.

We provided advice leading to the Budget 2017 Innovative New Zealand package, including a \$15 million per annum investment in the Performance-Based Research Fund that complements increasing investment in Vote Science and Innovation.

We supported the TEC to implement the Budget 2016 Entrepreneurial Universities initiative, which provides funding for universities to attract internationally regarded academics to New Zealand.

We supported the Research, Science and Innovation Domain Plan, released in 2016/17, which is an extension of the National Statement of Science Investment. The Plan will lead to improvements in the transparency and discoverability of New Zealand research. We are working actively with the Ministry of Business, Innovation and Employment to develop the National Research Information System, an online portal that will provide information and data on research projects done in New Zealand.

A key action of the Plan is to embed the Open Researcher and Contributor Identifier (ORCID) across the system. ORCID is an international hub that connects to other researcher identification systems, publishers, funders, professional associations and higher education bodies. In 2016/17, we were a foundation signatory to the New Zealand ORCID Joint Statement of Principles which will enable the future direction of ORCID in New Zealand.

We also supported the TEC's mid-term review of Centres of Research Excellence (CoREs). CoREs are inter-institutional research networks that support growth in research excellence and contribute to New Zealand's development of world class researchers.

As part of the next steps following from the Government's response to *New Models of Tertiary Education*, we will be thinking about the appropriate balance of incentives to support teaching and research across the tertiary system.

## **Effective stewardship of the education system**

We are the lead advisor to the Government on education, from early childhood education to tertiary education. We are also the steward of the education system. This means we must focus on the long term health and performance of the whole system, and provide support to enable the sector to raise achievement.

### **Collaborating more effectively**

### **Working with other education agencies**

There are seven agencies responsible for different parts of the education sector. A shared vision and planning process during 2016, using a Performance Improvement Framework approach, generated the *Blueprint for Education System Stewardship*, which was released in September 2016. The priorities identified are now incorporated into agencies'

---

annual work programmes.

Education agencies are also working together to create a digitally enabled, connected education system that helps prepare all ages for the digital era. The Education System Digital Strategy, *Transforming Education for the Digital Age*, continues to drive a number of work programmes for the education system. It sets out a vision for a highly connected, interdependent education system that equips students with skills for the future, fosters their identity, language and culture, and prepares them to participate as successful citizens in the 21st century. Key achievements from the last year include:

completing a programme business case and receiving initial funding for the Integrated Education Data (iEd) programme

developing a proof of concept for and piloting the Schools Cloud programme to enable flexibility around the use of software applications such as Microsoft and Google office

designing the new Education Resourcing System (which will replace EDUMIS).

## **Collaborating to progress shared goals**

After consultation with staff, our Child Protection Policy has been finalised, implemented and is now available on Te Tāhuhu, our internal intranet. The purpose of this policy is to embed a culture of child protection that consistently safeguards and promotes the wellbeing of children. All staff have been made aware of the policy and are in the process of completing online training in relation to their obligations under the policy. As required by the Vulnerable Children Act 2014, all our contract templates have a placeholder to include suppliers adopting a child protection policy if it is relevant to the service they are providing.

We are also involved in the development of a new government-wide Vulnerable Children's Plan. We are taking part in the development of an investment approach with the Ministry for Vulnerable Children Oranga Tamariki. This includes providing input to the framework and design of the valuation model, as well as relevant education data.

We are participating in the Direct Purchasing Demonstration, which is being implemented in the Bay of Plenty and Waitemata. Through this process recent assessments of 200 children and young people will be reviewed to ensure they are receiving the right services and, if not, whether the appropriate services can be purchased for them.

We continue to work with several other agencies, including the Ministry of Social Development, the Ministry of Business, Innovation and Employment, and the Treasury, to provide data to support the implementation of regional economic development plans. The data will help determine which areas will need support such as further investment or innovation to support young people who are not in education, employment or training.

To increase student achievement, we work with other agencies using shared information to provide comprehensive assessments and a single plan of wraparound support for an individual child or young person.

During 2016/17 this included:

provision of children's teams, where staff provide information to support assessment, planning and intervention processes for the child or young person

the Integrated Safety Response pilots, which ensure families experiencing violence get the help they need through provision of education assessments, attendance at planning and decision making meetings, and support and

coordination with schools and early childhood education centres the Intensive Wraparound Service which involves working with around 330 students per year who have highly complex challenging behaviour across several settings.

## **Testing a place-based approach**

In September 2016, the Government launched Kāinga Ora, a Place-Based Initiative in Northland. The Ministry of Education is the lead agency.

The initiative is led by a group of local leaders of government agencies and iwi representatives and aims to provide integrated responses for at-risk 0 to 24 year olds. Kāinga Ora partners with communities to co-design responses for at-risk groups to ensure we invest in what will best support them and the Northland community, and be self-sustainable over time. Setting up the initiative, and recruitment of appropriately skilled staff for the associated executive office, took longer than was anticipated.

This delayed progress on initial milestones. The initiative initially focused on undertaking 90 safety assessments for children and young people with the greatest number of risk factors and completing integrated service plans for 20 of the most complex cases. This proved challenging and has impacted on the ability to scale up quickly, while responding to the identified needs of those children and young people.

From July 2017 the focus will broaden to include those with a slightly lower level of vulnerability and adopt a more preventative approach in three target locations in Northland. This will also enable moving more rapidly to scale. The initiative is working with communities to align work with existing community plans and aspirations. Despite the delays, the building blocks are progressively being put in place to deliver integrated services to 570 children, young people and their whānau in 2017/18.

## **Using and sharing data and evidence to improve decision making**

Data and evidence provide important insights into how well students are currently achieving and how we can support them to do better.

During 2016/17, we began to develop an Evidence Strategy to ensure our understanding of the performance of the education system is underpinned by data, research and evidence. This work resulted in a number of priorities, which will form part of our annual planning processes and inform longer term strategic thinking. A portfolio approach to setting priorities for our major research studies was also completed as part of this work.

In early 2017, we completed analysis to identify risk factors for non-participation and underachievement by young people in tertiary education at Level 4 or above. The next stage of this programme, due to be completed in November 2017, will identify the size and characteristics of those most at risk. This analysis will be used to inform our future policy advice on improving participation and achievement in the tertiary education system.

The Tertiary Information Enhancement project was completed in 2016/17 and is now being implemented. Access by the education agencies (the Tertiary Education Commission, the New Zealand Qualifications Authority and Education New Zealand) to a central repository of tertiary education data is on track for the end of 2017. This data includes consistent, longitudinal data on tertiary education organisations and their students' pathways and achievement.

The New Zealand results from the Programme for International Assessment of Adult Competencies (PIAAC) were

---

---

released in June 2016. These results provide information on the literacy, numeracy and problem solving skills of adults aged 16 to 65. Overall, New Zealanders performed well compared to other OECD countries, particularly in problem solving. However, New Zealand youth (age 16 to 24) do not perform as well in these areas compared to young people in other countries. While results have improved for Māori and Pasifika compared with earlier surveys, their skills levels remain below the rest of the population on average. The Ministry of Education and the Ministry of Business, Employment and Innovation have an ongoing work programme to analyse the data from the survey. These results are informing policy and implementation, particularly in adult foundation education.

## **Providing better advice to government**

Our role as steward of the education system means we need to provide quality policy analysis and advice that supports the whole system in the long term.

We have continued the development of our Graduate Policy Analyst programme. The programme is designed to identify, hire and develop a high quality group of graduates to grow talent within the organisation. The programme is now in its third year.

New Zealand is culturally diverse, and we need to value, reflect and understand our different communities. A joint Treasury and Ministry of Education series of Pasifika cultural workshops were developed and delivered to staff in 2016/17. The three workshops built the cultural competency and understanding of Pasifika cultures for staff within the policy community. As part of the workshops, participants applied a Pacific Analytical Framework tool to show how Pasifika cultural competency can be integrated into policy advice.

On behalf of the Minister of Education and the Minister for Tertiary Education, Skills and Employment, we monitor three Crown agencies – New Zealand Qualifications Authority, the Tertiary Education Commission and Education New Zealand.

We monitored Careers New Zealand up until its disestablishment, effective 1 July 2017. We also have a short term monitoring role over the Education Council, with a specific focus on its financial sustainability.

Over the last year, we have put in place changes to implement an integrated, transparent and collaborative monitoring approach. These changes include:

- having more proactive engagement with entities
- enhancing reporting, financial analysis and monitoring
- strengthening our quality assurance process.

Our revised approach has given us additional insights into areas of the entities' business, including risk management and financial forecasting. We will continue to develop and embed this approach over the next year.

## **Ministerial servicing, in 2016/17 we:**

- Responded to 671 Ministerial Official Information Act (OIA) requests, and
- Provided 658 Parliamentary Question (PQ) responses.

## **Improving how we target investment**

As steward of the education system, we need to focus on the sustainability of the whole system.

During 2016/17, we focused on using and understanding data on disadvantage so that we can use our resources to the best effect in future. We have identified three risk factors which are strongly correlated with poor educational achievement and life outcomes for children later in their lives. They include whether a child has been notified to the Ministry for Vulnerable Children Oranga Tamariki, been stood down or suspended from school, and whether they have spent over 50% of their life in households supported by welfare.

In 2016/17, we also introduced the Targeted At Risk Grant which gave schools additional funding for each child who had spent significant proportions of their lives in benefit dependent households. Through our Budget 2017 advice, we continued to apply the social investment approach to education by extending this model to include early childhood.

## Building capability and managing responsibly

We are building our capability and better aligning our resources to help shape an education system that delivers equitable and excellent outcomes.

### Providing strong leadership and clear strategic direction

During 2016, we updated the Ministry's 'Plan on a Page' (see page 9) to include a set of objectives for the whole education system to:

provide a clearer line of sight between work priorities and what we are seeking to achieve and how we measure progress

work towards the Ministry's new Investment Management Framework | Portfolio Approach and expectations for improved linkages between investment intentions and benefits.

We have incorporated the framework into our planning and reporting documents for 2017/18 and are progressively developing improved performance measures linked to these objectives.

Since joining the Ministry, the Secretary for Education has led a discussion about the core purpose of the Ministry. The aim was to better articulate our stewardship role and what we are seeking to achieve. We settled on this purpose statement: "We shape an education system that delivers equity and excellent outcomes". We are now starting work on describing an operating model for the Ministry – setting out how we do things and what support we need to achieve our purpose.

**Our purpose:** We shape an education system that delivers equity and excellent outcomes.

During this year, we have updated our governance arrangements:

with the leadership team having an extended monthly meeting to review organisational performance  
setting up an Investment and Finance Board to approve and monitor the delivery of investments.

There have also been several organisational changes in 2016/17 to enhance our capability and strengthen our strategic leadership:

the Parent Information and Community Intelligence team was established to raise the awareness of parents and whānau about the importance of their engagement in their children's learning, and to help the education system

---

respond in ways that encourage that engagement

we renamed Special Education to Learning Support, and reviewed our structure to improve integration and local delivery of services for learning support functions

we reviewed the structure of the Early Learning and Student Achievement group to focus on the pathways of New Zealand children and young people from 0 to 18 years.

## **Our people**

Staff numbers, as at 30 June 2017:

2,631.9 full-time equivalent staff

Staff in 37 locations

60% based in regions

40% based at the National Office in Wellington

At 30 June 2017, we had 2,631.9 full-time equivalent (FTE) staff working from 37 locations around New Zealand. Of our workforce, 60% are based in the regions and 40% at our National Office in Wellington.

Our unplanned turnover remained higher than the public sector average in 2016/17, with 14.6% of staff leaving the Ministry (compared with the public sector average of 11.1%). We are implementing enhanced exit interview systems to better understand the reasons why people leave.

We completed a staff engagement survey in mid-2016. Our overall engagement score was 3.65 out of 5, which is consistent with our 2012 score of 3.64. The survey identified key areas we need to improve on, including ensuring there are clear expectations of our staff and empowering them to give their best every day. We are improving these areas through programmes of work focused on enhancing our work environment and developing our culture. To check our progress, we will run two Pulse Surveys in 2017 before running another full survey in 2018.

## **Capable and motivated staff**

During 2016/17, we rolled out our People Strategy which supports the Ministry's continued focus on building our capability.

Our key focus areas were:

ongoing development of leadership and management capability

enhancing our performance and remuneration systems

improve workforce planning, right person, right role for the right period of time

selecting and implementing a people based information system.

Our Leadership and Management Framework, Te Urunga pai, is now well developed. Throughout 2016/17, we continued to run our foundation leadership programmes as part of this framework. We have begun work to ensure our Leadership and Management Framework delivers leadership competencies that align with the outcomes set by the State Services Commission. We have a strong focus on talent management and support a Career Board across the Education Sector to help identify leaders and work with them to progress their careers. We also participate in state sector system talent programmes that enable people across the government system to find development opportunities.

We have also worked on enhancing Ministry-specific management tools and material as part of our efforts to facilitate talent development, which are being delivered online as part of induction.

We are updating our performance management and remuneration framework. We are seeking a consistent, transparent and inclusive approach across the Ministry, rather than the multiple frameworks that currently exist. In developing the new framework, we are seeking to modernise our approach, offer rewards and recognition that support the needs of our diverse workforce, and align with other government agencies to support the development of capability across government at all levels.

## Growing a culture of diversity and inclusion

Public Service chief executives have made a commitment to a shared vision for diversity and inclusion in the State services. We have already made a start and will work progressively to widen and deepen our approach to diversity and inclusion.

During 2016/17, we developed our Diversity and Inclusion Framework and now have a programme of work underway to enable us to achieve its outcomes. We want our workforce to reflect, understand and value the communities we work in.

We are improving our human resources data so we can continue to develop our understanding of our workforce and monitor the outcomes of the initiatives we are implementing. During 2016/17, we have focused on understanding the drivers for our gender pay gap and we will focus over the next year on initiatives to close our gender and ethnicity pay gaps.

We are reviewing our diversity analytics to ensure that they will help monitor our progress as we implement our new Diversity and Inclusion Framework and programme of work.

### As at 30 June 2017:

Māori in Senior Management:

16% at tier 2 direct reports to the Secretary

7.4% at tier 3 senior leaders

Māori, Pasifika in whole Ministry:

12.2% Māori

3.2% Pasifika

We continue to support the development of and provide ongoing support to a range of staff networks. Our Māori and Pasifika networks have been in place for some time and our Women's Network was launched in July 2017. These foster an inclusive environment and provide an engagement opportunity for staff across many offices.

We support staff to take action during focus weeks, for example, Mental Health Awareness week and Sign Language week. This year, we also introduced a wellness portal called the Wellbeing Hub, which provides a wide range of health and wellbeing options for all of our staff.

## Supporting health and safety at work

---

Following implementation of the Health and Safety at Work Act in 2015/16, we have continued to support the health and safety

of our people. Within the Ministry significant progress on health and safety has been made in the following areas:

worker representation, including holding the first National Forum for Health and Safety representatives from across the Ministry

governance and leadership, with the establishment of a new Health, Safety and Security Leadership Team Sub-Committee

raising health and safety knowledge and awareness across the Ministry, through online training modules for staff and managers.

## **5 National Health and Safety Forums held.**

### **Developing good financial and resource management**

Putting in place strong governance, finance and planning systems, and controls has been a priority over the last 18 months. These changes have already been reflected in improved ratings for the Ministry's ESCO (Environment, Systems and Controls) ratings. The 2016 audit assessment concluded that the Ministry had improved from:

"Needs Improvement" to "Good" for systems to define, evaluate and manage the Ministry's performance information  
"Needs Improvement" to "Good" for financial information systems and controls.

We continued to progress the Ministry's Finance Transformation programme during 2016/17. The programme aims to reduce fiscal risk, improve financial management and better position core systems and processes to support our activities. Key achievements over the last year include:

establishing an Investment Management Framework, which will support the Finance Investment Management Board enhancing our strategic financial planning capability which we are using to inform the financial information provided as part of the *Four Year Plan 2016-2020*

launching the online financial reporting tool called the Performance Hub, which gives managers easy access to financial information to help them monitor their budget.

### **Improving our infrastructure**

## **Supporting new ways of working**

We have begun planning for our Ten-Year National Property Strategy. As part of this, we are working on a coordinated approach to improve our technology and building infrastructure as leases expire or come up for renewal. This year, it included relocating our Kaikohe office to Kerikeri and moving our Tauranga office to a new site. Both offices are in newly refurbished premises with new ways of working, including the provision of tablet devices and Skype for Business, consistent with our National Office.

Results from research in Wellington, Kerikeri and Tauranga once staff had moved into new accommodation were very positive. In particular, our people responded positively to improved security, new furniture settings and the introduction of new technology that makes it easier to securely access Ministry networks.

In April 2017, our Christchurch staff moved into the new Te Urutī building as part of the Christchurch Integrated Government Accommodation programme. The building is co-located with the Ministry of Health and enables our Christchurch staff to work in a completely new flexible working environment.

The November 2016 Kaikoura earthquake had only a small impact on our Wellington buildings, with the Mātauranga House closed for one working day and the Justice Centre for six working days following it. We temporarily housed 140 staff from Education Payroll Limited in Mātauranga House due to damage to their building from the earthquake, to ensure school employees continued to be paid on time.

## Enhancing privacy and security

Over the past year, we supported robust privacy and security best practice within the Ministry. This has included standard operating procedures for things such as information security, and physical security processes and procedures. We have also updated our online resources to help our people understand their security and privacy responsibilities, and ensure they have easy access to the right tools, policies and procedures.

We completed a physical security review to ensure that the appropriate safeguards are in place to protect our staff, visitors and property. A work plan for the implementation of the recommendations has been developed and it is expected they will take effect in December 2017.

We have developed an ongoing work programme on protective security and privacy requirements which has delivered a number of improvements. This includes enhancements in governance, reporting and building staff capability.

## Refreshing risk and assurance governance arrangements

The Risk and Assurance Board comprises four independent and highly experienced individuals, who meet up to eight times a year to review the Ministry's operational risk management and control environment. They provide the Secretary with unbiased insights and risk advice from their discussion with senior management on assurance matters. A long standing member retired in 2016/17 and a new member was introduced to keep the Board fresh. The Board will be invited to engage with the Leadership Team quarterly on strategic risks.

## Our governance

### Our Ministers at 30 June 2017

We administered Vote Education and Vote Tertiary Education on behalf of our Ministers, as set out below.

VOTE	MINISTER AND PORTFOLIO	ASSOCIATES
------	------------------------	------------

VOTE	MINISTER AND PORTFOLIO	ASSOCIATES
Education	Hon Nikki Kaye Responsible Minister for the Ministry of Education Minister of Education	Hon Louise Upston Associate Minister of Education  Hon Tim Macindoe Associate Minister of Education  David Seymour Parliamentary Under-Secretary to the Minister of Education
Tertiary Education	Hon Paul Goldsmith Minister for Tertiary Education, Skills and Employment	Hon Louise Upston Associate Minister for Tertiary Education, Skills and Employment

## Our education system partners

Within government, the New Zealand education sector has a large number of specialised agencies focused on delivering their part of the education system. We work with these agencies to improve and manage the performance of the education system to maximise results for New Zealand.

**Education Review Office (ERO) – Te Tari Arotake Mātauranga**– Reviews and reports publicly on the quality of education in all New Zealand schools and ECE services. The ERO also publishes national reports on current education topics.

**Education New Zealand (ENZ)**– The lead government agency for the promotion of New Zealand education internationally. ENZ works to build awareness of this country as a study destination and to pave the way for exporting education institutions and businesses.

**Education Payroll Limited (EPL)**– A government-owned company managing the payroll for schools to ensure an accurate and reliable payroll service.

**Network for Learning (N4L)**– A Crown-owned company providing schools with a government-funded package that includes access to a secure network, uncapped monthly data, online content filtering and security services.

**New Zealand Qualifications Authority (NZQA) – Mana Tohu Mātauranga o Aotearoa**– Ensures that New Zealand qualifications are regarded as credible and robust, nationally and internationally.

**Te Aho o Te Kura Pounamu – The Correspondence School**– Provides distance education from early childhood to Year 13.

**Tertiary Education Commission (TEC) – Te Amorangi Mātauranga Matua**– Responsible for government-funded tertiary education and training offered in New Zealand. The TEC also provide career services from education through to employment.

**The Education Council of Aotearoa New Zealand – Matatū Aotearoa**– The professional and regulatory body for registered teachers working in early childhood centres, schools and other education institutions in New Zealand, representing teachers in both English and Māori settings. The Council aims to support the professional status of teachers and high quality teaching and learning.

## Our organisation at 30 June 2017

The **Secretary for Education (Iona Holsted)** leads the organisation which is structured to support our stewardship role and achieve the priorities set out in *Ambitious for New Zealand, Four Year Plan 2016-2020*.

Working internally and with other agencies to get a clearer view of the longer term education system issues and responses, the **Education System Policy group (Deputy Secretary, Dr Andrea Schöllmann)** provides an integrated education system policy function covering the learning journey from age 0 to 18.

To support the sector and better invest our resources, the **Evidence, Data and Knowledge group (Deputy Secretary, Craig Jones)** is strengthening our ability to turn data into knowledge that the sector and the Ministry can act on to raise student achievement.

The **Early Learning and Student Achievement group (Deputy Secretary, Ellen MacGregor-Reid)** focuses on raising the quality of teaching and leadership and system performance by setting the direction for what and how students learn, building sector capability and an effective workforce, and encouraging innovation in the development of new pedagogy and the use of digital technology.

The **Graduate Achievement, Vocations and Careers group (Deputy Secretary, Claire Douglas)** delivers policy advice, strategy and research on international education, tertiary education and achievement, and secondary-tertiary transitions.

The **Parent Information and Community Intelligence group (Deputy Secretary, Apryll Parata)** involves parents, families, iwi, communities and employers in education because they matter to the success of children and young people.

The **Sector Enablement and Support group (Deputy Secretary, Katrina Casey)** is the key sector-facing part of our organisation and provides a single point of contact for early learning providers and schools.

The **Education Infrastructure Service group (Head of Education Infrastructure Services, Kim Shannon)** contributes to the achievement of education outcomes by working with school boards of trustees to manage the school property asset portfolio. They support 21st century learning practices through the provision of flexible learning spaces and ICT infrastructure, and help students access education by providing school transport assistance. They also monitor the schools payroll service.

The **Strategy, Planning and Governance group (Acting Deputy Secretary, Jeff Gibson)** is responsible for the development, coordination and oversight of organisation strategy and planning.

The **Business Enablement and Support group (Deputy Secretary, Zoe Griffiths)** works across the Ministry and is responsible for the organisational capability to ensure the critical people, processes, systems and infrastructure are in place to achieve our business strategies.

## Our governance arrangements

We have various governance arrangements in place to ensure appropriate scrutiny of the Ministry's performance.

We introduced a new governance and management structure in September 2016 which includes:

- Leadership Team Governance Board
- Health and Safety Sub-Committee
- Investment and Finance Board
- ICT Governance Board
- Risk and Assurance Board
- Infrastructure Board (for school property matters).