

BRIEFING NOTE: Profile of students attending Partnership Schools | Kura Hourua in 2015

To:	Hon Nikki Kaye, Minister of Education David Seymour, Parliamentary Under-Secretary to the Minister of Education		
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Approved by:	Dr. Craig Jones	DDI	[REDACTED]

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Purpose

This report responds to your request for information about the profile of students who attend Partnership Schools | Kura Hourua (PSKH). We have conducted an analysis using a range of data held by the Ministry to determine to what extent priority learners are enrolled in PSKH.

Background

In July 2012, Cabinet agreed to establish PSKH as a new option for delivering education, targeted at educational under-achievement in disadvantaged areas [CAB Min (12) 26/6 refers].

The previous Minister of Education agreed to a Performance Management System that included a requirement that 75 percent of enrolments be priority learners [METIS 809215 refers]¹. This performance standard is reflected in the PSKH contracts, which the schools report on quarterly.

Under legislation, PSKH must accept the enrolment of a student, whether or not that student is a priority learner. The expectation is that PSKH will rely on other strategies, such as marketing campaigns, to meet the priority learner performance standard [METIS 809215 refers].

The Ministry currently provides guidance to PSKH on the definition and acceptable measures of priority learners for contract reporting purposes. PSKH identify priority students through information in ENROL.² It is relatively clear how to determine three of the four priority learner groups for enrolment purposes:

- **Māori and Pasifika;** ethnicity is captured using ENROL, as parents self-identify when enrolling.

¹ These were defined as Māori, Pasifika, students with special education needs and students from low socio-economic status (SES) backgrounds.

² All schools, including Partnership Schools, must use ENROL - a register of student enrolments. It lets schools update enrolment information as students enrol, change schools or leave the school system.

- **Learners with special education needs;** currently defined as students in the Ongoing Resourcing Scheme; the Intensive Wrap-around Service; and the High Health Needs Fund provided through Resource Teachers: Learning and Behaviour [METIS 809215]. These students are the ones in most need of intensive and/or ongoing learning support.

To date, guidance given to help with identifying learners from a low SES background has included the following methods:

- **Previous school method.** If the student has attended another state school in the previous three years, and if that school is decile 1-3, then the student can count as from a low SES background (this is restricted to three years because families may move as their circumstances change), or
- **Nearest school method.** Identify the closest state school that is not a school of choice (i.e. not an integrated or section 155/156 school) to a student's address. If it is decile 1-3, the student can be counted as coming from a low SES background.

We understand that most schools that are identifying learners from low SES backgrounds to meet the priority learners' performance standard are using the previous school method. However, this method cannot be used for students who have not previously attended school.

The disadvantage of the nearest school method is that living in proximity to a particular school is not a reliable indicator of the student's socio-economic status. For example, the student may be unable to enrol at the school nearest to their home because they are outside the enrolment zone for that school.

Student profile data

In order to establish the profile of PSKH students, we considered a range of factors from the available data:

- student gender
- Māori and Pasifika students
- students with special needs³
- students in a long-term benefit household (at least half of their lives)
- students who have had a CYF notification.

Long term benefit receipt and having a CYF notification are known to be leading socio-economic predictors of high student risk. As such, together with gender and ethnicity,

³ A student is classified as having special needs if he or she has ever received any of the following support services:

- i. Deaf & Hard Of Hearing Mod. Needs
- ii. Intensive Wrap-around Service
- iii. Ongoing Resourcing Scheme
- iv. Resource Teacher: Learning & Behaviour
- v. Special Education: Behavioural Services
- vi. Attended a Special Education school
- vii. Special Education: Assistive Technology
- viii. Special Education: Communication Service
- ix. Special Education: Early Intervention Service
- x. Special Education: Physical Disability Service

which are also identified as good risk predictors, high risk scores are associated with low socio-economic backgrounds.

As 2015 was the latest year for which benefit and CYF information were available, 2015 students form the basis of this analysis. The following PSKH are included in this analysis:

South Auckland Middle School	Year 7-10	Auckland	118
Te Kura Hourua o Whangarei Terenga Paraoa	Year 7-13	Northland	80
The Rise Up Academy	Year 1-8	Auckland	85
Vanguard Military School	Year 11-13	Auckland	128
Middle School West Auckland	Year 7-10	Auckland	128
Pacific Advance Senior School	Year 11-13	Auckland	69
Te Kura Māori o Waatea	Year 1-8	Auckland	45
Te Kapehu Whetu - Teina	Year 1-6	Northland	61
Te Pumanawa O Te Wairua	Year 9-14	Northland	46

All of these schools opened in either 2014 or 2015. Te Pumanawa O Te Wairuawa, however, was closed in 2016.

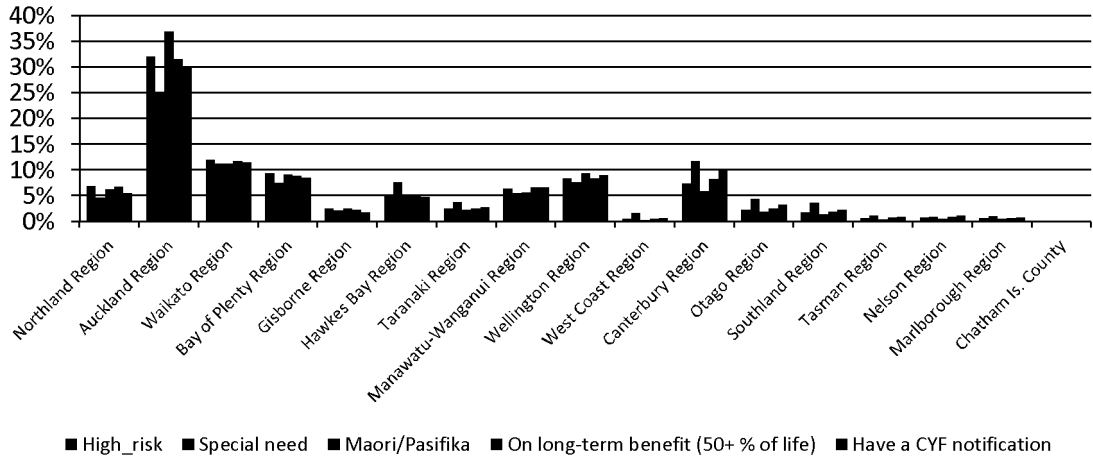
Results

Current partnership schools are located either in Auckland or in Northland. These areas have the highest concentrations of high-risk students and priority learners (by absolute number in the case of Auckland, and per capita in the case of Northland). Nationally, after Auckland, the Waikato and the Bay of Plenty have the highest concentrations of high risk students⁵ and priority learners, followed by Wellington, Canterbury and the Manawatu-Wanganui regions.

⁴ Analytical roll of risk-scored students. This includes all students enrolled in 2015.

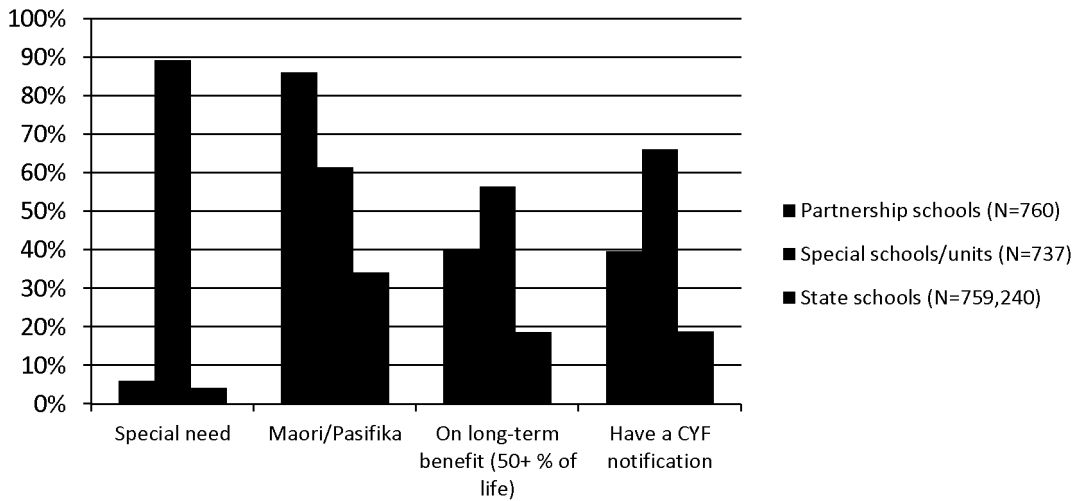
⁵ The high risk indicator applies to the top 20% of students identified as being at risk of not attaining NCEA Level 2, based on a predictive risk model which uses benefit data, CYF information, ethnicity and gender to create individual achievement risk scores.

Distribution of high risk students and priority learners



When compared to state schools, on average, PSKH enrol similar numbers of special needs students, and have slightly more than double the enrolment of learners from a long-term benefit dependent household, or those with a CYF notification.

Percentage of priority learners in the school

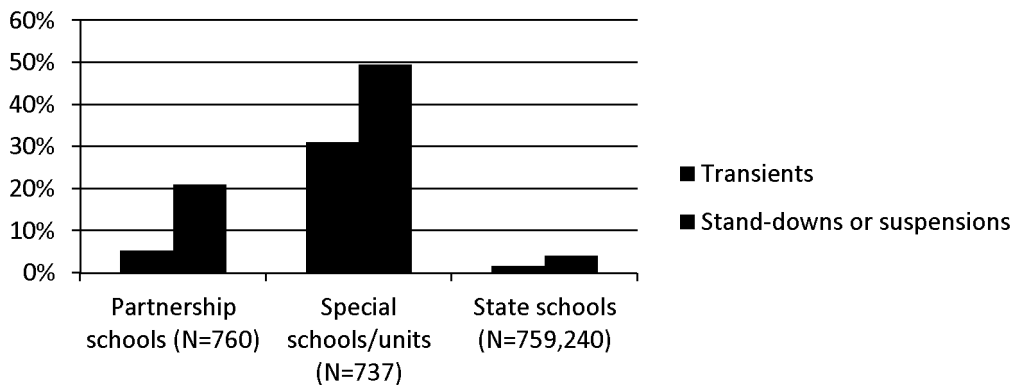


Note: Special schools enrol only students who have high needs. A small percentage (10%) of these students do not receive the support outlined in footnote 3.

A history of transience, stand-downs or suspensions when at school is associated with a risk of poor outcomes as adults⁶. PSKH transience, and stand-down and suspension rates, have historically been significantly higher than those reported by state schools, but lower than rates in special schools/units, based on past data on the students' backgrounds.

This is to be expected given the policy objective of PSKH to provide an option to those students for whom mainstream education has not been successful. These transience and behavioural indicators do not, of themselves, reflect on the success or failure of the PSKH model.

Percentage of students in the school who would have previously been transient or suspended/stood down



Next steps

This analysis has been conducted using a range of readily accessible data held by the Ministry. There is a further option to supplement this data with information from the Integrated Data Infrastructure, administered by Statistics New Zealand, to learn more about these students and develop a more complete profile of students in PSKH. This could include:

- justice interactions
- income data for parents
- mental health information.

We will discuss with you what could be included in this analysis, and the timeframes for completing it, once you have reviewed this briefing note.

⁶ Results from internal Ministry risk modelling and using integrated administrative data to identify youth who are at risk of poor outcomes as adults.