

intent

Statement of Intent

2010–2015 

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Enquiries should be made to the
Ministry of Education,
St Paul's Square, 45-47 Pipitea Street,
PO Box 1666, Thorndon,
Wellington 5026, New Zealand.

www.minedu.govt.nz

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Foreword

Minister of Education

A high performing education system at all levels is essential if we are to ensure that New Zealand's young people have the skills they need to acquire the jobs of the future. This will bring the economic and social benefits that our country needs.

New Zealanders are rightly proud of our education system. We are home to some of the best schools, the best teachers and the best students in the world. But the gap between our high performing and low performing students is one of the widest in the Organisation for Economic Co-operation and Development (OECD), and this Government is determined to address underachievement in our schools, and to drive improved educational performance right across the system to improve the education outcomes for all young New Zealanders.

The early years in a child's life and development are critically important and it is clear that children who don't attend any form of early childhood education start school at a significant disadvantage. Our main priority in ECE is to improve the participation of Māori and Pasifika children, and children from low socio-economic areas, whose participation rates are 10-15 per cent below that of other children.

National Standards have been introduced in primary and intermediate schools this year and principals, teachers and boards of trustees will receive professional development to support their implementation. The Ministry's Monitoring and Evaluation Programme and the Independent Technical Advisory Group will provide advice and recommendations on any changes that need to be made. I expect the Ministry to provide extra support to schools where children are failing to make the necessary progress against the Standards.

This year the Youth Guarantee is targeting those who have already left school to help them remain engaged in education, training or work as part of our commitment to provide free education and training opportunities for all young people under 18 years of age. We are also developing a wider vision for the Youth Guarantee to achieve better learning outcomes and more vocational pathways for students which will involve senior secondary schools, tertiary institutions, industry training and the workplace.

We must have teaching and learning environments that are focused on the needs of students and promote achievement. School property should be well-maintained and responsive to the changing needs of all students. Teachers and students need fast and reliable access to a wider range of more powerful learning technologies. Our Government's

commitment to rolling out ultra-fast broadband will mean increased access for students to more relevant and engaging learning programmes and subject choices, and enable their teachers to share effective practices and increase their own capabilities and confidence.

The Ministry has a key role to play leading the education sector to achieve the Government's priorities. This may require some changes to the way the Ministry works with schools and communities to lift student achievement and ensure that all of our young people achieve the skills and qualifications they need to make successful lives for themselves.

Hon Anne Tolley
Minister of Education

Ministerial

Statement of Responsibility

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent is in accordance with sections 38, 40 and 41 of the Public Finance Act 1989 and is consistent with the policies and performance expectations of the Government.

Hon Anne Tolley
Responsible Minister of Education

Foreword Minister for Tertiary Education

New Zealanders seek a society that offers prosperity, security and opportunities for all. Such a society is able to be obtained and maintained only via a growing economy, one that allows us to maintain and improve our relative strength in the wider world.

Among the most important determinants of our economic success are the skills, resourcefulness and productivity of our people. Our tertiary education system must therefore equip New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. These goals set the strategic context for the Ministry of Education's work in tertiary education.

The Tertiary Education Strategy provides the overall direction for the tertiary sector and therefore shapes the Ministry's priorities in tertiary education. We want more people to achieve qualifications at level 4 and above by age 25 and we need better transitions from school to tertiary education. We want more Māori and Pasifika students achieving at higher levels. We need better literacy, language and numeracy improvements from our lower level qualifications. We want stronger research outcomes. And we want better performance from providers of tertiary education.

I expect the Ministry to lead work towards the achievement of these priorities. This will require the Ministry to ensure that the agencies that work in tertiary education have a sharpened focus on achieving the Government's priorities, while at the same time demonstrating increased value for money. I also expect the Ministry – and the other education agencies – to work with tertiary education providers, innovation agencies, business, industry and community in ways that ensure the Government's priorities are achieved.

In all this work the Ministry, and in particular the Secretary for Education, has a key role in ensuring the education agencies work to achieve the Government's goals for the tertiary education system and for New Zealand.

Hon Steven Joyce
Minister for Tertiary Education

Ministerial Statement of Responsibility

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent is in accordance with sections 38, 40 and 41 of the Public Finance Act 1989 and is consistent with the policies and performance expectations of the Government.

Hon Steven Joyce
Responsible Minister for Tertiary Education

Introduction from the Chief Executive

He waka eke noa

A canoe which we are all in with no exception

The Ministry of Education's priorities for 2010-15 focus on lifting achievement for every learner across the education sector.

As an organisation and as individuals, we are committed to the values of the New Zealand public sector – to be fair, impartial, responsible and trustworthy. We serve the public and are focused on building a reputation for high standards.

The Ministry recognises in its actions the principles of the Treaty of Waitangi. The Treaty is our framework for good faith partnerships to lift learner outcomes.

The Government's expectations are very clear. We need to:

- ▲ focus on a small number of critical priorities, pursue them relentlessly, and communicate them widely
- ▲ align system levers – programmes and interventions – with those priorities
- ▲ bring the sector with us
- ▲ work to a clear implementation plan.

Our purpose is to have an education system that equips all young people with the skills and knowledge they need to be engaged and informed citizens and part of a productive workforce.

Our priorities span the system – raising participation rates in early childhood education, supporting implementation of the New Zealand Curriculum, in which the National Standards are based, implementing the Youth Guarantee and the Tertiary Education Strategy.

We will continue to improve student achievement across the system by working towards the goals of Ka Hikitia – Managing for Success, the Pasifika Education Plan and the New Zealand Disability Strategy.

Four out of five students are successful in our education system – we must make it five out of five. To do this, the system will have to operate more effectively to deliver the outcomes we want for every student.

To target and accelerate improvements in the system, we also need to make significant and enduring changes to the way we work as a Ministry.

We have begun a process to build a more effective and efficient organisation. We are committed to raising our own performance, with ongoing review of what we do, how we do it and the value that it adds to the system.

As a Ministry, we have a shared determination to do the things we know will make the greatest difference for New Zealand students and New Zealand's future. We will continue to work with other social sector agencies, across the education system, and with families, whānau and communities.

Our aim remains clear: we are building a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

Karen Sewell
Secretary for Education

Chief Executive Statement of Responsibility

In signing this statement, I acknowledge that I am responsible for the information contained in the Statement of Intent for the Ministry of Education. This information has been prepared in accordance with the Public Finance Act 1989. It is also consistent with the proposed appropriations set out in the Appropriations (2010/11 Estimates) Bill, as presented to the House of Representatives in accordance with section 13 of the Public Finance Act 1989, and with existing appropriations and financial authorities.

Karen Sewell
Secretary for Education

Tina Cornelius
Chief Financial Officer

Nature and Scope of Functions

The Ministry of Education is the Government's lead advisor on the education system, from early childhood education (ECE) through to tertiary education. The Minister of Education is the Responsible Minister who oversees the Government's purchase and ownership interests in the Ministry. This includes overseeing education legislation and exercising discretionary powers.

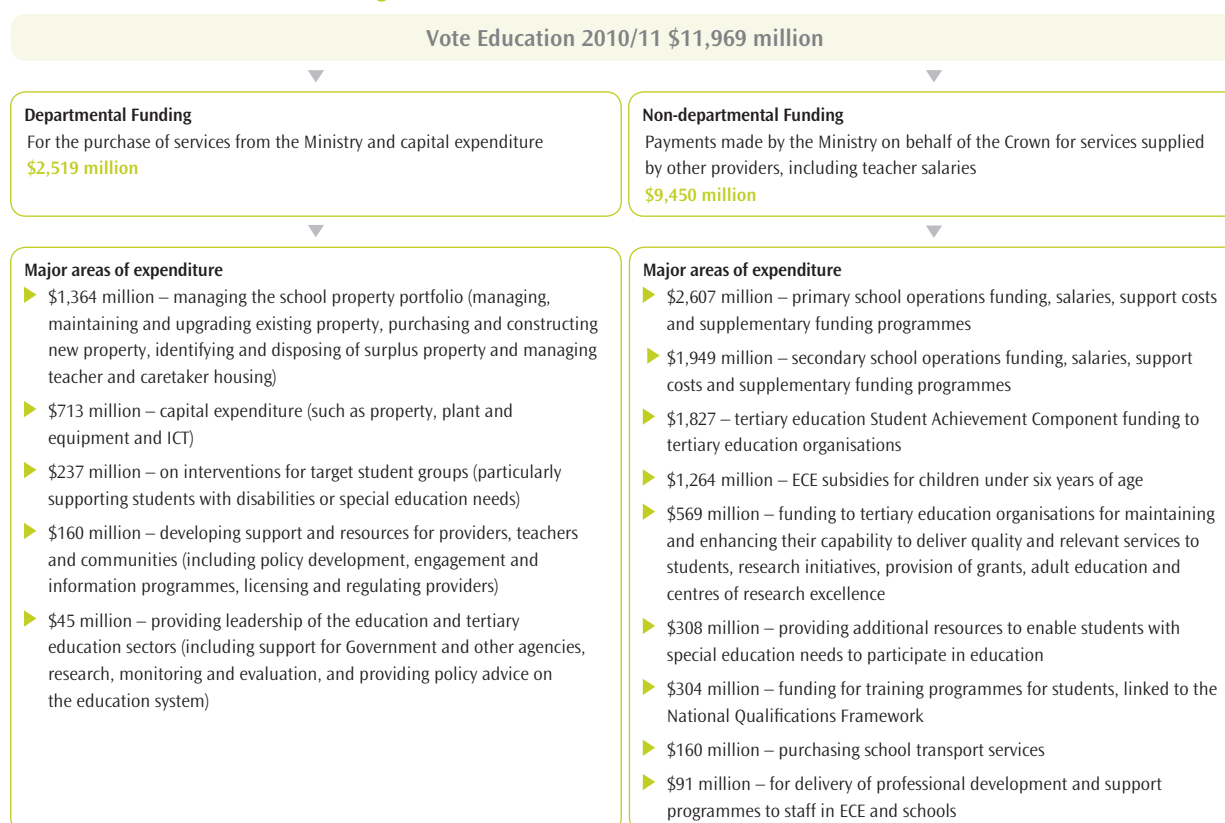
The Ministry's strategic leadership and policy development roles are complemented by a substantial operational role. In our operational role the Ministry administers education property, develops national guidelines and curriculum statements and allocates funding. The Ministry provides services and support to students, communities, ECE providers and schools. The Ministry supports and monitors the performance of the education Crown entities on behalf of the Minister. The education Crown entities are: Career Services, New Zealand Qualifications Authority, New Zealand Teachers Council and the Tertiary Education Commission.

The Ministry advises the Minister for Tertiary Education on the development of tertiary education. The Ministry focuses on leadership and governance, strategic policy and the monitoring and evaluation of the tertiary sector. Education Crown entities, primarily the Tertiary Education Commission (TEC) and the New Zealand Qualifications Authority (NZQA), have a more direct involvement with tertiary providers.

The Ministry also manages the Non-departmental appropriations in Vote Education. This primarily involves disbursing funding to providers of education services (including paying teachers' salaries), purchasing and monitoring services on behalf of the Crown and providing ownership advice in respect of education Crown entities.

The Ministry fulfils our roles through the seven Departmental output classes of Vote Education, outlined in the Ministry's Output Plan 2010. The approximate breakdown of Vote Education expenditure across both the Departmental and Non-departmental appropriations is outlined in the diagram below.

Breakdown of Vote Education funding



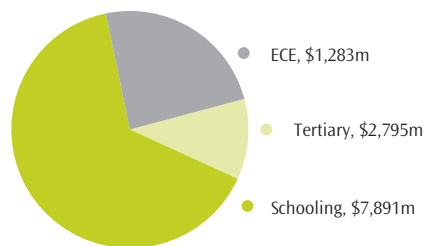
Profile of the Ministry (rounded figures)

- ▲ 2,500 full-time equivalent staff (FTE) (1,600 FTE in the regions and 900 FTE at National Office). Of these staff, 1,300 FTE provide services to children with special education needs
- ▲ 51 district and regional offices across New Zealand.

Profile of the education system (rounded figures)

- ▲ **ECE:** 200,000 children, 17,000 teaching staff, 5,000 providers
- ▲ **Schooling:** 750,000 students, 50,000 teachers, 2,000 primary schools, 250 secondary schools
- ▲ **Tertiary:** 470,000 students enrolled with tertiary providers and 200,000 in industry training.

Vote Education split across the education sectors



Situational Analysis

Why is education important?

A high performing education system is essential to the Government's broad goal of creating a society where all New Zealanders have the opportunity to succeed. In particular, a high performing system will ensure that New Zealanders have the skills that employers demand, leading to successful, well-paying jobs and a better quality of life for individuals and families.

Government expenditure on education

At \$11,969 million, Vote Education is the third-largest item of New Zealand government expenditure after social security and welfare, and health. Government expenditure on education has increased around 4 per cent per year between 2000 and 2008 (in real terms). As a percentage of our Gross Domestic Product (GDP), spending on education has remained relatively stable over this period.

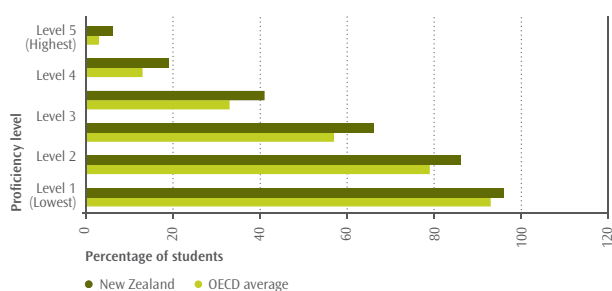
New Zealand's education system rates highly

New Zealand students' average achievement equals or exceeds that of students from other Organisation for Economic Co-operation and Development (OECD) countries in core areas such as reading, mathematics and science. Our top students are among the best in the world.¹

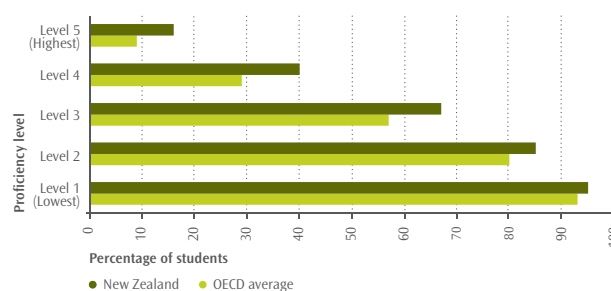
- ▲ New Zealand students rate higher than the OECD average in literacy, mathematics (at Year 9) and science. Of the 57 countries participating in the Programme for International Student Assessment (PISA) 2006, New Zealand ranked third in scientific literacy, fourth in reading, and sixth in mathematical literacy.
- ▲ The number of tertiary-type A (degree level) graduates in New Zealand is above the OECD average in all fields except for engineering, manufacturing and construction.
- ▲ Student achievement, as measured through the secondary school National Certificate of Educational Achievement (NCEA) qualification system, has been continuously improving since 2003. In 2008, the proportion of school leavers achieving NCEA Level 2 (71 per cent) had increased by 35 per cent since 2003 (52.6 per cent).

¹ Based on results from three international comparative studies measuring aspects of reading literacy proficiency and mathematics proficiency (PIRLS, TIMSS and PISA).

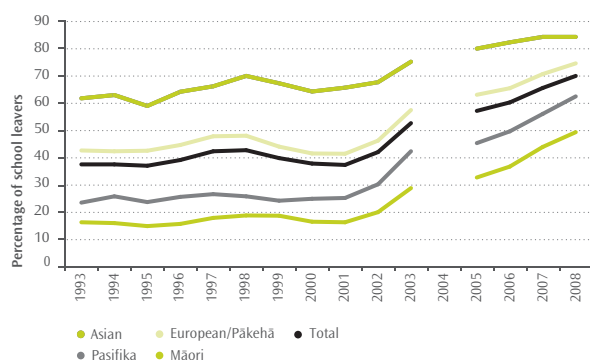
Percentage of New Zealand 15-year-old students reaching the PISA mathematical literacy proficiency levels (2006)



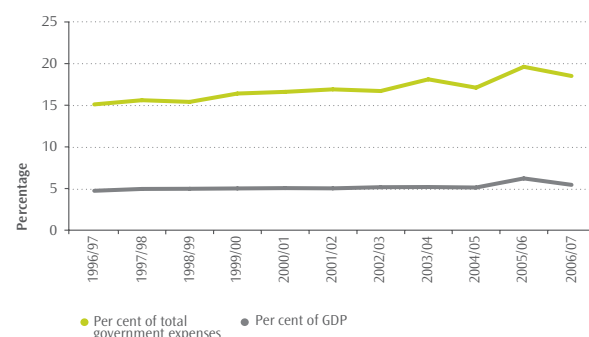
Percentage of New Zealand 15-year-old students reaching the PISA reading literacy proficiency levels (2006)



Percentage of school leavers with NCEA Level 2 or above, by ethnic group (1993 to 2008)



Government expenditure on education in New Zealand (1996/97 to 2006/07)



Source: Ministry of Education's Education Counts website www.educationcounts.govt.nz

The system is not fully meeting the needs of some students

Although there is a relationship between socio-economic status, ethnicity and achievement, this is not a predeterminant for success or failure. There is a spread of achievement within these groups, and many high performers come from Māori and Pasifika families, and from schools located in low socio-economic areas.

While the education system works well for most students and leads the world in some respects, it does not adequately meet the needs of some groups. Although gains in participation and achievement have been made overall, there remains a significant gap between our high performing and low performing students. Māori, Pasifika, learners from low socio-economic areas and learners with special education needs, on average, continue to achieve at lower levels than their peers.²

Lifting system performance

National and international evidence suggests there is no single reason why the education system is not fully meeting the needs of all students. Nor is there a single quick fix

solution. The evidence suggests a need to adopt a continuous improvement model that focuses on a few key things that are known to be important in raising student achievement:

- ▲ high quality educational relationships between teachers and learners
- ▲ strong learning-based relationships between teachers and parents
- ▲ learning environments with high expectations, high levels of trust and high levels of respect of learners
- ▲ developing strong educational leadership and then building it across providers.

We know that getting things right in the early years of every child's life is essential to success in later life. We know that participation in early childhood education (ECE) can set the foundation for better educational achievement in later education. For children with special education needs, we know that the earlier we can start providing support, the better their chance of fulfilling their potential. We must direct resources and expertise to address these issues early.

² Data and explanation of the areas of disparity are provided in the Operating Intentions section.

Building strong student literacy and numeracy skills early in primary school ensures students are more engaged with school, and succeed across the entire curriculum throughout their schooling and tertiary education. Effective teaching, strong relationships and quick, effective support for students who begin to fall behind their peers are all vital to improve student achievement.

We want more students to complete high level qualifications that lead to improved job prospects and higher earnings. Improving course and qualification completion rates in tertiary education will see more students gain qualifications, so they have the skills to take up well-paid jobs in a productive workforce.

Social factors can also influence educational achievement. Learners' levels of achievement are influenced by their health and level of well-being; the quality of their home and family life; their motivation and interest in learning; their sense of identity, culture and level of self-esteem; their expectations of themselves, the expectations of others; and the level of support they experience in education.

Other Influencing Factors

The Treaty of Waitangi

The Treaty of Waitangi is central to, and symbolic of, New Zealand's national heritage, identity and future. The Treaty settlement process provides new and different opportunities for the Ministry to be involved with our Treaty partners.

Economic factors

During the recent international economic crisis, New Zealand experienced a relatively shallow period of recession compared with some other countries. Our economy shows some signs of recovery although unemployment is forecast to continue to rise in the short term.

Economic growth is the Government's overriding objective, and as a result we must view our education portfolio through an economic growth lens. The Ministry will need to continue our focus on equipping students with high quality qualifications, skills and knowledge. This will contribute to our economic recovery and to a lift in New Zealand's productivity over time. In addition, the Ministry will need to manage resources in increasingly efficient ways for maximum effectiveness and value for all expenditure.

Demographic factors

While overall New Zealand's population is ageing, some segments are experiencing significant growth in younger age groups. Māori and Pasifika populations in particular are significantly younger than the national average. Regional

differences in population levels and structure look likely to increase, with Auckland remaining the major destination for migration. Any significant population growth in New Zealand will most likely come from migration, adding to the ethnic diversity.

A culturally diverse society presents challenges in terms of both developing and delivering appropriate educational services and equipping citizens to operate successfully in a multicultural and multilingual environment. The range of languages used by learners in our education institutions is becoming more diverse. We need to ensure they can be supported, particularly those using te reo Māori or New Zealand Sign Language (the official languages of New Zealand). Educational institutions must also facilitate the achievement of an increasingly diverse range of learners.

Technological factors

New technologies are being developed and adopted at an ever increasing pace. Advances in information and communications technology (ICT) have revolutionised how we do business, share information, keep in touch with others and learn. For children with special education needs or disabilities, technology assists earlier identification and offers increased opportunities. Equipping young New Zealanders to participate in and contribute to a world increasingly shaped by ICT is a focus for the Ministry. We need to ensure that learners, teachers, lecturers, administrators and parents have appropriate access to digital resources and services within the education system.

Achieving Success and Measuring Progress

The Ministry will support educational achievement for every student by:

- ▲ using new and emerging data and evidence: national and international studies such as Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS), and research such as The Best Evidence Syntheses
- ▲ building and using an evidence base of best practice models for our specialist services such as Early Intervention, speech language therapy and behaviour interventions
- ▲ applying the learning from successful programmes that have been shown to have a positive impact on education outcomes such as Te Kotahitanga, Assess-to-Learn, Incredible Years, the Literacy Professional Development Project and the New Zealand Numeracy Project

- ▲ using Te Whāriki, the New Zealand Curriculum, Te Marautanga o Aotearoa and the National Standards in literacy and numeracy, which provide a logic and sequence to learning pathways and require teachers and educational leaders to understand the value of different forms of knowledge and language
- ▲ obtaining feedback from students, parents and education providers.

Selection of the Ministry's priorities, indicators and measures (outlined in the Operating Intentions section beginning on page 12) is also informed by a range of evidence, research and indicator information drawn from the following key strategic documents used within the Ministry:

- ▲ Te Whāriki: He Whāriki Matauranga mō ngā Mokopuna o Aotearoa, the curriculum framework for early childhood education
- ▲ the New Zealand Curriculum for English-medium teaching and learning in Years 1 to 13
- ▲ Te Marautanga o Aotearoa Curriculum for Māori-medium teaching, learning and assessment

- ▲ the Tertiary Education Strategy 2010-2015
- ▲ Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012
- ▲ New Zealand Schools Ngā Kura o Aotearoa 2008: A Report on the Compulsory Schools Sector in New Zealand
- ▲ Ngā Haeata Mātauranga: Annual Report on Māori Education 2007/08
- ▲ the Pasifika Education Plan 2009-2012
- ▲ the Special Education Business Plan 2009-2010: All children enjoy high quality education that enables them to participate and contribute socially and economically
- ▲ the New Zealand Disability Strategy: Making a World of Difference – Whakanui Oranga
- ▲ International Education Agenda: A Strategy for 2007-2012.

A wide range of further documents, including statistical, research and evaluation publications and education sector indicator information, is available on the Ministry's website for statistics and research – Education Counts www.educationcounts.govt.nz.

Strategic Direction



Explanation of our priority outcomes

The Ministry has two key roles in the New Zealand education system.

- ▲ driving overall system performance – monitoring and improving how the ECE, schooling and tertiary sectors deliver education to learners throughout New Zealand
- ▲ delivering our services effectively – managing our infrastructure, delivering our core functions on a day-to-day basis and improving Ministry effectiveness and efficiency.

Our sector priorities

The Ministry has a role to respond quickly when groups of learners experience systemic inequality or underachievement. Our strategic direction for 2010/11 focuses five of our six priority outcomes on key areas where major indicators show that the education system needs a lift in performance.

Increasing opportunity for children to participate in quality early childhood education

If children participate in quality ECE prior to starting school their chance of future educational achievement is enhanced. In New Zealand we have high overall rates of participation in ECE, but the rates for Māori and Pasifika and children from low socio-economic areas are significantly lower.

Every child achieves literacy and numeracy levels that enable their success

According to international studies, New Zealand students achieve well on average in the areas of literacy and numeracy. However, the education system continues to underperform for some learners. There is significant disparity between the high and low performing groups, with a particular spread of performance within each school. There is a disproportionate number of Māori students and Pasifika students in the low achieving groups.

Every young person has the skills and qualifications to contribute to their and New Zealand's future

Successfully completing a secondary school level qualification is the platform on which young people base their next steps into employment, further training and higher-level education. In 2008, 29 per cent of school leavers (15,837 young people) left school without achieving NCEA Level 2. Māori and Pasifika students are overrepresented in this group.

Relevant and efficient tertiary education provision that meets student and labour market needs

The Government invests over \$4,000 million dollars on tertiary education annually.³ To ensure value for money within the tertiary education system, we need funding and regulatory settings that provide better incentives for students to become more highly qualified in areas of greater relevance to the economy. The Government wants to improve the link between the funding system and its priorities for tertiary education, and to improve value for money within the student support system.

Māori enjoying education success as Māori

The evidence and indicators used to monitor the education system's performance for Māori show that the gap in achievement levels between Māori and the New Zealand average across most levels and most school subjects remains too wide.

Our Ministry priority

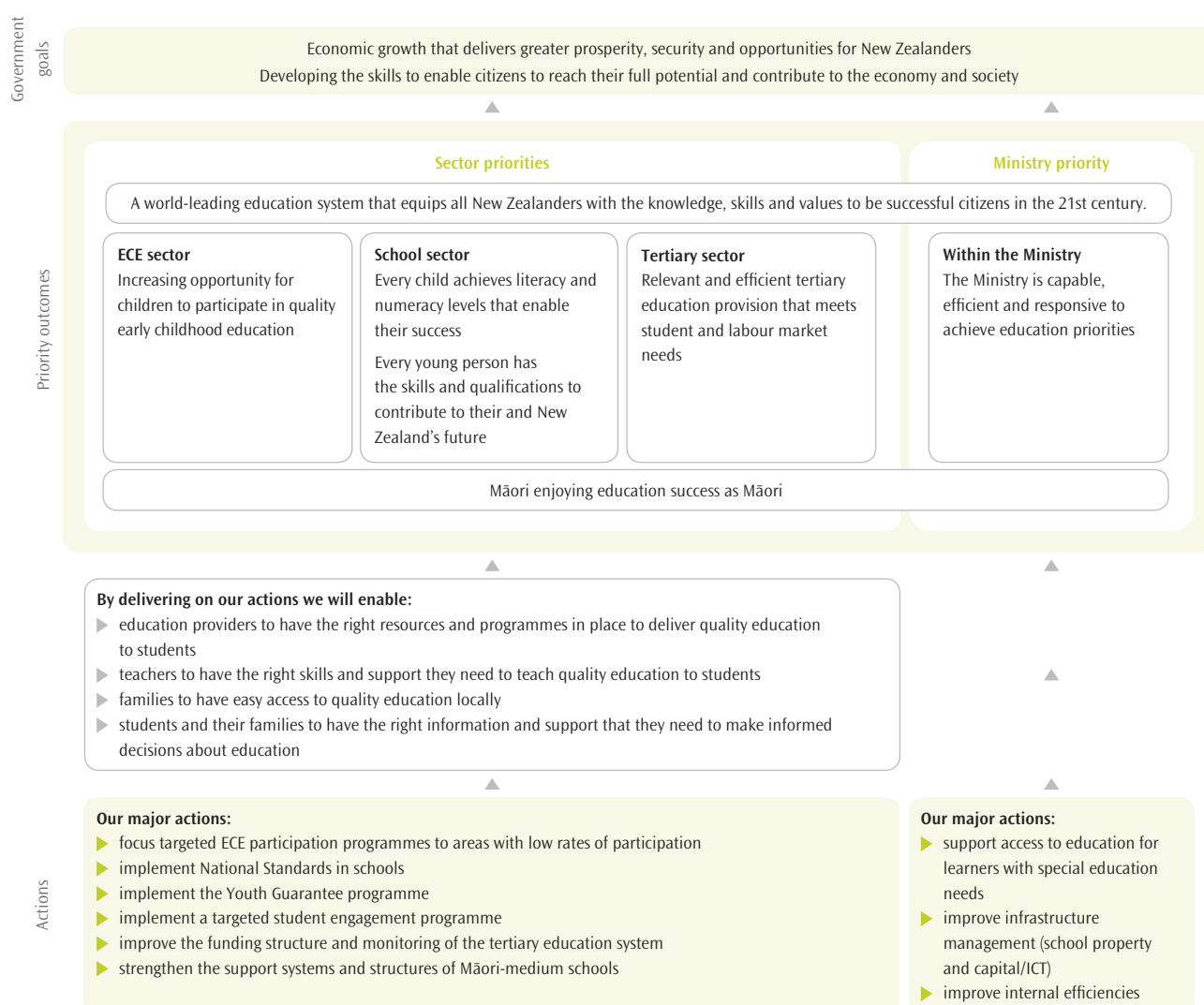
The Ministry is capable, efficient and responsive to achieve education priorities

The Ministry's work is designed to support educational success and student achievement and improve the education system. This includes providing specialist education services, providing property and support for schools, and paying and supporting education providers. To maximise education outcomes, the Ministry aims to work efficiently and effectively.

³ This includes student loans and allowances, which are administered through Vote Social Development and are not a part of Vote Education.

The Ministry's strategic direction 2010/11

The following diagram shows the links between the Ministry's actions, priority outcomes and the Government's two key goals.



Shared outcomes across the sector

Six education agencies are directly involved in managing the education sector: the Ministry of Education, the New Zealand Qualifications Authority, the Tertiary Education Commission, the New Zealand Teachers Council, the Education Review Office and Career Services.

These agencies are working towards the priorities listed above, both individually and collectively. They also will work together to:

- ▲ ensure efficiencies and effectiveness in education spending by sharing services such as IT, helpdesk services, administration services and accommodation
- ▲ lift the quality of public services and improve frontline services. This includes streamlining services and information to the public and may include such initiatives as links between agency websites and shared services

- ▲ employ information and communications technology (ICT) to ensure effective and efficient investment and use through joint investment in systems.

Performance Improvement Actions

In May 2009, Cabinet directed the Ministry (along with all other government departments) to identify actions for improvement (Performance Improvement Actions (PIAs)) in relation to Vote Education, to be expressed as key performance indicators with a medium-term (one to five year) horizon.

In August 2009, the Cabinet Expenditure Control Committee (ECC) agreed the set of PIAs put forward for education. These are broadly based on improving the education sector with a clear focus on cost effectiveness (improvements in educational outcomes for the same or less expenditure). Each of the Ministry's PIAs are discussed under the most relevant Ministry priority in the following Operating Intentions section.

Operating Intentions

Priority Outcome

Increasing opportunity for children to participate in quality early childhood education

Why is this important?

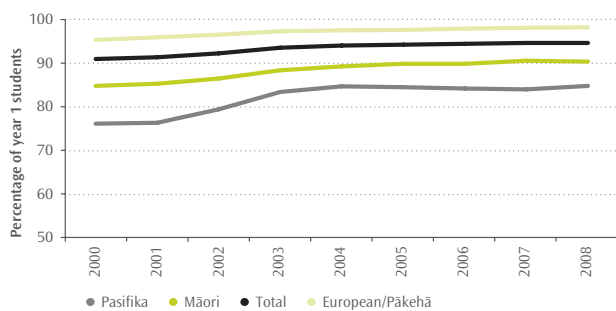
Regular participation in high quality early childhood education (ECE) has benefits for children's early literacy and numeracy, and wider development of cognitive and learning skills upon starting school, and competencies throughout life. It can also help identify additional learning needs early, so children get the support they need to succeed.

In New Zealand in 2009, only 5 per cent of children overall did not attend ECE before starting school; however, almost 9 per cent of Māori children, 15 per cent of Pasifika children and 14 per cent of children from our lowest socio-economic communities did not participate. Further, children with special education needs have difficulty actively participating in regular ECE settings without appropriate support. Many of these children will start school at a disadvantage to their peers. We need to increase participation rates for these groups while maintaining high quality ECE provision for all.

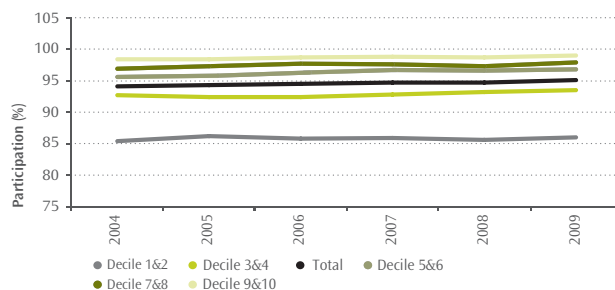
How will we demonstrate success in achieving this?

We will monitor national rates of ECE participation and numbers of ECE enrolments, so that we know the overall effect of our actions on participation.

Percentage of Year 1 students who attended early childhood education services, by ethnic group (2000-2008)



Percentage of Year 1 students who attended early childhood education services, by decile groups (2004-2009)



Source: Ministry of Education's Education Counts website www.educationcounts.govt.nz

If we are succeeding we would expect to see an increase in the percentage of Māori and Pasifika children starting school who have participated in ECE; and an increase in the percentage of children from low socio-economic areas, who start school having previously participated in ECE.

Our immediate objectives are:

- ▲ **For Māori:** to achieve 95 per cent participation by children starting school in 2012, to meet the target in Ka Hikitia – Managing for Success.
- ▲ **For Pasifika:** to have 2,000 more two to four-year-olds participating in ECE by 2012, to meet the target in the Pasifika Education Plan.

What will we do to achieve this?

Intensive community ECE development

Summary

We will target funding and resources to areas with low overall rates of ECE participation and support communities to develop ECE programmes that are both responsive to, and embedded in, their individual communities.

| | |
|--|---|
| Why will this be effective in achieving our priority? | Issues are different between areas with low ECE participation. Different issues need different solutions. To make an enduring difference to participation levels, solutions need to be flexible, responsive to individual community needs, and be owned by the community. |
| What will we do? | <p>We will use data and evidence to identify communities with low overall rates of ECE participation.</p> <p>We will build on results from the existing Counties Manukau Participation Programme and the Tamaki Transformation Programme to develop more initiatives that are successful in increasing participation rates for communities with traditionally low rates of participation.</p> <p>Our regional teams will work with community groups and leaders (including iwi, community project boards, local government, existing ECE providers, and churches) to confirm the community's needs from ECE. We will support them to develop and run their own programmes that respond to the culture, language and identity of local families, in a manner that works best for each individual community.</p> <p>We will provide access to targeted funding to support these plans, including direct access to some funds and we will support the organisations with data and analysis and further training.</p> <p>We will monitor the direct effects of our actions. We will work with communities to monitor the effectiveness of their initiatives in meeting community objectives of increasing local participation and building local ECE provision over time.</p> |
| How will we know we are succeeding? | <p>If we are succeeding we would expect to see ongoing increases in:</p> <ul style="list-style-type: none"> ▲ local area participation: numbers and rates for Māori and Pasifika, and overall local levels ▲ communities meeting the goals of their plans ▲ community groups being satisfied with the Ministry's support. |
| Funding | <p>The Ministry has at least \$47 million allocated to targeted ECE participation initiatives during 2010/11. Allocation of this funding will be targeted based on need.</p> <p>This programme is mostly funded through the following Vote Education appropriations:</p> <p>Non-departmental Other Expenses</p> <ul style="list-style-type: none"> ▲ Early Childhood Education – funding subsidies and targeted funding pools ▲ Early Childhood Grants – grants to establish new ECE provision. |

Improving access to quality ECE

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| Summary | We will make support and resources available for ECE providers so they are able to provide quality ECE for children. |
| Why will this be effective in achieving our priority? | To be effective for children, ECE provision must be good quality. While we work to improve participation rates for underrepresented groups, we need ECE provision to continue to be available and of a good quality standard for all children. |
| What will we do? | <p>We will ensure providers have access to support for learning in ECE, sufficient numbers of registered ECE teachers, and quality learning resources, to maintain good standards of ECE.</p> <p>We will continue to improve licensing and funding processes, aiming to reduce the cost of licensing and funding applications over time, to increase efficiency and reduce compliance.</p> <p>We will enable providers to make more choices about what families need. This will include removing restrictions on primary and overseas teachers in ECE.</p> <p>We will provide funding for contracted ECE professional development providers to work in priority areas, with a focus on early literacy and numeracy to improve core competencies for children.</p> |

We will work with ECE providers, families, whānau and communities to support district health boards' implementation of the B4 School Checks programme, to ensure we identify and respond early to children with special education needs. We will work with those communities to ensure that our Early Intervention services for children with special education needs are promoted and delivered appropriately.

How will we know we are succeeding?

If we are succeeding we would expect to see:

- ▲ current participation levels and standards maintained
- ▲ more efficient ECE provision, including reduced compliance for providers
- ▲ fewer children starting school with unidentified and unsupported special education needs.

Funding

This programme is mostly funded through the following Vote Education appropriations:

Departmental Output Expenses

- ▲ Output Class 3: Support and Resources for Education Providers
- ▲ Output Class 5: Support and Resources for Teachers
- ▲ Output Class 6: Interventions for Target Student Groups

Non-departmental Other Expenses

- ▲ Early Childhood Education – funding subsidies and targeted funding pools

Related Performance Improvement Action

The Ministry has a Performance Improvement Action related to this priority to:

Improve the cost effectiveness of government expenditure on ECE (PIA 1). Target: The same levels of expenditure on ECE overall, for increased participation in ECE for Māori, Pasifika and low socio-economic groups.

The Ministry will report on progress against this PIA to the Cabinet Expenditure Control Committee during 2010/11.

Priority Outcome

Every child achieves literacy and numeracy levels that enable their success

Why is this important?

The New Zealand Curriculum provides the framework for what students need to learn during school. Being literate and numerate are the abilities to read, write, listen, think creatively, and use and understand mathematics effectively. These skills provide an essential foundation for learning across all areas of the curriculum and working towards attaining worthwhile qualifications.

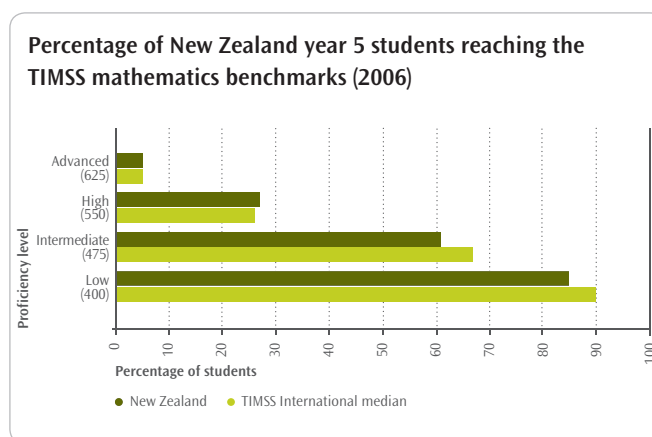
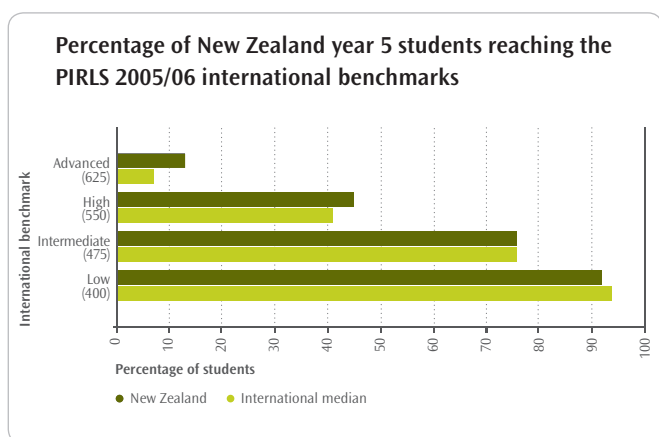
According to international studies New Zealand students, on average, achieve well in literacy and numeracy, particularly at secondary school. Our highest achieving students are comparable to the best in the world. However the education system continues to under-perform for some learners and we have a wide spread of achievement compared to other high performing countries, particularly at primary school level.

In addition the achievement levels of Māori students and Pasifika students are, on average, consistently and significantly lower than for other groups. Achievement gaps are apparent from a young age and often persist or worsen as students move through the education system.

These basic foundation skills (literacy and numeracy) need to be well taught in the very early stages of school for all New Zealand students. In addition, we must identify when students are not achieving the necessary skills and are not progressing in line with their peers, and address this quickly and effectively.

How will we demonstrate success in achieving this?

The Ministry will use system indicators such as the international literacy and numeracy achievement studies (PIRLS and TIMSS) to monitor our student achievement levels over the long term. The Ministry anticipates that the introduction of National Standards will show improvements in Year 5 student performance for TIMSS in 2014, and improvements in Year 5 performance for PIRLS in 2015.



Source: Ministry of Education's Education Counts website www.educationcounts.govt.nz

The data from these studies can provide an indication of long-term trends and movements in New Zealand students' literacy and numeracy progress. However, as the studies only provide a four or five-yearly snapshot of performance at Year 5, and only cover certain aspects of reading literacy and mathematics, they are not definitive measures of success.

Over the next year, the Ministry will be working to have in place a more comprehensive and coherent framework for monitoring student progress and achievement in literacy and numeracy in the context of the New Zealand Curriculum and the National Standards.

What will we do to achieve this?

We will continue to implement the English and Māori-medium National Standards as part of the National Curriculum

Summary

The National Standards for reading, writing and mathematics for years 1 to 8, as part of the New Zealand Curriculum, aim to lift student achievement by being clear about what students should achieve and by when. This will help students, their teachers and parents, families and whānau better understand what they are aiming for and what they need to do next.

The programme has three key areas of focus for the Ministry in 2010/11. These are to:

- ▲ support teachers to successfully implement National Standards as part of the curriculum in schools
- ▲ begin monitoring progress and achievement against the National Standards to identify emerging issues and trends for improvement
- ▲ begin to intervene where schools need assistance to implement the standards and where signs are that students are struggling to achieve the standards.

Why will this be effective in achieving our priority?

The National Standards have been designed using information from successful programmes such as the Literacy Learning Progressions and the Numeracy Project. We know that developing high, but realistic, standards that set positive expectations leads to increases in student achievement.

Teachers need clear expectations about what students should be able to do at any given age, and a good understanding of the learning needs of individual children in their class. School leaders need reliable assessment information in order to target effort and resources to address areas of underperformance and provide educational leadership. The introduction of National Standards provides an opportunity to gain a clearer picture of student progress.

Schools are required to report twice a year in plain language to parents. This is intended to assist parents to become active participants in their children's learning and improve relationships between school and home.

Building the skills of teachers, principals and boards of trustees to identify and respond effectively to areas of underperformance is an essential part of National Standards to improve literacy and numeracy achievement.

What have we achieved to date in this programme?

- ▲ National Standards have been developed, consulted on, and implemented in English-medium schools.
 - ▲ Draft standards in Māori-medium have been developed and are being consulted on.
 - ▲ Required changes to the legislation, the National Education Guidelines and the National Administration Guidelines have been made.
 - ▲ Many teachers have been trained through webinars, online tools and information sessions in schools and a professional development overview has been provided for all school leaders in 2010.
 - ▲ Assessment tools, and reporting options have been developed and put online with guidelines and examples of school reports and templates, and an information website established for parents.
 - ▲ A framework for monitoring and evaluating the implementation of National Standards has been developed and will continue to be implemented and refined in 2010/11.
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What will we do next?

Support schools

We will continue developing and reshaping our Professional Development programmes to support the implementation of National Standards.

We will use a web-based feedback system for teachers, and develop plans to address areas of emerging need.

We will develop the Professional Leadership Plan with a focus on developing leadership to improve student achievement in literacy and numeracy.

We will continue working with teacher education providers to ensure that teacher training provides the skills needed to use assessment standards.

We will provide guidance to and work with schools to ensure that parents get easy to understand progress reports. We will also work with parents to ensure they know what to do with that information to support their child.

Address underperformance

Schools will use assessment results and Overall Teacher Judgement (OTJ) information to make decisions about where extra help is needed. We will develop a strengthened approach to supporting schools where it is clear that a school requires assistance to improve the progress and achievement of its students. We will work with schools to ensure the right support is available and provide it quickly to those who need help to catch up with their peers. We will use a school's National Standards data (along with other performance information such as Education Review Office (ERO) reports) to target assistance that best meets a school's needs.

We will convene and provide secretariat services to the Minister's Independent Advisory Group for National Standards. The Advisory Group will provide technical and educational advice on assessment approaches to support the implementation of National Standards and provide advice on any changes to be made to the National Standards.

We will review the Individual Education Programme guidelines – which provide a development plan for learners with special education needs – to ensure they are aligned with National Standards, so that the progress of children with cognitive and intellectual impairments is measured, reported and enhanced in appropriate ways.

How will we know we are succeeding?

The Ministry will continue to implement and refine its framework for monitoring and evaluation National Standards implementation and outcomes. As part of this, the Ministry will be developing evaluative criteria and associated levels of performance in 2010/11 to make overall judgements about the implementation and outcomes of National Standards. In the interim, to assist Ministry decision-making about ongoing implementation and support for the standards, the Ministry will use information from:

- ▲ ERO National Reports on National Standards implementation in 2010, 2011, and 2012

- ▲ a monitoring and evaluation project with a sample of schools - The National Standards: School Sample Monitoring and Evaluation Project 2009 - 2013
- ▲ surveys and probe studies involving schools in the sample above to collect more in-depth or targeted information, guided by findings from school sample project and including a more detailed study looking at changes in professional practice
- ▲ periodic surveys of, for example, parents, boards of trustees, professional development providers, and other key stakeholders
- ▲ national monitoring studies (such as the National Education Monitoring Project(NEMP)) or information from international studies (such as PIRLS, PISA and TIMSS).

Funding

The Ministry will spend approximately \$25.2 million for professional training and support on literacy and numeracy, assessment and leadership, and \$36 million over four years to support schools where students are not achieving the standards.

This programme is mostly funded through the following Vote Education appropriations:

Departmental Output Expenses

- ▲ Output Class 2: Support and Resources for the Community
- ▲ Output Class 5: Support and Resources for Teachers

Non-departmental Output Expenses

- ▲ Professional Development and Support

Related Performance Improvement Action

The Ministry has a Performance Improvement Action related to this priority to:

Improve the cost effectiveness of government expenditure on primary schooling (PIA 2). Target: Increased proportion of students reaching National Standards overall, and for Māori students, Pasifika students and for students from low decile schools, within the current level of real per-pupil primary school funding.

The Ministry will report on progress against this PIA to the Cabinet Expenditure Control Committee during 2010/11.

Priority Outcome

Every young person has the skills and qualifications to contribute to their and New Zealand's future

Why is this important?

Economic growth in New Zealand is the overriding objective for the Government. Education plays a vital role in ensuring New Zealand's long-term prosperity. Successfully completing a secondary school level qualification is the platform on which young people base their next steps into employment, further training, and higher level education.

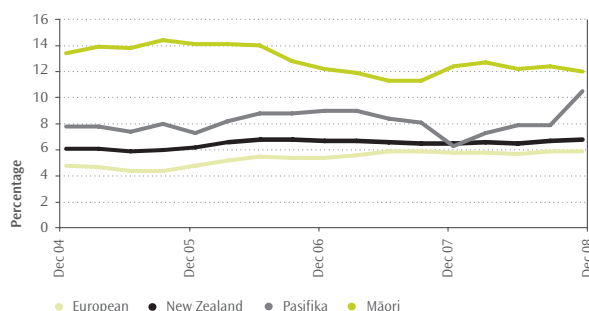
In 2008, 29 per cent of school leavers (15,837 young people) left school without achieving NCEA Level 2. Māori and Pasifika students were over-represented in this group. This level of underachievement has implications for both individuals, who are not equipped for skilled employment, and for the productivity of the broader workforce.

The education system must meet the needs of all students including those who want to move into study at a tertiary institution, those who are seeking an apprenticeship or other industry qualification, and those students for whom school is not the best learning environment and need preparation to enter the workforce. We want every 16 and 17-year-old to be in education, training or work to ensure we have more young people with the skills and qualifications to contribute to their and New Zealand's future.

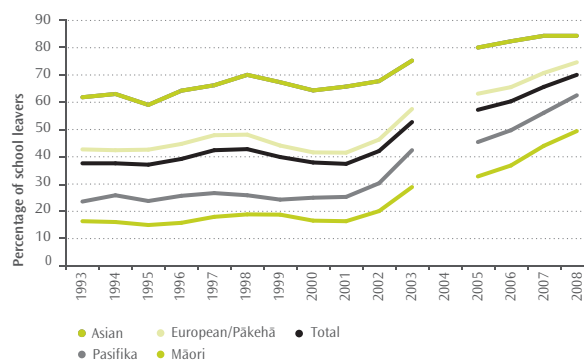
How will we demonstrate success in achieving this?

The Ministry will use system indicators, including those that monitor the percentage of students qualifying with NCEA Level 2 or above and the percentage of 15 to 19-year-olds not in education or work.

Youth in the New Zealand labour market, Unemployed and NEET (Not in employment, education or training) youth. NEET rates by ethnicity, 15 to 19 years



Percentage of school leavers with NCEA Level 2 or above, by ethnic group (1993 to 2008)



Source: Left Graph – <http://www.dol.govt.nz/publications/lmr/youth/in-the-labour-market/youth-2009-fig17-large.asp>

Right Graph – Ministry of Education's Education Counts website www.educationcounts.govt.nz

If we are succeeding we would expect to see:

- ▲ a reduction in the percentage of 15 to 19-year-olds not in education or work

Target: At December 2008, 6.8 per cent of all New Zealand youth aged 15 to 19 were not in education, employment or training. The rate for Māori learners was 12 per cent and for Pasifika learners 10.5 per cent. We want to see the rate for all youth eventually drop to zero. The immediate target is to bring the rate for Māori and Pasifika down towards the current average for all youth by 2012/13

- ▲ an increase in the number of students qualifying with NCEA Level 2 or above – particularly Māori and Pasifika students

Target: Currently 71 per cent of students leave school with NCEA Level 2 or above. For Māori learners the rate is 50 per cent and for Pasifika learners 63 per cent. We want to see the rate for all students increase. The immediate target is to raise the average for Māori learners to at least 55 per cent by 2012/13 and the rate for Pasifika learners to at least 75 per cent by 2012/13 (in line with targets from Ka Hikitia – Managing for Success and the Pasifika Education Plan).

What will we do to achieve this?

Implement the Youth Guarantee programme

Summary

The Youth Guarantee is a programme for enabling better achievement across the schooling and tertiary sector and improving transitions between school, tertiary and work. It aims to improve educational outcomes for 16 and 17-year-olds by improving the retention of young people in education and learning and access to school-level qualifications, without cost, at tertiary education institutions.

Why will this be effective in achieving our priority?

We will be setting the right conditions across the system to achieve better learning outcomes. This means more opportunities for 16 and 17-year-olds to pursue integrated education pathways that lead to skilled and sustainable employment.

It recognises that not all students want, or are able to, follow the traditional academic pathways through school, and provides options and support for those who want to explore alternative vocational pathways including progressing to work-based training.

It recognises that improved support could help young people to make better-informed decisions on subject and career choices, improving their and New Zealand's future outcomes.

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| What will we do? | <p>To establish clear pathways for students to follow to attain their goals we will:</p> <ul style="list-style-type: none"> ▲ review all programmes that enable students aged 17 and under to access tertiary education, and review current practice to identify successful models ▲ support the development of Trades Academies and Service Academies and the Tertiary High School concept at the Manukau Institute of Technology. These will deliver trades and technology programmes to secondary students based on partnerships between schools, tertiary institutions, industry training organisations and employers. Trades Academies will provide students with an integrated pathway into a trade through closer alignment of schools, the tertiary sector and industry. <p>To improve the way the system operates we will:</p> <ul style="list-style-type: none"> ▲ align funding and regulatory settings to remove barriers to students studying where needs and interests are best met ▲ increase the flexibility of the resourcing system, and ensure funding incentivises improved performance ▲ improve the accountability system for education for 16 to 18-year-olds ▲ create greater coherence in the qualifications system across the schooling and tertiary sectors. <p>To ensure greater coherence in curriculum and qualifications systems across the schooling and tertiary sectors we will:</p> <ul style="list-style-type: none"> ▲ implement the senior secondary curriculum project to provide secondary schools with the information and options needed for students to access learning programmes and pathways between school, tertiary and work. This will assist schools to build partnerships with other schools, tertiary providers and employers ▲ continue to work with the interagency transition group to improve current policy and practice around transition from school to post-school life for young people with disabilities. |
| How will we know we are succeeding? | <p>If we are succeeding we would expect to see:</p> <ul style="list-style-type: none"> ▲ more students transitioning to further education, training or work ▲ fewer young people with disabilities remaining in school until the age of 21. |
| Funding | <p>The Ministry's role in implementing the Youth Guarantee is providing strategic policy. This is funded out of existing Departmental budget. This programme is mostly funded through the following Vote Education appropriations:</p> <p>Departmental Output Expenses</p> <ul style="list-style-type: none"> ▲ Output Class 1: Strategic Leadership in the Sector ▲ Output Class 7: Strategic Leadership in the Tertiary System |

Targeted student engagement programme

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| Summary | <p>This broad, long-term programme aims to enable secondary schools to maximise student attendance and engagement. First, it seeks to ensure that students are enrolled in and attend school. Secondly, it assists students to develop positive education relationships with teachers and peers, and supports schools to work closely with parents, family and whānau to establish their children's education goals.</p> |
| Why will this be effective in achieving our priority? | <p>In order to lift student achievement, we need to keep students engaged and interested in what they are learning at school. As well as reactive strategies for students who are already disengaged from their school work, we aim to provide teachers and school leaders with the tools needed to identify and address early behaviour issues before they become too difficult to manage.</p> |

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| What will we do? | <p>We will introduce stronger and more proactive measures to reduce truancy rates, including:</p> <ul style="list-style-type: none"> ▲ providing additional funding to support schools to use electronic attendance registers ▲ enabling schools to quickly identify casual truants before they become regular truants ▲ encouraging more schools to implement the Early Notification System, which automatically sends a text message to parents whose children are missing from school without explanation ▲ providing additional resources to the Non-Enrolment Truancy Service to reduce the time it takes to get non-enrolled students back into school. <p>We will implement a more targeted student and school support programme focusing on student engagement in schools, including professional development for teachers to better understand how they can support the achievement of Māori students and Pasifika students. This will include reviewing existing student engagement initiatives to ensure better coordination and linkages between them.</p> <p>We will implement the Positive Behaviour for Learning Action Plan to improve teacher education and professional development. This will emphasise early identification and early support to address behaviour issues which impact negatively on student engagement and achievement. This will involve training facilitators and Ministry regional staff to deliver programmes to students with the most severe behavioural difficulties.</p> |
| How will we know we are succeeding? | <p>If we are succeeding we would expect to see:</p> <ul style="list-style-type: none"> ▲ teachers, principals and schools responding more quickly and effectively to the learning needs of children who are not achieving – as measured through Education Review Office (ERO) assessments and reports, and the National Standards in literacy and numeracy ▲ student support services and other professional development contracts assessed for inclusion of, and quality of impact on, student engagement ▲ higher retention rates for students across secondary schools. |
| Funding | <p>The Ministry will spend approximately \$24 million per year on activities related to improving student engagement and reducing truancy in schools.</p> <p>This programme is mostly funded through the following Vote Education appropriations:</p> <p>Departmental Output Expenses</p> <ul style="list-style-type: none"> ▲ Output Class 5: Support and Resources for Teachers ▲ Output Class 6: Interventions for Target Student Groups <p>Non-departmental Output Expenses</p> <ul style="list-style-type: none"> ▲ Professional Development and Support |

Related Performance Improvement Action

The Ministry has a Performance Improvement Action related to this priority to:

Improve the cost effectiveness of government expenditure on secondary schooling (PIA 3). Target: Increased proportion of students leaving school with a minimum of Level 2 NCEA, overall, and for Māori students, Pasifika students and for students from low decile schools, within the current level of real per-pupil secondary school funding.

The Ministry will report on progress against this PIA to the Cabinet Expenditure Control Committee during 2010/11.

Priority Outcome

Relevant and efficient tertiary education provision that meets student and labour market needs

The Minister for Tertiary Education is the Minister responsible for our role in tertiary education and international education.

The Ministry shares responsibility for the performance of the New Zealand tertiary sector with the Tertiary Education Commission (TEC) and the New Zealand Qualifications Authority (NZQA).

The Ministry's role in tertiary is to develop strategic policy for the tertiary sector, including managing the budget, developing and monitoring the Tertiary Education Strategy, and to monitor the performance and capacity of the TEC and other Crown entities. We also advise on international education policy, administer regulations, manage international education relationships, and build capability within the international education sector.

TEC is primarily responsible for giving effect to the Tertiary Education Strategy, funding tertiary providers, monitoring institutions, implementing policy, developing operational and implementation policy and supporting tertiary institutions.

Why is this important?

Tertiary education benefits both individuals and New Zealand as a society. Young students who left institution-based tertiary education in 2003 with a bachelors degree (three years post-study) earned 51 per cent more than those who gained an upper-secondary level (or equivalent) qualification.⁴

Tertiary education helps to improve labour productivity by creating a highly skilled workforce and supports innovation and the development of new knowledge, through research. In addition, the international dimension of education is becoming increasingly important, in terms of both export revenues and the strengthening of New Zealand institutions through international links.

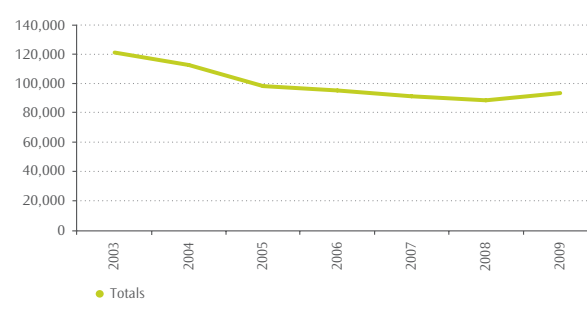
With the Government's focus on economic growth, we need to ensure that our tertiary education system is making the greatest possible contribution to New Zealand's economy and society. How the system is set up and funded must maximise returns on the Government's investment and on opportunities for students to study for and complete high level qualifications.

How will we demonstrate success in achieving this?

Number of domestic students completing qualifications, by qualification level (2000 to 2008)



Numbers of international students enrolled with New Zealand education providers



Source: Ministry of Education's Education Counts website www.educationcounts.govt.nz

The Ministry will use system indicators, including those that measure the numbers of tertiary qualification completions, and the number of international student enrolments, to measure the success of our tertiary education provision.

If we are succeeding we would expect to see:

- ▲ more New Zealanders completing qualifications at level 4 or above: from 57,600 in 2007 and 58,500 in 2008 to 64,000 in 2013

⁴ Statistics New Zealand, September 2009.

- ▲ more people aged 18 to 24 participating at level 4 or above, with the participation rate shifting from 27.1 per cent in 2007 and 27.5 per cent in 2008 to 30 per cent in 2013
- ▲ more people in the lower levels of tertiary education going on to study at higher levels within two years from the current rate of progression from level 1 to 3 certificates to higher level qualifications of 53 per cent to 56 per cent by 2013
- ▲ the New Zealand tertiary system being well respected internationally for its provision of quality tertiary education, as measured through increases in the number of international students choosing to study in New Zealand, from 39,700 studying at level 4 or above in 2008 to 44,000 in 2013⁵
- ▲ greater involvement of industry in developing the content of qualifications - measured as part of NZQA's approval of new qualifications
- ▲ more and better information available to students about the performance of individual providers.

What will we do to achieve this?

Improve value for money within the tertiary education system

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| Summary | We will continue to provide advice on what changes in tertiary policy settings are required to make the tertiary education system more efficient, while improving student outcomes. We will improve our monitoring of the tertiary system and advise the Government on how to improve the link between the funding system and Government priorities for tertiary education. We will also work to improve value for money within the student support system, and promote opportunities for growth through international education. |
| Why will this be effective in achieving our priority? | <p>A more efficient, streamlined tertiary education system will reduce compliance requirements for providers, enabling them to focus more time and resources on improving student achievement. We will advise Ministers on how funding and regulatory settings could provide better incentives for students to become more highly qualified so that their employment outcomes are maximised and their contribution to the economy and society grows.</p> <p>In addition, reviewing the efficiency of the tertiary system will bring to light opportunities to make savings in particular areas, meeting reduced budget requirements and enabling us to move funding to areas of high priority identified in the Tertiary Education Strategy.</p> |
| What will we do? | <p>We will continue to sharpen our focus on improving value for money in the tertiary system, including better budget management, more efficient funding and student support systems and better management of growing demand for tertiary education.</p> <p>We will look at how the funding system can encourage study at higher levels, better completion rates and better educational and labour market outcomes. We will make sure that the system settings promote high performance, not just participation.</p> <p>We will support NZQA to implement a new quality assurance framework that focuses on providers being accountable for and continuously improving the educational outcomes of their courses. We will also improve the coordination between the Ministry, NZQA and the TEC.</p> <p>We will advise the Government on how to achieve its priorities using a range of levers including purchase, subsidy, ownership and accountability mechanisms.</p> <p>We will focus our monitoring on how well the tertiary system is moving toward the priorities in the Tertiary Education Strategy. Our Crown entity monitoring in the tertiary area will focus on TEC's and NZQA's role in implementing policy effectively.</p> |

⁵ Quality of tertiary education is only one factor in international students selecting New Zealand for study. Other factors include quality of life and cost of living in New Zealand.

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| How will we know we are succeeding? | <p>If we are succeeding we would expect to see:</p> <ul style="list-style-type: none"> ▲ progress towards achieving the general tertiary priority indicators outlined above, as well as those in the Tertiary Education Strategy 2010-15 ▲ a performance-linked funding system that is easy for providers to navigate and for government agencies to administer and that removes low quality provision ▲ a qualifications system that has less duplication combined with better provider performance information, leads to better student decision making and better learning outcomes ▲ funding decisions that are directly informed by the findings of quality assurance reviews ▲ the Minister for Tertiary Education being satisfied with the advice on improving the funding system and increasing value for money. |
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| Funding | <p>This work will be funded through the Ministry's existing Departmental budget.</p> <p>This programme is funded through the following Vote Education appropriation:</p> <ul style="list-style-type: none"> ▲ Output Class 7: Strategic Leadership in the Tertiary System |
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Increase the contribution of international education to New Zealand's economic growth

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| Summary | <p>We will develop policies and relationships which help ensure New Zealand education has a strong international dimension and links, and that these benefit all students, providers and the community. Our emphasis in 2010/11 is on growing the export and wider economic contribution of international education.</p> |
| Why will this be effective in achieving our priority? | <p>The international dimension of education is important, in terms of export revenues, strengthening of institutions through enhanced research and learning links, and increased international understanding for New Zealand learners.</p> <p>Building strong international relationships supports the expansion of international education opportunities contributing to New Zealand's broader knowledge, economy, trade and foreign policy.</p> |
| What will we do? | <p>We will support growth in linkages between New Zealand providers and quality institutions overseas, promote New Zealand as a safe and high quality provider of international education programmes and services, and increase the contribution of international education to New Zealand's economic growth. This will include:</p> <ul style="list-style-type: none"> ▲ implementing a refreshed Government strategy for export education ▲ implementing revisions to the Code of Practice for the Pastoral Care of International Students ▲ aligning our network of education counsellors overseas to better support export education, in line with outcomes of the Government's New Zealand Inc offshore review ▲ leading or supporting government-to-government dialogue and negotiation around exchange and trade in education services ▲ continuing support for the development of sector export capability and the generic promotion of New Zealand education overseas. |
| How will we know we are succeeding? | <p>If we are succeeding we would expect to see:</p> <ul style="list-style-type: none"> ▲ growth in the value of export revenue and overall impact on GDP ▲ increased numbers of international students enrolled with New Zealand providers onshore and offshore ▲ higher quality links between New Zealand and foreign tertiary and research providers, indicated by measures of active cross-border collaboration ▲ a high degree of compliance with the Code of Practice for the Pastoral Care of International Students. |

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| Funding | <p>This work will be funded through the Ministry's existing Departmental budget.</p> <p>This programme is funded through the following Vote Education appropriation:</p> <p>Departmental Output Expenses</p> <ul style="list-style-type: none"> ▲ Output class 7: Strategic Leadership in the Tertiary System <p>Non-departmental Output Expenses</p> <ul style="list-style-type: none"> ▲ Benefits and other Unrequited Expenses: International Student Scholarship Scheme ▲ Non-departmental other expenses: UNESCO |
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Related Performance Improvement Actions

The Ministry has two Performance Improvement Actions related to this priority to:

Improve the cost effectiveness of government expenditure in the tertiary sector (PIA 4) and; Improve the performance of the tertiary system through system and TEC monitoring and evaluation (PIA 5).

Target: Within a capped budget, the system has achieved:

- ▲ more people under 25 enrolled in higher level qualifications
- ▲ higher first year retention rates for Māori
- ▲ more young people moving from school directly into tertiary education, in particular at degree level
- ▲ improved transparency and clarity of the tertiary funding system.

The Ministry will report on progress against these PIAs to the Cabinet Expenditure Control Committee during 2010/11.

Priority Outcome

Māori enjoying education success as Māori

Why is this important?

To support every Māori learner to achieve to their full potential as Māori we need an education system that captures and reflects that identity, language and culture are essential ingredients for all learners and critical to the success of Māori learners in education.

Over the past few years, there has been a consistent improvement in education outcomes achieved by Māori students as measured by achievement of school leaver qualifications. Despite this improvement there remains a persistent gap in achievement between a significant number of Māori students and their non-Māori peers. This under-utilised potential has a detrimental impact on those individuals, on their communities and on our nation as a whole.

The Ministry has a key role in improving the effectiveness of the education system so that Māori aspirations for success are realised.

How will we demonstrate success in achieving this?

We will know we are successful when we see:

| Desired outcome | Target |
|---|--|
| A higher proportion of Māori children participating in high quality ECE | Increase the percentage of Māori new entrant school children who have participated in ECE from 90 per cent in 2009 to 95 per cent by 2012 |
| A higher proportion of literacy and numeracy achievement for Māori students | Increase the mean reading scores in the PIRLS international literacy study for Māori Year 5 students by 7 per cent from the current score of 482 in 2009 to 515 by 2012/13 |
| A higher proportion of Māori students leaving school with NCEA level 2 or higher qualifications | Increase the proportion of Māori school leavers with NCEA Level 2 or above from 50 per cent in 2009 to 55 per cent by 2012/13 |
| A higher proportion of Māori entering tertiary studies at level 4 or above | Increase the percentage of Māori school leavers entering tertiary education at level 4 or above from 28 per cent in 2004 to 32 per cent by 2012/13 |

What will we do to achieve this?

| | |
|--|--|
| Summary | <p>The Ministry will use the principles of Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012, to focus the organisation on improving outcomes for Māori. This includes actively using its evidence and data to drive work programmes and discussions across the education sector.</p> <p>We will strengthen the Māori-medium network so that whānau have integrated provision of Māori immersion education across the full spectrum of education.</p> <p>We will also continue to enhance the learning environments in the English-medium system in ways that encourage an increase in Māori students' engagement in schools and learning, with a consequent continuing improvement in achievement levels.</p> |
| Why will this be effective in achieving our priority? | <p>Our evidence indicates that relationships, identity, language and culture are important factors in improving outcomes for Māori learners. A focus on developing strong connections between schools, parents, families and whānau, particularly in the early primary school years, is essential to improving engagement and achievement in school. Relationships with iwi as the prime sources and expert providers of identity, language and culture are also essential elements in achieving successful education outcomes.</p> |
| What will we do? | <p>We will support iwi to build the capacity of whānau to engage and participate in early childhood education and early years of schooling.</p> <p>We will lead the provision of professional development for iwi and Māori community providers who work directly with whānau and tamariki through the Atawhaingia Te Pā Harakeke⁶ programme.</p> <p>We will develop and implement the Positive Behaviour for Learning Action Plan.</p> <p>We will use the He Kākano⁷ professional learning programme for secondary and area school leadership teams to improve culturally responsive school leadership.</p> <p>We will expand Te Kotahitanga professional learning and development programme from 33 to 50 schools to improve cultural responsiveness, and teaching and learning programmes.</p> <p>We will integrate the best evidence of what works for and with Māori learners into all professional development programmes.</p> <p>We will focus on improving the pastoral and academic support for Māori in tertiary education, ensuring that teaching practices and learning environments are culturally responsive to Māori students.</p> <p>We will lead and monitor the Ministry's contribution to the Government's Māori Language Strategy for the education sector (including the development of policy principles, Māori language education outcomes framework and the 10-year investment plan).</p> <p>We will build on Tū Rangatira⁸, a programme to guide leaders in Māori-medium.</p> <p>We will continue implementing Te Marautanga o Aotearoa (Māori-medium Curriculum) and developing Ngā Whanaketanga Rumaki Māori (Māori-medium National Standards).</p> <p>We will increase the number of Māori teachers proficient in te reo Māori through a range of professional development and language programmes such as Whakapiki i te Reo.</p> <p>We will support existing teachers with a range of literacy, numeracy and assessment professional development programmes that focus on teaching in and through te reo Māori.</p> |

⁶ A kaupapa Māori programme aimed at early childhood educators, families and whānau with pre-school children.

⁷ A professional development programme for principals and senior leadership teams in area and secondary schools that has an explicit focus on achieving better outcomes for and with Māori learners.

⁸ A programme focusing on how leadership practices and professional development can strengthen capability.

We will review the support systems and structures of Māori-medium schooling and implement policy and regulatory changes to strengthen these. A renewed focus through alignment of resources will enable greater accountability and clarity for Māori-medium outcomes.

We will review processes for establishment of kura to ensure funding, teaching, learning resources and support provide the best conditions for teaching and learning.

We will use teacher scholarships and Māori Immersion allowances to build a new pool of teachers proficient in te reo Māori.

How will we know we are succeeding?

If we are succeeding we would expect to see:

- ▲ increased participation in ECE by Māori
- ▲ improvement in the achievement rate in Māori-medium
- ▲ improvement in the level of student achievement at NCEA Level 2 te reo Māori
- ▲ improvement in the level of student achievement at NCEA Level 2 by Māori

Funding

This work will be funded through the Ministry's existing Departmental budget.

This programme is mostly funded through the following Vote Education appropriations:

Departmental Output Expenses

- ▲ Output Class 2: Support and Resources for the Community
- ▲ Output Class 5: Support and Resources for Teachers
- ▲ Output Class 6: Interventions for Target Student Groups

Non-departmental Output Expenses

- ▲ Professional Development and Support
- ▲ Provision of Information and Advisory Services

Related Performance Improvement Action

The Ministry has a Performance Improvement Action related to this priority to:

Improve the cost effectiveness of government expenditure on Māori-medium schooling (PIA 6). Target: Improve the outcomes of students in Māori-medium schooling (i.e. increase the proportion of students reaching National Standards and leaving schools and kura with a minimum of Level 2 NCEA) and improve the sustainability and quality of Māori-medium schooling, within the current level of real per-pupil Māori-medium funding.

The Ministry will report on progress against this PIA to the Cabinet Expenditure Control Committee during 2010/11.

Ministry Performance

Priority Outcome

The Ministry is capable, efficient and responsive to achieve education priorities

Why is this important?

For the Ministry to be capable, efficient and responsive we need to focus on how well we deliver our core functions.

The Ministry's core functions support how children and young people access education and how the system runs. These include delivering special education services, providing and maintaining buildings and technology, supporting and paying teachers and managing the wage round, designing and supplying resources, providing school transport and making sure these functions operate well and are suitable for all learners. Within our core functions, managing the school property portfolio, providing special education services, and managing ICT are our biggest services in terms of resources and funding.

It is important that the way we deliver our significant core functions and structure our Ministry business and spending is done in the most effective and efficient way possible, and to maximise its impact on education outcomes.

How will we demonstrate success in achieving this?

If we are succeeding we would expect to see:

- ▲ all learners being well supported to be present, participating and learning in education
- ▲ the successful implementation of our major initiatives
- ▲ the Ministry meeting the Government's requirements to operate effectively within baselines
- ▲ Ministers and central agencies expressing confidence in the Ministry's advice.

What will we do to achieve this?

At the core of the Ministry's responsibilities is the need to provide access to education for all children.

This includes supporting the 30,000 children and young people with disabilities and special education needs and the 40,000-60,000 children and young people with more moderate special education needs. This supports the New Zealand Disability Strategy's objective for education: providing the best education for disabled people by improving education, so that every child, young person and adult learner will have equal opportunities to learn and develop in their local, regular educational centres.

It also includes providing and maintaining quality school buildings so that all learners have access to a modern learning environment.

Supporting access to education for children with special education needs

Over half of the Ministry's staff (around 1,300 FTE) work supporting the 30,000 children with disabilities and special education needs to access high quality education. The Ministry spends around \$180 million each year providing our core special education services to these children and young people, including complex needs services, communications services, behavioural services and early intervention services. In addition to this, the Ministry provides over \$270 million in funding to providers through grants and contracts for specialist services, property modifications, and support needed by between 40,000 and 60,000 children and young people with more moderate special education needs.

Evidence indicates that the earlier a child with special education needs accesses support and intervention, the better their future outcomes will be. Our data indicates that some groups, particularly Māori and Pasifika, are accessing our services in numbers disproportionate to their populations. We need to ensure that we understand what drives these statistics, and that our service response is tailored accordingly. We need to use programmes that help identify special education needs as early as possible, so we can provide the right support early.

In 2010/11 we will:

- ▲ continue to focus on earlier intervention, in the life of the child and in the life of their difficulty, to ensure that interventions are provided when they are most effective – particularly in areas with low current access or higher demand for services, such as South Auckland
- ▲ work with ECE providers, families, whānau and communities to support district health boards' implementation of the B4 School Checks programme, to ensure we identify and respond to children with special education needs early, particularly for Māori and Pasifika. We will work with schools to ensure information about the checks is accessible and that Year 1 teachers are supported to respond to them
- ▲ use the Positive Behaviour for Learning Action Plan to improve the way parents, teachers, ECE services and schools manage their classes to reduce the incidence of disruptive behaviour
- ▲ improve the cultural responsiveness of information to parents, families and whānau, targeting areas of most need
- ▲ implement Cabinet's decisions on the review of special education. We will aim to improve the way schools and

agencies work together, the quality of services provided and how funding and resources are allocated and used within existing baselines. We will provide advice on how to best use the additional funding for the Ongoing and Reviewable Resourcing Schemes.

How will we know we are succeeding?

If we are succeeding we would expect to see:

- ▲ more Māori and Pasifika children and young people accessing early intervention services
Target: a 10 per cent increase by 2012/13 (current numbers are 725 Pasifika and 2,364 Māori)
- ▲ children accessing special education services more quickly
Target: less than 5 per cent of children wait more than 90 days to access services
- ▲ lower numbers of severe behaviour services referrals in secondary school and adult years
- ▲ a lower average age of children accessing special education services.

Managing our infrastructure

School property portfolio

The Ministry manages the school property portfolio, including maintaining and upgrading existing property, purchasing and constructing new property, identifying and disposing of surplus property, managing teacher and caretaker housing and allocating the annual capital works programme for schools to purchase capital equipment and plant.

The state (non-integrated) school sector property portfolio had a capital value of \$10,900 million at 30 June 2009, including \$8,100 million worth of improvements, and a total replacement value of \$14,500 million. At March 2010 there were over 2,000 state (non-integrated) schools, with over 17,000 buildings on a Ministry of Education-owned land area of over 17,000 hectares.

A comprehensive review of the Ministry's property management function in 2009 indicated a need to clarify accountabilities, develop a longer-term strategic plan and work programme, address operational policy gaps, better manage assessment of the assets and the defective buildings programme, improve relationships with schools and boards of trustees, as well as reducing compliance requirements and improving business processes.

To address the findings of the review, the Ministry will strengthen our management of the school property portfolio to ensure that it is:

- ▲ well managed, consistent with all relevant public sector and commercial financial and asset management standards
- ▲ meeting government requirements

- ▲ delivering a physical environment that meets current and future needs
- ▲ contributing to education outcomes.

In 2010/11 we will:

- ▲ Implement a redesign of the way the Ministry manages our school property portfolio by developing a Schools Property Infrastructure Group
- ▲ agree a strategic plan for the school property portfolio including new schools
- ▲ upgrade the information and information systems supporting the school property portfolio to ensure they are robust and fit for purpose
- ▲ develop and implement the valuation improvement plan to ensure that a correct record of all property assets is maintained
- ▲ review and develop options to improve the financial management and processes associated with school property assets
- ▲ assess the suitability of public private partnerships for building and maintaining new school property.

How will we know we are succeeding?

If we are succeeding we would expect to see:

- ▲ the real cost per student for the construction of new schools in 2010/11 not exceeding the 2009/10 cost
- ▲ a reduction of the surplus property stock from 16 per cent in 2009/10 to 10 per cent over five years
- ▲ management of the school property portfolio rated 'high' by key stakeholders by 2012, and as 'best practice' by 2014.

Related Performance Improvement Action

The Ministry has a Performance Improvement Action related to school property to:

Improve the cost effectiveness of government expenditure on school property and achieving best practice in school property management (PIA 7). Target: The real cost (adjusted by the Capital Goods Price Index) per student for the construction of new schools does not exceed the 2009 cost. The surplus property stock is reduced from 16 per cent to 10 per cent; and management of the school property portfolio is rated 'high' by key stakeholders by 2012 and as 'best practice' by 2014.

The Ministry will report on progress against this PIA to the Cabinet Expenditure Control Committee during 2010/11.

Preparing schools for ultra-fast broadband

Learning environments are changing as we move through the 21st century. Career pathways and associated skills are becoming more diverse, boundaries between educational institutions are dissolving, and the idea of one set model of education is becoming outdated. An emerging emphasis on individual

learning pathways is redefining education as a collaborative effort between a student and their family and teachers.

In order to realise the educational benefits of this changing landscape, major investments are being made internationally in broadband-related technologies for schools. The Government has committed funding through Vote Communications over three years to make schools fibre ready. This is being used to upgrade school networks through the School Network Upgrade Programme and to expand a trial of a National Education Network which provides schools with high speed access to online education content and services.

These investments will make it easier for schools to personalise teaching and learning and use sophisticated assessment tools. They lay the groundwork for more collaboration between schools, allowing for greater flexibility as to when and how they deliver the curriculum, through applications like video-conferencing. Ultra-fast broadband also has the potential to allow schools to streamline administration and data management. The Ministry is preparing our existing and emerging e-learning programmes and resources for the step change in digital services that the national fibre rollout will bring.

Through the School Network Upgrade Programme, 473 schools have been upgraded as at April 2010, with a further 100 in progress. A further 240 school upgrades will be commenced by the end of the 2010 school year. Around 1,600 eligible schools in total are due to be upgraded by 30 December 2016. Following a successful 2008 trial involving 23 schools, the National Education Network trial is being expanded to include up to 200 schools with open-access fibre. The extended trial commenced in April 2010 and will run until June 2011.

Improving our internal efficiencies

The Ministry Effectiveness Programme

The Ministry has established an Effectiveness Programme to drive changes in the way we work that will make us more effective and efficient. This covers all Ministry activities and groups. This will mean considering how best to work with the sector and other providers, the capability and capacity of staff required to effectively manage these relationships, and the best location and distribution of resources.

The Ministry Effectiveness Programme has three work areas:

- ▲ a student achievement work area to align the way the Ministry is organised and how we deliver our functions to get a quicker lift in the performance of the system
- ▲ an infrastructure work area to confirm how we should best deliver the services that the education sector needs in order to maximise student achievement (such as school buildings, ICT, transport services)

- ▲ an efficiency work area that will find the savings required for the Ministry to operate within Departmental baselines (savings up to \$25 million required over the next three years), and will identify efficiencies in business processes throughout the organisation.

In 2010/11 we will:

- ▲ systematically review key Ministry functions in order to ensure we are doing the right things that will make the most difference in terms of outcomes in a way that is efficient and coherent across the Ministry. Part of this will include finding long-term efficiencies by looking at the most efficient business processes and use of resources required to maintain functions that support the administration of the education system (for example, provider resourcing) or underpin the management of the organisation (for example, financial management, administrative support, and research and evaluation activities)
- ▲ implement the longer-term direction for the Ministry's regional functions in terms of supporting schools and early childhood providers to lift student achievement. National office functions in supporting regional and local offices will be reconsidered in this light.

How will we know we are succeeding?

We will know we are succeeding when we find the savings required, while enhancing the quality delivery of our core functions and our impact on student achievement. We will be clear that the activities we undertake are those backed by evidence as having the greatest and fastest impact on system improvement. We will retain skilled and capable staff.

Measures for performance will be developed for each discrete work area as the plans are developed.

Measuring the cost effectiveness of our policies and services

In order to monitor the efficiency and effectiveness of specific policies and services, the Ministry uses a number of different measures of performance. However, these measures do not always link clearly to the financial information collected by the Ministry. As a result, the Ministry is not currently able to provide a broad base of consistent cost-effectiveness information. The Ministry has developed an approach to establishing comprehensive cost-effectiveness measures for our main interventions, which will be implemented during 2010/11.

The programme to develop cost-effectiveness measures focuses on two key areas. First, improving the quality of financial information so that it can be more closely linked to performance information and, second, ensuring policy or service performance information meets current best practice. It will take a number of years for this programme to generate comprehensive, high quality, cost-effective data; however, by

the end of 2010/11 the Ministry aims to generate incremental improvements to both the Ministry's ability to demonstrate cost-effectiveness, and to the quality and coverage of the financial and performance information collected by the Ministry.

Departmental Capital and Asset Management Intentions

The Ministry's total capital expenditure over the next four years is \$2,165 million, of which \$2,066 million is to be spent on the school property portfolio and the balance on Information and Communications Technology (ICT) and other chattels. The major capital intensive activities within the property portfolio are modernising existing schools and constructing new schools to meet the demands of schooling and demographic changes. Expenditure on the school property portfolio relates to:

- ▲ Managing the existing portfolio: generally met from baseline depreciation funding.
- ▲ Meeting future demand: currently 750,000 students attend either primary or secondary school. This number is expected to increase by 58,000 by 2020, resulting in the need for up to 2,500 new teaching spaces during this period. To meet this demand, it is estimated that over \$1,000 million of capital expenditure will be required over the next five years for site purchases and the construction of new schools and classrooms to meet projected roll growth in existing schools.
- ▲ New programmes: as part of managing the school portfolio, the Ministry is anticipating the need to undertake significant remedial repairs to school buildings built in the period 1995-2005. While the extent of the problem is being more accurately assessed, industry estimates are that up to one third of constructions between 1995 and 2005 may be defective.
- ▲ Government has committed funding to prepare schools for broadband. Capital upgrades to schools will be conducted through the School Network Upgrade Programme. This work is focused on ensuring that all schools are able to be connected to ultra-fast broadband.

A range of initiatives are being put into place to ensure that the Ministry achieves its intermediate outcomes and to ensure the school property portfolio is responsive to modern teaching and learning requirements, including:

- ▲ developing a strategic plan for school property
- ▲ enhancing the existing condition assessment methodology
- ▲ enhancing the Property Management Information System
- ▲ introducing a modern learning environment standard for schools to use to measure their teaching spaces
- ▲ reviewing how capital funding is allocated to ensure schools

have sufficient funding to upgrade their teaching spaces in line with the modern learning environment standard

- ▲ reducing compliance associated with property projects
- ▲ realigning roles and responsibilities with priority property functions.

Departmental capital intentions

In 2010/11 the following significant school property capital expenditure is planned:

- ▲ \$232 million to support the ongoing five-year property programme.
- ▲ \$135 million capital expenditure to build capacity in the school portfolio to support roll growth in high demand areas (through new school construction and site purchases)
- ▲ \$82 million for rectification of 'leaky buildings'
- ▲ \$53 million for the provision of classrooms for roll growth
- ▲ \$37 million for demand-driven programmes, including special needs modifications
- ▲ \$30 million expenditure for kura kaupapa Māori and wharekura
- ▲ \$18 million for special schools and satellites.

ICT related capital expenditure includes projects that maintain the core infrastructure, support the wider education sector and are focused on improving and sharing information, linking agencies and meeting Government priorities. A major ongoing component of ICT expenditure is regular replacement of the core infrastructure which supports the operation of the Ministry and sector systems. Other key work currently proposed or underway includes:

- ▲ updating the core funding application for schools and early childhood payments to reflect changes in policy
- ▲ enhancing our disaster recovery capability.

Expenditure is incurred only after approval of the capital programme for the year, and for larger ICT projects upon approval of a detailed business case. An education report is provided to Cabinet for new school projects with a value greater than \$15 million, and to the Ministers of Education and Finance for new school projects with a value greater than \$7 million. In addition:

- ▲ Project Boards monitor all significant capital programmes.
- ▲ ICT and property capital programmes are overseen by governance boards.
- ▲ Strong project management disciplines are applied to all significant projects, whereby capital programmes are monitored and managed across the development and implementation cycle including monitoring progress against milestones and against budgets at each stage.

The Ministry of Education is categorised as a capital-intensive agency for Capital Asset Management purposes.

The following table outlines the Ministry's intended capital expenditure programme.

| Department capital intentions | 2009/10 (\$M) | 2010/11 (\$M) | 2011/12 (\$M) | 2012/13 (\$M) | 2013/14 (\$M) |
|---|------------------|------------------|------------------|------------------|------------------|
| Property, Plant and Equipment | | | | | |
| School Sector Property and Housing: | | | | | |
| ▲ School Land | 33.311 | 47.000 | 17.800 | 18.000 | 15.000 |
| ▲ School Buildings | 622.792 | 634.028 | 434.423 | 452.533 | 445.978 |
| ▲ Residential Buildings | 0.497 | 0.300 | 0.300 | 0.300 | 0.300 |
| Ministry Chattels: | | | | | |
| ▲ Computer Hardware | 5.000 | 5.000 | 5.000 | 5.000 | 5.000 |
| ▲ Furniture and Fittings | 3.812 | 3.812 | 3.812 | 3.812 | 3.812 |
| ▲ Plant and Equipment | 0.250 | 0.250 | 0.250 | 0.250 | 0.250 |
| ▲ Motor Vehicles | 3.144 | 3.144 | 3.144 | 3.144 | 3.144 |
| Total Property, Plant and Equipment | 668.806 | 693.534 | 464.729 | 483.039 | 473.484 |
| Intangibles | | | | | |
| ▲ Computer Software | 13.477 | 19.058 | 13.185 | 9.796 | 8.000 |
| Total Intangibles | 13.477 | 19.058 | 13.185 | 9.796 | 8.000 |
| Total Property, Plant, Equipment and Intangibles | 682.283 | 712.592 | 477.914 | 492.835 | 481.484 |

Assessing Organisational Health and Capability

The Ministry faces a period of fiscal restraint and increasing urgency to address disparities in the education system. We have a large, complex and significant work programme, the realisation of which will deliver benefits for our young people and New Zealand as a whole. The Ministry must therefore retain and develop a high quality workforce capable of achieving the Government's priorities and delivering a world-class education system. We must ensure we have the right people and the leadership capable to guide staff through what will be a challenging phase characterised by the drive for greater efficiency and effectiveness with fewer resources.

How will we demonstrate success in achieving this?

We will know we have achieved this when we see changes such as:

- ▲ evidence of increased management leadership capability
- ▲ evidence of increased confidence in the Ministry leadership by the Minister and the sector
- ▲ the Ministry being viewed as an employer of choice and staff being recognised for their excellence and are sought after both within the organisation and externally.

What will we do in 2010/11?

- ▲ We will focus on management fundamentals to ensure managers are able to improve cost effectiveness of

expenditure and improve management of resources, budgets and time.

- ▲ The Ministry's performance management and development system will be reviewed and reshaped to reflect a clearer focus on business outcomes and development of our staff.
- ▲ We will use the results of the Gallup survey to build on employee engagement for existing staff and to attract skilled and qualified staff to the Ministry.
- ▲ We will focus on ongoing development of our frontline staff through the special education behaviour training programme, Te Hikoitanga programme and the Sau ta O Pasifika responsiveness programme.
- ▲ We will continue our medium- and long-term IT planning to ensure that our major funding and data collection systems are maintained, fit for purpose and resilient. We will improve knowledge management through a document and records management rollout, web collaboration tools involving a Sitecore upgrade, continued development of our procurement systems, Prince 2 (project management methodology) and the streamlining of our payments systems (invoice scanning).

The Equal Employment Opportunities (EEO) Plan: The Equal Employment Opportunities (EEO) Plan is an influential part of the Ministry's HR practices, to recognise and reflect the diversity of the communities we work with. The Ministry aims to support broader government EEO strategies such as the New Zealand Disability Strategy, the New Zealand Sign Language Act, the Pay and Employment Equity Review, and Career Progression.

Managing risk within the Ministry

The Ministry has a risk management process designed to raise risk awareness and to promote routine risk management. This is supported by a simple and consistent reporting approach:

- ▲ Ministry managers regularly identify strategic, operational and fiscal risks that they are facing at a group and programme level and rank these using a risk ranking matrix.
- ▲ Managers and Deputy Secretaries identify which of these risks need to be escalated to the Leadership Team and the Secretary for Education – either because of the seriousness of the risk, or because of the potential for the risk to impact on the whole of the Ministry.
- ▲ Key risks are discussed by the Leadership Team on a weekly basis, with a more in-depth discussion each month, with feedback from the Leadership Team circulated to managers.
- ▲ The risk process is monitored regularly by an Internal Audit and Assurance Committee who provide advice on our risk management approach.

The Ministry has identified four broad categories of risk which have the potential to affect the achievement of the priority outcomes set out in this Statement of Intent. These are outlined below with a summary of the mitigation strategies.

| Area of risk | Mitigation approach |
|---|--|
| Ability to directly influence educational outcomes | <p>Design and deliver quality programmes by:</p> <ul style="list-style-type: none"> ▲ utilising evidence and best practice to direct our activity where it is most effective ▲ continually monitoring and assessing the effectiveness of our activity ▲ ensuring the implementation of programmes is managed well and aligned with other work. <p>Provide leadership and guidance to the sector by:</p> <ul style="list-style-type: none"> ▲ strengthening our role as sector leaders and ensuring the agreed collective work programme is delivered. ▲ proactively providing quality advice, information and support to the education sector. ▲ working with the sector to improve our understanding of issues. |
| Ability to manage and implement key government strategies | <p>Provide quality services to government by:</p> <ul style="list-style-type: none"> ▲ providing robust advice while continually improving the quality of our information and analysis ▲ building capacity and expertise within the Ministry to progress key Government strategies. <p>Provide quality services to the sectors by:</p> <ul style="list-style-type: none"> ▲ continually assessing requirements and realigning our resources to focus on priority actions and frontline services. |
| Ability to manage internal organisational issues | <p>Develop internal efficiencies by:</p> <ul style="list-style-type: none"> ▲ continuing to implement the formal change management work programme to ensure a planned and disciplined approach to identifying and exploiting organisational efficiencies ▲ managing tight budgetary control and prioritising activities for maximum impact and efficiency. <p>Refine internal processes by:</p> <ul style="list-style-type: none"> ▲ intensifying and enhancing communication channels within the organisation ▲ continuing to develop governance roles and oversight of work programmes. |
| Ability to manage emerging issues | <p>Build our risk management and mitigation capacity by:</p> <ul style="list-style-type: none"> ▲ continuing to enhance our systems to identify, assess and respond to emerging issues appropriately and efficiently ▲ monitoring and refining internal governance, risk management and quality assurance processes ▲ making greater use of contingency planning and forecasting to anticipate issues and develop solutions. |

