



## Education Report: Ministry of Education 2022/23 First Quarter Report

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	5 December 2022	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1300782
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	Yes

### Purpose of Report

The paper provides the quarterly update on Ministry performance with financial and non-financial performance reporting against agreed 2022/23 Budget standards.

It also responds to your request for an update on progress against the Key Education Work Programme Deliverables which we provided to you on 3 November 2022 (METIS 1299271)

### Summary

- 1 The Key Work Programme Deliverables form the basis of the Ministry's quarterly reports in 2022/23. The report also includes an exceptions report against the 2022/23 Estimates performance measures and a financial summary of expenditure against appropriations for the year-to-date.
- 2 The attached **2022/23 Quarter One: Key Education Work Programme Deliverables Report (Annex 1)** aligns with the intent of the Key Work Programme Deliverables (METIS 1299271), which is focused on specific deliverables. For each initiative or programme, we have included the milestones that were delivered in the previous quarter and the milestones that are intended to be delivered next quarter. Next quarter we will report progress against the planned milestones for quarter two. We also expect to focus more on the impact of the programmes and initiatives on ākonga and kaiako during the rest of the year.
- 3 At 30 September 2022, we were on track to achieve the majority of **our performance measures**. Reporting is on an exception's basis, with explanations on variances for those measures that are not on track set out within **Annex 2**.
- 4 The **financial results at 30 September 2022**, as set out within **Annex 3**, show:
  - total year to date Vote Education expenditure is \$75.9million (1.8%) under budget
  - total year to date Vote Tertiary Education expenditure was \$46.0 million (5.4%) under budget.

## Recommended Actions

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The Ministry of Education recommends you:

- a. **note** the attached:
- i. 2022/23 Quarter One: Key Education Work Programme Deliverables Report (Annex 1), which provides a progress report on the Ministry's contribution towards the Government's strategic objectives for education and the Key Work Programme Deliverables 2022/23.
  - ii. exceptions reporting on Vote Education and Vote Tertiary Education performance measures (Annex 2)
  - iii. an update on the Vote Education and Vote Tertiary Education financial position as at 30 September 2022 (Annex 3)

**Noted**

- b. **forward** the report to your Associate Ministers of Education for their information

**Agree / Disagree**

- c. **release** this briefing once it has been considered by you, with the Annexes withheld as appropriate.

**Release / Not release**

  
Zoe Griffiths  
Hautū | Deputy Secretary  
Te Pou Rangatōpū | Corporate

05/12//2022



Hon Chris Hipkins  
Minister of Education

16 / 1 / 2022

## Background

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1. This report provides a record of progress towards the Key Education Work Programme Deliverables for the first quarter of 2022/23, based on information that is accurate as of 30 September 2022.
2. The report includes a quarterly update on Ministry financial and non-financial performance reporting against agreed 2022/23 Budget standards.
3. Copies of the quarterly report are usually submitted to Select Committee as part of the Annual Review process. It is intended that this document is proactively released, with the Annexes withheld as appropriate.

## Alignment with Strategic Objectives

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4. The Key Education Work Programme Deliverables Report (Annex 1) is framed around how Te Tāhuhu has been contributing to the five strategic objectives, which form the basis for our Statement of Intent 2021-2026:
  - a. Learners at the centre
  - b. Barrier-free access
  - c. Quality teaching and leadership
  - d. Future of learning and work
  - e. World class inclusive public education.
5. The report also provides updates on how Te Tāhuhu is building capability and making shifts to how we work to improve outcomes for learners.

## Performance in the First Quarter (Annexes 1 and 2)

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6. Milestones of note for the year to date include:
  - a. releasing the first assessment event of the NCEA Te Reo Matatini me te Pāngarau | Literacy and Numeracy 2022 pilot. This pilot is expected to be completed in the second quarter
  - b. launching the domestic and overseas marketing campaign for teachers
  - c. progressing the Te Mana Tūhono programme, with 19 more schools using the N4L Secure Access service to enhance cyber safety and security. More than 100 schools are expected to be using this by the second quarter.
7. As well as the milestones achieved year to date, in the second quarter we are working towards:
  - a. matching 130 newly qualified teachers with permanent jobs through the BeTTER Jobs Programme
  - b. ordering all replacement boilers for schools and kura, with site works beginning at 18 schools.
8. Performance measures – for the year to date 10 out of 69 performance measures are below target. Details of the performance measures below target are in Annex 2. Areas of concern include:

- a. attendance and engagement, with Term 1 attendance being significantly below target and wait times increasing for learning support services.
- b. ministerial services as we have not reached our proactive release targets due to work volumes and prioritisation decisions. However, we intend to address by revising this through the 2022/23 Supplementary Estimates

## Next Steps

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- 9. You may wish to discuss this report at a forthcoming Ministerial Agency meeting.
- 10. The Key Work Programme Deliverables Report is a transitional report. We expect to make changes as the report evolves over the rest of 2022/23 to ensure it meets your needs and provides the information expected to meet our external reporting obligations.

## Proactive Release

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- 11. We recommend that this briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done in line with the provisions of the Official Information Act 1982.

## Annexes

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- Annex 1: Ministry of Education – Quarter One Report: Key Work Programme Deliverables as of 30 September 2022
- Annex 2: Exceptions reporting on Vote Education and Vote Tertiary Education performance measures
- Annex 3: Update on the Vote Education and Vote Tertiary Education financial position as at 30 September 2022.

# Ministry of Education – Quarter One Report: Key work programme deliverables as of 30 September 2022 to the Minister of Education




## Overall assessment

Green, likely to be achieved in full.



Orange - likely to be partially achieved.






Red - likely not to be achieved.





Grey – not measured

Work Priorities Initiative	Milestones in the past quarter 1 July to 30 September 2022	Quarter one initiative update	Planned milestones for the next quarter 1 October to 31 December 2022	Overall assessment
<b>Learners at Centre – Learners with their whānau are at the centre of education</b>				
<p>Continue the refresh of the New Zealand Curriculum:</p> <ul style="list-style-type: none"> <li>Release the final Social Sciences content, with Aotearoa New Zealand's histories incorporated (Term 4 2022).</li> <li>Develop and test numeracy and literacy progressions (Term 4 2022 to Term 1 2023).</li> <li>Release the final Maths and English learning areas along with implementation guidance, supports and tools (Term 2 2023)</li> <li>Refresh the Science, Arts and Technology learning areas (from 2023).</li> </ul>	<ul style="list-style-type: none"> <li>Finalised Social Sciences content approved by the Associate Minister of Education.</li> </ul>	<p>Good progress has been made this quarter. Finalised Social Sciences content, which incorporates Aotearoa New Zealand's histories.</p> <p>Continued the development and testing of numeracy and literacy progressions.</p>	<ul style="list-style-type: none"> <li>Test the draft of Te Mātaiaho, the draft Curriculum framework, and Mathematics and Statistics, and English learning areas with schools and focus groups. (Achievement date TBC)</li> <li>Release finalised Social Sciences content to the sector (mid-November).</li> </ul>	
<p>Continue the redesign of Te Marautanga o Aotearoa:</p> <ul style="list-style-type: none"> <li>Continue engagements with iwi, kura leaders, kaiako, whānau and ākonga (throughout 2022/23).</li> <li>Establish the Ohu Matua to work alongside Te Rōpū Whāiti and the Ministry of Education project team (November 2022).</li> <li>Develop redesigned curriculum content (starting December 2023). Procure Lead Writers by December 2022 to begin drafting curriculum content alongside Te Rōpū Whāiti, across 2023.</li> <li>Engage with Māori Medium L1 &amp; L2 Providers of Initial Teacher Education (ITE) in February 2023 to support programme development for beginning teachers. The series of engagements across 2023 will support ITE's to become familiar with the new framework, Te Tamaiti Hei Raukura, and the direction of the redesigned Te Marautanga o Aotearoa.</li> </ul>	<ul style="list-style-type: none"> <li>Reconfirmed all scope items and associated activity.</li> <li>Continued to develop the engagement plan.</li> </ul>	<p>Working with key stakeholders to reconfirm the scope and develop an engagement plan to support the development and implementation of Te Marautanga o Aotearoa.</p>	<ul style="list-style-type: none"> <li>No deliverables planned for Quarter 2, depending on scoping exercise.</li> </ul>	 <p>Milestones still to be confirmed while initiative is in scoping phase.</p>
<p>Continue the sector implementation of the NCEA Change Programme:</p> <ul style="list-style-type: none"> <li>Develop (for NCEA Level 2) and piloting for (NCEA Level 1) new achievement standards that: <ul style="list-style-type: none"> <li>cover a broader range of knowledge, skills and capabilities and don't leave important learning to chance</li> <li>are accessible and inclusive by design through using Universal Design for Learning principles</li> <li>incorporate mātauranga Māori</li> <li>are inclusive of Pacific knowledges and identities</li> <li>provide clearer pathways to further education, training or employment.</li> </ul> </li> <li>Establish new regional implementation roles to provide prioritised schools and kura (from 2023).</li> </ul>	<ul style="list-style-type: none"> <li>Continued development of Level 2 subjects.</li> <li>Received feedback on the pilots of Level 1 subjects.</li> </ul>	<p>Development of Level 2 subjects is well underway. Initial piloting for Level 1 subjects provided good feedback and we are taking steps to improve areas where required.</p>	<ul style="list-style-type: none"> <li>Develop the final 19 Level 2 subjects for the New Zealand Curriculum (NZC).</li> <li>Complete a mini pilot of NZC and Te Marautanga o Aotearoa NCEA Level 1 subjects.</li> <li>Complete development of an implementation plan for piloting in 2023.</li> </ul>	













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<p>Create <b>physical and mental wellbeing</b> support:</p> <ul style="list-style-type: none"> <li>Deliver, in collaboration with Sport New Zealand and the Ministry of Health, <b>Healthy Active Learning resources</b> focused on the Atua Matua framework (2019-2023).</li> <li>Release <b>Mental Health Education</b>, a guide for teachers, leaders and boards of trustees and Te Oranga Mauri (October 2022).</li> </ul>	<p><b>Mental Health Education</b></p> <ul style="list-style-type: none"> <li>Finalised and launched resource during Mental Health Awareness at Wellington High School.</li> <li>Began wider promotion of the resource.</li> </ul>	<p><b>Healthy Active Learning</b></p> <p>Development of resources continues, in collaboration with Sport NZ, with implementation to occur by 2023.</p> <p><b>Mental Health Education</b></p> <p>Launched soft copies of the resource and promotion and awareness work is underway. Engagement around implementation will occur in 2023.</p>	<p><b>Healthy Active Learning</b></p> <ul style="list-style-type: none"> <li>Approve and forward the last two draft resources to Victoria University of Wellington for aligning to Te Marautanga o Aotearoa (October 2022).</li> <li>Approve current High Alpine, Speed and Water resources for testing by Tapuwaekura (December 2022).</li> <li>Utilise all Atua Matua resources with kaupapa Māori kura (July 2023).</li> </ul> <p><b>Mental Health Education</b></p> <ul style="list-style-type: none"> <li>Begin print run for resource (October 2022).</li> <li>Send five copies of the resource to every school and kura (Term 4 2022).</li> <li>Continue promotion of the resource (December 2022).</li> </ul>	
<b>Barrier free access – Great education opportunities and outcomes are within reach for every learner</b>				
<p>Improve attendance and engagement through <b>All in for Learning, Kia kotahi te ū ki te ako</b>:</p> <ul style="list-style-type: none"> <li>Implement a national attendance campaign (from August 2022).</li> <li>Allocate Regional Response Fund to provide targeted support to schools with the greatest attendance challenges.</li> <li>Complete all redesigned Attendance Service contracts (Term 1, 2023).</li> </ul>	<p><b>National awareness campaign</b> launched August 2022.</p> <p><b>Regional Response Fund</b> (\$10m) allocated to takiwā, and the best use of funding is being determined locally in collaboration with the sector. To date \$1.8m has been committed to 99 local initiatives. For example:</p> <ul style="list-style-type: none"> <li>Feilding High School - \$45k Funding for mentoring programme for students.</li> <li>Gisborne Girls' High School - \$10k Funding for place to learn where disengaged ākonga can learn in a culturally relevant and engaging curriculum.</li> </ul> <p><b>Attendance Service Contracts</b></p> <p>All takiwā have finalised their service areas and operating models. This includes giving attention to meeting the needs of Māori learners. For example:</p> <ul style="list-style-type: none"> <li>Hawke's Bay/Tairāwhiti region will continue to contract with Iwi/Māori organisations as their preferred providers for Attendance Services for a majority of its service areas.</li> <li>Canterbury region will be seeking proposals from potential providers of attendance services and working with local rūnanga to identify potential preferred providers.</li> </ul>	<p>Implementation of all key elements of the attendance and engagement campaign is underway and we are progressing well.</p>	<p><b>National awareness campaign</b> ends mid-October. Impact assessment to be completed.</p> <p>Distribution of <b>Regional Response Fund</b> to continue through collaborative processes with the sector.</p> <p><b>Attendance Service Contracts</b></p> <ul style="list-style-type: none"> <li>Te Mahau takiwā are now finalising their regional specific information in the Engagement and Service Delivery Framework (ESDF) for current/existing Attendance Services. The ESDF templates confirm the procurement process required for each region.</li> <li>Some takiwā are further along than others in process while others are currently negotiating contracts with schools and identified service leads.</li> </ul>	

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<p>Improve foundation skills through <b>Literacy &amp; Communication and Maths Strategy</b>:</p> <ul style="list-style-type: none"> <li>Continue and improve existing supports, including extending the early literacy approach and improving our 'programmes for students' service offering (2023).</li> <li>Recruit 38 additional curriculum leads for literacy and numeracy across Te Mahau.</li> <li>Develop the Common Practice Model (2024). <ul style="list-style-type: none"> <li>Consult on progressions, principles and pedagogies (Term 1-3 2023).</li> </ul> </li> <li>Develop a business case for the replacement of e-asTTLe (by June 2023).</li> <li>Establish an evaluation and improvement framework for the implementation of literacy &amp; communication and maths (2022 to 2024).</li> </ul>	<p><b>Programmes for Students</b> was delivered in schools.</p> <p><b>Curriculum Leads</b> – developed a recruitment plan with Te Mahau.</p> <p><b>Common Practice Model</b> – called for nominees for the Maths Contributors Group and Literacy and Communications Contributors Group.</p> <p><b>e-asTTLe</b> – continued the development of the business case.</p>	<p>Continue to develop Literacy &amp; Communication and Maths Strategy and understand the scope of work.</p>	<p><b>Programmes for Students</b></p> <ul style="list-style-type: none"> <li>Open the expression of interest for schools to apply for 2023.</li> <li>Reprocure the providers to continue delivery in schools for 2023</li> </ul> <p><b>Curriculum Leads</b> – interviews and appointments will be underway (October 2022).</p> <p><b>Common Practice Model</b></p> <ul style="list-style-type: none"> <li>Maths Contributors Group and Literacy and Communications Contributors Group will be established.</li> <li>Begin the development of the first stage of the Common Practice Model.</li> </ul> <p><b>e-asTTLe</b> – development of the business case continues (timeframe dependent on governance decisions).</p>	
<p>Finalise <b>Hei Raukura Mō Te Mokopuna Strategy Action Plan</b> and the detailed work programme (December 2023):</p> <ul style="list-style-type: none"> <li>Identify “commonalities of good practice” that exist within Māori Medium settings (30 June 2023).</li> <li>Identify the research priorities to provide in-depth and specific evidence of te reo matatini and pāngarau teaching and learning practices in kaupapa Māori and Māori medium settings (30 June 2023).</li> <li>Establish investment priorities to align with Kia Rangatira te Mokopuna, Kia Rangatira te Kaiako, Kia Rangatira te Iwi (30 June 2023).</li> </ul>	<ul style="list-style-type: none"> <li>The Associate Minister of Education and Associate Minister of Education (Māori Education) released draft Action Plan for consultation (August 2022).</li> <li>Targeted engagements on draft actions occurred (September – October 2022).</li> </ul>	<p>Working with te reo matatini and pāngarau experts to finalise the draft Action Plan, which is due to the Associate Minister of Education and Associate Minister of Education (Māori Education) in December 2022. Engagements continue with key stakeholders and sector representatives to test the proposed actions, ensuring they reflect national and local priorities.</p> <p>Testing bespoke initiatives in kaupapa Māori education to monitor what supports they require to ensure whānau are empowered to assist their tamariki at home with te reo matatini.</p>	<ul style="list-style-type: none"> <li>Targeted engagements on draft Action Plan conclude (October 2022).</li> <li>Recommendation report due to the Associate Minister of Education and Associate Minister of Education (Māori Education) (November 2022).</li> <li>Provide refreshed Action Plan to the Associate Minister of Education and Associate Minister of Education (Māori Education) (December 2022).</li> </ul>	
<p>Preparing young people for the NCEA <b>Te Reo Matatini me te Pāngarau   Literacy and Numeracy corequisite</b> through the <b>Literacy and Numeracy Tactical Plan</b>:</p> <ul style="list-style-type: none"> <li>Fund and contract literacy numeracy, te reo matatini and pāngarau experts to support prioritised schools and kura with implementing the corequisite.</li> <li>Publish and implement English-medium resources to support schools.</li> <li>Develop Māori medium resources to support kura.</li> </ul>	<ul style="list-style-type: none"> <li>Released the first assessment event of the NCEA Te Reo Matatini me te Pāngarau   Literacy and Numeracy 2022 pilot as well as an accompanying evaluation report (August 2022).</li> <li>Continued work on the tactical plan.</li> </ul>	<p>Released results from the first 2021 pilot assessment event, which involved approximately 16,000 ākonga, on 29 August 2022.</p> <p>Work is underway to support development, including the tactical plan support for secondary schools and kura.</p>	<ul style="list-style-type: none"> <li>We will complete the Literacy and Numeracy pilot.</li> </ul>	<p>Green</p> 
<p>Deliver <b>Te Mana Tūhono programme</b> to help remove digital barriers to education:</p> <ul style="list-style-type: none"> <li>Redesign and replace school internal network equipment with current generation wireless technology.</li> <li>Improve internal cyber-security and cyber-safety through authorisation mechanisms for users and devices.</li> </ul>	<ul style="list-style-type: none"> <li>34 schools benefited from new internal network equipment.</li> <li>19 more schools now have the N4L Secure Access service, which enhances cyber security and cyber safety by creating a unique identity and access permissions for each user on the network.</li> </ul>	<p>Continue to deliver better education outcomes for schools, although supply chain issues has meant this is slower than originally planned.</p>	<ul style="list-style-type: none"> <li>There are no planned network equipment replacements.</li> <li>More than 100 schools are scheduled to receive the N4L Secure Access service.</li> </ul>	 <p>Supply chain issues outside of programme control are slowing delivery of programme.</p>
<p><b>Implement the Learning Support Action Plan 2019-2025:</b></p>				
<ul style="list-style-type: none"> <li>Oral Language and Literacy Initiative (OLLI) pilot</li> </ul>	<ul style="list-style-type: none"> <li>Held a national OLLI practitioner hui. We began planning for a BAU future of early language and literacy supports within Te Tūāpapa and He Pikorua (the next phase).</li> </ul>	<p>Evaluation report completed at the end of 2021 and advice provided to the Minister of Education (refer METIS 1279278).</p>	<ul style="list-style-type: none"> <li>Prepare advice outlining proposed next steps, responding to the pilot's evaluation and considering the potential to scale up the Te Tūāpapa model for oral language and literacy equitably and the opportunities to apply this thinking in Māori immersion settings.</li> </ul>	






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<ul style="list-style-type: none"> <li>Social and Emotional Learning (SEL) pilot</li> </ul>	<ul style="list-style-type: none"> <li>Process evaluations were completed for the three programmes of the first year of the SEL pilot. Information about the evaluations is being shared with stakeholders (refer METIS numbers 1297939 and 1298272).</li> <li>In Q1 of SEL we have been planning for the delivery of year 2 of the pilot including recruitment and procurement activities.</li> </ul>	<p>The SEL Programme includes ENGAGE, The Alert Program and Incredible Beginnings, which improve emotional self-regulation for children in Early Learning Services (ELS).</p> <p>The programme is funded within baseline for 2022/23. Funding is being sought to continue the SEL programmes through the Prime Minister's Emerging Priorities Fund and Budget 2023 (refer METIS 1297487).</p> <p>Sharing our findings from process evaluations, completed in the first year of the pilot, with stakeholders (refer METIS 1297939 and 1298272). Aim to reach at least 290 ELS and 10,150 tamariki by 30 June 2023.</p>	<ul style="list-style-type: none"> <li>Delivery of the three SEL programmes will continue, aiming to reach at least 100 ELS and 3,500 tamariki by 31 December 2022.</li> </ul>	 <p>Pilot is funded for the 2022/23 financial year. However, funding is still to be secured for out years.</p>
<ul style="list-style-type: none"> <li>Completing a <b>review for learners with high and complex needs</b> with a Cabinet report back on recommendations for change (October 2022).</li> </ul>	<ul style="list-style-type: none"> <li>The New Zealand Council for Education Research (NZCER) <i>Highest Needs Review: What matters to stakeholders</i> report was completed, incorporating the Social Wellbeing Agency's report on unmet need, the consultation with key stakeholders and the public on the current system.</li> </ul>	<p>Completed review phase of the High Needs Review (HNR) and options for the solutions for change have been developed. The focus for the rest of 2022/23 will be finalising analysis of current state, developing a business case for a start-up decision in June 2023, and developing solutions for unmet need and transform the service delivery system.</p>	<ul style="list-style-type: none"> <li>Publish the NZCER report (Quarter 2).</li> <li>Present Cabinet paper on the findings of the review and options for solutions for change (31 October 2022).</li> </ul>	
<p>Review <b>Alternative Education (AE) Guidelines</b></p> <ul style="list-style-type: none"> <li>Sign new contracts for February 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Updated AE Guidelines drafted. Consultation regarding key shifts undertaken with the AE National Body, Learning Support, sector representatives, Mātauranga Iwi Leadership Group, AE providers and Te Mahau takiwā.</li> <li>Designed a new service and delivery framework (ESDF) to support collaborative and co-constructed service design and agreements with multiple stakeholders.</li> <li>Designed the procurement process for 2023 re-contracting (August to September 2022).</li> <li>Delivered several workshops focussed on the redesign of AE at the AE national body conference, which was held on the 22nd and 23rd of September 2022.</li> <li>Held regular fortnightly hui with the Mātauranga Iwi Leadership Group (MILG) to develop a work plan for the remainder of 2022 and beyond. The fortnightly hui are ongoing.</li> </ul>	<p>Our focus with the redesign is:</p> <ul style="list-style-type: none"> <li>updating the AE Guidelines, including eligibility criteria and referral process</li> <li>re-contracting for service delivery in 2023</li> <li>developing policy options for supporting younger ākonga who are at risk of disengaging from school.</li> </ul> <p>Decision-making for AE re-contracting has been led by Te Mahau takiwā.</p>	<ul style="list-style-type: none"> <li>Develop a Collaborative Action Plan for each rangatahi which is continually discussed and reviewed.</li> <li>Finalise new funding agreements from Term 1 2023, for a minimum of three years, with providers chosen by Te Mahau, schools and Iwi.</li> <li>Begin the procurement process for 2023 re-contracting (October 2022).</li> </ul>	
<p>Implement the <b>Action Plan for Pacific Education 2020-2030</b>:</p> <ul style="list-style-type: none"> <li>Develop a policy on Pacific bilingual and immersion education: <ul style="list-style-type: none"> <li>Provide draft policy statement to the Associate Minister of Education (Pacific Peoples) (October 2022).</li> <li>Provide refreshed Action Plan, including policy statement, to Cabinet (March 2023).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Targeted engagement with Pacific communities and bilingual education sector underway.</li> <li>Drafting of policy, based on engagement.</li> </ul>	<p>Developing a policy on Pacific bilingual and immersion education. Engagement to develop the policy will continue until December 2022.</p>	<ul style="list-style-type: none"> <li>Ongoing targeted engagement with Pacific communities and bilingual education sector.</li> <li>Draft policy statement to the Associate Minister of Education (Pacific Peoples) (October 2022).</li> <li>Statement revised (October-January 2023).</li> <li>Provide refreshed Action Plan, including policy statement, to Cabinet (March 2023).</li> </ul>	







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<ul style="list-style-type: none"> <li>Deliver targeted supports for Pacific people to meet the current English language requirements to train and or register as teachers in Aotearoa: <ul style="list-style-type: none"> <li>Provide information and support on current requirements.</li> <li>Provide coverage of test costs to demonstrate competency.</li> <li>Work with regional offices and providers to determine numbers and plan implementation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Scoping of available supports.</li> <li>Procurement process for external providers commenced (September 2022).</li> </ul>	Working to deliver targeted supports, including procurement for external providers to deliver targeted supports.	<ul style="list-style-type: none"> <li>Procurement of external providers (September-December 2022).</li> <li>Delivery from early 2023.</li> </ul>	
<ul style="list-style-type: none"> <li>Develop Gagana Tokelau and Vagahau Niue as NCEA subjects (2022-25).</li> </ul>	No update for Quarter 1.	This initiative is part of the long-term NCEA development. No update for Quarter 1.		  Milestones for 2022/23 still to be confirmed.
<b>Quality teaching and leadership – Quality teaching and leadership makes the difference for learners and their whanau</b>				
<b>Develop tools and resources to support the sector:</b>				
<ul style="list-style-type: none"> <li>Self-directed resources for Te Takanga o Te Wā to support kaupapa Māori medium to implement this new curriculum content. (October 2022).</li> </ul>	<ul style="list-style-type: none"> <li>Published the collection of implementation resources.</li> <li>Worked with Curriculum Leads to ensure they are well equipped to support kura and schools within their respective regions, to implement Te Takanga o te Wā.</li> </ul>	Preparing implementation resources to be launched online for kaiako, ākonga, whānau, hapū/iwi that will be used during the national implementation. Procuring external providers to support the implementation of Te Takanga o te Wā including working with Curriculum Leads.	<ul style="list-style-type: none"> <li>Launch resources online (November 2022)</li> <li>Finalise the contract with a provider to support the implementation (November 2022)</li> <li>Collaboration between Provider and Curriculum Leads to design a tailored approach to this support.</li> </ul>	
<ul style="list-style-type: none"> <li>Initial capability supports for the refresh of The New Zealand Curriculum (Term 2 2023).</li> </ul>	<ul style="list-style-type: none"> <li>Developed and approved the procurement plan (September 2022).</li> </ul>	Developing a range of self-directed and guided supports, which will be released in phases over the course of the refresh.	<ul style="list-style-type: none"> <li>Send RFP out to Curriculum Services Panel (December 2022).</li> <li>Secure providers (December 2022).</li> </ul>	
<ul style="list-style-type: none"> <li>Initial release of new online curriculum hub, with reviewed and quality assured resources moved over from existing websites (mid-2023).</li> </ul>	<ul style="list-style-type: none"> <li>Completed a procurement plan to secure providers to support the platform post go live (by March 2023).</li> <li>Continued with the technology build along with updating content for the sector release.</li> </ul>	Due to complete technical platform in March 2023 ready for content loading. Refreshing Phase one content to be loaded onto the platform. Procuring a Support Partner.	<ul style="list-style-type: none"> <li>Complete Support Partner Procurement.</li> <li>Complete platform build and testing (by March 2023).</li> <li>Complete refresh of content that will be loaded onto the platform for sector release.</li> </ul>	
<ul style="list-style-type: none"> <li>Teaching and learning resources that strengthen relationships and sexuality education (released in 2023).</li> </ul>	<ul style="list-style-type: none"> <li>Developed resources (July – September 2022).</li> <li>Continued the review of content and design (July – September 2022).</li> </ul>	Developing resources to replace previous Sexuality Education: levels 1-4 underway. Release on track for early 2023.	<ul style="list-style-type: none"> <li>Finalise and complete new resources, with implementation planned for early 2023 (October – December 2022).</li> </ul>	
<p>Continue to design and deliver initiatives to grow the <b>supply of quality teachers and other professionals</b>:</p> <ul style="list-style-type: none"> <li>Deliver the Government's recently announced initiatives designed to boost teacher supply (2023).</li> </ul>	<ul style="list-style-type: none"> <li>Completed MoUs with NZQA, Teaching Council and contract variation with EPL.</li> <li>Expanded OFF and ORG for overseas teachers.</li> <li>Launched careers website and domestic and overseas marketing campaign.</li> <li>Launched BeTTER Job Programme.</li> <li>Opened Te Huawhiti   Career Changer Scholarships for 2023 intake.</li> <li>Completed agreement with two embedded Teacher Training Programme providers.</li> <li>Designed and launched performance tracker for ongoing initiatives.</li> <li>Delivered outreach plan to inform sector of new and updated initiatives.</li> </ul>	<p>Finalised agreements with NZQA, Teaching Council and EPL to improve processing times and fee free International Qualification Assessments by NZQA.</p> <p>Undertaking a redevelopment of the careers website and marketing campaign for overseas and domestic teachers. Expanding the Beginning Teacher Vacancy Scheme (now the Beginning Teacher and Teacher Education Refresh (BeTTER Jobs Programme)).</p> <p>Increased the number of Te Huawhiti   Career Changer Scholarships by 100 and introduced financial support for two embedded pilot Teacher Training Programmes.</p>	<ul style="list-style-type: none"> <li>Complete Toi Aria journey and system mapping for overseas teacher experience and identify next steps (30 November 2022).</li> <li>Complete review of international recruitment programme (30 November 2022).</li> <li>Complete mapping of immigration issues for overseas teachers completed (23 December 2022).</li> <li>Match up to 130 newly qualified Beginning Teachers with permanent jobs in hard to staff schools and kura with the BeTTER Job Programme.</li> <li>Award 185 Te Huawhiti   Career Changer Scholarships.</li> <li>Enrol 100 students to participate in embedded Teacher Training Programme.</li> </ul>	





Work Priorities Initiative	Milestones in the past quarter 1 July to 30 September 2022	Quarter one initiative update	Planned milestones for the next quarter 1 October to 31 December 2022	Overall assessment
<p>Support and implement <b>collective bargaining and pay equity processes</b></p> <ul style="list-style-type: none"> <li>Support schools and kura to implement recently agreed pay equity settlements for school administrators and kaiārahi i te reo (commencing July 2022, continuing through to April 2023).</li> <li>9(2)(j)</li> <li>Continue collective bargaining for 12 employment agreements.</li> </ul>	<p><b>Collective Bargaining</b></p> <ul style="list-style-type: none"> <li>9(2)(j)</li> </ul> <p><b>Pay Equity</b></p> <ul style="list-style-type: none"> <li>Provided support for schools and kura to prepare for changes involved with implementing the Administration Support Staff and Kaiārahi i te reo pay equity claims. Feedback from the sector on this implementation indicates that the sector understood the purpose of the pay equity settlements and were well prepared to implement both claims.</li> <li>Completed investigation and assessment into Librarians' and Science Technicians' pay equity claims.</li> <li>9(2)(j)</li> <li>We will continue to provide secretariat and communications support to a steering group of ECE employers throughout the Teachers' Pay Equity Claim process (ongoing).</li> </ul>	<p><b>Collective bargaining</b></p> <p>Negotiating all 14 current collective agreements covering education service employees, which will continue in the next quarter.</p> <p><b>Pay equity</b></p> <p>Progressing three pay equity claims covering education service employees, which will continue into the next quarter, and implementing two settled claims. The claims vary greatly in their scope, scale and complexity.</p>	<p><b>Collective Bargaining</b></p> <ul style="list-style-type: none"> <li>9(2)(j)</li> </ul> <p><b>Pay Equity</b></p> <ul style="list-style-type: none"> <li>Provide schools with initial settlement funding for Administration Support Staff and Kaiārahi i te reo pay equity claims and adjust the pay rates of employees covered by the claims from the effective date of 20 August 2021 (October 2022).</li> <li>9(2)(j)</li> <li>9(2)(j)</li> <li>9(2)(j)</li> </ul>	
<p>Provide oversight and support, to investigate <b>pay equity claims</b> in the funded sector and the Ministry, working with unions and employers.</p>	<ul style="list-style-type: none"> <li>Refer to pay equity in the row above.</li> </ul>	<p>Refer to pay equity in the row above. <i>Note: BU recommends amalgamating this with the previous initiative for Q2.</i></p>	<ul style="list-style-type: none"> <li>Refer to pay equity in the row above.</li> </ul>	 <p><i>Note: BU recommends amalgamating this with the previous initiative for Q2.</i></p>
<p>Develop programme business case for <b>Future Schools and Kura Payroll</b> to deliver the best solution beyond 2027 (approval by Cabinet by end of 2022/23 financial year).</p>	<ul style="list-style-type: none"> <li>Progressed drafting of the programme business case.</li> <li>Developed advice on funding for the next steps in the Schools and Kura Payroll programme.</li> </ul>	<p>Completed the discovery phase and undertaken initial work on the programme business case.</p> <p>An independent review of EPL's proposal to upgrade Ascender, the current payroll engine software, has started. This upgrade is one of the options being considered for future delivery of the schools and kura payroll.</p>	<ul style="list-style-type: none"> <li>Complete the independent review of EPL's proposed upgrade of Ascender Pay (November 2022).</li> <li>Determine the way forward on options for delivery of the schools and kura payroll beyond 2027 and confirm this with the Minister of Education (December 2022).</li> <li>Complete advice on funding for the next steps in the Schools and Kura Payroll programme, including necessary business cases (December 2022).</li> <li>Set out the business case roadmap, including timing and key decisions required to allow any change to be implemented by 2027 (December 2022).</li> </ul>	














Work Priorities Initiative	Milestones in the past quarter 1 July to 30 September 2022	Quarter one initiative update	Planned milestones for the next quarter 1 October to 31 December 2022	Overall assessment
9(2)(j)				
<b>Future learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives</b>				
<b>Implement Te Ahu o te Reo Māori</b> <ul style="list-style-type: none"> <li>Review the design and implementation and adjust the kaupapa to ensure it remains relevant for all participants by December 2022.</li> <li>Establish the evaluation process that will measure the impact Te Ahu o te Reo Māori has on ākonga outcomes across the system by December 2022. Implementation of the evaluation will begin by February 2023 – December 2024.</li> <li>Investigate the viability of Te Ahu o te Reo Māori being a micro-credentialled course for in-service teachers by June 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Finalised 13 Te Ahu o te Reo Māori variations, which were signed by providers (September 2022).</li> <li>Developed plans to continue to increase participant numbers (September – October 2022).</li> <li>Secured a supplier to undertake the evaluation of Te Ahu o te Reo Māori.</li> </ul>	Finalised all 13 variations and signed by providers. Working with providers to increase participant numbers.	<ul style="list-style-type: none"> <li>Forecast total participant numbers for 2022-23 (October – November 2022).</li> <li>Deliver Briefing Note to the Associate Minister of Education (Māori Education) (November 2022).</li> </ul>	
<b>Implement Te Kawa Matakura</b> <ul style="list-style-type: none"> <li>Establish the process to expand this kaupapa to other iwi / Māori groups &amp; organisations by December 2022.</li> <li>Implement revised process and confirm additional iwi / Māori groups &amp; organisations who will implement this kaupapa in their areas (by March 2023).</li> </ul>	<ul style="list-style-type: none"> <li>Prepared an Education Report to the Associate Minister of Education (Māori Education) to approve the approach to iwi engagement, planning and delivery of Te Kawa Matakura.</li> </ul>	Development of policy and process for iwi engagement.	<ul style="list-style-type: none"> <li>Deliver Education Report to the Associate Minister of Education (Māori Education) (November 2022).</li> <li>Complete operational policy document for iwi engagement and rollout (November 2022).</li> <li>Finalise process to engage with iwi and establish Te Kawa Matakura deliveries (December 2022).</li> </ul>	
Update and publish the Career Education Guidelines in early 2023.	<ul style="list-style-type: none"> <li>Sent out the draft guidelines for engagement to key stakeholders and industry representatives (September 2022).</li> </ul>	Drafted an updated version of the careers education guidelines. The draft documents have been sent to key stakeholders and industry representatives for targeted engagement.	<ul style="list-style-type: none"> <li>Receive feedback from engagement with key stakeholders and industry representatives (November 2022).</li> <li>Finalise the guidelines and get the documents ready for publication.</li> </ul>	
<b>World class inclusive public education – New Zealand education is trusted and sustainable</b>				
Work alongside the independent Māori Education Oversight Group, Te Pae Roa to identify options for a work programme that grows Māori medium and kaupapa Māori education pathways. <ul style="list-style-type: none"> <li>Cabinet decision on options for the work programme (October 2022)</li> </ul>	<ul style="list-style-type: none"> <li>Provided advice to Associate Minister of Education in August 2022 on options for work programme to grow Māori medium and kaupapa Māori education.</li> <li>Provided a draft Cabinet paper to the Minister of Education and the Associate Minister of Education in September 2022.</li> </ul>	Our advice to the Associate Minister of Education in August 2022 led to the drafting of a Cabinet paper. We are working alongside Ministers and Te Pae Roa to revise this paper. Cabinet decisions have been delayed until at least December 2022 and possibly early 2023.	<ul style="list-style-type: none"> <li>Further advice to Ministers on the approach to the work programme, following discussions with our partners.</li> <li>Social Wellbeing Committee and Cabinet (December 2022).</li> </ul> <p>24/01/23 Update - Note that the Māori Crown Relations Committee and Cabinet considered an item in December and agreed next steps.</p>	 Cabinet paper drafted. However, Cabinet decision has been delayed.
<b>Develop an Iwi Decision-Making Framework and Funding Roadmap.</b> <ul style="list-style-type: none"> <li>Establish governance and working groups (December 2022).</li> </ul> <p>24/01/23 Update - Note name should be Iwi Relationships Framework not Iwi Decision-Making Framework</p>	<ul style="list-style-type: none"> <li>Established a project lead and project team.</li> <li>Developed a draft discussion document for the Governance Group (including due diligence and strategic planning of proposed workstreams).</li> </ul>	Identified a governance group for the work, which is scheduled to meet in December 2022.  Drafting a position paper for the Governance Group, which will support the commissioning for the framework including scope, approach and planning.	<ul style="list-style-type: none"> <li>Hold the Governance Group inaugural meeting (December 2022).</li> </ul>	

Work Priorities Initiative	Milestones in the past quarter 1 July to 30 September 2022	Quarter one initiative update	Planned milestones for the next quarter 1 October to 31 December 2022	Overall assessment
<ul style="list-style-type: none"> <li>Implement the <b>Equity Index (EQI)</b>.</li> <li>Update the <b>Isolation index</b>.</li> </ul> <p>for schools and early learning services (commence January 2023).</p>	<ul style="list-style-type: none"> <li>Released the school and kura level equity-based funding components and provisional staffing and funding for 2023.</li> <li>Provided advice to Minister of Education and Associate Minister of Education in September 2022 on the impact of implementing the EQI and sought decisions on a transition approach for our initiatives that currently use deciles or the Isolation Index.</li> </ul>	Developed the EQI as a new way to identify, and respond, to socio-economic barriers in schools and kura. From January 2023, we will use the EQI to determine a school's level of equity funding.	<ul style="list-style-type: none"> <li>Provide an Education Report to Minister of Education and Associate Minister of Education, which will be an update on the EQI implementation work programmes. We will seek decisions on the transition approach for the 35 business initiatives currently using decile or the isolation index (October 2022).</li> </ul>	
Progress the <b>Education Network Programme</b> , which includes: <i>NB: these are multi-year work programmes for completion between 2025 and 2030</i>				
<ul style="list-style-type: none"> <li>Te Tira Hou   Māori Medium Education Network Information</li> </ul>	<ul style="list-style-type: none"> <li>Developed strong relationships with TRN and NKAI to plan and implement schooling network change.</li> <li>Used Te Tira Hou as the basis to develop regional Māori medium provision plans with schools (including iwi, hapū and whānau) and non-affiliated kura to support, strengthen, and grow Māori medium provision in these settings.</li> </ul>	Providing national, regional and long-term information on the robustness of our Māori medium pathways to support planning to meet the target of 30% of ākonga Māori in Māori medium by 2040.	<ul style="list-style-type: none"> <li>Develop kura establishment processes with TRN and NKAI.</li> <li>Work with Te Mahau takiwā on developing and strengthening Māori medium provision.</li> <li>Work across Ministry teams to coordinate planning for the Māori work programme.</li> </ul>	
<ul style="list-style-type: none"> <li>specialist school network planning</li> </ul>	<p>Completed specialist school network planning, which included:</p> <ul style="list-style-type: none"> <li>building picture of demand across specialist provision network</li> <li>identifying and addresses urgent needs</li> <li>building a national picture of provision and future demand for specialist schools and their satellites.</li> </ul>	Developing specialist school network planning across all takiwā.	<ul style="list-style-type: none"> <li>Build on our engagement with the specialist school sector (specialist schools, sensory schools).</li> <li>Complete and collate the specialist school network plans.</li> <li>Develop the specialist school plans in line with the learning support action plan principles and practice to support inclusive settings for ākonga with specialist needs.</li> </ul>	
<ul style="list-style-type: none"> <li>management of the early learning network.</li> </ul>	<ul style="list-style-type: none"> <li>The Minister approved the draft National Statement approach.</li> <li>Sent the final draft National Statement to the Minister's Office.</li> </ul>	<p>Development and design of a new network management approval and assessment process is ongoing. It involves:</p> <ul style="list-style-type: none"> <li>development of operational policies and processes</li> <li>design and development of Salesforce Network Management Application Tool</li> <li>organisation design, including the confirmation of national and regional office roles and responsibilities</li> <li>ongoing Sector Advisory Group engagement on operational detail to support the sector to prepare for network management.</li> </ul>	<ul style="list-style-type: none"> <li>Gazette the National Statement in early November 2022, subject to approval.</li> </ul>	



Work Priorities Initiative	Milestones in the past quarter 1 July to 30 September 2022	Quarter one initiative update	Planned milestones for the next quarter 1 October to 31 December 2022	Overall assessment
Progress a <b>strategic programme of investment in school property</b> . <i>NB: these are multi-year work programmes.</i> Deliver the:				
<ul style="list-style-type: none"> <li>Māori Medium Programme</li> </ul>	<ul style="list-style-type: none"> <li>As at 30 June 2022, we started 57 projects to expand existing schools that offer Māori Medium Education (MME). These projects will deliver an additional 161 classrooms to these schools to accommodate an additional 3,542 students.</li> </ul> <p><i>Quarter 1 2022/23 update unavailable. Latest report is from 30 June 2022.</i></p>	Investing in both the growth and condition of the MME network to achieve the target set by the Government of having 30% of all Māori ākonga in Māori Medium Education (MME) by 2030.	<ul style="list-style-type: none"> <li>No milestones planned</li> </ul>	 <p>No 2022/23 milestones have been identified.</p>
<ul style="list-style-type: none"> <li>National Schools Redevelopment Programme (NSRP)</li> </ul>	<ul style="list-style-type: none"> <li>As at September 2022, 52 more schools with NSRP projects are underway.</li> <li>Delivered 7 redevelopment projects.</li> </ul>	The Government has committed to ensuring all ākonga have access to quality learning environments by 2030. To achieve this, we implemented the National School Redevelopment Programme (NSRP) which consists of 180 schools. 149 redevelopment projects were already underway when the NSRP was announced.	<ul style="list-style-type: none"> <li>Approve the remaining 128 schools with NSRP projects to enter the Planning and Design stage as funding becomes available.</li> <li>51 projects will be in the construction phase of their project (provisional data).</li> </ul>	
<ul style="list-style-type: none"> <li>Portable Modular Classroom (PMC) Replacement Programme</li> </ul>	<ul style="list-style-type: none"> <li>Refer to quarterly update.</li> </ul>	<p>Major capital PMC projects on track for delivery as per schedule. Wave 1 Lead Designer RFT released for Master planning.</p> <p>The OMB PMC programme is on target with all schools in expected phases. The delivery of Otane and Omakere will take longer to complete (Easter 2024) being full school rebuilds</p> <p>Network input on roll growth projects (OMB / PMC) currently being reviewed to sense check assumptions with potential for rationalisation v/s roll growth/like for like replacement options.</p> <p>Major projects are being reviewed to identify potential opportunities for reduced scope and/or staging.</p>	<ul style="list-style-type: none"> <li>Begin construction on Tamatea Intermediate project.</li> <li>Close out defects on Hastings Intermediate project.</li> <li>Begin Ohuka School project (December 2022).</li> </ul>	
<ul style="list-style-type: none"> <li>National Education Growth Plan (NEGP)</li> </ul>	<ul style="list-style-type: none"> <li>Delivered 2,770 additional student places, taking the total student places delivered under NEGP to 30,366 student places (provisional data).</li> <li>Modelled growth across the schooling network and updated and refined as forecasts changed, growth patterns emerged and as key input data (rolls, enrolment patterns, population projections and large-scale developments) were updated. Adjusted the required expected timing of, and forecast demand for, additional student places across the network.</li> </ul>	The <b>NEGP</b> to 2030 provides forecast demand in specific 'high growth' catchments across New Zealand. It is a flexible plan that forecasts demand for student places based on regional analysis and catchment modelling. Delivery of 100,000 student places by 2030 is on track. 30% of the required student places have been delivered to date.	<ul style="list-style-type: none"> <li>12,968 student places are in the construction phase of their project (provisional data).</li> <li>Align school property delivery across the high growth areas in the NEGP to assess the impacts of delivery of meeting the forecast growth and demand.</li> <li>Support planning for new schools, expansions and roll growth classrooms; and providing a range of interventions at a regional and catchment level, such as enrolment schemes and property solutions where demand exceeds current property capacity.</li> </ul>	

Work Priorities Initiative	Milestones in the past quarter 1 July to 30 September 2022	Quarter one initiative update	Planned milestones for the next quarter 1 October to 31 December 2022	Overall assessment
<ul style="list-style-type: none"> <li>Decarbonisation Programme.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved practical completion at four schools.</li> <li>Began preparatory work for 47 tranche 3 schools including contract tendering and review, budget set up, ordering of boilers, and asbestos surveying and clean up.</li> <li>Visited all remaining programme schools and, where appropriate, provided EECA reports.</li> <li>Began work with Procurement to go to market for regional pellet contracts, which will lead to savings for the relevant schools.</li> </ul>	<p>Moving into delivery of tranche 3 of 5, with tranche 1 and 2 projects mostly in close out stages. The final number of coal boilers for removal/replacement is now known (151).</p> <p>Lessons include accounting for degraded electrical and hydronics systems at schools during planning. There are also commercial advantages, such as better pricing for bulk purchases and standardised maintenance.</p> <p>Equipment delivery delays have been a challenge. We are ordering items as far in advance as possible to mitigate this.</p>	<ul style="list-style-type: none"> <li>Order all boilers needed by December 2022. Where delivery delays affect planned work, we will look to substitute other projects as feasible. The programme includes a number of inactive boilers which need to be removed (10), which can be substituted in this capacity.</li> <li>Begin site works at 18 schools, while practical completion is expected at twelve sites. We expect to have baseline dates for Tranche 4 and 5 projects established (53 schools).</li> <li>Determine the appropriate method for funding boiler maintenance, to avoid unnecessary repair and replacement costs.</li> </ul>	
<ul style="list-style-type: none"> <li>Ngā Iti Kahurangi Programme.</li> </ul>	<ul style="list-style-type: none"> <li>Completed 112 audits (451 audits now completed – 71% of total)</li> <li>Improved 35 schools (150 schools now improved – 24% of total)</li> </ul>	<p>Programme on schedule. Much higher incidence of friable asbestos have been found, 1:5 compared to the pilot of 1:20. Extrapolating expenditure to date an underspend of 27% will occur and this funding (\$40 million) has now been returned.</p>	<ul style="list-style-type: none"> <li>Complete 90 audits (target 85%)</li> <li>Improve 30 schools (target – 29%)</li> <li>Complete all schools by Sept 2024</li> </ul>	
Close out the Christchurch Schools Rebuild (CSR) Programme.	<ul style="list-style-type: none"> <li>Completed four schools, bringing the total to 79 complete.</li> <li>Continued construction at 22 schools. 12 schools were at planning and design stage, and two schools were yet to enter the programme.</li> </ul>	<p>Completion expected by the end of 2025. It was originally expected to be completed by the end of 2023. As 30 September 2022, we had spent \$1.043 billion (94%) of the development budget for the programme.</p> <p>The extended programme is due to larger and complex builds that are being phased to enable schools continuing to operate during construction, extended engagement with schools through planning and design, or projects where the scope has increased or changed to respond to the schools' needs.</p>	<ul style="list-style-type: none"> <li>Complete one school (Quarter 2 2022).</li> <li>Complete 18 schools (2023).</li> <li>Complete 10 schools (2024).</li> <li>Complete five schools (2025).</li> </ul> <p>Completion dates are yet to be confirmed for two schools in the programme because service delivery arrangements are under consideration that will inform the scope of the projects.</p>	
<b>Building Ministry capability</b>				
Progress the establishment of Te Mahau within a re-designed Te Tāhuhu and implement the next phase of operating model and structural design changes.	<ul style="list-style-type: none"> <li>Operating model design completed for each business group within Te Tāhuhu.</li> <li>Draft organisation structure changes completed and ready for consultation.</li> </ul>	<p>Development of the next level of organisation design for Te Mahau (and other business groups) is underway. There has been a two week delay in the launch of consultation. However, this is not expected to affect the completion of the design decisions before the end of the year.</p>	<ul style="list-style-type: none"> <li>Completion of staff consultation on organisational design changes (7 November).</li> <li>Finalisation of designs and Decision Document (23 November).</li> <li>Expression of interest process for Tier 3 &amp; 4 role completed. (16 December).</li> </ul>	
<p>Demonstrate new ways of working across Te Tāhuhu:</p> <ul style="list-style-type: none"> <li>Incorporate Tātai Pou capability matrix into proposed leadership structure change job descriptions (November 2022).</li> <li>Develop our leadership culture and capability shift project and continue to embed our Pou Ārahi work programme.</li> <li>Co-design and reposition He Huarahi Pai. – November 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Tātai Pou capability matrix incorporated into proposed leadership structure change job descriptions.</li> <li>Proposed leadership values revised by Pou Ārahi for consultation by staff.</li> </ul>	<p>The focus of the new ways of working in the last quarter has been on incorporating this thinking into the proposed organisation structure designs.</p> <p>This has included significant discussions and feedback between Hautū and staff within each business group.</p>	<ul style="list-style-type: none"> <li>Updated leadership values completed (23 November).</li> <li>Evaluation of candidates against Tātai Pou leadership matrix with support from Pou Ārahi (16 December).</li> </ul>	
Complete a governance system reset (December 2023).	<ul style="list-style-type: none"> <li>Governance options proposal was endorsed by the Steering Group. The governance options proposal was delayed to next quarter because of the other change happening across the Ministry.</li> </ul>	<p>Advise Te Ohu Poutoko in November 2022, with the intention of establishing enterprise level governance in the third quarter of 2022/23.</p>	<ul style="list-style-type: none"> <li>Governance options paper prepared for Te Ohu Poutoko, after 1:1 meetings with Hautū and steering group members – November 2022.</li> <li>Phase boundary: project plan refresh – December 2022.</li> </ul>	

Work Priorities Initiative	Milestones in the past quarter 1 July to 30 September 2022	Quarter one initiative update	Planned milestones for the next quarter 1 October to 31 December 2022	Overall assessment
Develop an integrated planning and budget process for 2023/24	<ul style="list-style-type: none"> <li>Submitted end tranche report to Te Puna Rangatōpū Steering Committee (August 2022)</li> <li>Project reset (August 2022)</li> <li>Finalised project options</li> <li>Scoped strategic priorities development into the Better Investment Outcomes project</li> <li>Completed data collection tool requirements building</li> </ul>	<p>Refreshed and rescope after completing phase 1 and 2a by July 2022.</p> <p>Currently in the detailed planning and discovery phases for the integrated planning, prioritisation and budgeting process, workforce planning and development of strategic priorities workstreams.</p>	<ul style="list-style-type: none"> <li>Appoint strategic priorities lead (early November 2022).</li> <li>Data collection tool: <ul style="list-style-type: none"> <li>Options Analysis (October 2022)</li> <li>System capability testing (December 2022)</li> <li>Build process actioned (December 2022 to January 2023)</li> <li>Product testing (January 2023)</li> </ul> </li> <li>Planning: <ul style="list-style-type: none"> <li>Planning and prioritisation with Hautū (Prioritisation - November 2022, Strategic Planning (December 2022 to October 2023).</li> <li>Progress Strategic Priorities for the Ministry (December 2022 onwards)</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Scoping paper developed for Change Board – Better Investment Outcomes for endorsement.</li> </ul>	<p>Workforce planning will provide a view of the current workforce (employees and contractors), what the future workforce needs to look like to deliver on business plans, planned responses to how any gaps between current and future workforce will be bridged.</p>	<ul style="list-style-type: none"> <li>Develop a FTE forecasting approach for managers to use as part of the budgeting process.</li> <li>Workforce forecasting will be linked to funding through the work of Better Investment Outcomes with a priority in Q3 and Q4 of 2022/23.</li> <li>Capability development will be tied to the culture and capability shifts work which will become priority in Q4 as our new organisation design is embedded.</li> </ul>	
Deliver on <b>government expectations of the public sector:</b>				
<ul style="list-style-type: none"> <li>Diversity, equity and inclusion plans, and targets for the Ministry's workforce.</li> </ul>	<ul style="list-style-type: none"> <li>Second cohort started for Te Pae Tawhiti (a targeted Māori Leadership Programme). Most of the participants are from the regions as opposed to National Office which ensures we are giving priority to regional and local voice.</li> <li>Project plan for Culture and Capability shift was endorsed by our Change Steering Board.</li> </ul>	<p>Continue to strive to achieve a Ministry that represents and services all New Zealanders by embracing diversity, creating an inclusive workplace, and building sustained organisational change.</p>	<ul style="list-style-type: none"> <li>Clear Culture and Capability Plan</li> <li>Implementation plans to be developed – by 31 March 2023</li> </ul>	
<ul style="list-style-type: none"> <li>Meet targets for the sustainability strategy and Carbon Neutral Government Programme (CNGP).</li> </ul>	<ul style="list-style-type: none"> <li>Carbon emissions inventory was verified by an independent, accredited provider for both our baseline, and 2021/22 Financial year.</li> <li>Set reduction targets for mandatory emissions sources which align to the guidance provided by the CNGP, included these in our Annual Report and we also prepared our Sustainability Strategy.</li> </ul>	<p>On track to meet 2022 CNGP requirements as a tranche one organisation and are on track to meeting the 2025 CNGP reduction target.</p>	<ul style="list-style-type: none"> <li>Finalise and submit our emissions reduction plan to the CNGP in December 2022.</li> </ul>	
<ul style="list-style-type: none"> <li>Embed our Broader Outcomes Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Developed the Broader Outcomes Strategy and implementation plan.</li> </ul>	<p>Finalising Broader Outcomes Strategy for the Ministry.</p>	<ul style="list-style-type: none"> <li>Finalise the Broader Outcomes Strategy, launch comms across Ministry – both internal and external.</li> <li>Embed implementation toolkit in BAU</li> <li>Continue to leverage and build on Supplier Diversity partnerships.</li> </ul>	



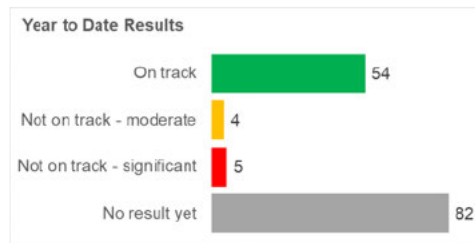
# Vote Education Non-Financial Performance

## Quarter 1 – 2022/23

### Vote Education Summary

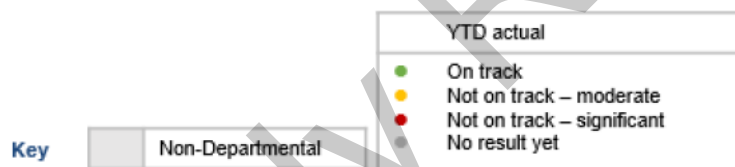
As at 30 September 2022, 54 performance measures were **on track**.

Non-financial performance reporting below is on an exceptions basis only.



There is one measure on page 4 (Appropriation: Improved Quality Teaching and Learning) that we intend to remove in the 2022/23 Supplementary Estimates because we have no influence over the result and it isn't fit for purpose.

### Vote Education – Variance Explanations



#### Appropriation: Outcomes for Target Student Groups

##### Interventions for Target Student Groups

Measure	2021/22 Result	Budget Standard	YTD Result
Average number of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support	● 103.58 calendar days	90 calendar days	● 92.03 calendar days
<b>Commentary</b>			
We continue to provide support to ākonga in a tiered way, which includes enabling teachers, kaiako and whānau to work through an integrated model of learning support. We are currently in a procurement process to develop a tool to evaluate outcomes for ākonga, whānau and educators who receive an Early Intervention Service. The tool is aimed to be completed in 2023/24.			



Appropriation: Primary and Secondary Education			
Measure	2021/22 Result	Budget Standard	YTD Result
Participation in primary and secondary education – the percentage of students attending school regularly:			
• Term 1 2022	● 66.8%	70%	● 46.1%
<i>Primary Education</i>			
Participation in primary education – the percentage of students attending school regularly:			
• Term 1 2022	● 71.4%	70%	● 45.5%
<i>Secondary Education</i>			
Participation in secondary education – the percentage of students attending school regularly:			
• Term 1 2022	● 58.6%	70%	● 47.6%
<b>Commentary</b>			
In Term 1 2022, the COVID-19 Omicron outbreak resulted in high levels of absences for both ākonga and kaiako. Schools and kura were also affected by higher levels of typical winter illness from March 2022, which caused additional absences. These factors have resulted in record high absences coded as “short-term illness/medical reasons”.			

Appropriation: Contribution to Other Education-Related Organisations			
Measure	2021/22 Result	Budget Standard	YTD Result
The percentage of users who find using Hapori Matatū very easy or easy to use	● 59%	65%	● 52%
<b>Commentary</b>			
All Teaching Council satisfaction ratings were reduced in July 2022, which was when the new fees and levy for practising certificates were implemented. August and September ratings are on or above the target. However, the low July rating resulted in the Quarter 1 result not meeting the target.			
The Council are improving the user experience by identifying and fixing pain points in the recertification process.			

<b>Appropriation: Oversight of the Education System</b>			
<i>Monitoring the Education System</i>			
<b>Measure</b>	<b>2021/22 Result</b>	<b>Budget Standard</b>	<b>YTD Result</b>
Percentage of Official Information Act requests made to the Ministry released on the Ministry's website within 10 working days, where a decision has been made to publicly release the information	● 95.70%	100%	● 60%
<b>Commentary</b>			
<p>An issue with the OIA publishing process was identified during year-end reporting in July 2022. Subsequent process improvements only took effect in August once our kaimahi were trained to upload by IT. Further adjustments are still needed, but performance is now tracking much better.</p> <p>We intend to change the budget standard for this measure from 100% to 98% through the 2022/23 Supplementary Estimates as we have found, based on performance in previous years, that the current target is not realistic.</p>			
Percentage of Education Reports and Briefing notes to Ministers proactively released and published online within 30 business days of final decisions being taken by Ministers, unless there is good reason not to publish all or part of the material, or to delay the release beyond 30 business days	● 96.01%	100%	● 39%
<b>Commentary</b>			
<p>The measure relies on actions to be taken by both us and Ministers Offices on an ongoing basis. If any step is delayed or missed, it is difficult to recover the lost time. Work volumes and prioritisation decisions impacted on key aspects of the process, including regular oversight, which meant delays were not identified and escalated with sufficient time to rectify the impacts.</p> <p>We intend to change the budget standard for this measure from 100% to 70% through the 2022/23 Supplementary Estimates with a footnote explaining the above situation. We then intend to increase it to 95% in the 2023/24 Estimates as we have found, based on performance in previous years, that the current target is not realistic.</p>			

<b>Appropriation: Primary and Secondary Education</b>			
<i>Support and Resources for Education Providers</i>			
<b>Measure</b>	<b>2021/22 Result</b>	<b>Budget Standard</b>	<b>YTD Result</b>
Percentage of payroll payments to eligible teachers and school support staff which are:			
• accurately calculated	● 99.76%	99.5%	● 98.91%
• sent to financial institutions on time in order to be processed on or before advised pay dates	● 99.97%	99.5%	● 99.24%
<b>Commentary</b>			
<p>We are working with Education Payroll Limited (EPL) improve their business processes, with the first phase of this work starting in Quarter 1. We expect these process improvements will steadily improve performance against this measure in the future. However, EPL is unlikely to achieve the budget standard this year.</p> <p>EPL also made a change to the payrun process which results in a hard closedown for schools to enter data or send instructions. This change has increased the amount of out of cycle payments, which has decreased accuracy and timeliness.</p>			

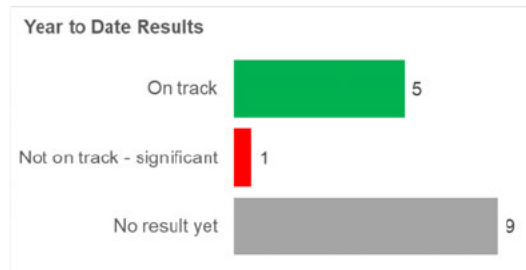
<b>Appropriation: Improved Quality Teaching and Learning</b>			
<i>Professional Development and Support</i>			
<b>Measure</b>	<b>2021/22 Result</b>	<b>Budget Standard</b>	<b>YTD Result</b>
Number of teacher development courses provided from the peak bodies (Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and Ngā Kura A Iwi O Aotearoa)	● 27	27	● No result
<b>Commentary</b>			
<p>This measure is not fit for purpose because we have no influence over the result. There are no existing terms and conditions within the agreements with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and Ngā Kura A Iwi O Aotearoa that require them to report back on the 27 teacher development courses.</p> <p>We intend to remove this measure through the 2022/23 Supplementary Estimates, this has been approved by the responsible Hautū.</p>			

# Vote Tertiary Education Non-Financial Performance

## Quarter 1 – 2022/23

### Vote Tertiary Education Summary

As at 30 September 2022, five performance measures were **on track**.



### Vote Tertiary Education – Variance Explanations

Appropriation: Stewardship and Oversight of the Tertiary Education System			
Research, Data Analysis and Monitoring			
Measure	2021/22 Result	Budget Standard	YTD Result
Percentage of Education Reports and Briefing notes to Ministers proactively released and published online within 30 business days of final decisions being taken by Ministers, unless there is good reason not to publish all or part of the material, or to delay the release beyond 30 business days	● 100%	100%	● 38%
Commentary			
<p>The measure relies on actions to be taken by both us and Ministers Offices on an ongoing basis. If any step is delayed or missed, it is difficult to recover the lost time. Work volumes and prioritisation decisions impacted on key aspects of the process, including regular oversight, which meant delays were not identified and escalated with sufficient time to rectify the impacts.</p> <p>We intend to change the budget standard for this measure from 100% to 70% through the 2022/23 Supplementary Estimates with a footnote explaining the above situation. We then intend to increase it to 95% in the 2023/24 Estimates as we have found, based on performance in previous years, that the current target is not realistic.</p>			



# Vote Education Expenditure against Appropriations

Quarter 1 – 2022/23

	Year to Date				Full Year			
	Actual	Budget BEFU	Variance		Forecast	Budget BEFU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Departmental Output Expenses</b>								
School Property Portfolio Management	623.7	610.8	(12.9)	(2.1%)	2,395.7	2,395.7	-	-
Services to Other Agencies	1.4	1.0	(0.4)	(40.0%)	4.7	4.7	-	-
Support and Resources for Parents and the Community	3.9	3.3	(0.6)	(18.2%)	15.7	15.7	-	-
<b>Total Departmental Output Expenses</b>	<b>629.0</b>	<b>615.1</b>	<b>(13.9)</b>	<b>(2.3%)</b>	<b>2,416.1</b>	<b>2,416.1</b>	-	-
<b>Departmental Capital Expenditure</b>	<b>364.6</b>	<b>418.8</b>	<b>54.2</b>	<b>12.9%</b>	<b>1,848.0</b>	<b>1,848.0</b>	-	-
<b>Non-Departmental Output Expenses</b>								
Contributions to Other Education-related Organisations	2.2	2.4	0.2	8.3%	6.2	6.2	-	-
Early Learning	617.9	619.8	1.9	0.3%	2,392.5	2,392.5	-	-
School Managed Network Funding	7.3	7.3	-	-	29.8	29.8	-	-
School Transport	58.9	57.5	(1.4)	(2.4%)	221.0	221.0	-	-
Schooling Improvement	3.1	5.5	2.4	43.6%	28.7	28.7	-	-
Support for Early Learning Providers	0.1	1.5	1.4	93.3%	9.2	9.2	-	-
Supporting Parenting	1.4	2.2	0.8	36.4%	9.0	9.0	-	-
<b>Total Non-Departmental Output Expenses</b>	<b>690.9</b>	<b>696.2</b>	<b>5.3</b>	<b>0.8%</b>	<b>2,696.4</b>	<b>2,696.4</b>	-	-
<b>Benefits or Related Expenses</b>								
Home Schooling Allowances	1.1	1.9	0.8	42.1%	11.5	11.5	-	-
Scholarships and Awards for Students	2.4	3.2	0.8	25.0%	13.8	13.8	-	-
Scholarships and Awards for Teachers and Trainees	3.5	6.1	2.6	42.6%	36.4	36.4	-	-
<b>Total Benefits or Related Expenses</b>	<b>7.0</b>	<b>11.2</b>	<b>4.2</b>	<b>37.5%</b>	<b>61.7</b>	<b>61.7</b>	-	-
<b>Non-Departmental Other Expenses</b>								
Integrated Schools Property	29.4	29.4	-	-	120.1	120.1	-	-
Impairment of Debts and Assets and Debt Write-Offs	-	0.5	0.5	100.0%	1.5	1.5	-	-
<b>Total Non-Departmental Other Expenses</b>	<b>29.4</b>	<b>29.9</b>	<b>0.5</b>	<b>1.7%</b>	<b>121.6</b>	<b>121.6</b>	-	-
<b>Non-Departmental Capital Expenditure</b>								
Schools Furniture & Equipment	18.8	18.3	(0.5)	(2.7%)	82.1	82.1	-	-
<b>Total Non-Departmental Capital Expenditure</b>	<b>18.8</b>	<b>18.3</b>	<b>(0.5)</b>	<b>(2.7%)</b>	<b>82.1</b>	<b>82.1</b>	-	-
<b>Multi-Category Expenses and Capital Expenditure (MCA)</b>								
<b>Improved Quality Teaching and Learning MCA</b>								
Support and Resources for Teachers	45.8	42.8	(3.0)	(7.0%)	175.0	175.0	-	-

	Year to Date				Full Year			
	Actual	Budget BEFU	Variance		Forecast	Budget BEFU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Curriculum Support	17.1	21.5	4.4	20.5%	75.0	75.0	-	-
Professional Development and Support	35.3	29.9	(5.4)	(18.1%)	123.3	123.3	-	-
<b>Total Improved Quality Teaching and Learning MCA</b>	<b>98.2</b>	<b>94.2</b>	<b>(4.0)</b>	<b>(4.2%)</b>	<b>373.3</b>	<b>373.3</b>	-	-
<b>Outcomes for Target Student Groups MCA</b>								
Interventions for Target Student Groups	111.1	104.7	(6.4)	(6.1%)	406.6	406.6	-	-
Learning Support and Alternative Education	183.7	181.8	(1.9)	(1.0%)	645.7	645.7	-	-
School Lunch Programme	71.3	69.7	(1.6)	(2.3%)	257.8	257.8	-	-
Students Attendance and Engagement	4.5	4.1	(0.4)	(9.8%)	16.5	16.5	-	-
<b>Total Outcomes for Target Student Groups MCA</b>	<b>370.6</b>	<b>360.3</b>	<b>(10.3)</b>	<b>(2.9%)</b>	<b>1,326.6</b>	<b>1,326.6</b>	-	-
Secondary School Assessments	22.3	22.3	-	-	47.5	47.5	-	-
Standards and Qualifications Support	10.0	10.0	-	-	21.9	21.9	-	-
<b>Total Oversight and Administration of the Qualifications System MCA</b>	<b>32.3</b>	<b>32.3</b>	-	-	<b>69.4</b>	<b>69.4</b>	-	-
<b>Oversight of the Education System MCA</b>								
Stewardship and Oversight of the Education System	17.4	19.3	1.9	9.8%	72.2	72.2	-	-
Independent Advice on Government Priority Areas	-	-	-	-	0.5	0.5	-	-
<b>Total Oversight of the Education System MCA</b>	<b>17.4</b>	<b>19.3</b>	<b>1.9</b>	<b>9.8%</b>	<b>72.7</b>	<b>72.7</b>	-	-
<b>Primary and Secondary Education MCA</b>								
Primary Education	1,049.2	1,072.7	23.5	2.2%	3,967.8	3,967.8	-	-
School Risk Management Scheme	0.8	1.0	0.2	20.0%	5.0	5.0	-	-
Secondary Education	766.0	781.6	15.6	2.0%	2,948.4	2,948.4	-	-
Support and Resources for Education Providers	47.8	47.0	(0.8)	(1.7%)	183.0	183.0	-	-
<b>Total Primary and Secondary Education MCA</b>	<b>1,863.8</b>	<b>1,902.3</b>	<b>38.5</b>	<b>2.0%</b>	<b>7,104.2</b>	<b>7,104.2</b>	-	-
<b>Total Multi-Category Expenses and Capital Expenditure (MCA)</b>	<b>2,382.3</b>	<b>2,408.4</b>	<b>26.1</b>	<b>1.1%</b>	<b>8,946.2</b>	<b>8,946.2</b>	-	-
<b>Total Vote Education</b>	<b>4,122.0</b>	<b>4,197.9</b>	<b>75.9</b>	<b>1.8%</b>	<b>16,172.1</b>	<b>16,172.1</b>	-	-

## Vote Education Financial Commentary

Total year to date expenditure for Vote Education is under budget by \$75.9 million (1.8%). Significant areas of underspend are:

- a. **Departmental Capital Expenditure** – \$54.2 million (12.9%), mainly due to the ongoing complexities and challenges facing the construction market for Ministry led projects. In addition, the school led projects have been hindered by labour and supply chain shortages. Ministry is actively working with schools to deliver some projects as part of bigger Ministry delivered Capital Works projects.
- b. **Primary Education (Primary and Secondary Education MCA)** - \$38.5 million (2.0%), mainly due to:
  - Primary Education - \$23.5 million (2.2%), underspends are primarily due to teachers' salaries due to lower salary rates. This will be resolved at OBU through a reduction in our revised forecast.
  - Secondary Education - \$15.6 million (2.0%), underspends are primarily due to teachers' salaries due to lower salary rates. This will be resolved at OBU through a reduction in our revised forecast.

Partially offset by overspending in:

- c. **School Property Portfolio Management** - \$12.9 million (2.1%), mainly due to an increase in depreciation due to the high revaluation, higher lease costs due to increased temporary accommodation used and high lease renewals and advanced maintenance costs completed earlier in the year. Revaluation impacts will be resolved through the OBU process
- d. **Outcomes for Target Student Groups MCA** - \$10.3 million (2.9%) mainly due to:
  - Intervention for Target Student Groups - \$6.4 million (6.1%), mainly due to phasing and of contract costs arising in Positive Behaviour and Early Interventions from the Incredible Years Programme.
  - Learning Support and Alternative Education – \$1.9 million (1.0%), actuals are higher than forecast in operating grants and ongoing resourcing scheme, this will be resolved in November 2022 rephasing.
- e. **Professional Development and Support (Improved Quality Teaching and Learning MCA)** - \$5.4 million (18.1%) mainly due to pressure from higher population demand and cost rises. Also, the other important cause is that PLD will be funding a number of new initiatives without any reduction to existing services. 9(2)(f)(iv)

**Note:** At this early stage of the financial year, full year forecast will commence in October and the Ministry will have greater certainty around funding once OBU is approved.

# Vote Tertiary Education Expenditure against Appropriations

Quarter 1 – 2022/23

	Year to Date				Full Year			
	Actual	Budget BEFU	Variance		Forecast	Budget BEFU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Departmental Output Expenses</b>								
Stewardship and Oversight of the Tertiary Education	4.9	3.5	(1.4)	(40.0%)	18.2	18.2	-	-
<b>Total Departmental Output Expenses</b>	<b>4.9</b>	<b>3.5</b>	<b>(1.4)</b>	<b>(40.0%)</b>	<b>18.2</b>	<b>18.2</b>	-	-
<b>Non-Departmental Output Expenses</b>								
Administration of and Support for the Tertiary Education and Careers Systems	18.8	18.9	0.1	0.5%	79.5	79.5	-	-
Centres of Research Excellence	12.5	12.5	-	-	49.8	49.8	-	-
Establishment of a Single National Vocational Education Institution	-	8.0	8.0	100.0%	16.0	16.0	-	-
International Education Programmes	7.8	8.6	0.8	9.3%	35.5	35.5	-	-
Strategic Support for National and Regional Priorities	-	0.2	0.2	100.0%	39.5	39.5	-	-
Support for Wānanga	3.5	6.5	3.0	46.2%	23.0	23.0	-	-
Tertiary Education Research and Research-Based Teaching	78.8	78.8	-	-	315.0	315.0	-	-
Tertiary Sector / Industry Collaboration Projects	6.9	7.3	0.4	5.5%	30.3	30.3	-	-
University-led Innovation	1.1	1.1	-	-	4.4	4.4	-	-
Workforce Development Councils	16.2	16.3	0.1	0.6%	65.0	65.0	-	-
<b>Total Non-Departmental Output Expenses</b>	<b>145.6</b>	<b>158.2</b>	<b>12.6</b>	<b>8.0%</b>	<b>658.0</b>	<b>658.0</b>	-	-
<b>Benefits or Related Expenses</b>								
Tertiary Scholarships and Awards	2.0	1.6	(0.4)	(25.0%)	20.4	20.4	-	-
<b>Total Benefits or Related Expenses</b>	<b>2.0</b>	<b>1.6</b>	<b>(0.4)</b>	<b>(25.0%)</b>	<b>20.4</b>	<b>20.4</b>	-	-
<b>Non-Departmental Other Expenses</b>								
Fees-free Payments	96.5	120.2	23.7	19.7%	387.1	387.1	-	-
<b>Total Non-Departmental Other Expenses</b>	<b>96.5</b>	<b>120.2</b>	<b>23.7</b>	<b>19.7%</b>	<b>387.1</b>	<b>387.1</b>	-	-
<b>Non-Departmental Capital Expenditure</b>								
Careers System Online	0.5	0.5	-	0.0%	2.0	2.0	-	-
Support for a Single National Vocational Education Institution	-	15.0	15.0	100.0%	25.0	25.0	-	-
Tertiary Education Institutions' Proceeds from Disposal of Crown Assets	-	-	-	-	20.0	20.0	-	-
Vocational Education Data System	-	0.8	0.8	100.0%	7.9	7.9	-	-
<b>Total Non-Departmental Capital Expenditure</b>	<b>0.5</b>	<b>16.3</b>	<b>15.8</b>	<b>96.9%</b>	<b>54.9</b>	<b>54.9</b>	-	-



	Year to Date				Full Year			
	Actual	Budget BEFU	Variance		Forecast	Budget BEFU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Multi-Category Expenses and Capital Expenditure (MCA)</b>								
<b>Tertiary Tuition and Training MCA</b>								
Access to and Success in Tertiary Education	2.7	4.1	1.4	34.1%	73.2	73.2	-	-
Foundation and Community Education	59.1	60.3	1.2	2.0%	292.7	292.7	-	-
Qualification Delivery	489.0	482.1	(6.9)	(1.4%)	2,514.4	2,514.4	-	-
<b>Total Tertiary Tuition and Training MCA</b>	<b>550.8</b>	<b>546.5</b>	<b>(4.3)</b>	<b>(0.8%)</b>	<b>2,880.3</b>	<b>2,880.3</b>	<b>-</b>	<b>-</b>
<b>Total Multi-Category Expenses and Capital Expenditure (MCA)</b>	<b>550.8</b>	<b>546.5</b>	<b>(4.3)</b>	<b>(0.8%)</b>	<b>2,880.3</b>	<b>2,880.3</b>	<b>-</b>	<b>-</b>
<b>Total Vote Tertiary Education</b>	<b>800.3</b>	<b>846.3</b>	<b>46.0</b>	<b>5.4%</b>	<b>4,018.9</b>	<b>4,018.9</b>	<b>-</b>	<b>-</b>

### Vote Tertiary Education Financial Commentary

Total year to date expenditure for Vote Tertiary Education is under budget by \$46.0 million (5.4%). Significant areas of underspend are:

- Fees-free Payments** – \$23.7 million (19.7%), is largely down to an underspend for TTAF wash-ups for ITOs transitioning to Te Pūkenga that the TEC thought may incur large costs at the start of this financial year. TEC expects the surplus to reduce towards year end as higher than forecast TTAF costs offset savings in the core Fees Free spend.
- Support for a Single National Vocational Education Institute** - \$15 million (100.0%), there is \$25 million in Support for a Single National Vocational Education Institution that will be released to Te Pūkenga following approval of a high priority capital plan by the Chief Executive of the Tertiary Education Commission. There has been a delay in the development of that plan as Te Pūkenga has continued to prioritise projects and develop an appropriate capital plan. The TEC now expects to receive a plan from Te Pūkenga, requesting the full \$25 million available in 2022/23 in November 2022.
- Establishment of a Single National Vocational Education Institution** - \$8 million (100.0%), mainly due to timing of contracts yet to be administered. These contracts are under negotiation with funding to be paid upon completion.

Partially offset by overspending in:

- Qualification Delivery (Tertiary Tuition and Training MCA)** - \$6.9 million (1.4%), mainly due to demand being higher than originally anticipated. Recoveries are likely to reduce this overspend when the new Single Date Return (SDR) becomes available in December.

**Note:** At this early stage of the financial year, full year forecast will commence in October and the Ministry will have greater certainty around funding once OBU is approved.