



Education Report: Ministry of Education 2021/22 Second Quarter Report

To:	Hon Chris Hipkins, Minister of Education		
Date:	31 March 2022	Priority:	Low
Security Level:	In Confidence	METIS No:	1282827
Drafter:	9(2)(a)	DDI:	04 439 5389
Key Contact:	Melissa O'Carroll	DDI:	9(2)(a)
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The paper provides the quarterly update on Ministry performance with financial and non-financial performance reporting against agreed 2021/22 Budget standards. It also responds to your request for an update on progress against the Education Work Programme (EWP) 2021, COVID-19 Response and Recovery funding (CRRF) and a high-level Forward View of programme timelines.

Summary

- 1 This paper brings together the quarterly EWP and CRRF progress and impact reporting, with a forward-looking view, and quarterly updates on Ministry performance with financial and non-financial performance information.
- 2 Te Tāhuhu's *Statement of Intent 2021-26* was presented to the House in December 2021 and sets out the plan to deliver on the purpose of shaping an equitable and excellent education system. Underpinning this is Te Tāhuhu's work towards achieving the Government's five education-related strategic objectives and building Ministry capability to lead the transformation of the education system.
- 3 The attached **2021/22 Second Quarter EWP 2021 Report (Annex 1)** demonstrates the progress and insights towards achieving the five objectives through delivering the EWP priorities.
- 4 The attached **2021/22 Second Quarter CRRF Report (Annex 2)** demonstrates the progress and insights towards achieving the five objectives through delivering the CRRF priorities.
- 5 The attached **EWP 2021 Forward View (Annex 3)** provides a high-level view of implementation, and immediate impacts in the sector. This demonstrates some deliverables expected from EWP initiatives until June 2022. The Forward View is being used to map activities against achieving the intended strategic objectives.
- 6 The successful delivery of EWP initiatives should collectively impact the education system by 2024 through improving learner attendance and engagement, improving

literacy and numeracy, supporting ākonga and whānau, and strengthening diversity and inclusion.

- 7 At 31 December 2021, we were on track to achieve the majority of **our performance measures**. Reporting is on an exceptions basis, with explanations on variances for those measures that are not on track set out on pages 5-6 and in **Annex 4**.
- 8 The **financial results for the year to 31 December 2021**, as set out on page 6 and **Annex 5**, show:
- a. total Vote Education expenditure was \$59.7 million (0.8%) under budget
 - b. total Vote Tertiary Education expenditure was \$2.1 million (0.1%) over budget.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** the attached:
- i. 2021/22 Second Quarter EWP 2021 Report (Annex 1), which provides a report on the progress towards Government's strategic objectives for education and the EWP 2021 priorities
 - ii. 2021/22 Second Quarter CRRF Initiatives Report (Annex 2), which provides a report on the progress towards Government's strategic objectives for education and the CRRF priorities
 - iii. 2021/22 EWP 2021 Forward View View (Annex 3), which provides a high-level view of future implementation and immediate impacts in the education sector
 - iv. exceptions reporting on Vote Education and Vote Tertiary Education performance measures (Annex 4)
 - v. an update on the Vote Education and Vote Tertiary Education financial position as at 31 December 2021 (Annex 5)

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 Puna Rangatōpū | Corporate

31/03/2022

Hon Chris Hipkins
Minister of Education

___/___/___

Background

- 1 This report provides a record of progress towards the priorities of the EWP 2021 and CRRF for the second quarter of 2021/22, based on information that is accurate as of 31 December 2021, and highlights key issues for discussion. As requested, the EWP initiatives and CRRF initiatives are reported on separately. We will continue to refine the report to ensure it meets the Minister's needs and provides the information expected to meet our external reporting obligations, the Annual Report in particular.
- 2 The report includes a quarterly update on Ministry financial and performance measure exceptions against agreed Budget standards to present a more comprehensive indication of quarterly progress.
- 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

- 4 The EWP report (Annex 1) is framed around how Te Tāhuhu has been delivering on the EWP priorities between 1 October 2021 and 31 December 2021 and how we are progressing the five strategic objectives, which form the basis for our *Statement of Intent 2021-2026*:
 - Learners at the centre
 - Barrier-free access
 - Quality teaching and leadership
 - Future of learning and work
 - 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.
- 6 An important part of shifting how we work has been the establishment of Te Mahau within a redesigned Ministry of education in Quarter 2, to provide greater support to the education sector and others, so we can deliver inclusive education that meets the needs of ākonga and whānau.

Giving practical effect to Te Tiriti o Waitangi

- 7 Te Tāhuhu is committed to upholding and honouring te Tiriti and we can see progress in giving expression and practical effect to the articles through many of the EWP initiatives. In particular, the mahi being done through Ka Hikitia, Ka Hāpaitia (the education system's Māori Education Strategy) and Tau Mai Te Reo (the Māori Language in Education Strategy), while some of it is still in the early stages, is already producing results and we are beginning to see changes in participating communities.

EWP 2021 - Key Insights from the EWP 2021 and CRRF (Annexes 1, 2 and 3)

Quarter 2 was a transitional period with the establishment of Te Mahau, changing alert levels and the introduction of the COVID-19 Protection Framework

- 8 Throughout October and November 2021, Aotearoa was in various alert levels, with Auckland, Northland and Waikato at level 3 for much of that time. Schools opened

back up for onsite learning mid-November, not long before the country moved to the COVID-19 Protection Framework.

- 9 Progress has been made during this time; however, there have been impacts to multiple initiatives, particularly regarding shifting timeframes.

Highlights from the quarter

10 ***Strengthening Māori and Pacific medium pathways:***

- Strengthening the **Māori medium and kaupapa Māori education pathway** – The Cabinet Appointments and Honours Committee approved the establishment of an Oversight Group, which met for the first time on 22 December 2021. Two independent technical advisors were also appointed.
- The Ministry is planning for legislation development and Māori/Iwi led engagement will begin in Quarter 3 of the 2021/22 financial year.
- The **Action Plan for Pacific Education 2020-2030** – The second stage of work to develop a long-term policy on Pacific bilingual and immersion education is underway.
- Work on Pacific bilingual/ immersion pathways has been delayed due to COVID-19. This is being mitigated by working with the Ministry for Pacific Peoples (MPP) on their consultation for the Pacific Languages Strategy and using insights from MPP's engagement.

11 ***Wellbeing of ākonga:***

- **Wellbeing and mental health supports** were expanded to more tertiary institutions and \$1.5 million was provided to schools in Auckland in Quarter 2 in one-off funding to enable additional **counselling services**.
- **Ka Ora Ka Ako** has been expanded, with a total of 917 schools and kura (over 210,000 students) now receiving a nutritious lunch daily, up by 35 schools in Quarter 2. Another 34 schools and kura have been invited to the programme and it is anticipated many of these will start delivery over the course of 2022.

12 ***Attendance and engagement:***

- **Attendance strategy** – As of Quarter 2, all regions have completed first drafts of their action plans. The overarching strategy to strengthen engagement will also be released.
- **Engagement** – Mahi towards delivering the **Whānau Engagement Fund** has been ongoing in Quarter 2 and involved continuing to partner with iwi and Māori organisations to provide support to learners who are at risk of disengaging or are disengaged from learning.

13 ***Literacy and numeracy:***

- Work has been ongoing in Quarter 2 to develop a literacy strategy and a mathematics strategy, which each meets the unique needs of Māori and English medium education.

14 ***Establishing Te Mahau within a redesigned Ministry***

- The organisational redesign and new leadership structure was put in place from 4 October 2021. The next level of change, with particular emphasis on shaping Te Mahau, will be the focus of the next quarter following Budget 2022.

Status of initiatives and looking ahead

- 15 At the end of December 2021, most initiatives were still on-track to deliver their outcomes with various mitigations in place to address any risks. Of those that are delayed or off-track, most are related to COVID-19, with factors including resourcing constraints and lockdowns having affected engagement or face-to-face delivery of services. There are also a small number of initiatives where progress is dependent on future funding arrangements.
- 16 COVID-19 and associated issues are continuing to impact as Omicron progressively peaks around the country. This adds to the complexity of the work and pressure on the sector. We will continue to monitor progress and seek to pace activities across the work programme to manage the impact. The Ministry will continue to address these issues and flag significant risks in future reports, as well as discussing complexity during Ministerial Agency meetings.

Performance measures (Annex 4)

- 17 **The majority of Estimates performance measures are on track**, with 30 Vote Education measures not achieved or at risk of not being achieved at year end. All Vote Tertiary Education measures are on track for year end. There are a total of 151 measures.
- 18 The measures currently at risk are summarised in the following table:

Measures not achieved or at risk of not being achieved at year end	
Departmental	Non-departmental
<ul style="list-style-type: none"> Participation in primary and secondary education: the percentage of students attending school regularly All resourcing payments will be accurate and timely in respect of payment amounts, payment to the correct providers, schedules advised to public education service providers or agreements with those providers, timeframes notified to payees, and fulfilling statutory requirements Average number of days eligible children and young people wait to receive support after the request for support Number of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support Percentage of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support 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 Forecasts of enrolment numbers, and expenditure for early learning and primary and secondary schooling, are accurate For newly released research and/or evaluation reports on the Education Counts website, the minimum number of downloads per annum 	<ul style="list-style-type: none"> Participation in primary education – the percentage of students attending school regularly Participation in secondary education: the percentage of students attending school regularly Percentage of students who have been returned to schooling following an exclusion The percentage of users who find using Hapori Matatū “very easy” or “easy” to use The percentage of schools which have received network hardware replacement through the Te Mana Tūhono programme

Financial performance (Annex 5)

- 19 Total expenditure for the year to 31 December 2021 was:
- \$59.7 million (0.8%) under budget for Vote Education, mainly due to underspends in departmental capital expenditure with timing issues purchasing new sites and COVID-19 impact for the school lunch programme and curriculum support. This has been offset by an overspend of \$39.0 million in Primary and Secondary Education, mainly due to the impact of emergency payments and higher than budgeted teacher salaries.
 - \$2.1 million (0.1%) over budget for Vote Tertiary Education, mainly due to demand pressures and allocations being ahead of budget for Tertiary Tuition and Training, which is partially offset by underspends with Fees-free Payments and access to Tertiary Education. These are being addressed via a technical adjustment and transfer funding.

Next Steps

- 20 You may wish to discuss this report at a forthcoming Ministerial Agency meeting.
- 21 Future quarterly reports will include incremental improvements in reporting as agreed with your Office.

Proactive Release








- 22 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

- Annex 1: Ministry of Education 2021/22 Second Quarter Education Work Programme 2021 Report
- Annex 2: Ministry of Education 2021/22 Second Quarter CRRF Initiatives Report
- Annex 3: Ministry of Education 2021/22 Education Work Programme 2021 Forward View
- Annex 4: Exceptions reporting on Vote Education and Vote Tertiary Education performance measures
- Annex 5: Update on the Vote Education and Vote Tertiary Education financial position as at 31 December 2021

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021


PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

EWP 2021 Initiative	Approach	Quarter 2 Progress 1 October 2021 to 31 December 2021	Impact of the initiative on the education system	Outcomes Achieved	Phase	Status	Funding Allocated \$ m	YTD Expenditure \$ m
Learners at the centre: <i>Learners with their whānau are at the centre of education</i>								
1. Ka Hikitia - Ka Hāpaitia and Tau Mai Te Reo				This programme will achieve system shifts with education services in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes.				
	Te Tangata: Māori are free from racism, discrimination and stigma in education	The wider work programme (e.g., attendance, physical restraint, and Stand-downs, Suspensions, Exclusions and Expulsions (SSEE) guidelines and Alternative Education) is supporting Māori to be free from racism, discrimination, and stigma in education.	<p>The Ministry is beginning to see clear changes in participating communities. In one community in particular, a change has been seen in the power dynamic within the relationship between iwi and schools and services. Iwi are leading discussions and decisions in an education space with schools and services creating and holding space for iwi to lead.</p> <p>Through Te Hurihanganui, the Ministry is gathering insights that we will apply at a system level to shift the education system. A tactical approach is being taken at this stage with a focus on professional learning and development and support for leadership and governance.</p>				\$10.17	\$3.93

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021



PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

	Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences	<p><i>Ka Hikitia - School Entry Kete (Learning Support Action Plan (LSAP) Priority 2):</i> Contracted providers are engaging with mana whenua in regions where they are trialling as well as ensuring representation of Māori teachers and experts in groups they are forming. For instance, the Ministry is talking with Hawkes Bay Regional Office and Ngāti Kahungunu representative about how the tools might best be implemented.</p>	<p><i>Learning Support Action Plan:</i> This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system. However, the foundational capability and competency growth in the Ministry will influence the way in which the Learning Support Action Plan is implemented and how it affects the outcomes for Māori ākonga and their whānau.</p> <p><i>Ka Hikitia – Learning Support Coordinators (LSAP Priority 1):</i> The Learning Support Network (LSN) has developed resources and delivered Professional Learning and Development in the Kōtuinga Tautoko Ako LSN area for those LSCs practicing in the Māori medium area. The finalised Phase 3 implementation plan has a focus on hearing from whānau Māori and kura in Māori medium settings.</p> <p><i>Te Ahu o Te Reo Māori:</i> This programme is strengthening the provision of te reo Māori by encouraging the education workforce to grow their confidence in using and integrating te reo into their practice. The Ministry has received positive feedback from both ākonga and Kaiako. The first round of oral reports from providers has commenced, which is where the Ministry will hear from the sector and be able to report on a more comprehensive update of how the programme is going.</p>			●	Refer to Initiative 7: <i>The Learning Support Action Plan 2025</i>
--	--	---	---	--	---	--------------------------------------	---

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021






PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Te Tuakiritanga: Identity, language and culture matter for Māori learners	<p>Between 1 October to 31 December 2021, the Ministry continued to partner with our working groups to refresh the New Zealand Curriculum (NZC). A bicultural and inclusive framework with 'calls to action' for enacting Te Tiriti o Waitangi within a school setting is being developed. The referencing of Te Tiriti o Waitangi also acknowledges and supports the shared responsibilities in supporting Māori language, knowledge, and culture.</p> <p>Design standards have also been developed to ensure this framing is woven throughout the whole curriculum, including the draft social sciences content, meaning that Māori language, culture, worldviews, values, identities, and knowledges are reflected and valued.</p> <p>The Ministry is connected with the work on the National Languages Strategy and Tau Mai te Reo to ensure the rightful place of te reo Māori within a bicultural and inclusive curriculum which honours the mutual obligations to and through Te Tiriti o Waitangi. A key focus of the working group is acknowledging that all Māori have a right to their language and the settings for this to be achieved needs to be created.</p>	<p>Refresh the national curriculum and ensure that Aotearoa New Zealand histories are taught in all schools and kura from 2023 The New Zealand Curriculum refresh is being progressed in a way that brings to life partnership under Te Tiriti The Treaty. The work to reframe the New Zealand Curriculum has been set up as bicultural and inclusive to include leadership from people steeped in te ao Māori and are paying attention to Māori participation and leadership across all groups within the Ministry. This sits alongside a conscious focus on the inclusion and amplification of a range of voices currently disadvantaged in the education system.</p> <p>Strengthen the Māori medium education pathway This work will support improved education, wellbeing and te reo Māori outcomes for Māori learners and whānau because the majority of learners in MME are Māori. This will support Te Tiriti The Treaty obligations and various international instruments (e.g. UN Convention on the Rights of the Child and UN Declaration on the Rights of Indigenous Peoples).</p> <p>Integrate te ao Māori and mātauranga Māori into NCEA achievement standards Mana Ōrite values te ao Māori and the needs and perspectives of ākonga Māori, including being explicitly grounded in mātauranga Māori when appropriate. This programme ensures that there is equal support for ākonga Māori in all settings and equal status for mātauranga Māori.</p>				\$13.01	Q2 figure not available
--	---	--	---	--	---	---	---------	-------------------------

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021




PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

2. The Early Learning Action Plan 2019-2029	Children and whānau experience environments which promote their wellbeing and support identity, language, and culture	Action 1.4 Support parents and whānau to navigate their choices of education and language learning pathways through better access to information The Ministry of Education and the Department of Internal Affairs (DIA) have developed an Early Learning Journeys (ELJ) which is a web-based tool to help parents identify / select an early learning service that meets their needs within their locale and gain early advice on financial childcare support.	The Minister endorsed the Early Learning Action Plan (ELAP) high-level Evaluation Framework on 30 June 2021. This will enable the Ministry to evaluate and monitor the impact across the ELAP. The first ELAP Monitoring and Evaluation reporting is to be delivered by the end of December 2022.	This programme moves New Zealand's early learning system towards enabling every child to enjoy a good life, learn and thrive in high quality settings that support their identity, language and culture, and that are valued by parents and whānau.		●	\$ -	\$ -
	All children are able to participate in quality early learning and have the support they need to learn and thrive	Action 2.1: Review equity and targeted funding to ensure that they best support children to benefit from access to high quality early learning experiences Progress on the review has been delayed due to COVID-19. Key personnel have been diverted to working on the schooling equity index.				●	\$ -	\$ -
	Teaching staff and leaders are well qualified, diverse, culturally competent and valued	Action 3.2: Raise the levels of home-based educators' qualifications The Ministry consulted on draft regulations for home-based services to implement this in September 2021. In December 2021, Cabinet approved the regulations that had been amended to take into account consultation feedback. The most significant change was delaying the implementation to from 1 Jan 2022 to 1 June 2022, to account for COVID-19 impacts.				●	\$ 39.90	\$ -
		Action 3.4: Implement a mechanism that improves the levels and consistency of teachers' salaries and conditions across the early learning sector In October / November 2021, the Ministry undertook a salary survey to inform both Budget 2022 and the Funding Review. In November, the Minister agreed to the scope of the Funding Review to achieve pay parity. The Ministry called for nominations for members of the Sector Expert Group to inform the Review in December 2021.				●	\$ 1.15	\$ -
		Action 3.1: Incentivise for 100% and regulate for 80% qualified teachers in teacher-led centres, leading to regulation for 100% The Ministry undertook consultation on options for regulating for 80% qualified teachers from September to October 2021. Risk mitigation: Consultation with Auckland-based Pacific services was delayed by COVID-19 and will be undertaken in 2022.				●	\$ -	\$ -

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021







PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

	Children develop capabilities that are valued by their whānau and community and support them to be competent and confident learners	Action 4.1: Gazette the curriculum framework, Te Whāriki, to support engagement with the principles, strands, goals and learning outcomes when designing local curricula The Minister announced a reset of timelines for National Curriculum Assessment Programme to include Te Whāriki on 8 November 2021. It was recommended for public consultation to take place on 1 March to 19 April 2022 and gazette the full frameworks of Te Whāriki and Te Whāriki a te Kōhanga Reo in July 2022. It is expected to complete public consultation before the end of April 2022.					●	\$1.15	\$0.40
		Action 4.2: Co-construct a range of valid, reliable, culturally and linguistically appropriate tools to support formative assessment and teaching practice Professional Learning and Development (PLD) supported trial of Kōwhiri Whakapae (overall framework and Social and Emotional Learning (SEL) tool) commenced on 8 November 2021. Work has commenced on the development of Kōwhiri Whakapae (oral language and literacy tool) with University of Canterbury.					●		
		Action 4.3: Support services to undertake robust internal evaluation that strengthens implementation of Te Whāriki and ensures ongoing improvement The Education Review Office (ERO) has published / distributed hard copies of further resources to early learning services to support internal evaluation and quality improvement planning.					●		
	Early learning services are part of a planned and coherent education ecosystem that is supported, accountable and sustainable	Action 5.1: Introduce a managed network approach to ensure high quality, diverse and sustainable early learning provision Public consultation on proposals for a managed network took place between 8 September to 13 October 2021 as part of Tranche 2 of the Early Learning Regulatory Review. Work has started on the Government priorities for National and Regional statements. Risk mitigation: Governance across this work is currently being put in place.					●	\$ -	\$ -

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021




PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

		<p>Action 5.5: Introduce a consistent and rigorous programme of monitoring and licensing The Ministry and ERO continue to work together to achieve greater clarity for the sector on how both agencies work within their respective roles to ensure providers are operating consistently within regulated standards.</p> <p>Risk mitigation: Governance across this work is currently being put in place.</p>							
		<p>Action 5.7: Co-design an appropriate funding model with Playcentre Aotearoa New Zealand</p> <p>Risk mitigation: The Ministry is continuing to engage with Playcentre Aotearoa around their funding model; however, the timelines have been delayed.</p>							
3. Promoting safe and accepting school environments for rainbow students to learn and thrive, including working with school on providing gender neutral bathrooms for school students	Support Curriculum Leads Kaihautū Marautanga	<p>Curriculum Leads facilitate and host regional events where schools and other agencies come together to unpack and discuss the intent of the NZ Relationship and Sexuality Guidelines. These events are also an opportunity to leverage networks and work collaboratively to create safe and accepting spaces for rainbow students.</p> <p>During Quarter 2, Curriculum Leads continued to respond to enquiries from the sector and plan regional events where schools and other agencies come together to unpack and discuss the NZ Relationship and Sexuality Guidelines. These events are an opportunity to create safe and accepting spaces for rainbow students.</p>	The resources, which are bilingual, clear, and easy to use, are aimed at strengthening the delivery of the key areas of learning in Health Education across the entire curriculum pathway in both English and Māori Medium, with particular focus on mental health and relationships and sexuality education. Curriculum leads can unpack and make sense of the resources and ensure kaiako are designing learning for all learners of all abilities, languages, identities, and cultures.	<p>The Ministry anticipates building an enhanced suite of measures of student wellbeing, but the commitment to co-design means that exact scope is not yet determined. Through Te Hurihanganui, the Ministry is gathering insights that will be applied to shift the education system. It is too early at this stage to describe the outcomes achieved.</p> <p>Through Te Hurihanganui, the Ministry is gathering insights and learnings that will be applied to shift the education system. It is too early at this stage to describe the outcomes achieved.</p>			\$1.57	\$0.47	
	Deliver universal design toilets, which can be designated as gender neutral by Boards of Trustees	All delivered toilets are of a universal design standard (roll growth/ redevelopment projects). The Ministry will compile the delivered toilets annually once that information is capitalised in the asset register. The only exception (to universal designs) is if some toilets are delivered for redevelopment projects where all design standards aren't met due to space restrictions.	The Ministry builds universal design toilets as these support use by anyone. Working with schools to change attitudes, behaviours and awareness will enable schools to commit to the gender-neutral assignment of toilets that contribute to the safety and dignity of Rainbow youth in school environments.				N/A	\$0	
	Provide tools and guidance to eliminate racism through Te Hurihanganui, such as the Not Part of My World toolkit.	The More Than a Hashtag – Years 9 and 10 Anti-Racism and Bias kit – was used in over 600 schools from Term 2 2021 onwards, continuing in Term 4 2021 depending on the school's decision when to run the initiative.	This work is starting to change the way in which professional learning and development is considered and who is able to deliver it. By the end of next quarter, the process journey document is expected to have completed and the learning modules and presentations required to deliver the training of the				\$10.17	\$3.2	

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021

PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

			first two stages of Te Po will have been developed. The intended audiences of these learning resources will be internal Ministry and system agencies such as ERO.						
	Provide service design, channels, and resources	The Ministry, alongside a range of stakeholders such as the University of Canterbury, the Classification Office, Ngāhuia Murphy and InsideOut, have created a suite of resources to support the teaching and learning of Relationships and Sexuality Education, including supporting LGBT+ young people. Development of these resources was finalised between October and December 2021 with a planned release of February / March 2022. *Note regarding funding allocated: This figure is for the entirety of the multi-year initiative budget.	This programme will help schools promote safe and accepting environments for rainbow students to learn and thrive.			●	\$0.78*	\$0.17	
	4. Reforms of curriculum, progress and achievement, and NCEA								
4A. Refresh the national curriculum				The refreshed curriculum, progress and achievement supports the right of all ākonga, including Māori, Pacific students and those with disabilities and learning support needs, to experience rich and responsive learning.					
	Strengthening the New Zealand Curriculum	The timelines for the curriculum and assessment work programmes, which includes the refresh of The New Zealand Curriculum, were reset in November in response to the significant and ongoing impact that COVID-19 has had on schools and kura, particularly in the Auckland region. Testing of the Vision for Young People and the Social Sciences learning area draft content, which was due to get under way from September 2021, was rescheduled for Term 1 2022. The refreshed Social Sciences learning area will now be available with Aotearoa New Zealand's histories incorporated in 2022. Recruitment of Ohu Arataki / lead writers and Ohu Mātanga / team writers was completed in December for the English and Mathematics & Statistics learning areas – the refresh of these learning areas will support the upcoming mathematics and literacy strategies.	The New Zealand Curriculum refresh is being progressed in a way that brings to life partnership under Te Tiriti The Treaty. The work to reframe the New Zealand Curriculum has been set up as bicultural and inclusive to include leadership from people steeped in te ao Māori and are paying attention to Māori participation and leadership across all our groups. This sits alongside a conscious focus on the inclusion and amplification of a range of voices currently disadvantaged in the education system.			●	\$10.01	\$0.69	
	Strengthening Te Marautanga o Aotearoa	The Ministry completed a number of internal engagements with regional offices as part of a five-phase engagement plan to share and socialise the proposed direction of change for Te Marautanga o	The initiative is for ākonga in te reo Māori learning pathways and is still in the design phase.			●	\$3.83	\$0.72	

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

			<p>Aotearoa, and prepare for engaging with kura, whānau, education leaders, the wider Māori medium sector, and education agencies in 2022. These are planned to run from March to October 2022.</p> <p>The Ministry undertook planning for a six-month research pilot and concurrent longitudinal evaluation to inform the use of Te Tamaiti Hei Raukura conceptual framework as the foundation for designing marau ā-kura (localised curriculum).</p> <p>Risk mitigation: The lockdown that occurred between August and November due to COVID-19 delayed planned engagement with the sector as well as internal Ministry staff in affected regions. A large proportion of the sector is in the Northland, Auckland, and Waikato regions. Engagement timelines were altered to allow for the regions as well as kura to prioritise learning from home and mitigate stresses for ākonga during lockdown. This significantly impacted on planned expenditure by December 2022.</p> <p>The Ministry has re-forecasted to spend a large projection of funding for engagement, as well as the pilot project through Quarter 3.</p>							
--	--	--	--	--	--	--	--	--	--	--

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021




PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	4B. Ensure that Aotearoa New Zealand histories are taught in all schools and kura from 2022	Develop Aotearoa New Zealand Histories	<p>Due to the COVID-19 outbreak, a Ministerial decision was made to rephase implementation so that the new content is taught in all schools and kura by January 2023. Curriculum content related to The New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA) is now ready for Cabinet consideration.</p> <p>Supporting information and learning and teaching resources continued to be developed specifically for the education sector and will be made available alongside the curriculum content throughout 2022. As part of this work, the Ministry has developed information kits for TMOA and the NZC, which provide key information and references to existing resources.</p> <p>The new curriculum content supports the Government's Te Tiriti o Waitangi obligations through providing a national curriculum that recognises and values the history of iwi and hapū and the importance of te reo Māori.</p> <p>Feedback from the consultation period earlier in the year informed the updates to the curriculum content that were completed in this quarter. Advice was provided to the Minister (METIS 1267202 refers). The Ministry is continuing to develop resources and supports.</p>	<p>This new curriculum content will support learners to be critical thinkers and understand the past in order to make sense of the present and prepare for the future.</p> <p>The new curriculum content embraces the histories of all the people who live in Aotearoa New Zealand and encourages schools and kura to develop local curriculum and marau ā-kura that reflect the histories of their communities, and rohe historical contexts as defined by iwi and hapū. Consequently, the identities, languages and cultures of all learners can be recognised and valued.</p>				\$2.25 <i>For TMOA curriculum content only</i>	\$0.27 <i>For TMOA curriculum content only</i>
	4C. Implement the NCEA change programme: Strengthened NCEA to work better for families and whānau, prepare students for further education and work	Barrier-free NCEA	<p>Scope in the NCEA Change Package space remains currently unchanged through the re-phasing of NCEA Change programme components.</p> <p>Shift school practice to more inclusive practices within NCEA space - The RFP scope is to provide resources for English medium through a bi-cultural approach. Māori medium resources will be developed separately.</p> <p>The SAC plan is a suite of actions focused on resource development and strengthening comms within the current SAC framework; and seeking expert advice on transformative changes to SAC, including how to make SAC more fit for purpose in kura Māori and raise uptake amongst low usage groups.</p> <p>Risk mitigation: The status is red due to an overall budget shortfall for the NCEA programme and a programme Implementation Business Case currently in development.</p>	<p>The new standards and outcomes delivered through the NCEA Change Programme are inclusive and accessible to all learners, and schools and kura are being supported to deliver NCEA in an inclusive manner.</p>				\$1.37	\$0.23

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report

Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021








PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.





	Mana Ōrite mo te Mātauranga Māori	A decision has been made to rephase elements of the programme. TMOA and Te Reo Māori (10 Subjects in total) pilot ready to launch 2022. TMOA & TRM Level 2 and New Subjects development schedule will be confirmed in the New Year. Risk mitigation: The status is red due to an overall budget shortfall for the NCEA programme and a programme Implementation Business Case currently in development.	Mana Ōrite values te ao Māori and the needs and perspectives of ākonga Māori, including being explicitly grounded in mātauranga Māori when appropriate. This programme ensures that there is equal support for ākonga Māori in all settings and equal status for mātauranga Māori.				●	\$5.23	\$1.84
	A stronger NCEA for all New Zealanders	Planning for Level 2 workshops and activity in Jan 2022 and February underway. Planning sessions underway with NZQA for delivery plans and workshop preparation. NZQA have developed pilot delivery plans. Risk mitigation: The status is red due to an overall budget shortfall for the NCEA programme and a programme Implementation Business Case currently in development.	The NCEA credentials are the most important learning outcomes to support the aspirations of all ākonga along their pathways through life.				●	\$27.15	\$13.60
	Development of Gagana Tokelau and Vagahau Niue NCEA subjects	The EOI for the Pacific Studies Reference Group (PSRG) got 42 applicants. The Selection Panel meet in December to assess and select the PSRG with the first Fono planned for late-January/early-February. A high-level Pacific workstream work plan and forecast costing has been finalised. Engagement with fono on the new Gagana Tokelau and Vagahau Niue.subjects is underway.	This programme expands the subjects available as part of NCEA to Gagana Tokelau and Vagahau Niue.				●	\$1.05	\$0.01

Barrier-Free Access:
Great education opportunities and outcomes are within reach for every learner

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021











PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	5. An Action Plan to improve student attendance and engagement	Develop an Action Plan to improve student attendance and engagement	<p>In Quarter 2, three internal workshops were held with national and regional office staff to discuss:</p> <ul style="list-style-type: none"> the attendance data available to regional offices how this data can inform each regional Action Plan on Attendance identifying and confirming elements that need to be captured in each action plan <p>All regions completed their first drafts of their action plan, and these were received in national office at the end of November.</p>	<p>In light of the current COVID-19 environment, supporting learners to stay engaged in learning and ensuring that they all have access to the tools and supports to enable them to continue to participate in learning requires the Ministry to think much wider about the purpose and role of attendance in supporting learners to achieve educational success. This recognises that learning in classrooms cannot be the sole environment for learners to gain access to, and participate in, quality education.</p> <p>The action plan needs to consider how to support learners engage in distance learning and supporting recovery from learning loss - as does the Attendance Strategy.</p>	The Ministry has reviewed its data assets in relation to attendance, which will contribute to the design of a monitoring framework to measure the impact of the national Action Plan and to establish indicators of progress towards achieving the overarching outcome of the Strategy.			Baseline	\$ -
	6. Initiatives to tackle barriers to education success	Develop physical restraint rules and guidance	<p>Consultation on the draft Physical Restraint Rules and Guidelines went live on Citizen Space on 23 November 2021 and will be open until 31 March 2022. It was agreed that there would be a soft launch of the consultation prior to Christmas followed by a fuller, more targeted, launch toward the end of January 2022. A request for quote (RFQ) went out to potential suppliers to engage with students and their whānau to inform the new Rules and Guidelines and their implementation with schools. The Ministry aims to have a supplier in place in January 2022.</p> <p>BUDGET SENSITIVE Budget and resourcing for ongoing work is being sought through Budget 22.</p>	This programme is intended to support schools to minimise the use of physical restraint on students, which will positively impact their wellbeing and engagement.	This programme will have positive impacts on student wellbeing and engagement.			Baseline	\$ -

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Strengthen school planning and reporting	In Quarter 1 it was reported that policy work had been undertaken to establish an approach to developing regulations under the new planning and reporting requirements. However, the COVID-19 disruption resulted in delays to development of regulations and design of approach with the regions. An approach to development of a new planning and reporting framework has now been developed, with Minister's agreement due to be sought in February 2022.	The Act provides for a new strategic planning approach for schools and kura, which comes into force on 1 January 2023. This new strategic planning process is intended to move schools from an annual refresh of their charters to a three-year strategic plan and an annual implementation plan, which is a less prescriptive and more enabling approach to planning and reporting. This should enable schools to have plans that reflect the identities, needs and aspirations of their school communities.	A more enabling planning and reporting framework will better reflect the needs and aspirations of ākonga, whanau and school communities.			\$0.5 estimated	\$ -
	Strengthen collaborative networks across the system	Work has continued with the Accord partners (NZEI and PPTA) and SPANZ to identify potential improvements to the flexibility of the Kāhui Ako model. A survey has been designed and released to gauge areas for improvement, and it will run until 28 February 2022.	A more flexible Kāhui Ako model will help the education and training providers that form around children and young people's learning pathways work together to help them achieve each child's full potential.	This programme will have positive impacts on student wellbeing and engagement.			Baseline	\$ -
	6A. Implement an Equity Index for schools and early learning services			The programme is expected to improve outcomes for these learners and will particularly benefit Māori learners.				
	Replace school deciles with an Equity Index	BUDGET SENSITIVE A Budget 2022 bid was developed and submitted, which will enable implementation of the Equity Index for schools in 2023. The bid seeks an increase to equity funding of \$75m p/a, equity funding for Te Kura, transition costs for schools and development funding for an equivalent index in early learning. Impact assessments across the Ministry are progressing. The outcomes will inform the wider work programme to remove all Ministry uses of decile (and replace with the equity index, where appropriate). External stakeholder mapping has also commenced.	This initiative will increase total equity funding in the system and ensure that it is well-targeted towards schools with students facing the greatest socioeconomic barriers.				\$ 10.68	\$0.4
	6B. Free Period products in schools and kura			This programme is helping to improve child and youth wellbeing and reduce financial strain on families and whānau.				
	National implementation phase one: Deliver products	Phase One will continue while Phase Two is fully implemented to ensure there is no disruption to supply of product.	Feedback to date from students is that period products should be available to all who need them, when they need them. The initiative has been almost entirely positively received, with students saying they feel 'valued'.				\$9.69	\$1.64
	National implementation	The Ministry has contracted the successful Phase Two supplier. Phase Two will be rolled out from the	Phase two of the initiative will improve the range of products available and					

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021









PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

	phase two: Refine the distribution model	beginning of 2022, with dispenser units being installed in approximately 10 schools as a prototype in mid-February, followed by a roll out to all eligible schools from the end of February. A suite of educational posters with a focus on destigmatising periods is being developed to start the education workstream.	how they are delivered, as providing more variety and choice is important for students.						
7. The Learning Support Action Plan 2025	Implement a new Learning Support Coordinator (LSC) role in schools and kura	<p>LSCs are identifying students, including those with moderate needs, whose needs would have previously gone unmet. The phase two evaluation has found that the LSC role is well established and largely functioning as intended. LSCs are valued by schools and are building teachers' capability using a range of strategies. Engagement with whānau has improved and LSCs are making a contribution to effective transitions particularly for those with mild to moderate needs.</p> <p>New PLD webinars, knowledge modules and resources have been added.</p> <p>The network has 2328 members (504 LSCs, and the balance being Special Education Needs Coordinators, Resource Teachers Learning and Behaviour, Principals, Teacher Aides, Ongoing Resourcing Scheme teachers and others.)</p>	<p>The phase two evaluation found that eighteen months into the role, LSCs are making a positive difference in the schools and kura ability to support the learning needs of ākonga.</p> <p>The Learning Support Network has provided LSCs with professional development to better help support tamariki, whānau and Kaiako.</p>	LSCs are identifying students, including those with moderate needs, whose needs would have previously gone unmet.			\$6.08	\$ -	
	Strengthen screening and the early identification of learning support needs	<p>School Entry Kete (LSAP Priority 2)</p> <p>In Quarter 2, development of assessment tools was ongoing; stakeholder meetings were held to ensure consistent and robust development; and schools reference group hui were held to support user-centric design of the overall kete. Work began on the enterprise architecture in order to meet the Ministry's processes for IT development. Work also commenced on the Privacy Impact Statement.</p> <p>Early Learning Practice and Progress tools (LSAP Priority 2)</p> <p>1. PLD supported trial of the social and emotional learning tools is underway. First cluster hui and online workshops delivered and initial questionnaire underway.</p> <p>2. University of Canterbury was contracted to develop the oral language & literacy practice and progress tools from November 2021.</p>	When the kete is live in schools, the tools will enable kaiako to notice recognise and respond to the learning strengths and needs of new entrant mokopuna in their first six months of schooling.	Efficient, consistent and trustworthy information that focuses on important foundational capabilities to inform teaching and learning programmes in the first year of school for mokopuna.			\$0.60	\$ -	

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Strengthen early intervention	Reducing wait times (LSAP priority 3) Regional teams continue to focus on reducing wait times. Some regions (Te Tai Tokerau and Tāmaki Makaurau) also needed to focus time and resource on the return from distance learning in Quarter 2. Quarter 2 ended with national average wait time of 96 days. Work is ongoing to embed the tiered model of support in early learning to proactively manage increasing demand.	Reduced wait times will mean children, whānau and educators get support earlier. The evaluation of the process (phase one) will point to key changes for system improvements. Better alignment with Child Development (Health) services will improve the experience of families.	More effective, efficient and evidence-based supports for more children in the early years.			\$ -	\$ -
	Meet the learning needs of gifted children and young people	Gifted (LSAP Priority 5) Quarter 2 saw a large increase in applications for Awards for Learners and, specifically, from Māori ākonga. The Awards for Post Graduate Specialist Teaching Diploma with gifted endorsement were fully allocated. The work on the Identification framework and on Events and Opportunities in Māori Medium settings continued. The Early Learning gifted project is producing resources and providing in person and online workshops for early learning kaiako. The response has been high with a lot of positive conversation on social media.	The first five teachers receiving Awards for the new Post Graduate diploma in Specialist Teaching Gifted Endorsement will graduate December 2022 and there will be five per year after that. This will increase future leadership for gifted education from within the school sector. Most of the gifted package is provision for learners outside their regular school environment. The evaluation in 2022/23 will provide information on what learners are choosing to engage with and if they find it beneficial. This will provide useful information for schools for responding to gifted learners.	The gifted package aims to help gifted learners to develop their exceptional ability and positively support their social and emotional wellbeing.			\$2.34	\$0.90
	Undertake a review of high and complex needs	Following the Minister's announcement in October, the review team was able to begin the second engagement phase with an agreed Scope and Terms of Reference. The first advisory group meeting was held in November with the support of an independent facilitator. The review team reconnected with stakeholders from phase one and started to connect with a wider range of partners and stakeholders, for the second engagement phase. A website landing page for the review was established with copies of proactively released documents; translated copies have been commissioned, received and are available.	The review is in an initial phase and it is too early to consider the impact of any recommendations that might follow.	The review is in an initial phase and it is too early to consider the outcomes of any recommendations that might follow.			\$0.68	\$0.29
	Have new Attendance Service provider contracts in place with Budget 21 funding	39 new and/or revised contracts with providers were finalised. Contracts are only for one year while Attendance Strategy is further developed.	These contracts will support ākonga to attend school more regularly.	Attendance is critical for education success.			\$15.01	\$7.40

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

	8. The Action Plan for Pacific Education 2020-2030	Expand Reading Together Programme: Increase children's literacy and educational achievement with focus on Māori, Pacific, migrant, and refugee learners.	A Programme Manager and Lead Advisors were recruited in late 2021 and are now on board. Initial planning has been completed. Communications and contracting have started for target communities to deliver Reading Together® in early 2022. Children's Story Books in Te Reo Māori, Pacific Languages and English Medium have been purchased to complement the delivery of Reading Together®. Risk mitigation: COVID-19 Alert Level restrictions have affected face-to-face delivery for the sector. Schools and community providers that were unable to deliver in 2021 have been offered variations / extensions to their contracts. This will help mitigate the risk of the contracts being incomplete and will still allow whānau to participate in the workshops.	With a focus on culturally responsive partnership, the Reading Together® Te Pānui Ngātahi programmes, will provide much greater reach to parents, whānau, iwi and communities with effective strategies to support their children learning to read and increased reading enjoyment.	Duffy Books in Homes will expand ownership of books at home through children's choice of loved books. The approach to this initiative will be to develop and embed sustainable high-trust partnerships for ongoing improvement in children's wellbeing and education success.		●	\$1.80	\$0.12
		Develop the Action Plan for Pacific Education 2020-2030 framework	Work continued on the measurement framework. Draft content for the early learning and schooling part of the first report has been prepared. Tertiary data is expected in January 2022. The first report is intended ready by the end of Quarter 3. Risk mitigation: This project was delayed by the implementation of the Tūlī Takes Flight scholarship as the same staff members were working on both. Now that the Tūlī scholarship implementation is largely finished, the measurement framework will be prioritised.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system. Pacific communities will have a report by the end of the second quarter.	This programme strives to ensure that diverse Pacific learners and families are safe, valued and equipped to achieve their education aspirations.		●	\$0.10	\$ -
		Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs, including policy work on Pacific medium pathways, with an initial focus on needs arising from the COVID-19 pandemic	Stage 2 of policy work to develop a long-term policy on Pacific bilingual and immersion education is underway. Implementation of Budget 2021 funding, including introduction of additional operational grant funding for schools with Pacific bilingual units, a targeted professional learning and development (PLD) programme and further curriculum resources, is underway. Risk mitigation: Work on Pacific bilingual/ immersion pathways has been delayed due to COVID-19. This is mitigated by working with the Ministry for Pacific Peoples (MPP) on their consultation for the Pacific Languages Strategy and using insights from MPP's engagement.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.			●	\$3.26	Staff cost as part of baseline
		Tūlī Takes Flight scholarships	Scholarships were announced in August 2021 as part of the Apology for the Dawn Raids and contribute to the goodwill package. Applications for the scholarship closed in October 2021. 1,868 applications were received, 77 were shortlisted and 31 offers were made.	This will reduce financial barriers for those who receive the scholarships.			●	Staff cost as part of baseline	\$0.03

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Confront systemic racism and discrimination in education	<p>The Ministry supported Tokona Te Raki to establish a Design Team to progress the shift away from streaming towards more inclusive and equitable education. Tokona Te Raki have hosted three hui where the task of the Design Team is to develop an iwi-led action plan to end streaming. Alongside this, MoE released a report that summarises existing research literature on the impacts of fixed ability grouping, particularly streaming, on learners and the education system, available here: https://www.educationcounts.govt.nz/publications/schooling/he-whakaaro-does-streaming-work-a-review-of-the-evidence.</p> <p>A workshop was held to support the development of the Pacific Wellbeing initiative Tu'u Malohi. The workshop brought together 20 Pacific experts from health, social services and the education sector to talanoa possible solutions to support Pacific learners experiencing racism in school. Tu'u Mālohi will initially be aimed at secondary school learners, their parents and educators at the schools. The programme is currently at the RFP stage. A briefing paper to Associate Minister of Education, Hon Aupito William Sio will be provided in February 2022. Collaboration with Pacific MoH and MPP is also planned for February 2022.</p>	<p>The distribution of the 'Ending Streaming in Aotearoa' document will influence teacher practices. Work is underway to end streaming through initiative with educators, whānau and leaders.</p> <p>Tu'u Mālohi is in the procurement phase and there is no data yet to indicate impact of this work on the education system. The Ministry does not expect to start seeing the impact until the end of the 2021/2022 financial year.</p>			\$0.25	\$ -
	Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.	<p>TeachNZ Scholarships and the Study Awards programme supports growing the number of teachers and continued learning for teachers. Provision is made to ensure there is equitable access to the TeachNZ programme for Kaupapa Māori and people with Pacific heritage.</p>	<p><i>Supporting Pacific Young People into Technology and STEM Careers:</i> The initiative will increase Pacific learners' capability and confidence to pursue a pathway into STEM. The initiative is currently in the design stage.</p> <p><i>TeachNZ Scholarships:</i> The TeachNZ scholarship programme was reshaped and implemented in 2020. This was in response to the 2018 scholarships evaluation by NZCER. Since then, 149 Pasifika have received scholarships. Of these, 49 scholarship recipients have completed their teaching qualification and joined the teaching profession.</p> <p>Number of scholarships awarded to Pasifika in 2020 was 65 (14%) and the number of scholarships awarded to Pasifika in 2021 was 69 (15%). To date, 15 scholarships have been awarded to Pasifika for 2022.</p>			\$1.19	\$ -

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021


PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

			30 Kupe scholarships continue to be available to Māori and Pasifika High Achievers. <i>TeachNZ Awards:</i> For the TeachNZ Study Awards, some weighting is given to study proposals that support the Ministry of Education's priorities to improve learning outcomes for both Māori and Pasifika, and achievement of Māori and Pasifika people in education. This is included in the selection factors for the awards.					
	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners, including growing the cultural competency of teachers through embedding Tapasā	The Ministry is nearing completion of procuring two providers to deliver Tapasā. The Ministry is increasing opportunities to grow Pacific providers to provide PLD. Both potential providers are expected to start in Term 1 of 2022.	Tapasā PLD focuses on sustaining and strengthening teaching practices that improve wellbeing, learning and progress for Pacific learners and engagement with their families through the development of cultural competencies.				\$0.81	\$ -
	Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met	As of 31 December 2021, 45 of 74 Talanoa Ako partners (partners) started programme delivery. The Ministry received attendance records from 32 partners who have a total of 881 registered parents and caregivers participating in the programme. Some partners were unable to deliver their sessions via Zoom due to many families only having one device in their household or issues related to internet connectivity. Some partners (mostly new partners) wanted face-to-face delivery, but participants were reluctant to gather due to COVID-19. The 'It Takes a Village' key education messages campaign for Pacific communities during COVID-19 was delivered via the Pacific Media Network in November and December 2021. The project focused on delivering a 6-week series based on a collective drive that it takes a village to keep learners and families safe from COVID-19 by taking appropriate public health measures in continuing education delivery. Themes included resilience, reflections, supporting learner success, preparing to go back to school, keeping kids safe and wellbeing.	Evaluation continues to validate that in culturally safe spaces such as Ako centres, parents feel more comfortable and confident. This enables them to become more knowledgeable about the education system, learning, and better able to support their children's learning journeys and form equitable partnerships with schools. Ako centres enable Pacific learners to feel supported with one-on-one and group educational expertise and are confident to transfer their new knowledge to a school setting.	The programme builds parents knowledge of the education system, which has led them to have greater engagement with their children's learning.			\$2.80	\$1.15

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021







PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

			Risk mitigation: COVID-19 Alert Level restrictions have affected face-to-face delivery in Auckland where a majority (45 of 74) of the Ako Centres are located. Some Talanoa Ako partners delayed delivery, while others had delivered via online platforms such as Zoom. All Talanoa Ako partners are still on track to complete the programme by April 2022. The Ministry will work closely with partners to support them with delivery.						
Quality teaching and leadership: <i>Quality teaching and leadership make the difference for learners and their whānau</i>									
	9. Reform of the Tomorrow's Schools System								
								\$65.82	
	9A. A New Education Service Agency (Te Mahau)	Address weaknesses in the education system's ability to deliver excellent and equitable outcomes to all learners	Te Mahau was established within a redesigned Te Tāhuhu o te Mātauranga from 4 October 2021. This included the establishment of Te Poutāhū Curriculum Centre. A Transition Team has been formed and is working with Te Ohu Poutoko and Business groups on the scope and approach for the Transition Phase of the work programme.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.	This programme is establishing a more responsive, accessible and integrated local support function for early learning services and schools by restructuring Te Tāhuhu o Mātauranga.		-	\$ -	\$ -
		Develop a more networked, responsive and supported system in stages over a number of years	The five Te Mahau Hautū have been meeting to build the new leadership function of Te Mahau and to start developing the plan for how it will operate.				-	\$ -	\$ -

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021




PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	9B. A national Curriculum Centre	Recruit 38 new advisors that will sit within Te Poutāhū	The 38 advisors have been recruited with normal recruitment processes for any subsequent vacancies.	As part of Te Mahau, Te Poutāhū will support front-line engagement with the education sector through strengthening and enabling inclusive curriculum leadership. This function helps the Ministry deliver on the intent of the Tomorrow's Schools recommendations. Te Poutāhū aims to be at the forefront of listening, adapting and responding to the sector. This will help the Ministry better understand the impacts on the education system remain, ensuring changes are relevant and timely.				Baseline	\$ -
	9C. An independent mechanism for raising and resolving complaints, including supporting the use of restorative practice	Establish local complaints and dispute resolution panels	BUDGET SENSITIVE: The establishment of panels is dependent on Budget funding which was not prioritised through the Budget 2022 process. Risk mitigation: Funding will need to be sought in Budget 2023	This programme is early in the design process and there is no data yet to indicate impact of this work on the education system.	This initiative is intended to put learners with their whānau at the centre of education by establishing an independent mechanism to help school students and their whānau raise and resolve complaints about their learning. Through the Taskforce that reviewed Tomorrow's School, it is known that Māori, Pacific or disabled students and their whānau particularly find existing processes intimidating, expensive, slow and can lead to a failure to support these students' right to education.			\$ -	\$ -
		Establish mediation, recommendation and decision-making functions							
	9D. A more visible support system for school leadership	Establish Leadership Advisors to support school leadership by principals and school governance by boards of trustees	Initial policy advice to look at policy options for establishing Leadership Advisor roles has been undertaken to inform next steps. BUDGET SENSITIVE - START: Funding is being sought in Budget 2022 for establishing these roles. BUDGET SENSITIVE - END The organisational design and national roll-out of Leadership Advisors will be in collaboration with key Māori stakeholders. This work will include what Te Ao and Tikanga Māori skillsets and minimum competencies should be required for the roles. Our work with Māori stakeholders will allow us to consider school leadership in both English medium and Māori medium education settings, given many Māori learners/ākonga attend an English medium school.	This initiative will free up capacity of school leaders to improve school leadership and provide access to supports for school leaders to build their capability. Evidence shows that strengthening leader capability will improve teaching and learning, which is key for student achievement and wellbeing in schooling.	By focusing on creating time for principals/tumuaki and lifting their ability to lead teaching and learning, this will improve the effectiveness of teaching, which we know can have a significant impact on lifting student achievement. The new Leadership Advisors will focus on freeing up school leaders and ensuring they have the ability to lead effective teaching and learning in their schools/kura, which in turn will improve more equitable outcomes for learners/ākonga. By having children achieve greater education outcomes, we will improve their cultural capability			\$ -	\$ -

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021







PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

					and belonging, knowledge and skills, as well as create social cohesion.				
9E. Strengthening School Governance	Require mandatory training for board members.	This approach has been deferred.		This programme enables board members to have the capability they need to perform their governance role to a high standard for each and every school and kura.	This approach has been deferred.		●	\$ N/A	\$ N/A
9F. Strengthening the Māori medium and kaupapa Māori education pathway	This initiative aims to strengthen the future education system to be more responsive to meeting the needs and aspirations of ākonga Māori and their whānau. This work is to be considered in the wider context of Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo. It supports the Government's priorities for positive educational and wellbeing outcomes for Māori, the revitalisation of te reo Māori, and strengthening Māori Crown relationships. We will develop a work programme that meets Māori and iwi expectations, in line with the intent to give practical effect to Te Tiriti o Waitangi.	<p>The APH Committee approved the establishment of an Oversight Group who met for the first time on 22 December.</p> <p>Two independent technical advisors were also appointed.</p> <p>Risk mitigation: The Ministry is planning for legislation development and Māori/Iwi led engagement will begin in Quarter 3 of the 2021/22 financial year. Officials will report back to Associate Minister of Education, Hon Kelvin Davis in June 2022 to seek agreement for the development of a work programme to grow Māori medium education in early learning and schooling and Kaupapa Māori pathways in tertiary education.</p>		This work aims to support improved education, wellbeing and te reo Māori outcomes for Māori learners and whānau because the majority of learners in Māori medium education are Māori.	This is a Minister Davis and Minister Hipkins Priority Programme and will support the Ministry's Treaty of Waitangi obligations and international instruments.		●	Initial forecast \$3.0	\$0.13
10. Continued work to attract and develop a strong, culturally competent education					This programme will develop, in partnership, a workforce strategy that ensures Aotearoa New Zealand has a capable and motivated workforce in sufficient quantity to meet demand, and to				
	Work programme to strengthen ITE	Provided advice on a package to increase supply of technology teachers (7 October 2021) and Options for Initial Teacher Education as an applied degree (14 December 2021). Following ministerial feedback on		This programme is early in the design process and there is no data yet to indicate impact of this work on the education system.			●	Baseline	\$ -

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021









PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	workforce that is capable, supported, valued and connected, including through changes to improve Initial Teacher Education		the latter, we are now developing additional options for the reform of ITE.		enable all young ākonga to thrive in future Aotearoa New Zealand.				
		Provide professional support for teachers and enhancements to the Ready to Read series and the Reading Recovery intervention	<p>Round two of the funded professional support (Better Start Literacy Approach (BSLA)) was provided for 127 facilitators and 513 teachers. Due to COVID-19 restrictions, an additional 165 teachers were deferred to Term 2, 2022. Reporting on round 1 provision showed positive results for 3,880 New Entrant and Year One children, which replicated the results of initial trials.</p> <p>The Ministry has now contracted CORE Education to complete the development of Ready to Read Phonics Plus books and supporting materials. CORE has undertaken a thorough review of the published and planned resources and are now working to confirm new publishing timelines.</p> <p>The first year of the enhanced Reading Recovery, known as Reading Recovery and Early Literacy Support, was completed in 2021. Allocations for Reading Recovery and Early Literacy Support in 2022 have been completed and provision will begin in Term 1 2022.</p>	This programme is early in the design process and there is no data yet to indicate impact of this work on the education system.				\$ -	\$ -
Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives									
	11. The Reform of Vocational Education				This programme provides support to ākonga as they make the transition between education and employment, by connecting them to employers, and exposing them to career opportunities in the vocational pathways.				
		Run events that connect Schools, Communities and Employers	<p>In the period between 1 October and 31 December 2021, the Ministry launched an RFP for another round of events that connect schools, communities, and employers. This round is focused on a smaller number of larger events that provide young people with opportunities to explore their career options. The Ministry received and evaluated 74 responses and awarded contracts capped at \$27,000 per event based on past event cost experience. Successful applicants were notified, and the majority of contracts are now signed.</p> <p>Risk mitigation: COVID-19 Protection Framework Red setting has delayed the events schedule. Work is occurring with the procurement team regarding the possibility of extending these events' contracts.</p>	Overall, these events have previously showed good results in the number of students indicating active consideration of vocational careers following an event, with an increase of 16.2% for schools' events and 31.1% for organisations' events. Over 90% of students attending organisations' events felt they were more prepared with the skills necessary to be successful in their future education and employment. The aim is to build on these results this financial year and ensure that more students consider a trade or vocational pathway.				\$1.23	\$0.04
	11A. Create a framework and plan for a unified funding system	Develop a unified funding system for Vocational Education and Training (VET)	Cabinet agreed the design of the UFS in December 2021. Five Ministerial papers detailed aspects contained in the Cabinet paper. These included Te Tiriti analysis, further modelling, eligibility and extramural provision and supporting advice on the	This programme supports the creation of a VET system that is responsive to the needs of employers, learners, and communities.	This programme will support the implementation of the unified funding system, which is key to achieving the Reform of Vocational Education			\$3.90	\$1.58

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021



PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	(UFS)		design and development of programme components. The Te Tiriti analysis report has been shared with TEC to feed the recommendations into the operational implementation phase.		objectives, leading to a VET system that is responsive to the needs of employers, learners and communities.				
	12. The International Education Strategy and the International Education Recovery Plan	Stabilise the international education sector and strengthen the system	<p>The release of the Cabinet paper was delayed until late January to be released with the pro-active release of previous advice. Communication material has also been prepared to support the sector.</p> <p>Business requirements have been defined for the short-term tactical solution (2023) with the implementation in the TEC workstream.</p> <p>A review on the enrolment of under year 9 international students is underway, with the policy for this currently being developed. Public consultation is currently open and will close on 11 March 2022.</p> <p>A further border class exception for 1,000 international tertiary students was approved in late 2021 for 400 pilot trainees, 300 students at degree level and above, and 300 students at the sub-degree level.</p> <p>Ministry officials are providing joint advice on the work rights paper with MBIE and INZ for international students to ensure that any changes work for the international education sector. Officials will consult with international education providers and peak bodies to seek their views on proposals before reporting back to Cabinet in late March/early April 2022.</p>	<p>This initiative will help enable the sector to move quickly once the time is right for international education to 'return' and will help the sector move in the right direction.</p> <p>All actions align with the goals of the International Education Strategy. These goals include excellent education and student experience, sustainable growth, and the development of global citizens. These goals build on New Zealand's quality education system and focuses on delivering both good education outcomes for international students and global opportunities for domestic students and our education institutions.</p>	This initiative allows for a thriving and globally connected New Zealand through world-class international education.			\$ -	\$ -
World Class inclusive public education: <i>New Zealand education is trusted and sustainable</i>									
	13. A strategic programme of investment in school property (NSRP & NEGP)				There are no plans to undertake a systematic evaluation or synthesis of the benefits gained from these funds.				
		National School Redevelopment Programme (NSRP) Legacy Redevelopment Programme & Shovel Ready Initiatives	<p>Provisional data indicate that the Ministry has delivered 6 redevelopment projects in Quarter 2.</p> <p>As of 31 December 2021, 55 projects are in the construction phase.</p>	The facilities are improved to better the school environment for students and teachers.				\$383.00	\$154.64
		Deliver the School Investment Package	<p>SIP has initiated 4,364 projects to date in the programme.</p> <p>As of 31 December 2021, 264 projects at 220 schools were completed.</p>	The facilities are improved to better the school environment for students and teachers.				\$198.49	\$73.51
		Ngā Iti Kahurangi Formerly Improve	The programme is now fully operational and close to 100 schools have now been audited. There are three	The facilities are improved to better the school environment for students and				\$24.88	\$3.59

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021




PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Classrooms in Small or Remote Schools Programme	priority areas: West Coast, East Cape and Northland. Northland is continuing to lag as it has had different COVID-19 Protection Framework settings. Physical works at schools start in January 2022. Capital expenditure will accelerate markedly from January onwards. The Ministry is continuing to monitor and react to supply chain issues.	teachers. Schools get better value for money through working in a bundled approach and property burden is reduced.					
	Deliver the School Coal Boiler Replacement Programme	2 projects have been completed this quarter. 18 projects are under construction. Risk mitigation: Risks remain around COVID-19 disruptions and the likely normalisation of longer lead times for European delivery, meaning increased lead time on all projects. Mitigation focused on early order of critical material for projects using European products. The project manager plans to have tenders for all remaining projects out to market by end February 2022, with orders by end March 2022, with work programmed to be completed by June 2023.	The facilities are improved to better the school environment for students and teachers and the school portfolio reduces its carbon footprint.				\$21.46m	\$2.83m
	Enable school bus transport	The new contracts against which this contingency is linked commence in Jan/Feb 2022. \$6m of this contingency has been added to the baseline appropriation through the OBU process. At this stage it is expected that the remainder will not be required, but this will be confirmed in late March once transition to the new contracts is complete.	This programme will provide School Transport with the people and processes, the ICT systems and the contractual environment needed to support equitable and excellent educational outcomes by enabling access to appropriate learning environments through safe, effective, and efficient transport.				\$11.49	\$ -
	Deliver the Christchurch Schools' Rebuild Programme	Two projects in the CSR programme were completed in Quarter 2. This brings the total of completed projects to 67 out of 115. There are an additional 30 projects in tender or construction.	The facilities are improved to better the school environment for students and teachers.				\$144	\$78.54
	Reference Designs	Version 2 of the Reference Designs catalogue work has been on hold through Quarter 2 due to the limitations of COVID-19 Alert Level restrictions and limited ability to travel from Auckland to access and evaluate schools. Preparation of documents and evaluation of shortlisted exemplar buildings is in progress. The 'long list' of kura exemplars is yet to be shortlisted due to constraints in Communications resources and access to adequate and appropriate Māori consultation. The draft Materials Palette prototype, which is aligned with the Reference Designs catalogue Version 2, was completed in December 2021 for internal stakeholder consultation and evaluation. The Materials Palette document will be a user guide for Ministry property	The facilities are improved to better the school environment for students and teachers.	School designs are robust, sustainable and streamlined to improve longevity and project timelines.			\$ -	\$ -

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021

PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

		<p>staff and school property staff to help with the selection of appropriate and durable building materials for school buildings.</p> <p>Both documents are being actively worked on and subject to access and resources are expected to be printed as draft documents for internal Ministry review by June 2022.</p> <p>Risk mitigation:</p> <ul style="list-style-type: none"> Lack of Communications Resource – mitigation will be to either gain a higher communications priority or engage external consultants to provide kura engagement activities Lack of access to schools in remote locations to conduct evaluations – mitigation will be to assign local Ministry staff to visit, take photos and provide evaluation information, and remotely contact school staff and users to obtain user feedback Lack of access to schools in remote locations to take professional photographs – mitigation will be to find local professional photographers to photo selected schools Lack of in-house Ministry graphic design services – mitigation will be to engage external graphic design services. 						
	Environmental Action Plan	Action plan has been released internally and implementation has commenced across the business. Planning is underway for an external launch in early 2022.	The school portfolio will have a plan in place to improve the environmental sustainability of the portfolio.	The school portfolio has reduced its environmental impacts.		●	Baseline	Baseline
	Te Tātoru o Wairau Formerly Supporting the Co-location of Marlborough Boys' and Girls' Colleges and Relocation of Bohally Intermediate	Negotiation with Contractor-led consortium appointed ('Te Tumu' - led by Naylor Love) to set the fee and programme of Master planning completed. Site investigations and asbestos removal underway. Ongoing organisation change management process supported to ready the colleges for co-location.	Facilities are improved to better the school environment for students and teachers. The project will reflect Tangata whenua, demonstrate partnership with the community and honour the principles of the Treaty of Waitangi.	There are no plans to undertake a systematic evaluation or synthesis of the benefits gained from these funds.		●	\$6.46	\$1.37
	Deliver business as usual -Essential Property Maintenance at State-Integrated Schools -Meeting the Operational Costs	<p>Business as usual property support continues to be provided through 5 Year Agreement and supplementary funding to state schools, and 'Policy One' funding to state-integrated schools.</p> <p>Property Maintenance is forecast to be \$1.2m overspent for the Financial Year. Some projects have been on hold pending a request for additional</p>	Facilities are improved to better the school environment for teachers and learners. Land is being identified and acquired to support school-age population growth, the delivery of the National Education Growth Plan, and to secure permanent sites for kura currently accommodated in temporary	By securing land now, the Ministry is providing the opportunity to develop the schooling network commensurate with demand, thus ensuring the long-term success of the education system.		●	\$122.65	\$65.92

Annex 1: Quarter 2 Education Work Programme 2021 Initiatives Report

Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budgets
Expenditure as of 31 December 2021

PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

		of a Growing School Property Portfolio -Purchasing Land for New Schools	Supplementary 5YA budget. An additional \$5.2M was approved by the Investment Board in December which has enabled some of the projects on hold to proceed. \$1M of this is being held as contingency and will be released over the coming months. The demand for budget exceeds supply. Te Rautaki Rawa Kura - The School Property Strategy 2030 is the overarching framework through which we will improve the entire school property portfolio. Unconditional contracts for land purchases in the third quarter total an additional \$20.5m.	facilities.						
--	--	--	--	-------------	--	--	--	--	--	--

Annex 1: First Quarter Ministry Capability Status

Ministry Capability Initiative	Approach	Second Quarter Progress 1 October to 31 December 2021
Developing culturally capable and engaged staff	Having capable and engaged staff	<p>The Ministry continues to run the Management capability programmes, with programmes relating to managing people, financial management, inclusive leadership, managing mental health in the workplace, a raft of management seminar series and leading through change workshops.</p> <p>In addition, the investment in the leadership pipeline has been strengthened with targeted investments in talent through leadership programmes, 360 evaluations and leadership coaching.</p> <p>The Ministry has been running change programmes to support the establishment of Te Mahau within a redesigned Te Tāhuhu o te Mātauranga.</p>
	Enhancing diversity and inclusion	<p>The Ministry is in the middle of delivering Te Pae Tawhiti, which is a leadership programme for Māori to help grow Māori leadership capability in the Ministry. The Summer Internships have commenced their work programmes. We have continued to focus on engaging interns from Māori, Pacific, disability and refugee backgrounds with just over 30 interns to be placed over the summer. The Ministry was a finalist in the 2021 Diversity Awards for its Early in Career programme, noted for the approach used to attract and grow the diversity of the future workforce.</p> <p>The Ministry network groups continue to be supported. With a new leadership team in place, new sponsors for each network are being considered to continue to support a diverse voice and opportunity to contribute.</p> <p>The Ministry has provided for kaimahi to attend Beyond Diversity training. Three online courses have been completed with very positive feedback.</p>
	Enhancing responsiveness to Māori	The Ministry has finalised its Whāinga Amorangi plan to support the growth of Māori-Crown relations capability.
	Supporting Te Tiriti o Waitangi the Treaty of Waitangi	The Ministry has commenced once again running this programme with four further Te Tiriti o Waitangi workshops
	Developing a Māori/iwi engagement and contracting plan for education	The Ministry has a new workstream stream as part of our Future Education Programme and our new ways of working through Te Mahau creating feedback loops into the Education Sector, dedicated to Māori engagement. The priority focus for this is to develop and lead the conversation internally and with the sector so that a framework for engagement can be developed.
Building ongoing system improvement	Contribution to the Carbon Neutral Government Programme	<p>The Ministry has progressed the scoping of six more offices at which to install electric vehicle charging infrastructure.</p> <p>The Ministry's carbon footprint for the 2019/20 financial year has been verified and confirmed by a third party. The carbon footprint for the 2020/21 financial year is currently being compiled. This work leads into the mandatory reporting and planning requirements for December 2022.</p> <p>The Ministry's overarching sustainability strategy is being drafted and will be put forward to Te Ohu Poutoko.</p> <p>Information on waste diversion performance from landfill and waste volumes is being providing to offices where recycling and organic waste options have been installed earlier this year. Further education and communications on this will be provided before the end of the year.</p>
	Meeting Government's target of paying invoices within 10 working days	The Ministry continues to hit the target and will soon prepare for e-invoicing readiness. The volumes of invoices continue to increase, so this cannot easily be switched off without missing the 95% target paid within 10 working days.
	Contingent Workforce	Workforce planning will consider and include the engagement of contingent workers as appropriate.
	Enhancing the Ministry Procurement function	Several new initiatives are underway that will enable procurement to better support the Ministry through category analysis, supplier management, broader outcomes and process and workflow improvements.

Annex 1:

Full description of initiatives

1. Ka Hikitia - Ka Hāpaitia and Tau Mai Te Reo

This initiative provides the strategic direction for the education sector and key actions for education agencies to support Māori to enjoy and achieve education success as Māori. Tau Mai Te Reo (the Māori Language in Education Strategy) provides the strategic direction for the education sector and key actions for education agencies to grow te reo Māori through education and grow education through te reo Māori. Tau Mai Te Reo contributes to the goals of the Maihi Karauna (the Government's Māori Language Strategy). These kaupapa play a key role in shaping our education system to delivers excellent and equitable outcomes for ākonga and whānau.

2. The Early Learning Action Plan 2019-2029

This initiative provides a stepped approach towards achieving the Government's vision for early learning for the next ten years. One of the priorities of this work is the movement towards pay parity between qualified teachers in education and care centres and their counterparts in schools and kindergartens. The other priority is implementing a managed network approach for early learning services.

3. Promoting safe and accepting school environments for rainbow students to learn and thrive, including working with school on providing gender neutral bathrooms for school students

This initiative seeks to create more inclusive school environments by providing schools with gender neutral bathrooms.

4. Reforms of curriculum, progress and achievement, and NCEA

a. Refresh the national curriculum

This initiative is to refresh the national curriculum for schooling so it remains fit for purpose and is clearer about what our tamariki need to learn at school and kura.

b. Ensure that Aotearoa New Zealand histories are taught in all schools and kura from 2022

This initiative will help ākonga understand there are multiple perspectives on historical and contemporary events and help them develop their critical thinking and inquiry skills.

c. Implement the NCEA change programme

This initiative seeks to implement the National Certificate of Education Achievement (NCEA) Change Programme to be better for families and whānau, prepare students for further education and work, and support schools and kura to deliver higher quality programmes of learning.

5. An Action Plan to improve student attendance and engagement

This initiative seeks to address declining student attendance, and is informed by the new, locally developed solutions that were created out of the Urgent Response Fund.

6. Initiatives to tackle barriers to education success:

a. Implement an Equity index for schools and early learning services

This initiative supports the shift from school decile funding to an Equity Index for compulsory schooling and early learning services.

b. Free Period products in schools and kura

This initiative provides access to free period products in schools and kura to reduce barriers to education, improve child and youth wellbeing, reduce financial strain on families and whānau experiencing poverty and material hardship, and promote positive gender norms while also reducing stigmatisation of menstruation.

7. The Learning Support Action Plan 2025

This initiative drives progress towards an inclusive education system where children and young people with learning support needs and disabilities are welcome and where their achievement, progress, wellbeing and participation are valued and supported. Key components of the Learning Support Action Plan include the implementation of the new Learning Support Coordinator roles, strengthening early identification of need and early intervention, and developing our support for neurodiverse ākonga, gifted ākonga and ākonga at risk of disengaging.

8. The Action Plan for Pacific Education 2020-2030

This initiative outlines targeted interventions to improve outcomes for Pacific learners and their families, including:

- Further work on the potential to grow Pacific medium pathways as part of the Tomorrow's Schools reforms;
- Growing the cultural competency of teachers through embedding Tapasā;
- Supporting meaningful pathways for Pacific learners across the education system, including strengthening Pacific early learning provision;
- Growing a competent Pacific workforce;
- Supporting anti-racism and discrimination focussed activities; and
- Ensuring the Ministry of Education's COVID-19 response works for Pacific learners and families.

This initiative supports Pacific Bilingual and Immersion Education in schooling. The initiatives that fall under the Action Plan are led by Hon Aupito William Sio, Associate Minister for Education.

9. Reform of the Tomorrow's Schools System

a. A New Education Service Agency (Te Mahau)

This initiative seeks to establish an Education Service Agency as part of the Ministry of Education redesign.

b. A national Curriculum Centre

This initiative seeks to establish a Curriculum Centre within the Education Service Agency and strengthen the national curriculum and supports for curriculum delivery.

c. An independent mechanism for raising and resolving complaints, including supporting the use of restorative practice

This initiative aims to provide free and accessible dispute resolution panels, including use of restorative practices.

d. A more visible support system for school leadership

This initiative includes creating Leadership Advisors to support frontline services.

e. Strengthening School Governance (*Deferred*)

Require mandatory training for board members.

Annex 1:
Full description of initiatives

- f. **Strengthening the Māori medium and kaupapa Māori education pathway**
This initiative aims to ensure that the future education system is more responsive to meeting the needs and aspirations of Māori learners | ākonga and their whānau. This work is to be considered in the wider context of Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo.

10. Continued work to attract and develop a strong, culturally competent education workforce that is capable. Supported, valued and connected, including through changes to improve Initial Teacher Education

This initiative is to strengthen Initial Teacher Education (ITE) to create a strong, culturally competent education workforce.

11. The Reform of Vocational Education

This initiative is creating a strong, unified, sustainable vocational education system that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive.

- a. **Create a framework and plan for a unified funding system**

This initiative seeks to implement a unified funding system (UFS) for vocational education and training from 2023 as part of the Reform of Vocational Education (RoVE). The UFS will bring together the currently separate funding streams for provider-based and work-based vocational education and training to create a funding system that better supports high quality work-integrated provision, better meets learners’ needs and helps sustain a network of VET provision in our regions.

12. The International Education Strategy and the International Education Recovery Plan




The International Education Strategy sets a path for the future of the international education sector. The International Education Recovery Plan includes stabilising international education sector and strengthening the system by ensuring the regulatory settings, policies and practices to support the recovery and rebuild.



13. A strategic programme of investment in school property (NSRP & NEGP)

This initiative advances the National School Redevelopment Programme (NSRP), which will deliver critical upgrades to our worst condition schools over the next ten years. This initiative also includes implementation of the National Education Growth Plan (NEGP) which identifies 39 high growth catchments where additional student places are required by 2030.

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021







PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

EWP 2021 Initiative	Approach	Quarter 2 Progress 1 October 2021 to 31 December 2021	Impact of the initiative on the education system	Outcomes Achieved	Phase	Status	Funding Allocated \$ m	YTD Expenditure \$ m
Learners at the centre: <i>Learners with their whānau are at the centre of education</i>								
1. Increasing Wellbeing and Mental Health Support to Learners and Education Workforce	Strengthen Mental Health Services for Tertiary Students	<i>The implementation of this initiative is led by the Ministry of Health.</i> As of 31 December 2021, expanded mental health wellbeing supports for tertiary students are in place in at least five Te Pūkenga subsidiaries (Open Polytechnic, Unitec, Wintec, Manukau Institute of Technology, Toi Ohomai). Agreements have been signed for new primary mental health and addiction supports in the three Auckland-based universities (University of Auckland, Auckland University of Technology and Massey University (Auckland campus)).	This programme is enabling greater access to mental health services for tertiary students.	This programme provides greater access to mental health and wellbeing supports to learners and the education workforce.	<i>This initiative sits within Vote Health; therefore, the phase, risk status, allocated funding and YTD expenditure are not available.</i>			
	Provide Guidance Counselling in primary and secondary schools	School delivery plans for face-to-face counselling services are being finalised with providers while working through the timing and resource constraints that COVID-19 Alert Levels presented. Delivery started in three regions (Wellington, Canterbury and Otago / Southland) during Term 4 2021. Providers in other regions are developing relationships within school communities ready for delivery in Term 1 2022. \$1.5 million was provided to schools in the Auckland region in Quarter 2 as a one-off fund to enable schools and kura to contract additional counselling services to help ākonga in Auckland deal with the impact of COVID-19 on their wellbeing.	This is early in the implementation process and there is no data at this time to indicate the impact of this initiative on the education system.			●	\$12.45	\$2.39
	Deliver Frontline Curriculum Support and Resources	New Curriculum Lead positions have been established to provide frontline support to early learning services, ngā kōhanga reo, schools and ngā kura. Our Curriculum Leads are now ready to connect with teachers and Kaiako. Frontline regional curriculum leads were given training and information to unpack curriculum resources, including the NZ Relationship and Sexuality Guidelines, with teachers and kaiako. This involved meeting with groups such as Inside Out and The Village Collective so that Curriculum Leads were able to give teachers and kaiako the best advice in regard to students in rainbow communities. *Note regarding funding allocated and YTD expenditure: These figures exclusively represent costs associated	This will mean ākonga experience national curricula in a way that is relevant to them and their whānau and the community that they live in – and have a positive effect on their wellbeing. New Zealanders identified wellbeing as a priority in the Kōrero Mātauranga Education Conversation and COVID-19 further highlighted the importance of supporting happy, healthy and connected learners. A culturally responsive and inclusive local curriculum (or marau ā-kura) that supports the identities, languages, cultures of all ākonga also supports ākonga wellbeing. Wellbeing weaves			●	\$1.38*	\$0.47*

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021









PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

		with set-up, coordination and support of the Curriculum Leads by National Office. This is therefore only a small component of the total Budget allocation for this initiative. We are working to include details of expenditure from across the education regions for Q3.	across all curricula.					
	Increase Access to Workplace Wellbeing Support for Educators	<p>In October 2021, the Ministry extended the initial 3-month nationwide EAP programme through to June 2022 for all early learning centres, schools and kura. By 31 December, individual counselling sessions were delivered to 1531 education staff who had registered to use the service and session numbers ranged between 700-1000 per month.</p> <p>In November, the Accord Governance Group decided not to reassess its approach to wellbeing funding, so that all regions could access wellbeing support, supporting the continuation of counselling and advisory services beyond the initial three-month term, and asking the Ministry to explore an enhancement of counselling and advisory services (such as EAP). The Ministry is developing a range of initiatives, which will begin early 2022, including preventative interventions.</p> <p>Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa and Ngā Kura ā Iwi o Aotearoa continue to manage the development of initiatives that support and enhance the wellbeing of kaiako within the affiliated 104 kura. Delivery of these initiatives have had a slow uptake due to the recent COVID-19 lockdowns and focus has been on online delivery.</p>	<p>In recognition of the importance of educator wellbeing, this programme is ensuring availability of wellbeing support to educators that is complementary to those already provided by schools.</p> <p>The EAP counselling initiative meets the outcome of providing immediate support to staff when they need it and ensures that wellbeing support is nationwide.</p>				\$8.70	\$0.48
	2. Targeted Support for At Risk Ākonga (operating contingency)			This programme will have positive impacts on student attendance and engagement.				
	Enhance Wellbeing Fund for at-risk ākonga	<p>The second funding distribution for the Enhanced Wellbeing Fund was completed in Term 4 2021.</p> <p>Risk mitigation: In December 2021, Minister Tinetti agreed to extend the timeframe for reporting to 8 July 2022 (end of Term 2). At-risk providers were delayed in delivering wellbeing initiatives due to COVID-19 Alert Level restrictions in 2021.</p>	There is no data yet to indicate the impact on the education system.				\$2.18	\$1.90
	Provide a temporary extension for ākonga who are aging out of Alternative Education	The temporary extension for ākonga who are aging out of Alternative Education has now been fully allocated.	100 students in Alternative Education will have been able to continue to attend after their 16th birthday. Final reports were due 20 December 2021 and are currently being collated. There is no data yet to indicate the impact on the education system.				\$0.59	\$0.59

Annex 2: Quarter 2 CRRF Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021




PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Extend Napier Student Managed Moves pilot	Term 3 was impacted by COVID-19 lockdowns which delayed some students transition back to school. A highlight this quarter was the continued collaboration between Te Tupu and the community on numerous occasions being able to use relationships to support vulnerable students in times of need. Te Tupu was also engaged to support a number of year 8 students for the last few weeks of school. This shift, with schools utilising Te Tupu instead of going through a formal disciplinary process which could impact the child's move into high school, has supported a positive transition for these students.	100% of students who have been enrolled for 6 weeks or more have improved their attendance rate, and 100% of students have made good progress toward achieving their goals. As a result of this programme, 7 students have successfully transitioned back to school.				\$1.25	\$0.87
	Provide Wraparound Transition Support for ākonga moving out of at-risk settings	Regionally based funding of \$4.116m was allocated to support ākonga leaving at-risk provisions through the October Baseline Update. A one-off payment was also made to Te Kura. The funding must be spent by 30 June 2022.	There is no data yet to indicate the impact on the education system.				\$4.31	\$0.10
	Fund Professional Learning and Development (PLD) for alternative providers	The providers have claimed and gained funding for PLD. Some PLD has been delayed due to COVID-19 Alert Level restrictions, including the Teen Parent Unit and Alternative Education conferences which were scheduled for October 2021. Risk mitigation: In December 2021, Minister Tinetti agreed to extend the timeframe for reporting to 8 July 2022 (end of Term 2). At-risk providers were delayed in delivering wellbeing initiatives due to COVID-19 Alert Level restrictions in 2021.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system.				\$0.20	\$0.20
	Ākonga Youth Development Community Fund	98% of the Fund has been committed over two calendar years. 28 iwi and community-based providers have been contracted to deliver programmes to support up to 5,500 ākonga aged 12 to 21 years. As at the end of Term 4, 2021, over 2,721 ākonga were enrolled in a youth development programme. Over 1,300 (48%) of enrolled ākonga identified as Māori and over 500 (16%) identified as Pacific peoples. Of the 2,721 enrolled ākonga, 1,369 (49%) had re-engaged with education or transitioned into training or employment; and 1,798 (65%) had stronger connections with community. Two regional provider hui for the South Island and Lower North Island were held in October/November and were successful in sharing good practice and successes with lockdown challenges across ākonga providers.	Over time, ākonga identity, self-confidence, social skills, and willingness to positively engage in education and community activities are developed through positive experiences and strengths-based community engagement. Ākonga respond to and progressively adopt positive behaviours and self-management skills modelled by mentors and youth workers. Ākonga willingly engage with community services such as counselling, sexual health check-ups, GP appointments, and access free dental care before they turn 18 years old; and become more positively future focused.	Of the 1,480 enrolled, 170 ākonga exited an Ākonga Youth Development Community Fund programme and went on to achieve an education, training, or employment outcome.			\$5.75	\$2.40

Annex 2: Quarter 2 CRRF Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021









PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

	3. NCEA Online: Transforming Assessment for Learners	Implement NCEA Online: Transforming Assessment for Learners	Bundle 2, which contains, the Minimum Viable Product for literacy/numeracy, was completed in early November. This will see significant benefits realised, in particular the release of Literacy / Numeracy content to the sector mid-Feb 2022. Bundle 3, which focuses on on accommodating Literacy and Numeracy Te Reo Matatini me te Pāngarau resources, a language toggle as well as Homepage and navigation improvements and enhancements commenced in early November.	The NCEA Online programme utilises new technologies and business processes to deliver assessments that reflect digitally supported teaching and learning. NCEA students are increasingly able to respond in contexts relevant to their culture and experience, that reflect te ao Māori and incorporates Mātauranga Māori, as well as providing assistance to students with disabilities and learning difficulties.	NCEA Online gives all students the opportunity to perform at their best to fulfil their personalised learning pathway and to credential their learning with a relevant and credible qualification.		●	\$14.29	Q2 figure not available
	4. Providing Digital Identity Required for Online Assessment and Learning	Providing Digital Identity Required for Online Assessment and Learning	The project is in the second phase of its plan, Technology Design and Build Phase. The project initiated some of the associated technology proof of concept build and testing (due for completion in March 2022) and continued with the Services Led Design methodology with conclusion of a number of codesign activities with NZQA, SMS Vendors, IT Providers to Schools and Pilot Schools. This provided further refinement of the project requirements and solution architecture. Initial work has been concluded for an updated privacy impact assessment that forms the basis for the Gazetting by the Secretary of Education of the National Student Number (NSN), including consultation with the Office of the Privacy Commissioner.	The Digital Identity for Online Learning service will enable senior secondary students to access online assessment and learning easily and securely, using a single logon throughout their secondary education. The programme will support the roll-out of NCEA Online and access by learners and ākonga to their New Zealand Record of Achievement, even after they leave school.	The programme complements the Government's Digital Identity Programme and aligns with the Digital Identity Trust Framework. These, along with emerging technologies, are likely to affect decisions for digital identity management in education as plans develop, including the possible accreditation of digital identity services for New Zealand users. In addition, the programme will be a key component of a wider work programme to strengthen cybersecurity in kura and schools and provide greater central support for IT.		●	\$5.25	\$1.14
	5. Expanding the Creatives in Schools programme	Expand the Creatives in Schools programme	This programme is on track, with awareness campaigns being run through both Māori and Pacific media networks.	The 2020 evaluation of Round 1 projects found that Creatives in Schools makes a worthwhile and valuable contribution to sharing knowledge and offering creative practices in schools. It has made an early difference to the students and ākonga, teachers and kaiako, creative practitioners, parents and whānau involved.	Creatives in Schools is helping develop critical thinking and creative skills for students and ākonga and bringing schools and kura, teachers and kaiako, creatives, and parent and whānau closer together.		●	\$1.20	\$0.61

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021









PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner								
6A. Initiatives to tackle barriers to education success: Improve digital access to help address the digital divide in schools and kura (Equitable Digital Access)				This programme enabled more students to remain engaged with their schools and education during the COVID-19 restrictions.			\$7.14	\$11.53
	Continue to support existing connected households and follow-up with schools to ensure as many of the eligible student households that need an internet connection have one	<p>The Ministry continued supporting address changes for students, whānau and connecting families referred by schools. The first Starlink satellite connection was installed for a family in Hokianga with several school-age children.</p> <p>Risk mitigation: The existing cohort of served whānau are likely to experience significant impacts from ongoing COVID-19 pandemic, as well as usual pressures, such as frequent school and house moves. The Ministry will continue to engage with schools, regional teams, and specialist teams to support the evolving needs of existing and new whānau who require assistance with connectivity.</p>	Access to device and connectivity allows NCEA students to prepare for their exams despite disrupted school access, and home internet access allows families to access essential services online while at home due to lockdowns or self-isolation.				The spend is tracked as a whole for this initiative and cannot be broken down into each approach area.	
	Enhance capability in network management, including planning for the Māori medium network	Update not available for this quarter.	Update not available for this quarter.					
	Continue work with DIA, MBIE and telco partners to develop sustainable equity connectivity solutions that Ministry connected student households can transition to when Ministry funding ends in December 2021	<p>The current scope of DIA's digital inclusion in social housing while necessary is not sufficient to cover the education cohort. This message has been communicated to Minister Clarke by Minister Hipkins.</p> <p>BUDGET SENSITIVE: The Ministry has a budget bid to extend the connections to June 2023 in anticipation of an all of government initiative. There is current approval to extend the connections to end of June 2022 as a pre-budget commitment.</p> <p>Risk mitigation: Other agencies may not be ready to fund / support digital equity services in order to dovetail with the Ministry. Mitigation is proactive with detailed engagement, although it will be challenging to fully mitigate with this alone. Ongoing engagement with telcos to refine and enhance their digital equity products to meet the needs of whānau identified in 2020-2021 will continue.</p>	The Equity Operations System forms the centre of the Multi-Agency Multi-Vendor arrangement that will allow for the installations and management of Internet connections to students and whānau.					
	Terminate and close out activities for the end of the COVID-19 response on 31 December 2021	<p>This is now shifted to 30 June 2022.</p> <p>Risk mitigation: The risk of this outcome is a large number of dissatisfied whānau and aligned stakeholders expressing their disappointment. Mitigation will include clear and timely communication with stakeholders about decisions on service continuation / discontinuation.</p>	This programme ensures that families are given the opportunity to retain their connections if they choose.					

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Evaluate and publish programme results	This is now complete. Publishing of the final report is pending.	This is a key input to the decision to extend connections beyond 31 December 2021 and initiatives proposed for Budget 2022.				\$0.40	\$0.40
	A framework is being developed to provide greater central support for IT in schools and kura - including a shift to central management of critical infrastructure and stronger protection for schools and kura against cyber-threats and against digital service failure. This work will also include attention to risks and quality assurance related to Student Management Systems (SMS)	Work commenced on a programme business case. First ILM workshop held 14 December 2021. The design of a policy approach and investment thinking is being undertaken and the problem statement, analysis of current state, and draft investment planning is in development.	This programme will provide greater central support for IT in schools and kura.				Baseline	\$0.60
	Develop a Cloud Economics Business Case, including developing financial and strategic benefits delivered by a move to Cloud Infrastructure as a Service (IAAS)	Project initiated following selection of preferred technology partner through a competitive tender process. Analysis and design commenced to develop specification of the future state environment as well as identifying related opportunities for rationalisation of related infrastructure services.	This programme will greatly reduce capital expenditure intensive investment cycle for Ministry IT and better align the operating expenditure to usage.	This programme will improve the responsiveness and efficient delivery of business IT applications.			\$ -	\$ -
	6B. Initiatives to tackle barriers to education success: Expand Ka Ora Ka Ako Free and healthy school lunches (Mitigating Impacts of Socioeconomic Disadvantage:	Provide access to a nutritious lunch every day for 215,000 students	35 more schools and kura with over 3,000 students have started lunch delivery in Quarter 2, with a total number of 917 schools and over 210,000 students now receiving a nutritious daily lunch. There are 34 schools and kura, with a combined 4,600 students, who have been invited to the programme but have not yet started lunch delivery. The Ministry anticipates that many of these will start delivery over the course of 2022 with schools and kura being open throughout all levels under COVID-19 Protection Framework.	The evaluation of the pilot found large benefits in respect of types of food consumed, large gains in fullness and mental wellbeing of students who previously had insufficient food, of whom Māori are overrepresented in this population, and small but significant improvements in overall health quality of life and physical and emotional functioning of all students. Anecdotal evidence suggests attendance has improved for some groups of students and teachers are reporting greater	This programme is reducing food insecurity for children and young people. It will help to improve wellbeing, remove barriers to participation and attendance at school, support child development and learning, improve levels of concentration, reduce financial hardship amongst whānau, and boost students' overall health.			\$250.15 OpEx*

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021







PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	School Lunches)		<p>*Note 1 regarding funding allocated: <i>Non-Departmental: \$254.08m</i></p> <p><i>Departmental: \$6.93m (includes \$0.50m IPET from 2020/21)</i></p> <p><i>Ministry CapEx: \$0.96m</i></p> <p><i>School CapEx: \$2.07m (includes \$2.00m IPET from 2020/21)</i></p> <p>** Note 2 regarding YTD expenditure: <i>Non-Departmental: \$87.55m.</i></p> <p><i>In addition, \$10.20m has been transferred to MSD, and \$3.70m has been reappropriated to support the Ministry of Education bid for CRRF to support a range of measures to re-engage learners in education in Auckland following its lockdowns. There is also a one-off \$0.15m grant to Kidscan and a \$0.10m one-off payment to Eat My Lunch.</i></p> <p><i>Departmental: \$3.48m</i></p> <p><i>Ministry CapEx: \$ -</i></p> <p><i>School CapEx: \$1.01m</i></p>	levels of concentration in the classroom after eating. A second evaluation, which will cover the expanded programme, is being commissioned.					
	7. Increasing Ongoing Resourcing Scheme (ORS) Teacher Aide (TA) Hours	Provide a 3-hour average increase	This funding is now embedded into the resourcing system and allocated regionally. The additional 3 hours allocated per student have not been fully utilised (2.82 and 2.92 on average for high and very high needs students respectively); however, it provides a buffer for the forecast population increase by the end of the financial year.	Over 10,000 highest-needs students are now better supported by regional offices and fundholder schools.	The increase in teacher aide hours is enabling greater attendance, participation and progress of ORS students.			\$33.15	\$14.40
		Address the Teacher Aide Pay Equity Claim	On 27 November 2020, the minimum and maximum rates of pay for teacher aides increased to \$21.84 and \$35.72 per hour respectively.	The allocation of teacher aide hours to students now more closely matches teacher aide provision by reducing the gap between what the Ministry funds for teacher aides and what schools pay teacher aides.	This programme means that schools can free up operational grants for other initiatives, as some operational funding was previously used to top up the difference for teacher aide hours. For schools who were not able to cover the difference, this means students can now receive teacher aide hours that better meets their needs.				

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	8. Early Intervention: Te Kōhanga Reo – Learning Support Initiative and Targeted COVID-19 Response	Early Intervention: Te Kōhanga Reo – Learning Support Initiative and Targeted COVID-19 Response	The Ministry's National Office Learning Support staff and the Kōhanga Reo National Trust met in November to discuss year out plans for Kōhanga Reo internal work program based on the first milestone report.	This programme enables equitable access to learning support for mokopuna attending Kōhanga Reo through identifying, trialling and embedding methods of learning support that reflect a Te Ao Māori perspective. This is done relative to Te Kaupapa o Te Kōhanga Reo within the framework of Te Whāriki a Te Kōhanga Reo.	This programme gives practical effect to Te Tiriti the Treaty through a te ao Māori-led approach to supporting tamariki Māori.			\$1.15	\$0.50
	9. Maintaining Kōhanga Reo Viability during the Post COVID-19 Rebuilding Phase	Deliver the Whānau Engagement Fund	The Ministry continues to partner with iwi and Māori organisations to provide support to learners who are at risk of disengaging or are disengaged from learning. Iwi are working with learners and their whānau to identify, plan and take action to support them to reconnect and re-engage in education so they can achieve their educational goals and aspirations. Some examples of the actions our iwi partners are taking include: <ul style="list-style-type: none"> Engagement with Whānau - Iwi working alongside the learners, their parents/caregivers to identify and support learners and their whānau, broker relationships with teachers, Principals and other school staff whose primary role is to provide learning contexts and environments that enable our learners to achieve educational success. Collaboration and Partnership - Iwi are working in partnership with schools to identify and respond to the changing needs of individual learners and group of learners, to ensure improvements in their attendance and engagement in learning are sustained. Support Aspirations - Iwi are utilising and implementing the PATH approach when working with learners and their whānau. 	This programme is strengthening the provision of te reo Māori by normalising the use of te reo Māori, encouraging the education workforce to grow their confidence in using and integrating te reo into their practice, and helping tamariki Māori feel secure in their identity and culture. The Ministry has received overwhelmingly positive feedback from both ākonga and kaiako.	This programme is early in the implementation process and there is no data yet to indicate the outcomes achieved.			\$5.20	\$2.62
		Maintain Kōhanga Reo Viability during the Post COVID-19 Rebuilding Phase	No update for this quarter.	The programme has increased the funding rates for each Kōhanga Reo and the annual funding the Ministry provides the Kōhanga Reo National Trust (the Trust) to support the Kōhanga Reo network. The support for the Trust includes funding to assist with assessment of, and associated remedial and rehabilitation work on, Kōhanga Reo properties.	The programme provides funding to improve the sustainability, capacity and capability of the Kōhanga Reo National Trust. This will assist the Crown to revitalise te reo Māori and help integrate it into the learning of children by 2025.			\$8.72	\$6.36
	10. Supporting				This programme strengthens the Government's commitment				

Annex 2: Quarter 2 CRRF Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021



PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Māori Learners and Te Reo Māori Post COVID-19	Commence Te Ahu o te Reo Māori	792 participants from across the country completed the first Te Ahu o te Reo Māori intake in Terms 3 and 4 2021. Participants celebrated their success through graduation ceremonies, which were held either online or in-person depending on the COVID-19 Alert Level situation in the region. The first round of oral reports was completed in November 2021. Providers reported that strong relationships between providers, iwi, hapū and communities was a strength, as well as the high calibre of staff employed to deliver the programmes. Curriculum, methodologies, and highly responsive online learning facilitation were also strengths during the delivery of the first intake. Many of the providers reported that they had struggled to reach their allocated participant numbers with the impact of COVID-19 the most significant contributing factor.	This programme is strengthening the provision of te reo Māori by normalising the use of te reo Māori, encouraging the education workforce to grow their confidence in using and integrating te reo into their practice, and helping tamariki Māori feel secure in their identity and culture. The Ministry has received overwhelmingly positive feedback from both ākonga and kaiako.	to Te Tiriti o Waitangi, productive partnerships with Māori and the revitalisation of te reo Māori and tikanga.			\$ 24.90	\$12.76
		Oversee the Whānau Engagement Fund	Iwi continue to work with Māori learners and their whānau to identify, plan and take action to support learners to re-engage in their learning, in particular through: <ol style="list-style-type: none">1. Brokering and facilitating relationships between learners and their whānau and the teachers and leadership team in the schools;2. Working alongside learners and their whānau and identifying the supports needed to support learners to re-engage and then stay engaged in their learning; and3. Working in partnership with the schools to identify ways to sustain the improvements achieved by the supports provided to learners whose needs are changing on a daily basis. To support the actions agreed to with the learners and their whānau, Iwi are using the funding to: <ol style="list-style-type: none">1. Engage a whānau navigator who then works with a group of learners and their whānau;2. Purchase mental health and wellbeing services for learners whose mental wellbeing has been impacted by COVID-19;3. Provide access to a mentor for those learners who had experienced bullying to rebuild their trust and confidence in their peers and adults in a school environment; and4. Alleviate some of the other pressures the whānau were under, which limited the support available to support their children to stay engaged in their learning.	This programme is early in the implementation process and there is no data yet to indicate impact of this work on the education system. The Ministry does not expect to start seeing the impact until the end of the 2021/22 financial year.				\$5.20	\$1.90

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

	Deliver Te Kawa Matakura	<p>On 1 December 2021, Te Kawa Matakura was approved as a Level 5 NZQA accredited qualification, now formally known as a New Zealand Diploma in Mātauranga ā-Iwi. Ten Ati ā-Toa participants in Te Tauranga Kōtuku Rerenga Tahī (Te Kawa Matakura in Te Tai Tokerau) graduated with this diploma on 11 December 2021.</p> <p>Risk mitigation: Ngātiwai Trust Board, who were contracted until 28 February 2022, exited their contract on 11 December. A new provider, Ahu Whakamua Ltd was identified to deliver the programme in Te Tai Tokerau in 2022. Ahu Whakamua has prior knowledge of the programme and will be able to pick it up quickly. A decision was made to put a short-term contract in place to cover operational costs while completing 2022 programme planning in January-February 2022. Unspent funds from the Ngāti Wai contract will be allocated to the new provider.</p>	<p>This programme provides the opportunity for young people to take leadership roles in the advancement of their whānau, hapū, marae and iwi. Te reo Māori also plays a significant role in the success of this programme.</p> <p>The Ati ā-Toa follow the footsteps of the Ngāio mātauranga ā-iwi experts to their kāinga, their place in the world. It is walking slightly behind and to the side as opposed to walking in the footsteps. Each Ati ā-Toa creates their own path. Along the way, the Ati ā-Toa are strengthened and experience a natural flow to their development, engage in self-discovery and become seekers of knowledge.</p>			●	\$2.75	\$0.65
	Deliver Te Aho Ngārahu	<p>Te Aho Ngārahu was established to improve access to quality te reo Māori localised curriculum resources, to support ākonga, kaiako and whānau learning in - and through - te reo Māori in both Māori medium and English medium settings. Te Aho Ngārahu uses an approach where story ideas are formally sought; and selected stories and storytellers then work with resource developers to co-develop the stories into te reo Māori education resources.</p> <p>In Quarter 2, resource developers undertook the initial work for the development of 25 Te Aho Ngārahu resources. This work included engaging storytellers and initial resource design. Further to this work was the receipt of two resources tied to budgets for previous financial years.</p> <p>Te Aho Ngārahu has been designed to give deliberate effect to the Crown Māori relationship by way of programme design, which positions storytellers of iwi stories as guardians, owners and leaders of story creation and development.</p> <p>Risk mitigation: The Ministry has learned that the resource development time takes longer than expected due to the limited availability of the storytellers. The Ministry will be looking to capture this phenomenon through the 'lessons learned' process and feed these into the planned evaluation (see Forward View).</p>	<p>This programme exemplifies a way of working that is grounded in Te Tiriti o Waitangi whereby the Ministry partners with iwi, hapū and whānau to narrate and produce stories that exemplify kōrero of importance to that iwi and specific to their rohe, which are developed into new curriculum resources for both English and Māori Medium Education settings.</p>			●	\$3.10	\$0.94
	Deliver Rauemi	<p>The Rauemi work programme develops and distributes resources for teaching and learning of and</p>	<p>The Rauemi work project impacts on the education system by:</p>	Educational resources are a critical support in enabling		●	\$4.43	\$0.16

Annex 2: Quarter 2 CRRF Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021



PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

		<p>through te reo Māori in both English medium and Māori medium settings. The Ministry is the major supplier of Rauemi to the Māori medium sector. Work in Quarter 2 covered four initiatives and included:</p> <ul style="list-style-type: none"> - Finalising the lexicon of words for the Te Reo Hangarau (Technology) learning area of Te Marautanga o Aotearoa (2413 words in total); and online dictionaries for Technology and Digital Technology - Finalising four web-based platforms that support teaching and learning of te reo Māori literacy and creative writing for ākonga across Years 6 to 10 - Commissioning a provider to develop 30 new reader books that facilitate an increase in te reo Māori language comprehension and extend the language use of ākonga in Years 1 to 10 - Finalising Ki te Ao Marama, the Māori medium online platform for home-based teaching and learning led by whānau (developed in response to COVID-19 restrictions); along with 61 new resources <p>The work to develop te reo Māori teaching and learning resources through the Rauemi work programme, gives effect to the Ministry's responsibility to Te Tiriti o Waitangi by ensuring Māori language, culture and identity is reflected in education.</p>	<ul style="list-style-type: none"> • ensuring a strategic, coordinated and sustainable flow of resources to the sector to strengthen the teaching and learning that occurs in – and through – te reo Māori • ensuring Māori medium settings have access to quality resources that strengthen the delivery of teaching and learning programmes across all levels and learning areas of the national curriculum • ensuring English medium settings have ongoing access to quality resources that strengthen the delivery of teaching and learning programmes for te reo Māori across all levels 	<p>kaiako, ākonga, and whānau to work together to create a local curriculum that meets the needs and supports the achievements of all ākonga.</p> <p>Effective curriculum materials support kaiako to make deliberate and positive connections with the identities, languages and cultures of ākonga, whānau, hapū, iwi and communities.</p> <p>Effective educational resources convey important ideas about teaching and learning in ways that can be understood and implemented in the classroom.</p>				
	Deliver support to Iwi and Māori Organisations	\$514,715 was spent in Q1 and \$1.8m in Q2, giving a total spend of \$2.4m for the 2021/22 financial year as of 31 December 2021. No new agreements were made during this quarter.	The Ministry continued to work in partnership with iwi and Māori organisations to provide facilitation and brokerage services to achieve successful outcomes for Māori learners through the delivery of a series of funding and outcomes agreements with Pūhoro Charitable Trust Board, Ngā Kura ā Iwi, Te Rūnanga Nui o ngā Kura Kaupapa Māori o Aotearoa, Ngāti Rārua on behalf of Mātauranga Iwi Leaders Group, Tokona Te Raki and Waikato Incorporated Society on behalf of Ngā Iwi.	Maintaining relationships with Iwi and Māori Organisations to provide COVID-19 Recovery and Response support.			\$4.8m	\$2.4m
	Roll out Kura Whānau Reo	We have collaborated with Ministry regional staff to design and develop the criteria for selecting iwi providers of the Kura Whānau Reo trial initiative. This collaboration has involved Strategic Advisors Māori (SAMs) located in Te Tai Raro (North), Te Tai Whenua (Central) and Te Tai Runga (South), who all have existing relationships with iwi in their area.	<p>Kura Whānau Reo seeks to:</p> <ul style="list-style-type: none"> - realise the goal of our education services incorporating Māori language, identity and culture into all practices. - support Māori learners to develop the skills to participate in te ao Māori (and 	Once initiated, the Kura Whānau Reo will enhance and strengthen the Māori language capability of whānau who have ākonga learning te reo Māori as a subject or are learning in and through te reo Māori.			\$4.00	\$0.12

Annex 2: Quarter 2 CRRF Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021











PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

		Engaging iwi as the providers of the Kura Whānau Reo initiative will provide whānau and their ākonga with access to reo, mita, tikanga and mātauranga ā-iwi. This approach supports us to fulfil our responsibility under Te Tiriti o Waitangi to ensure Māori language, culture and identity is reflected in education.	Aotearoa and te ao whānui).	Kura Whānau Reo seeks to use to good advantage the power of whānau to enhance and strengthen the Māori language capability of ākonga, by way of enhancing and strengthening their own.					
11. Targeted Support to ensure Pacific families and learners are equipped to access education during COVID-19 response	CRRF: Deliver the Pacific Education Support Fund and Pacific Education Innovation Fund	<p>As of 20 December 2021, 46 agreements committing \$5,864,414.25 (98%) of the \$5,979,392 appropriated for the Pacific Education Support Fund and \$5,847,204 of the \$6,000,000 appropriated for the Innovation Fund in the 2021/22 FY.</p> <p>The August 2021 COVID-19 Alert Level restrictions resulted in delays in the processing and finalising of Round 2 contracts, and there was a focus on meeting the immediate and urgent needs of Pacific learners and their families.</p> <p>Regions, particularly the Auckland region, have been working with providers and schools to determine the best way to adapt to the changing COVID-19 environment, meaning that some projects have had to move to online delivery, and several school-based projects were delayed and unable to be started before the end of Term 4 2021.</p> <p>The Auckland regional team has undertaken to progress new funding for Pacific providers through the Revised Package of Investments to Re-engage Students in Auckland in November 2021.</p>	<p>An unintended impact of these funds is the increased engagement and relationships with Pacific community organisations and providers. This has extended the reach into those communities and given access to 'real time' insights about the challenges, the barriers and education needs of Pacific learners within their families. These insights were especially useful as the majority of the country came out of Alert Level 4 lockdown, except for Auckland, where 85% of the Pacific learner population resides.</p> <p>The providers were instrumental at identifying those learners that had given up their learning to go and work to support their families financially and had not been contacted or not received resources from their school to support their continued learning online. We were able to identify and raise with some schools the barriers they were creating for their learners by adding 'bond payments' for devices or referring learners who had been out of school for more than 20 days to the Attendance service.</p>	This programme strives to ensure that diverse Pacific learners and families are safe, valued and equipped to achieve their education aspirations.		●	\$13.30	\$7.51	
	CRRF: Evaluation of the Pacific Education Support Fund and the Pacific Education Innovation Fund	Many of the Pacific community providers who are involved in the Funds and who are part of the data collection for the evaluation, are also playing an ongoing and large role in the community response in Auckland. It was therefore decided to delay the bulk of the fieldwork until the situation normalises to some extent and until travel restrictions ease. The evaluation provider has conducted some interviews with providers, and we expect considerable progress in January and February, including interviews with students and whānau. The evaluation provider	An interim outcomes report in April 2022 to inform Tranche 3 of funding is expected.			●	\$0.47	\$0.04	

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021







PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

			submitted an interim process evaluation report in November with lessons for the ongoing delivery of the Funds.						
	CRRF: Provide supports for the Translation and Distribution of Key Education Materials	Invitations to submit information for translation have been sent to 121 Bilingual and/or Immersion Early Learning Centres and Schools. These are being followed up in January 2022 and further invitations sent to Talanoa Ako Partners and Internal Ministry of Education Groups. A total of 33 documents have been approved for translation. 29 documents relate to internal messaging with 7 still in progress. 4 documents are external and still in progress stage. 3 further external documents are in the planning phase.	This initiative provides Pacific learners and their families with access to educational resources and learning supports in their languages. It removes barriers to an equitable education system.				\$1.40	\$0.43	
	CRRF: Tautai o le Moana	Quarter 2 saw the providers established as a Tautai o le Moana Trust. The Tautai o le Moana expansion is on track, capacity to deliver in the South Island has been progressed in preparation for 2022. Recruitment for Cohort 3 was undertaken this quarter.					\$0.65	\$ -	
	CRRF: Support external Professional Learning and Development for Early Learning Centres	This initiative was transferred to the Early Learning Regulations and Planning team in October 2021. The Ministry was unsuccessful in the recruitment process for a Senior Advisor Pacific Services and the position will be readvertised in January 2022. No work has been undertaken since the initiative was transitioned. A meeting to discuss the transition is in the process of being set up.					\$2.00	\$0.38	
	12. COVID-19 Support Scheme for schools Formerly Funding to support schools to manage the immediate costs of COVID-19	Tier 1: Financial support to help schools meet immediate, unforeseen costs of COVID-19 lockdown	Funding provided to schools in Quarter 2 included: connectivity grant, hostel wage subsidy, regional support scheme, ACC funded teacher aides and reimbursement of board employees not covered under the emergency payment scheme. Additionally, \$3.6m of the \$12.7m within this fund was committed as part of the re-engagement of students in Auckland.	This scheme is supporting schools and kura with repetitive relief teaching costs incurred as a result of Alert Levels 3 and 4 restrictions in 2021.	This funding enables schools and kura to continue delivering the curriculum once they reopen for instruction.			\$12.70	\$6.71
Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whānau									
	13. 100% Qualified and Certificated Teachers (ECE)	Provide funding to reinstate a higher funding band for teacher-led, centre-based services	For the November 2021 funding round, 896 (25.9%) of early learning services reported a 100% certificated staff hour count for the June 2021 to September 2021 period. This is an increase of 118 (15%) services since the July 2021 funding round.	As a result of this programme, more early learning services are reporting a 100% Staff Hour Count. This suggests an increase in the number of hours a child has in contact with a certificated teacher.	This funding incentivises early learning services to operate with a higher proportion of qualified and certificated teachers, improving the quality of education delivered.			\$ 65.07	\$7.55
Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives									

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget expenditure as of 31 December 2021











PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	14: The Reform of Vocational Education – Establish Workforce Development Councils (WDCs) and oversee the integration of Te Pūkenga: Establishing Workforce Development Councils to Support COVID-19 Recovery	Establish Workforce Development Councils	The Workforce Development Council (WDC) Establishment Unit closed as planned on 31 October 2021 as all six Workforce Development Councils were established on 4 October 2021. The establishment of WDCs will work to ensure the vocational education system meets industry needs, give stronger voice to Māori businesses and iwi development and will help shape the curriculum for vocational education. All Chief Executives have now been appointed, and recruitment for staff is underway. As the new entities are growing and are fully operating, the Ministry recommends that this approach be closed for Quarter 3 2022.	This programme will ensure learners receive vocational education that is more relevant to work, increase the attractiveness of vocational education, and prioritise traditionally under-served learners and those needing to retrain. Councils will honour te Tiriti o Waitangi and support Māori Crown relationships.	Workforce Development Councils will contribute to improved outcomes for learners, as well as industry, employers, learners and providers.			\$57.00	\$39.83
		Oversee the integration of Te Pūkenga	The first phase of engagement on Te Pūkenga's proposed operating model closed on 8 November 2021. There were more than 3,000 submissions made on the operating model from a wide range of stakeholders including learners, employers, iwi/hapū and Māori disabled groups, etc. Feedback on the high-level operating model is positive with a strong interest in understanding how the operating model will work in practice. Te Pūkenga will now be working through the development of an implementation plan, undertake organisational design and design a regional governance structure that is responsive to regions. This is expected to be completed in May 2022. Te Pūkenga has delayed the submission of its Programme Business Case to allow greater analysis to be undertaken following organisational design and further detail being developed on the operating model. Risk mitigation: There is a risk that there may be a delayed delivery of the programme and have the following mitigations to ensure risk is minimal: <ul style="list-style-type: none">increase in resourcing to deliver its work programmeregular engagement and monitoring from TEC The RoVE Programme Board will provide oversight on progress.	Te Pūkenga released a Te Rito Learner Insights Reports focusing on Pacific and disabled learners and factors that enable their success in vocational learning. Also, Te Pae Tawhiti Network Insights report was released and identified current capability, the strengths and weaknesses of the Te Pūkenga network in giving effect to Te Tiriti o Waitangi, and excellent practice that can be shared across the network to amplify impact for Māori.	Te Pūkenga will provide a unified, sustainable, public network of regionally accessible vocational education.			\$16.00	\$16.00
	15. Transitional Industry Training Organisation (TITO) and Workforce Development Council-Led COVID-19 Response Projects	Fund Transitional Industry Training Organisation and Workforce Development Council-Led COVID-19 Response Projects	Of the 15 funded TITO projects, 9 have concluded as at the end of Quarter 2, delivering a range of benefits to TITO industries in response to COVID-19. All remaining TITO projects are on track to deliver in Quarter 3, or early Quarter 4. Workforce Development Councils (WDCs) were established on 4 October 2021. Following establishment, four projects, which were initiated by the BCITO and Connexis, were successfully transferred over to the Construction and Infrastructure WDC. WDCs have also been invited to submit	This programme supports the creation of a VET system that is responsive to the needs of employers, learners, and communities with a focus on how the vocational education system can respond to recovery from the impacts of COVID-19.	This programme will contribute to improved outcomes for learners, as well as industry, employers, learners and providers.			\$10.80	\$2.46

Annex 2: Quarter 2 CRRF Initiatives Report








Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021







PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

		applications for the remaining COVID-19 project funding. This has included a significant project to develop a Shared Data Platform across all six WDCs, which was approved for funding by the TEC Board at the end of Q2.							
		Based on discussions with the WDCs on project proposals, the majority of project funding is expected to be allocated and paid by the end of Quarter 4.							
16. Careers System Online: Tiro Whetū	Enable TEC to develop a free, consistent, accessible, high-quality tool for learners and workers to use throughout their lifetime to plan and manage their careers	The project has made a shift from exploration and design into a delivery phase. There will be quarterly delivery milestones to deliver an MVP for beta testing in 2022. The first functional delivery will be end of March 2022.	The project enables TEC to meet two of its strategic priorities to deliver skills and equity focused careers and develop responsive skills.	This programme enables more effective career information to be provided to learners, enabling them to make better aligned career, training and employment choices.			\$8.05	\$4.96	
17. Increasing Trades Academy Places and Supporting Secondary Transitions	Increase the volume of Trades Academy places by 1,000 places a year	1,000 additional Trades Academy places fully subscribed for 2021 calendar year. June 1 data indicates that up to 96% of the available funded places were being utilised. A total of 9,978 funded places being used of the available 10,250. Based on this update, approximately 970 of the 1,000 additional places are being used during the July-December period, with some reductions in roll expected during this period due to COVID-19 disruptions.	The initiative is improving ākonga engagement, which is improving NCEA Level 2 achievement rates for participants that exceed national School Leaver Level 2 outcomes. The achievement rates for Māori (79%) and Pacific (83%) Year 12+ ākonga participating in Trades Academies were significantly higher compared to the School Leaver results for Māori (66%) and Pacific (78%) in 2020.	This programme supports ākonga engagement and achievement despite the impacts of COVID-19.			\$8.93	\$3.87	
	Continue funding for the network of Ministry regionally based staff to provide specialist support for schools and tertiary education organisations	All seven specialist appointments were in place by August 2021. All positions have been retained during the second quarter, supporting secondary transitions delivery across the country. The seven staff support the secondary transitions interface in Tai Tokerau, Auckland, Bay of Plenty / Waikato, Hawkes Bay / Tairāwhiti, Taranaki/Whanganui/Manawatū and Canterbury.	Principal Adviser Secondary Transition (PAST) roles provide specialist support through a relationship management approach with education providers, businesses, and community partners. Support ensures the secondary transitions system focuses on ākonga achievement, retention and transition, and supports re-engagement for youth not in education, employment or training (NEETS).				\$1.25	\$0.61	
18. Targeted Training and Apprenticeship Fund (TTAF)	Support learners to upskill during the economic downturn, within the workplace, or at providers	Continued high demand for TTAF. Expenditure will exceed amounts appropriated from CRRF - but will be met from baseline Fees Free Payments funding.	This programme funds additional fees-free provision to learners at a saving to fees over \$200.0 million over 2021/22.	This programme supports learners to undertake vocational education and training without fees, removing barriers to education.			\$160.00	\$144.00	
19. Meeting Increased Learner Need for	Manage the cost of funding additional tertiary education enrolments from 1	TEC expect the full amount of funding to be utilised in the 2021/22 financial year. High demand in 2021 academic year and high forecasts for 2022 demand will result in spend higher than baseline. Current	This programme has supported funding the additional enrolments to enable more learners to access tertiary education.	This programme supports learners to undertake tertiary education.			\$140.50	\$140.50	

Annex 2: Quarter 2 CRRF Initiatives Report




Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021





PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

	Tertiary Education	January 2021 to 31 December 2023 resulting from the impact of COVID-19	spend against the additional funding is zero, as TEC regard this new funding as the last amounts to be spent (once the existing \$2b is spent).						
	20. Adult and Community Education (ACE)	Build the capability of providers and expanding the range of Government-funded Adult and Community Education	TEC expects the full amount of funding to be utilised in the 2021/22 financial year towards ACE provision.	<p>This funding has been allocated to the sector and has allowed for an expansion of government funded ACE. This expansion will enable more individuals to re-engage in education at minimal cost and at a time and context relevant to them. As a result, they will gain employability skills and some could opt into further education and training opportunities.</p> <p>It will also help address issues such as social isolation, which have increased as a result of COVID-19 restrictions, especially for older New Zealanders and those living in one-person households.</p>	The ACE sector will be better placed to respond to the needs of learners and help them into further education and training or the labour market.			\$4.56	\$0.50
	21. International Education Strategic Recovery: Communications, marketing and brand awareness	Ensure that NZ's education brand and reputation are maintained during COVID-19	Immediate investment into conversion opportunities occurred in Quarter 2, focusing primarily on online study options available now. The "Take a New Look" campaign ran from November to December 2021, currently weighing options of continuing in some markets. Progressing forward, this activity will continue to grow and shift into long-term strategic brand maintenance and development of brand / marketing for new products (i.e. NZ Learning Centres).	This programme is early in its implementation; therefore, there is no data to indicate impact of this initiative on the education system.	Immediate conversion marketing bolsters products and services that industry have available to offer now. Long-term brand maintenance is critical for when borders re-open and mobility is available in some form, as well as continuing to support diversified offerings.			\$3.00	\$0.69
	22. International Education Strategic Recovery: Diversification of International Education Products and Services	Enable the diversification of international education products and services	<p>Accelerating New Products & Services</p> <ul style="list-style-type: none"> Tested strategic framing and proposal submission and assessment process Nine proposals were received and assessed, including one Te Tiriti Article 2 pilot (NB: this process was delayed due to changes in timing of drawdown being approved). <p>Digital Delivery</p> <ul style="list-style-type: none"> Rented Online Learning Platform Pilot (FutureLearn) Phase 1 is complete, and report has been published, presented and distributed with positive feedback from participants. Phase 2 is being continued and incorporates lessons from Phase 1. <p>Offshore Delivery</p> <ul style="list-style-type: none"> ENZ has confirmed the NZ lead universities for its first offshore Education Centres, set to open in September 2022 (NB: delayed from July 2022 due to unforeseen complexity in provider negotiations). Due 	<p>Accelerating New Products & Services</p> <p>This is the evolution and testing of a process to support the acceleration of new education products and services, supporting sector to diversify offerings for new audiences and ways of engaging with learners.</p> <p>Digital Delivery</p> <p>Enabled 11 NZ providers to test and learn in a low-cost, low-risk online education environment, leverage a third-party platform and existing audience of 17 million global learners. Gathered data to inform further exploration and to share learnings with broader sector.</p> <p>Offshore Delivery</p>	<p>Accelerating New Products & Services</p> <p>This work will inform a set of recommendations on how best to support the sector to diversify education products and services for greater resilience over the longer term.</p> <p>Digital Delivery</p> <p>Testing online delivery with a rented platform will inform the potential exploration of a NZ-branded platform to enable longer term development and promotion of online and hybrid education offerings.</p> <p>Offshore Delivery</p> <p>Establishing a track record of</p>			\$4.15	\$0.13

Annex 2: Quarter 2 CRRF Initiatives Report

Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021








PHASE	DEFINITION	STATUS	DEFINITION
	Policy	● RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	● AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	● GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		● CLOSED	Initiatives that have closed over the past quarter.

			diligence processes continue.	Progressing the operational plan for the roll out of offshore NZ Education centres to enable diversification of recruitment and delivery channels for greater resilience.	success and a model for collaboration offshore for the potential benefit of the broader sector.				
	23. Maintaining Support for International Education (Export Education Levy funded activities)	Partially offset the shortfall in revenue for the Export Education Levy	There were no costs incurred for student compensation and student hardship. Supported consultation and Cabinet decision-making on suspending the EEL for 2022.	This initiative is sending a signal to the sector that Government is prepared to support providers to: Rebuild (in line with the aims of the Recovery Plan), by enabling them to redirect these funds to best support their business. Providing support in this way targets providers that are currently operating, are continuing to provide education services to international, and in many cases domestic students. It is providing time to review the EEL to test if it is fit for purpose. A reduction in the levy administration burden for providers in 2022 and the Ministry of Education, given expected low revenue.	This supports the sector by removing this cost during a financially difficult period.		●	\$6.61	\$1.09
	24. Enable providers to deliver education offshore and develop quality assurance	Enable providers to deliver education offshore and develop quality assurance	Update unavailable this quarter.	This initiative is continuing to enable the sector to deliver tertiary education offshore. Quality assurance activities are ensuring that there is effective monitoring of the quality of delivery.	Effective quality assurance of New Zealand education provided online, offshore is supporting the viability and sustainability of the international education sector.		-	\$ -	\$ -
World Class inclusive public education <i>New Zealand education is trusted and sustainable</i>									
	25. Te Mana Tuhono (Network-as-a-Service and Cybersecurity for Schools)	Strengthen the resilience of delivering online learning systems	There is an evolving supply chain risk, with global chip shortages causing a knock-on effect to supply of essential network equipment. This has been escalated to the vendor management team and discussions are underway at the Senior Vice President level in the US. Risk mitigation: Network upgrades have resumed and a recovery plan is underway to recoup some of the lost time. This includes Saturday working and contingent on resolution of the supply chain issues, current estimates are the end of year position will be at the lower end of the target range.	Student and teachers have access to safer online learning facilities.	This programme will have positive impacts on student engagement.		●	\$12.64	\$4.86
	26. Critical Funding to Address Supplier Obligations Arising from The	Reimburse school property contractors who have incurred additional unavoidable costs	The Ministry has approved almost \$7.0 million in claims as at the end of December 2021. The number and value of claims has increased since construction was able to re-start after the national COVID-19 lockdown.	Supporting school property contractors during these uncertain times will help to ensure contractors are able to continue to support our schools build programme.	This programme ensures the long-term success of the education system.		●	\$51.00 Contingency \$6.00 Drawdown	\$0.99

Annex 2:
Quarter 2 CRRF Initiatives Report

Funding Allocated from Budget 2021 for expenditures between 2020/21 and 2024/25, including outyears, baseline funding and previous budget
Expenditure as of 31 December 2021

	Impact of COVID-19	as a result of COVID-19								
--	--------------------	-------------------------	--	--	--	--	--	--	--	--

PHASE	DEFINITION	STATUS	DEFINITION
	Policy	 RED	Initiatives that are off track against 2021/22 delivery plans and risk to delivery by the time the programme concludes.
	Design	 AMBER	Initiatives that have delayed programme delivery for 2021/22 that may be mitigated by the time the programme concludes.
	Implementation	 GREEN	Initiatives that are on track to deliver the intended programme impacts as expected against plans for 2021/22.
		 CLOSED	Initiatives that have closed over the past quarter.

Annex 1:

Full description of initiatives

1. Increasing Wellbeing and Mental Health Support to Learners and Education Workforce

This initiative will provide funding to increase the provision of wellbeing and mental health support to learners and the education workforce in response to COVID-19. Led by the Minister of Education.

2. Targeted Support for At Risk Ākonga (operating contingency)

This contingency provides targeted support for at-risk ākonga.

3. NCEA Online: Transforming Assessment for Learners

This initiative will provide funding to continue to implement digital National Certificate of Education Achievement (NCEA) examinations. Access to digital external examinations is a critical component of the response to COVID-19 and reflects today's expectations for digitally supported teaching and learning. Building on significant investments already made and progress so far, a flexible sector technology asset will enable digital assessment across all appropriate NCEA subjects and levels. It will support the further development of resilient operating models for assessment undertaken by the New Zealand Qualifications Authority, including supporting the implementation of the proposed NCEA changes. Led by the Minister of Education.

4. Providing Digital Identity Required for Online Assessment and Learning

This initiative provides funding to add functionality and identity records to the Education Sector Logon system for secondary schools students so that they can sit NCEA online securely. This logon system could be rolled out across the remaining student cohorts in the school sector in the future at marginal cost to support online enrolment and learning.

5. Expanding the Creatives in Schools programme

The Creatives in Schools programme provides the opportunity for schools and kura to partner with a professional artist or creative practitioner to deliver a creative project. The creative learning experience enhances students' wellbeing, improves their core competencies in communication, collaboration and creative thinking, and inspires their awareness of careers in the arts and creative sectors. For participating creatives, the programme provides a significant source of supplementary income to help build a more sustainable portfolio career that rewards their specialist creative expertise.

6. Initiatives to tackle barriers to education success:

a. Improve digital access to help address the digital divide in schools and kura (Equitable Digital Access)

This initiative provides a cross-government approach to improving digital access for children and young people to reduce the digital divide in schools.

b. Expand Ka Ora Ka Ako Free and healthy school lunches (Mitigating Impacts of Socioeconomic Disadvantage: School Lunches)

Ka Ora, Ka Ako | Healthy School Lunches is targeted to the 25 percent of students in schools and kura in communities with greater socio-economic disadvantage. Delivery targets schools with the highest disadvantage using the Equity Index. This initiative will help cushion the blow of COVID-19 impacts on students in already socio-economically disadvantaged households who will now be experiencing heightened financial stress, job and income losses.

7. Increasing Ongoing Resourcing Scheme Teacher Aide Hours

This initiative delivers an increase in teacher aide hours for over 10,000 students in the Ongoing Resourcing Scheme (ORS). This initiative means schools with ORS students will receive increased funding to employ teacher aides for more hours to help with the transition back to school. Initially this will support high and very high needs students with physical distancing and hygiene practices, however it will also allow schools to respond to the individual needs of the student upon their return to school. Parents will experience greater wellbeing as a result of their children receiving the support they need to return to school safely. Led by the Minister of Education.

8. Early Intervention: Te Kōhanga Reo – Learning Support Initiative and Targeted COVID-19 Response

The Ministry of Education (the Ministry) will partner with Te Kōhanga Reo National Trust (the Trust) to co-design and co-deliver targeted strategies and support for the kōhanga whānau (kaiako, parents, whānau) to support tamariki with learning support needs to recover from COVID-19 and reduce the gap in access to learning support. With an emphasis on keeping Kōhanga whānau connected during alert levels enabling a safe return of all tamariki and whānau to Kōhanga.

9. Maintaining Kōhanga Reo Viability during the Post COVID-19 Rebuilding Phase

The initiative provides funding to improve the sustainability, capacity and capability of Kōhanga Reo. This will assist the Crown to revitalise te reo Māori and help integrate it into the learning of children by 2025.

The initiative will increase the funding rates for each Kōhanga reo and the annual funding the Ministry provides the Kōhanga reo National Trust (the Trust) to support the Kōhanga reo network. The support for the Trust includes funding to assist with assessment of, and associated remedial and rehabilitation work on, Kōhanga reo properties. Led by the Minister of Education and the Associate Minister of Education, Hon Kelvin Davis.

10. Supporting Māori Learners and Te Reo Māori Post COVID-19

This initiative will: Support Māori learners and whānau to reconnect with education services following COVID-19 to ensure they access the full range of education and wellbeing services and achieve successful outcomes by engaging Iwi and Māori organisations to provide facilitation and brokerage services; It will also strengthen the delivery of Māori Language in Education through enhanced distance- and place-based blended approaches, including targeted support for the education workforce, resource development and information to learners and whānau. Led by Associate Minister of Education, Hon Kelvin Davis.

11. Targeted Support for Pacific Learners and Families

This initiative outlines targeted interventions to improve outcomes for Pacific learners and their families, including:

- Further work on the potential to grow Pacific medium pathways as part of the Tomorrow's Schools reforms;
- Growing the cultural competency of teachers through embedding Tapasā;
- Supporting meaningful pathways for Pacific learners across the education system, including strengthening Pacific early learning provision;
- Growing a competent Pacific workforce;
- Supporting anti-racism and discrimination focussed activities; and
- Ensuring the Ministry of Education's COVID-19 response works for Pacific learners and families.

Annex 1:

Full description of initiatives

This initiative supports Pacific Bilingual and Immersion Education in schooling. The initiatives that fall under the Action Plan are led by Hon Aupito William Sio, Associate Minister for Education.

12. COVID-19 Support Scheme for schools

Funding to support schools to manage the immediate costs of COVID-19

13. 100% Qualified and Certificated Teachers (ECE)

This initiative provides funding to reinstate a higher funding band for teacher-led, centre-based services (i.e. kindergartens and education and care centres) that employ a 100% qualified and certificated teaching workforce. This is expected to improve the quality and frequency of teacher-child interactions, and lead to better learning and developmental outcomes for children in services employing a 100% certificated workforce. COVID-19 is likely to lower demand for early learning services. This initiative maintains employment opportunities for qualified ECE teachers in an environment when fewer services are likely to be operating.

14. The Reform of Vocational Education: Establish Workforce Development Councils (WDCs) and oversee the integration of Te Pūkenga: Establishing Workforce Development Councils to Support COVID-19 Recovery

This initiative includes the establishment of six industry-governed workforce development councils (WDCs) which will have oversight of all vocational education, and a single institute of skills and technology (Te Pūkenga) that will be primarily responsible for delivering and supporting vocational education and training. Te Pūkenga brings together the existing 16 Institutes of Technology and Polytechnics (ITPs) into one organisation, and over time, will develop the capability to support work-based, campus-based and online learning as a unified system.

This initiative also provides funding to accelerate the establishment of Workforce Development Councils (WDCs) to give industry greater leadership across the vocational education and training system and help ensure the delivery of the skills industries need to recover from the impact of COVID-19. WDCs are a foundational component of the Government's Reform of Vocational Education. Led by the Minister of Education.

15. Transitional Industry Training Organisation and Workforce Development Council-Led COVID-19 Response Projects

This Enabling the System to Respond initiative provides funding for projects led by Transitional Industry Training Organisations (TITOs) and Workforce Development Councils (WDCs), involving industries, industry groups and training providers, to:

- develop local and industry training responses to COVID-19,
- design alternative arrangements for apprentices who have lost jobs,
- design with providers learning pathways that work for industries, and
- review existing training standards and programme components so they are fit for purpose as short packages of learning or as part of changed pathway designs. Led by the Minister of Education.

16. Careers System Online: Tiro Whetū

This initiative enables TEC to develop a free, consistent, accessible, high-quality tool for learners and workers to use throughout their lifetime to plan and manage their careers. It will help New Zealanders to understand their transferrable skills and develop a personalised career plan targeting the vulnerable and supporting key government agencies. The tool will help New Zealanders understand the skills they have and their transferability to other jobs; it clarifies job-to-job flows and raises confidence that their experience has given them skills relevant to jobs in demand. It will help secondary school students to gain line of sight to career opportunities and learning pathways needed, broadening their options to enable good decision-making. Led by the Minister of Education.

17. Increasing Trades Academy Places and Supporting Secondary Transitions

This initiative provides funding for two components:

- 1) Increase in the volume of Trades Academy places by 1,000 places a year from 2021 ongoing. This is intended to give schools more options to meet the needs of their students during the expected economic downturn and it will ultimately help with our recovery by building up our skilled workforce.
- 2) Continue funding for the network of Ministry regionally based staff to provide specialist support for schools and tertiary education organisations, focusing on learner achievement, retention and transition, and those not in education, employment or training.

18. Targeted Training and Apprenticeship Fund

Funding vocational learning options fees-free over the immediate period of the economic recession, 2020-2022, to support people to upskill during the economic downturn, within the workplace, or at providers. It would support education and training towards qualifications to meet industry skill needs, and vocational learning for roles that support community wellbeing. It would also include training in smaller learning blocks, which support more flexibility around delivery during the pandemic alert levels and gaps in learners' employment. Led by the Minister of Education.

19. Meeting Increased Learner Need for Tertiary Education

This initiative provides funding to manage the cost of funding additional tertiary education enrolments from 1 January 2021 to 31 December 2023 resulting from the impact of COVID-19. Led by the Minister of Education.

20. Adult and Community Education (ACE)

This initiative provides funding for building the capability of providers and expanding the range of Government-funded Adult and Community Education (ACE) to better meet the learning needs of New Zealanders in the post COVID-19 21st century. Led by the Minister of Education.

21. International Education Strategic Recovery: Communications, marketing and brand awareness

This initiative provides funding to support international education communications, marketing and brand awareness so that we can drive and convert demand when circumstances allow and ensure that NZ's education brand and reputation do not diminish while borders are closed.

22. International Education Strategic Recovery: Diversification of International Education Products and Services

This initiative enables the diversification of international education products and services.

23. Maintaining Support for International Education (Export Education Levy funded activities)

This initiative provides funding to partially offset the shortfall in revenue for the Export Education Levy (EEL). The EEL is paid by providers with international students, and fund key international education pastoral care and promotion services. To support providers, planned

Annex 1:
Full description of initiatives


























legislative changes propose suspending collecting the EEL for 2021 (in addition to 2020, covered by Budget 2020). COVID-19 has seen a significant drop in international student numbers.
Led by the Minister of Education.

24. Enable providers to deliver education offshore and develop quality assurance
Enable providers to deliver education offshore and develop quality assurance.

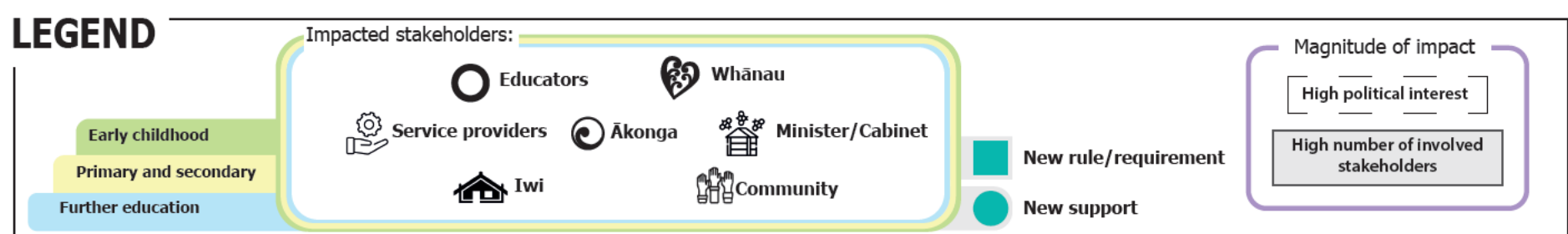
25. Te Mana Tuhono (Network-as-a-Service and Cybersecurity for Schools)
This initiative provides essential funding to strengthen the resilience of delivering online learning systems, including NCEA Online. It ensures that schools’ aging network hardware is upgraded and cybersecurity protection is installed to tackle the increasing risk of phishing scams, data leaks, and exposure to harmful websites.

26. Critical Funding to Address Supplier Obligations Arising from The Impact of COVID-19
This contingency provides funding to reimburse school property contractors who have incurred additional unavoidable costs as a result of COVID-19.

Annex 2: EWP Forward View - Quarter 4

Indicative timeline		April (Term 1 + holidays)		May (Term 2)		June (Term 2)	
Impacted stakeholders		Expected activities and deliverables		Impacted stakeholders		Expected activities and deliverables	
Learner at the Centre			 ELAP: Public consultation on the gazetting of the goals and learning outcomes of Te Whāriki completes		ELAP: PLD supported trial and evaluation of the social and emotional learning practice and progress tool finishes		
				 	Current EAP counseling contract, previously extended in response to resurgence concludes		
					Engagement on effective use of new Relationships and sexuality and education resources takes place		
				 	Aotearoa New Zealand's Histories: Cabinet approves curriculum content Resourcers released to build public awareness and to support implementation of curriculum content into teaching and learning programmes		
					Creatives in Schools Round 4 application opens		
					DI4OL Proof of Concept and pilots start		
Barrier Free Access		Supporting Māori Learners: Test Te Pae Ākonga resources with participating kura		Outcome of MoE, DIA, and MSD Digital Inclusion budget bids is known with an opportunity to leverage MoEs Equity Digital Operations Service (EDOS) to support the overlapping target families		 	Supporting Māori Learners: Te Reo Hangarau Papakupu finalised
			 	[Budget dependent] Notify households of transition or termination of digital access service post 30 June		 	[Budget dependent] Announce changes or the end of the digital access programme
			 	Supporting Māori Learners: Refreshed Ki te Ao Mārama website relaunched		 	Supporting Māori Learners: 30 new Ngā Kete Kōrero titles are ready for online publication to Kauwhata Reo
						Physical Restraint Rules and Guidelines: Finalised and ready for Gazetting Stakeholder engagement on end-to-end reporting mechanisms completes Incident reporting mechanisms is automated and in pilot Work begins alongside schools boards and managers in preparation for socialising change, and for their staff to undertake mandatory training	
Quality teaching & leadership						Supporting Māori Learners: Shared planning with iwi organisations to meet shared aspirations for Kura Whānau Reo finalised	
						Reference group is set up to prepare draft version of the Principals' Eligibility Criteria , aligning with a broader strategy of encouraging effective principal career pathways	
						Report back to Minister Davis on planning for legislation development and Māori/Iwi-led engagement to Strengthen the Māori medium and kaupapa Māori education pathway	
Future of learning and work							
World class inclusive public education							

Draft as of 18.02.22



Vote Education Non-Financial Performance

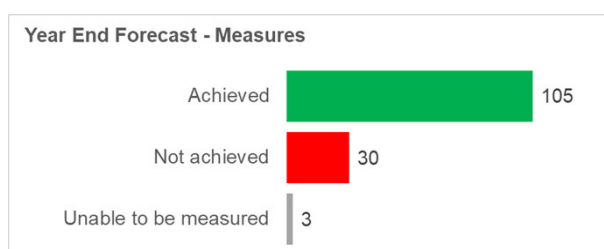
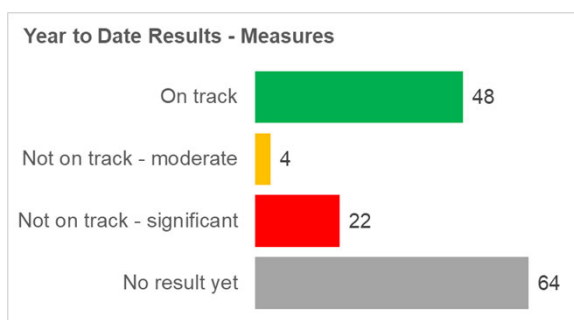
Quarter 2 2021/22

Vote Education Summary

As of 31 December 2021, 105 performance measures were forecast to be achieved at year-end.

Non-financial performance reporting below is on an exceptions basis only. Rows of non-departmental measures are shaded grey.

Four output indicators (on pages 9 – 10) show a variation from forecast numbers. They are reported for context only, not as performance measures.



Key

Non-Departmental

YTD actual	YE forecast
● On track	● Achieved
● Not on track – moderate	● Not achieved
● Not on track – significant	● Unable to be measured
● No result yet	

Vote Education – Variance Explanations

Measures that are not achieved or off-track and at risk

Appropriation: Outcomes for Target Student Groups

ED-M02-1: Participation in primary and secondary education: The percentage of students attending school regularly.

Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Overall	70%	● 59.7%	● Not achieved	<p>COVID-19 has impacted student ākonga re-engagement in school and participation during 2021. This has affected attendance rates, particularly for students ākonga in Auckland and those in more disadvantaged circumstances.</p> <p>An attendance strategy has been developed with the Directors of Education to improve attendance and engagement.</p> <p>In Quarter 2, three internal workshops were held with national and regional office staff to discuss:</p> <ul style="list-style-type: none"> the attendance data available to regional offices how this data can inform each regional Action Plan on Attendance to identify and confirm elements that need to be captured in each action plan. <p>All regions completed their first drafts of their action plan, and these were received in National Office at the end of November.</p> <p>The strategy will be reported to Cabinet after taking account of recommendations from the Select Committee inquiry, expected at the end of this year.</p>

Appropriation: Primary and Secondary Education

ED-M04-1: Participation in primary and secondary education: the percentage of students attending school regularly.

Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Term 1	70%	● 68.5%	● Not achieved	<p>The Budget Standard measure was not achieved for Terms 1 and 2 of 2021.</p> <p>Reporting for school Term 3 and Term 4 2021 is not yet published. The Ministry anticipates not achieving the Budget Standard for school Term 3 and Term 4 2021.</p> <p>See commentary for ED-M02-1.</p>
Term 2	70%	● 59.7%	● Not achieved	
Term 3	70%	●	● Not achieved	
Term 4	70%	●	● Not achieved	

Appropriation: Primary and Secondary Education <i>Primary Education</i>				
ED-M04-8: Participation in primary education – the percentage of students attending school regularly.				
Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Term 1	70%	● 72.8%	● Achieved	In Term 2 2021 it was anticipated that primary education attendance was on track to meet the Budget Standard for the 2021-22 financial year; however, the COVID-19 lockdowns and Alert Level restrictions of 2021 impacted all student attendance across primary education, particularly in the Auckland region. Resurgence funding has been made available to support reengagement. See commentary for ED-M02-1.
Term 2: All students	70%	● 63.6%	● Not achieved	
Māori students:	70%	● 48.9%	● Not achieved	
● English medium	70%	● 50.5%	● Not achieved	
● Māori medium	70%	● 44.1%	● Not achieved	
● Mixed medium	70%	● 43.4%	● Not achieved	
Pacific students	70%	● 48.4%	● Not achieved	
Term 3	70%	●	● Not achieved	
Term 4	70%	●	● Not achieved	

Appropriation: Primary and Secondary Education <i>Secondary Education</i>				
ED-M04-13: Participation in secondary education: the percentage of students attending school regularly.				
Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Term 1	70%	● 60.7%	● Not achieved	COVID-19 Alert Level restrictions and lockdowns of 2021 impacted attendance across all secondary education students, particularly in the Auckland region which remained in lockdown from 17 August to 3 December 2021. The Budget Standard is not anticipated to be met in Term 3 and Term 4 of 2021. See commentary for ED-M02-1.
Term 2: All students	70%	● 52.5%	● Not achieved	
Māori students:	70%	● 35.4%	● Not achieved	
● English medium	70%	● 36.0%	● Not achieved	
● Māori medium	70%	● 34.5%	● Not achieved	
● Mixed medium	70%	● 30.6%	● Not achieved	
Pacific students	70%	● 38.2%	● Not achieved	
Term 3	70%	●	● Not achieved	
Term 4	70%	●	● Not achieved	

Appropriation: Primary and Secondary Education Support and Resources for Education Providers				
ED-M04.4: All resourcing payments will be accurate and timely in respect of payment amounts, payment to the correct providers, schedules advised to public education service providers or agreements with those providers, timeframes notified to payees, and fulfilling statutory requirements:				
Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
- accurate:	100%	●	● Not achieved	<p>The July 2021 quarterly operations grant instalment was paid on the appropriate instalment date.</p> <p>The Collective Agreement one-off funding payment for 72 schools was missed. The value of the payment was \$463,221.00 (GST incl). This was corrected and paid on 6 July 2021.</p> <p>The Confirmed Property Maintenance Grant was loaded into Grants after the 1 July payment round, resulting in 231 Schools being underpaid by \$712,831.00 (GST incl). This was corrected and paid on 23 July 2021.</p> <p>The October 2021 Quarter 3 operational funding instalment was paid to all schools on the appropriate instalment date. There were no known issues.</p>
- on time:	100%	●	● Not achieved	

Appropriation: Outcomes for Target Student Groups Interventions for Target Student Groups				
ED-M02-2.1: Average number of days eligible children and young people wait to receive support after the request for support.				
Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Behaviour Service:	50 calendar days	● 53.5 calendar days	● Achieved	<p>Quarter 2 data indicates an increase in days from Quarter 1 (49.19 calendar days). Service starts for school-based services are more likely to have been impacted by students learning off-site and the term break in December.</p> <p>The implementation of the COVID-19 Protection Framework and the drive towards all learners returning to on-site learning will likely see the return to performance below the 50 days standard.</p> <p>This will continue to be monitored; particularly post-Christmas as January typically results in less service starts.</p> <p><i>Note demand for service is increasing and this may impact the end of year position.</i></p>

ED-M02-3.1: Number of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support:				
Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Average number of days	90 calendar days	● 96.07 calendar days	● Not achieved	<p>Quarter 2 data indicates a stabilising of an upward trend observed in Quarter 1. The focus for some regions has continued to be supporting students return from lockdown.</p> <p>Detailed projections and proposed actions regarding reducing wait times to closer to 90 days will be developed in Quarter 3.</p>

ED-M02-3.2 and 3.3: Percentage of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support:				
Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Percentage within 45 calendar days:	25%	● 25.47%	● Not achieved	<p>Quarter 2 performance indicates a return to meeting the Budget Standard. Slightly more children are being seen within 45 days of a request.</p> <p>This measure will be monitored with the return to onsite learning and increasing demand for support.</p>
Percentage within 60 calendar days:	40%	● 32.11%	● Not achieved	<p>More children are waiting longer for service to start, which is impacting on the average wait time calculation.</p> <p>As regions return for the 2022 year and return to more typical patterns of service post-lockdown we will monitor and provide updated projections and suggested actions for regions to reduce the number of children waiting more than 60 days for service to start.</p>

Appropriation: Outcomes for Target Student Groups				
Student Attendance and Engagement				
ED-M02-11.1: Percentage of students who have been returned to schooling following an exclusion.				
Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Percentage within 40 days following an exclusion:	55%	● 54.57%	● Achieved	<p>Quarter 2 figures have shown an increase in the number of students returned within 40 school days (57.56% in Quarter 1).</p> <p>Regional data has been requested to discuss with regions the impacts</p>

				on their ability to meet the target.
--	--	--	--	--------------------------------------

Appropriation: Oversight of the Education System Monitoring the Education System			
ED-M03-7: 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.			
Budget standard	YTD Actual	Year-end Forecast	Commentary
100%	● 97%	● Not achieved	As the target is a 100% measure and this was missed in Quarter 1, the Ministry will continue to move towards an end of year result of 100%; however, achievement of the 100% is not going to be possible for year end.

ED-M03-8: Forecasts of enrolment numbers, and expenditure for early learning and primary and secondary schooling, are accurate.				
	Budget standard	YTD Actual	Year-end Forecast	Commentary
	Accurate within + 3% of actual values	● No result yet <i>This is an annual measure that will not be updated until year end.</i>	● Not achieved	Though ECE expenditure and Teacher Salaries expenditure were within +1% variance, Operational Funding forecast had a +4% variance from actuals. After investigation, there is confidence that the higher variance within the Operational Funding expenditure forecast results from underspends in COVID-19 related funding items. If the component forecasts were not examined independently, total variance would be within ± 3%.

Appropriation: Oversight of the Education System Research and Analysis				
ED-M03-12.2: For newly released research and/or evaluation reports on the Education Counts website, the minimum number of:				
Measure	Budget standard	YTD Actual	Year-end Forecast	Commentary
Downloads per annum	4,000	● 1,005	● Not achieved	The impact of COVID-19 has affected the production of international and national research reports such as, PISA and NMSSA. The deferral of these very popular reports means a delay in reaching this target; however, page visit and download measures are expected to increase as the year progresses and more publications are released. There were 208 unique downloads for December.

Appropriation: Contributions to Other Education-related Organisations			
ED-N01-2: The percentage of users who find using Hapori Matatū “very easy” or “easy” to use.			
<i>Teaching Council</i>			
Budget standard	YTD Actual	Year-end Forecast	Commentary
65%	● 61%	● Achieved	This was a new measure added in 2021/22. The target was set at 65%, which was slightly above where survey results were tracking. At this stage, the Teaching Council are consistently achieving the low 60 percent level. The Council are considering how the system can be made better so that more teachers will find it easy or very easy to use.

Appropriation: Schools Furniture and Equipment			
ED-N09-2: The percentage of schools which have received network hardware replacement through the Te Mana Tūhono programme.			
Budget standard	YTD Actual	Year-end Forecast	Commentary
Increasing percentage	● 22.5%	● Achieved	COVID-19 lockdowns have prevented access to schools to perform network upgrades. A recovery plan has been developed and the end of year position is expected to be at the lower end of the target.

Measures that are unable to be measured

Appropriation: Curriculum Support			
ED-M01-6: Percentage of schools and kura engaged in curriculum supports for Hangarau Matihiko curriculum content.			
Budget standard	Previous Result	Year-end Forecast	Commentary
Maintain or improve	2020/21 not available	● Unable to be measured	These measures were retained for 2021/22 but the work finished last year, and these are no longer measures they report on. Replacement measures are proposed for inclusion through the Supplementary Estimates (METIS 1282826 refers).
ED-M01-7: Number of teachers accessing the Digital Technology and Hangarau Matihiko Readiness Programme.			
Maintain or improve	2020/21 not available	● Unable to be measured	These measures were retained for 2021/22 but the work finished last year, and these are no longer measures they report on.

			Replacement measures are proposed for inclusion through the Supplementary Estimates (METIS 1282826 refers).
--	--	--	---

Appropriation: Primary and Secondary Education			
ED-M04-3: Satisfaction of parents with state or state integrated (public) primary and secondary schools they have used or contacted, that a child in their care attends or may attend in the future			
Budget standard	YTD Actual	Year-end	Commentary
Maintain or improve	● Unable to be measured	● Unable to be measured	The Public Service Commission survey methodology changed so this information is no longer available. You approved deleting the measure with the September Quarterly Report (METIS 1276509) and this will be actioned through the Supplementary Estimates.

Output indicators – variances from year end forecast

Appropriation: Schools Furniture and Equipment			
ED-N09-5: Number of 'opt in' State and State-integrated schools that have received network hardware replacement during the year.			
Expected levels	YTD Actual	Year-end Forecast	Commentary
450 - 650	● 1,005	● Achieved	COVID-19 lockdowns have prevented access to schools to perform network upgrades. A recovery plan has been developed and the end of year position is expected to be at the lower end of the target range.

Appropriation: Outcomes for Target Student Groups <i>Learning Support</i>			
ED-M02-14: Number of young people enrolled in the Alternative Education (AE) programme.			
Expected levels	YTD Actual	Year-end Forecast	Commentary
2,500	● 1,703	● At Variance	It is unlikely that the service target of 2,500 will be met by the end of the year. The lower number in AE may be due to COVID-19. Schools have been closed over lockdown, and we

			know anecdotally that students have disengaged from schools, especially in Auckland.
--	--	--	--

Appropriation: Early Learning				
ED-N02-3: Subsidised hours provided by licensed and certified early learning services:				
	Expected levels	YTD Forecast	Year-end Forecast	Commentary
ED-N02-3.4: Home-based educators	24 - 25 million hours	● 4,334,677*	● At Variance	Declining home-based hours has been evident for the past couple of years. As this is a demand driven indicator driven by parental choice, the Ministry has minimal influence over the result.
ED-N02-3.6: Certified playgroups	1.5 - 2 million hours	● 414,000	● At Variance	There are no additional Playgroup hours currently being processed, but this is likely due to the rollover of the Playgroup Funding period on 1 January 2022. The Ministry has not achieved 1.5m hours since 2016/17.

**This output indicator is reported on tri-annually (November, March, July). The Quarter 2 result is based on what was reported in November 2021.*

Vote Tertiary Education Non-Financial performance

Vote Tertiary Education Summary

As of 31 December 2021, 13 performance measures were on track.

Year End Forecast

Achieved  13

Not Achieved 0

Vote Tertiary Education – Variance Explanations

N/A

Vote Education Expenditure against Appropriations

Quarter 2 2021/22

	Year to Date				Full Year			
	Actual	Budget OBU	Variance		Forecast	Budget OBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Departmental Output Expenses								
School Property Portfolio Management	1,131.9	1,140.9	9.0	0.8%	2,291.0	2,307.0	16.0	0.7%
Services to Other Agencies	2.7	2.1	(0.6)	(28.6%)	4.7	4.7	-	-
Support and Resources for Parents and the Community	5.8	6.4	0.6	9.4%	12.6	14.0	1.4	10.0%
Total Departmental Output Expenses	1,140.4	1,149.4	9.0	0.8%	2,308.3	2,325.7	17.4	0.7%
Departmental Capital Expenditure	817.0	839.3	22.3	2.7%	1,706.0	1,756.2	50.2	2.9%
Non-Departmental Output Expenses								
Contributions to Other Education-related Organisations	8.7	2.9	(5.8)	(200.0%)	11.7	11.7	-	-
Early Learning	1,121.4	1,129.8	8.4	0.7%	2,260.9	2,267.6	6.7	0.3%
School Managed Network Funding	14.4	14.4	-	-	30.8	30.8	-	-
School Transport	107.9	113.5	5.6	4.9%	219.4	224.2	4.8	2.1%
Schooling Improvement	7.6	11.0	3.4	30.9%	24.6	25.7	1.1	4.3%
Support for Early Learning Providers	0.7	3.5	2.8	80.6%	11.7	20.6	8.9	43.2%
Supporting Parenting	6.2	6.7	0.5	7.5%	8.5	9.1	0.6	6.6%
Total Non-Departmental Output Expenses	1,266.9	1,281.8	14.9	1.2%	2,567.6	2,589.7	22.1	0.9%
Benefits or Related Expenses								
Home Schooling Allowances	2.9	3.5	0.6	17.1%	7.6	7.6	-	-
Scholarships and Awards for Students	6.4	7.8	1.4	17.9%	13.2	14.8	1.6	10.8%
Scholarships and Awards for Teachers and Trainees	8.6	14.6	6.0	41.1%	27.5	31.5	4.0	12.7%
Total Benefits or Related Expenses	17.9	25.9	8.0	30.9%	48.3	53.9	5.6	10.4%
Non-Departmental Other Expenses								
Education Providers with COVID-19-Related Losses of Income	-	-	-	-	10.0	13.5	3.5	25.9%
Integrated Schools Property	44.2	45.1	0.9	2.0%	112.5	113.4	0.9	0.8%
Impairment of Debts and Assets and Debt Write-Offs	0.8	-	(0.8)	-	16.9	3.3	(13.6)	(412.1%)
Total Non-Departmental Other Expenses	45.0	45.1	0.1	0.2%	139.4	130.2	(9.2)	(7.1%)
Non-Departmental Capital Expenditure								
School Support Project	1.0	0.9	(0.1)	(11.1%)	1.6	1.6	-	-
Schools Furniture & Equipment	29.5	31.8	2.3	7.2%	46.2	59.4	13.2	22.2%
Total Non-Departmental Capital Expenditure	30.5	32.7	2.2	6.7%	47.8	61.0	13.2	21.6%

	Year to Date				Full Year			
	Actual	Budget OBU	Variance		Forecast	Budget OBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Multi-Category Expenses and Capital Expenditure (MCA)								
Improved Quality Teaching and Learning MCA								
Support and Resources for Teachers	86.1	86.5	0.4	0.5%	187.7	188.5	0.8	0.4%
Curriculum Support	31.8	46.2	14.4	31.2%	78.3	80.3	2.0	2.5%
Professional Development and Support	58.3	60.8	2.5	4.1%	118.4	130.6	12.2	9.3%
Total Improved Quality Teaching and Learning MCA	176.2	193.5	17.3	8.9%	384.5	399.4	14.9	3.7%
Outcomes for Target Student Groups MCA								
Interventions for Target Student Groups	190.8	185.5	(5.3)	(2.9%)	399.5	405.6	6.1	1.5%
Learning Support and Alternative Education	322.8	332.2	9.4	2.8%	651.8	656.2	4.4	0.7%
School Lunch Programme	87.5	105.6	18.1	17.1%	225.2	240.2	15.0	6.2%
Students Attendance and Engagement	7.4	7.5	0.1	1.3%	14.9	15.0	0.1	0.7%
Total Outcomes for Target Student Groups MCA	608.5	630.8	22.3	3.5%	1,291.4	1,317.0	25.6	1.9%
Oversight and Administration of the Qualifications System MCA								
Secondary School Assessments	37.8	37.8	-	-	57.1	57.1	-	-
Standards and Qualifications Support	9.4	9.6	0.2	2.1%	19.2	19.2	-	-
Total Oversight and Administration of the Qualifications System MCA	47.2	47.4	0.2	0.4%	76.3	76.3	-	-
Oversight of the Education System MCA								
Stewardship and Oversight of the Education System	35.2	37.6	2.4	6.4%	76.3	76.3	-	-
Independent Advice on Government Priority Areas	-	-	-	-	0.5	0.5	-	-
Total Oversight of the Education System MCA	35.2	37.6	2.4	6.4%	76.8	76.8	-	-
Primary and Secondary Education MCA								
Primary Education	2,021.3	2,007.7	(13.6)	(0.7%)	3,957.2	3,938.7	(18.5)	(0.5%)
School Risk Management Scheme	2.0	1.9	(0.1)	(5.3%)	5.0	5.0	-	-
Secondary Education	1,449.7	1,424.0	(25.7)	(1.8%)	2,885.7	2,842.0	(43.7)	(1.5%)
Support and Resources for Education Providers	73.4	73.8	0.4	0.5%	159.1	183.2	24.1	13.2%
Total Primary and Secondary Education MCA	3,546.4	3,507.4	(39.0)	(1.1%)	7,007.0	6,968.9	(38.1)	(0.5%)
Total Multi-Category Expenses and Capital Expenditure (MCA)	4,413.5	4,416.7	3.2	0.1%	8,836.0	8,838.4	2.4	0.0%
Total Vote Education	7,731.2	7,790.9	59.7	0.8%	15,653.4	15,755.1	101.7	0.6%

Vote Education Financial Commentary

Total year to date expenditure for Vote Education is under budget by \$59.7 million (0.8%).

Significant areas of underspend are:

- a. **Departmental Capital Expenditure** – \$22.3 million (2.7%), mainly due to delays in purchasing of new sites such as purchase of Redhill North Massey Schools in Auckland, which was estimated to be spent in the second quarter, but the actual settlement date was moved in the later quarters of the year.
- b. **Outcomes for Target Student Groups MCA** – \$22.3 million (3.5%)
 - **School Lunch Programme** - \$18.1 million (17.1%) underspent due to the impact of a high number of schools being closed during COVID-19 alert level 4 and not requiring lunches.
 - **Learning Support and Alternative Education** - \$9.4 million (2.8%), mainly due to a lower number of learning support staff being employed than budgeted as a consequence of current labour market constraints.
- c. **Curriculum Support (Improved Quality Teaching and Learning MCA)** - \$14.4 million (31.2%), mainly due to the impact of COVID-19. There have been delays in the provision of curriculum support programmes for the sector, i.e., ANZ Histories, Creatives in Schools, Literacy & Numeracy and Learning Experience Outside Classroom (\$7m). COVID-19 On Demand Television (\$2m) variance is mainly due to timing.
- d. **School Property Portfolio Management** - \$9.0 million (0.8%), mainly due to timing of depreciation costs \$3.8m, rationalisation /demolition costs \$3.8m and lease costs including temporary accommodation costs \$1.4m.
- e. **Early Learning** - \$8.4 million (0.7%) underspend, mainly due to the timing of ECE pay parity payments and the impact of reduced payments to ECE providers due to, lower than expected new enrolments caused by COVID-19 lockdown closures.
- f. **Scholarships and Awards for Teachers and Trainees** - \$6.0 million (41.1%), mainly due to less demand for Bilingual and Primary Principal study awards than anticipated. Underspend partially due to COVID-19 where teachers are requesting to take their study award in the following year as they cannot be released by their school. Approach for setting the budget will be reviewed to identify more appropriate cost drivers to support setting a more accurate budget.
- g. **School Transport** - \$5.6 million (4.9%), mainly due to less demand in Specialised School Transport Assistance (SESTA) due to COVID-19 lockdown during the year.

Partially offset by overspending in:

- h. **Primary Education (Primary and Secondary Education MCA)** - \$39.0 million (1.1%), mainly due to:
 - **Secondary Education** - \$25.7 million (1.8%) overspent, mainly due to higher than budgeted teacher salaries for the first six months of the financial year along with the impact of emergency payments to the casual workforce in state and state integrated schools.
 - **Primary Education** - \$13.6 million (0.7%) overspent, mainly due to the impact of emergency payments to the casual workforce in state and state integrated schools.
- i. **Contribution to Other Education-related Organisations** – \$5.8 million (200.0%), mainly due to timing of Teaching Council of Aotearoa NZ expenditure being incurred in November, budgeted in February.

For the full year forecast:

Primary Education and Secondary Education – the full year forecast is an overspend of \$62.2 million. Forecast changes will be made in MBU, mainly on the following:

- **school operations funding** - increase in outturns due to the incorporation of the latest actual data and home-schooling allowances are revised upward due to large recent uptake in home schooling
- **teacher salaries** – higher outturns for the period from July to December 2021 are mainly driven by higher projected payments of fortnightly salaries and payments to casual workers and higher superannuation expenditure. Also, an adjustment through service pay is forecasted higher due to the average salary rate being 0.45% above the rate projected.

Impairment of Debts and Assets and Debt Write-Offs – the full year forecast is above budget by \$13.6 million, mainly due to anticipated higher level of historical TeachNZ scholarship debt write-offs. A technical non-cash adjustment of the same amount is requested in MBU.

Vote Tertiary Education Expenditure against Appropriations

Quarter 2 2021/22

	Year to Date				Full Year			
	Actual	Budget OBU	Variance		Forecast	Budget OBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Departmental Output Expenses								
Stewardship and Oversight of the Tertiary Education	7.8	7.9	0.1	1.3%	16.9	16.9	-	-
Total Departmental Output Expenses	7.8	7.9	0.1	1.3%	16.9	16.9	-	-
Non-Departmental Output Expenses								
Access to Tertiary Education	23.2	32.6	9.4	28.8%	76.7	65.7	(11.0)	(16.7%)
Administration of and Support for the Tertiary Education and Careers Systems	39.5	39.5	-	-	76.7	79.7	3.0	3.8%
Centres of Research Excellence	24.9	24.9	-	-	49.8	49.8	-	-
Establishment of a Single National Vocational Education Institution	2.6	2.6	-	-	16.0	16.0	-	-
International Education Programmes	17.6	18.0	0.4	2.3%	38.4	38.4	-	-
Support for Wānanga	14.0	16.0	2.0	12.5%	16.0	16.0	-	-
Tertiary Education Research and Research-Based Teaching	159.8	159.8	-	-	321.0	321.0	-	-
Tertiary Sector / Industry Collaboration Projects	20.7	23.2	2.5	10.8%	47.8	49.9	2.1	4.2%
University-led Innovation	5.2	4.7	(0.5)	(10.6%)	9.4	9.4	-	-
Workforce Development Councils	24.1	24.0	(0.1)	(0.4%)	48.0	48.0	-	-
Total Non-Departmental Output Expenses	331.6	345.3	13.7	4.0%	699.8	693.9	(5.9)	(0.9%)
Benefits or Related Expenses								
Tertiary Scholarships and Awards	4.8	4.2	(0.6)	(14.3%)	20.1	20.1	-	-
Total Benefits or Related Expenses	4.8	4.2	(0.6)	(14.3%)	20.1	20.1	-	-
Non-Departmental Other Expenses								
Support for Te Wananga o Raukawa	-	-	-	-	1.0	1.0	-	-
Total Non-Departmental Other Expenses	-	-	-	-	1.0	1.0	-	-
Non-Departmental Capital Expenditure								
Careers System Online	-	-	-	-	4.5	6.5	2.0	30.8%
Support for a Single National Vocational Education Institution	4.2	4.2	-	-	20.2	20.2	-	-
Support for Lincoln University	-	-	-	-	60.0	60.0	-	-
Tertiary Education Institutions' Proceeds from Disposal of Crown Assets	0.5	0.5	-	-	5.9	5.9	-	-
Vocational Education Data System	-	-	-	-	1.0	7.3	6.3	86.3%
Total Non-Departmental Capital Expenditure	4.7	4.7	-	-	91.6	99.9	8.3	8.3%

	Year to Date				Full Year			
	Actual	Budget OBU	Variance		Forecast	Budget OBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%

Multi-Category Expenses and Capital Expenditure (MCA)								
Tertiary Tuition and Training MCA								
Community Education	42.8	42.9	0.1	0.2%	86.4	86.4	-	-
Tertiary Education: Student Achievement Component	877.7	836.1	(41.6)	(5.0%)	2,415.3	2,376.0	(39.3)	(1.7%)
Training for Designated Groups	161.1	146.4	(14.7)	(10.0%)	306.2	306.2	-	-
Fees-free Payments	249.4	290.3	40.9	14.1%	474.4	521.3	46.9	9.0%
Total Tertiary Tuition and Training MCA	1,331.0	1,315.7	(15.3)	(1.2%)	3,282.3	3,289.9	7.6	0.2%
Total Multi-Category Expenses and Capital Expenditure (MCA)	1,331.0	1,315.7	(15.3)	(1.2%)	3,282.3	3,289.9	7.6	0.2%
Total Vote Tertiary Education	1,679.9	1,677.8	(2.1)	(0.1%)	4,111.7	4,121.7	10.0	0.2%

Vote Tertiary Education Financial Commentary

Total year to date expenditure for Vote Tertiary Education is over budget by \$2.1 million (0.1%). Significant areas of overspend are:

- a. **Tertiary Tuition and Training - Multi-Category Appropriation (MCA)** *Tertiary Education: Student Achievement Component* - \$41.6 million (5.0%) and *Training for Designated Groups* - \$14.7million (10.0%), mainly due to demand pressures and allocations being made ahead of budget. In December, Cabinet has delegated you and the Minister of Finance to transfer funding from expected Fees-free payment underspends from 2021/22 financial years to meet tertiary education volume pressures over the 2022 calendar year (2021/22 and 2022/23 financial years) [SWC-21-MIN-0225 refers]. We will prepare a Joint Ministers' paper in mid-March seeking approval of the transfer.

Partially offset by underspend in:

- b. **Fees-Free Payments** - \$40.9 million (14.1%), mainly due to funding for Fees-Free lagging behind expected allocations, despite Targeted Training and Apprenticeship Fund (TTAF) exceeding budget YTD. Any underspends are going to be absorbed by Student Achievement Component (SAC).
- c. **Access to Tertiary Education** - \$9.4 million (28.8%), mainly due to receiving an additional budget of \$20 million in September with allocations yet to be made, though expected to be made in January upon receipt of applications. The full year forecast is currently showing an overspend of \$11 million. The forecast overspend is due to requirements under accounting standard PBE IPSAS 23¹ to recognise grant expenditure when the obligation arises rather than when payments are made. We are seeking a technical adjustment in MBU.

¹ This accounting standard prescribes requirements for recognising and measuring revenue (and conversely expense for other entity) from non-exchange transactions, such as grants.