

## Education Report: Ministry of Education 2020/21 Third Quarter Report (1 January to 31 March 2021)

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	31 May 2021	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1258773
<b>Drafter:</b>	Sarah Monnon	<b>DDI:</b>	04 463 8901
<b>Key Contact:</b>	Jean Fraser Melissa O'Carroll	<b>DDI:</b>	04 439 5389 9(2)(a)
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

The paper provides a quarterly update on Ministry performance with financial and non-financial performance reporting against agreed 2020/21 Budget standards.

### Summary

- All our work and activity is focused on shaping an equitable and excellent education system. Expectations are outlined in five Strategic Objectives of the education system:
  - Learners at the centre
  - Barrier-free access
  - Quality teaching and learning
  - Future of learning and work
  - World class inclusive public education
- Along with these Strategic Objectives, the Ministry is focused on building its capability to lead the transformation of the education system to one that is inclusive, addresses unconscious bias and brings Te Tiriti o Waitangi to life in the education system.
- The attached Ministry of Education 2020/21 Third Quarter Report (Appendix A) provides a narrative report on progress, framed in terms of how the work has contributed to the Government's five objectives. It shows how we progressed work to deliver on the objectives and includes financial and non-financial performance reporting against agreed budget standards for 2020/21.
- At 31 March 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 7 to 12.

5. The financial results for the year to 31 March 2021 show:
- a. total Vote Education expenditure was \$100.7 million (1.0%) under budget
  - b. for Vote Tertiary Education, the position is more complex. The year-to-date reported expenditure of \$1.6 billion highlights the impact of COVID-19 response initiative that required almost \$1.2 billion of appropriated 2020/21 funding to be recognised in the 2019/20 financial year. This did not change the timing or quantum of tertiary education providers payments [CAB-20-MIN-0219.27 initiative 12660]. The impact of this accounting treatment is that reported year-to-date expenditure is understated by almost \$1.2 billion compared to actual cash paid to providers.

## Recommended Actions

---

The Ministry of Education recommends you:

- a. **note** the attached Ministry of Education 2020/21 Third Quarter Report (Appendix A) which provides:
  - i. reporting on progress against the Ministry's work priorities and contribution to the Government's five objectives for education
  - ii. exceptions reporting on Vote Education and Vote Tertiary Education performance measures
  - iii. an update on the Vote Education and Vote Tertiary Education financial position as at 31 March 2021

**Noted**

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

**Agree / Disagree**

- c. **agree** to the proactive release of this report and its attachments.

**Release/Not release**

  
Emily Fabling  
**Deputy Secretary**  
**Strategy, Planning and Governance**  
Ministry of Education

Hon Chris Hipkins  
**Minister of Education**

31/05/2021

\_\_\_/\_\_\_/\_\_\_

## Background

---

1. This report provides a record of performance for the third quarter of 2020/21 and highlights any key issues or opportunities for discussion. Performance measures are reported on an exceptions basis with explanations on variances only for those measures that are not on track.
2. We are usually asked to provide copies of the quarterly report to Select Committee as part of the Annual Review process and it is intended that the document is proactively released.
3. Our 2020/21 Third Quarter Report as set out in Appendix A provides an update on:
  - a. progress against the Ministry's work priorities and contribution to the Government's five objectives for education (pages 4 to 6). This narrative shows how we are progressing work to deliver on the objectives
  - b. Vote Education and Vote Tertiary Education (pages 7 to 12) performance measures, reporting on an exceptions basis
  - c. Departmental and non-departmental expenditure to 31 March 2021 for Vote Education (pages 13 and 15 to 16) and Vote Tertiary Education (pages 14 and 17 to 18).

## Quarterly Performance Information

---

### Work programme highlights

4. During the quarter, the Ministry supported the sector to respond to **the impacts of COVID-19** by:
  - a. signing contracts with Attendance Service providers to support at-risk ākonga to re-engage and attend school during the COVID-19 recovery
  - b. launching a counselling and support service to support the Auckland education workforce
  - c. enabling over 100,000 learners to participate in the Targeted Training and Apprenticeship Fund.
5. We continued taking steps to address the ongoing issue of **attendance** by:
  - a. distributing the Urgent Response Fund funding to support children and young people's attendance, re-engagement with learning, and wellbeing
  - b. distributing funding for the Ongoing Resourcing Scheme (ORS) to enable more teacher aide support for ORS verified students
  - c. inviting all eligible schools and kura to join the Ka Ora, Ka Ako | Healthy School Lunch Programme, which has been extended to 2023
  - d. recruiting Curriculum Leads to provide frontline support for curriculum and student wellbeing.
6. Building **educationally powerful connections** between teachers, parents and their communities remained a top priority for us, and we advanced this approach by:
  - a. refreshing the *New Zealand Curriculum* and *Te Mātauranga o Aotearoa*
  - b. engaging on and seeking local input on the draft *Aotearoa New Zealand's histories* curriculum content
  - c. holding events to strengthen vocational education in schools.
7. We continue to **progress the Government's five objectives for education**, with the following additional highlights:

- a. rolling out Round 2 of the Creatives in Schools programme to offer creative practices in schools
- b. developing interim letters of expectations for Crown Entities regarding Ka Hikitia – Ka Hāpaitia | Māori Education Strategy and Tau Mai Te Reo | Māori Language in Education Strategy that focus on how entities will give practical effect to Te Tiriti o Waitangi
- c. progressing pay equity by reinstating the 100% funding band for teacher-led centres that employ a fully qualified and certificated teaching workforce
- d. launching the pilot of a new NCEA subject recognising Māori Performing Arts | Te Ao Haka
- e. completing 950 school upgrade projects through the School Investment Package.

### Performance measures

8. The majority of Estimates performance measures are on track, with eight Vote Education measures, out of a total of 121 measures, at risk of not being achieved at year end. The Vote Tertiary Education measures are on track for year end.
9. The measures currently at risk are a mix of Departmental and Non-departmental measures summarised in the following table:

Measures at risk at year end	
Departmental	Non-departmental
<ul style="list-style-type: none"> <li>participation in primary and secondary education: the percentage of students attending school regularly (two overall measures)</li> </ul>	<ul style="list-style-type: none"> <li>students attending primary school regularly (three measures with equity breakdown)</li> <li>timeliness of Teaching Council Disciplinary Tribunal decisions (one measure)</li> <li>children exiting from Reading Recovery (one measure)</li> <li><b>NEW:</b> contracted early childhood education places created for the Targeted Assistance Programme (one measure).</li> </ul>

10. The decline from 2015 to 2019 in regular attendance suggests that there are systemic (rather than one-off) barriers to attendance. Non-attendance is a complex issue and usually has multiple causes, therefore tackling non-attendance is rarely done in isolation. There is collective responsibility for improving attendance and this involves ākonga, whānau, schools, and the Ministry as noted on pages 3 and 8 of the report.

### Financial reporting

11. Total expenditure for the year to 31 March 2021 was:
  - a. \$100.7 million (1.0%) under budget for Vote Education, mainly due to underspends in primary and secondary education, outcomes for target student group, improved quality teaching and learning, education providers with COVID-19-related losses of income, scholarships and awards for teachers and trainees, and oversight of the education system
  - b. \$75.9 million (4.6%) under budget for Vote Tertiary Education, mainly due to underspends for tertiary tuition and training, fees-free payments, tertiary sector and industry collaboration projects and support for Lincoln University. The Vote Tertiary Education year-to-date reported expenditure of \$1.6 billion highlights the impact of COVID-19 response initiative that required almost \$1.2 billion of appropriated 2020/21 funding to be recognised in the 2019/20 financial year. This did not change the timing or quantum of tertiary education providers payments [CAB-20-MIN-0219.27 initiative 12660]. The impact of this accounting treatment is that reported year-to-date expenditure is understated by almost \$1.2 billion compared to actual cash paid to providers.

*Ministry of Education*

# *Performance Report*

For the third quarter ending  
31 March 2021

## Contents

	Page
Purpose of the report	2
Overview of Performance	3
Delivering on the Ministry's work programme	4
• Learners at the centre	4
• Barrier-free access	4
• Quality teaching and leadership	5
• Future learning and work	6
• World class inclusive public education	6
• Building Ministry capability	6
Annex 1: Non-Financial performance for the third quarter of 2020/21	7
• Vote Education summary	7
• Vote Tertiary Education summary	7
• Vote Education – Variance explanations	8
Annex 2: Financial performance for the third quarter of 2020/21	13
• Vote Education summary	13
• Vote Tertiary Education summary	14
Annex 3: Financial report for the third quarter of 2020/21	15
• Vote Education	15
• Vote Tertiary Education	17

## Purpose of the report

The report provides the Minister of Education with a quarterly update on financial and non-financial performance against agreed budget standards. Reporting is framed in terms of how the work has contributed to the Government's five objectives for education:

- **Learners at the centre:** Learners with their whānau are at the centre of education
- **Barrier-free access:** Great education opportunities and outcomes are within reach for every learner
- **Quality teaching and leadership:** Quality teaching and leadership makes the difference for learners and their whānau
- **Future learning and work:** Learning that is relevant to the lives of New Zealanders today and throughout their lives
- **World class inclusive public education:** New Zealand education is trusted and sustainable.

The report also provides updates on building Ministry capability.

Non-financial performance reporting is on an **exceptions basis only**. The majority of the performance measures are on track.

## Overview of Performance

### Addressing attendance



Attendance is a crucial ongoing issue as it is so closely linked with progress and achievement. The decline in attendance rates for children at low-decile schools is particularly concerning because those are often the learners who can least afford to miss out.

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

Non-attendance is influenced by a range of factors, including feeling safe at school, which is being addressed by confirming school opt-ins for **free period products in schools and kura** (page 5). Attendance is also negatively affected when young people do not feel like they belong in their school and that their identity, language, and culture is not attended to, which is being addressed by the **Urgent Response Fund** (page 4). For schools with students that have the highest ongoing levels specialist support need, the **Ongoing Resourcing Scheme** (page 4) has enabled more teacher aide support for verified students, supporting their attendance, participation, engagement, and transitions.

### Strengthening the curriculum

The national curriculum for schooling is being refreshed over the next five years to ensure it is clearer, more relevant and easier to use. Established the first groups for the **refresh of the New Zealand Curriculum** and **Te Mātauranga o Aotearoa** (page 4) is a significant milestone to enable co-design of the curriculum content with local communities and experts. We have also released the draft **Aotearoa New Zealand's histories** curriculum content for public engagement (page 4) and introduced an **early literacy approach** for Years 1-3 (page 4). These stages are important for ensuring that the curriculum content is fit for purpose and future focused, so that the most important learning is not left to chance. We know that if the curriculum and the experience of going to school is a positive one, the chances of children attending school are greater.

### Responding to COVID-19

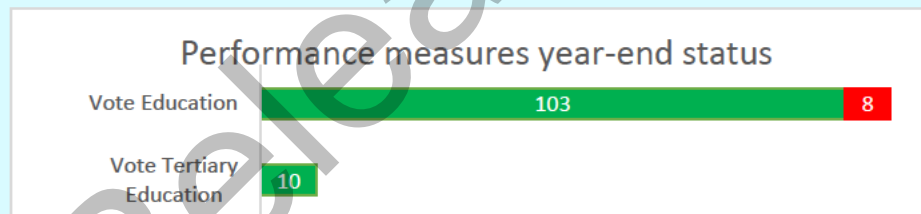
Although COVID-19 has been effectively contained, we continued to deliver programmes to address the ongoing recovery from the pandemic through the quarter. Through our joint response to COVID-19 with early learning services, schools | kura and tertiary providers, we learned that we can do things differently and at pace. We also established closer, more balanced and trusting working relationships with the sector.

Of the \$1.1 billion the Ministry was allocated to deliver COVID-19 response and recovery funding initiatives for the 2020/21 financial year, \$500 million (38%) was distributed to the education system by 31 March 2021. We have seen a positive response to our initiatives on student engagement through **supporting at-risk ākonga to re-engage**

and attend school during the COVID-19 recovery (page 5), educator mental health through launching a **counselling and support service** in Auckland (page 4), and apprenticeship programmes participation through funding the **Targeted Training and Apprenticeship Fund** (page 6).

### Non-financial performance

At 31 March 2021, most performance measures were on track to be achieved at year end (Annex 1 refers).



Since Quarter 2, one additional measure has been forecast as off-track. The measures currently at risk are a mix of Departmental and Non-departmental measures:

Departmental	Non-departmental
<ul style="list-style-type: none"> <li>participation in primary and secondary education: the percentage of students attending school regularly (two overall measures)</li> </ul>	<ul style="list-style-type: none"> <li>students attending primary school regularly (three measures with equity breakdown)</li> <li>timeliness of Teaching Council Disciplinary Tribunal decisions (one measure)</li> <li>children exiting from Reading Recovery (one measure)</li> <li><b>NEW:</b> contracted early childhood education places created for the Targeted Assistance Programme (one measure).</li> </ul>

### Financial performance

The total **Vote Education** year-to-date expenditure is under budget by \$100.7 million (1.0%).

The **Vote Tertiary Education** year-to-date reported expenditure of \$1.6 billion highlights the impact of COVID-19 response initiative that required almost \$1.2 billion of appropriated 2020/21 funding to be recognised in the 2019/20 financial year. This did not change the timing or quantum of tertiary education providers payments [CAB-20-MIN-0219.27 initiative 12660]. The impact of this accounting treatment is that reported year-to-date expenditure is understated by almost \$1.2 billion compared to actual cash paid to providers (Annex 2 refers).

# Delivering on the Ministry's work programme

## Learners at the centre

### Working with others to enhance hauora | wellbeing

In March 2021, Cabinet agreed to continue funding *Ka Ora, Ka Ako | Healthy School Lunches* programme until 2023. All 963 eligible schools and kura have been invited to join the programme, and 137,223 ākonga in 556 schools and kura are receiving lunches.

As part of the COVID-19 Response and Recovery Fund, we signed a contract and delivered the \$4.2 million initiative to provide *counselling supports and services* to support the Auckland education workforce. There was low uptake to the programme, which means that there will be an underspend of over \$4 million.

The *Urgent Response Fund* has now delivered \$38.7 million to support student attendance and engagement initiatives, an increase of \$7.3 million over last quarter, and we continued working closely with regional advisory groups to identify and prioritise local needs. An interim outcomes survey of 638 schools, kura and early learning services me ngā kōhanga reo found that there were improvements in the regular attendance of supported learners when comparing pre- and post-lockdown attendance data and that there were observable improvements in learners' re-engagement with learning, wellbeing and cultural wellbeing.

We lodged proposals with Cabinet to consult on *developing and implementing a Code of Pastoral Care* covering tertiary and international students, which began in April 2021.

### Strengthening the curriculum

Having a strong curriculum that is fit for purpose, focuses on the future and creates a positive experience of going to school is a key contributor towards strengthening attendance. That is why we established the first of our collaborative groups to co-design curriculum content for the *refresh of the New Zealand Curriculum* and our wider curriculum work programme. These groups include the Curriculum Voices Group, Aotearoa New Zealand's histories and Social Sciences Writing Groups, and Bicultural and Inclusive Framework Working Groups.

To provide technology support for school children with learning support needs, we advertised the new time-limited *Technology Support Fund* in the February 2021 Bulletin for School Leaders and received 125 applications. Applications from 79 schools for 627 students have met the eligibility criteria, for which 89% are Māori or Pacific.

We commissioned the Royal Society of New Zealand this quarter to provide independent advice on *mathematics knowledge and skills* in relation to the *New Zealand Curriculum*. We also introduced an *early literacy approach* for learners in Years 1-3, including releasing the first set of *Ready to Read Phonics Plus* books, as well as funding early literacy professional support and the enhanced Reading Recovery programme. Further, in February 2021, Minister Tinetti launched hard copy resources for an oral

language tool, *Talking Together | Te Kōrerorero*, which were distributed to early learning services, playgroups, and primary schools in March 2021.

In February 2021, the draft *Aotearoa New Zealand's histories* curriculum content was released for public engagement. Alongside that input, schools and kura are providing detailed feedback on the draft content. In addition, the first of two Leading Local Curriculum Guides was published online to provide guidance for school leaders as they plan to include the new content in their local curriculum. We are actively working alongside local communities, including iwi, hapū and whānau, Pacific and migrant communities, to identify how to support their local history content and resources. This is crucial to delivering the relevant and meaningful learning opportunities to learners.

As part of the *refresh of Te Mātauranga o Aotearoa*, we published *He Tamaiti Hei Rauku*, a framework focusing on placing ākonga along with their whānau at the centre and enabling Māori-medium graduates to prosper in the 21<sup>st</sup> century. We also assembled a Rōpū Whāiti | Technical Working Group to champion the recommendations from the Ministerial Advisory Group and provide assurance that the curriculum is fit for purpose and future focused.

Round 1 of the *Expansion of Creatives in Schools* has finished, with only four projects continuing this quarter. The Round 1 video case studies have been published online and the final evaluation found that the programme made a valuable contribution to sharing knowledge and offering creative practices in schools. Round 2 of the funding has now been rolled out, with the 142 of the 143 successful schools having signed their funding agreements. We have paid 68 schools out of the 131 schools who are starting their projects in Terms 1 and 2, 2021.

We have now filled 33 of the 38 *Curriculum Lead* positions, with the final roles to be filled in Canterbury and Auckland. The leads have been inducted, are attending training, and will be ready to work with kaiako | teachers in Term 2, 2021.

## Barrier free access

### Supporting those with learning support needs

Minister Tinetti launched the Phase 1 *Learning Support Coordinators* evaluation report in March 2021. The evaluation found that positive changes are being made for schools, teachers, ākonga and whānau, and that teachers, particularly beginning teachers, are feeling more supported. The role is driving a shift towards a more proactive, tiered and long-term approach, which means that ākonga | learners are receiving support and making progress. During March 2021, we hosted a series of online forums for over 900 Coordinators and school Principals that were allocated a Coordinator in the first tranche. Minister Tinetti provided the keynote address for the forums.

We worked with relevant schools to co-construct their *Ongoing Resourcing Scheme* plans to enable the attendance, participation, engagement, and transitions of students with the highest ongoing need for specialist support. The plans, which were approved by regional Directors of Education, helped schools to employ more teacher aide support for those students. We received 701 plans, of which 435 were approved by 31 March 2021.

We distributed \$4.0 million to the opted-in schools with students that had emerging or ongoing needs as a result of COVID-19 in Terms 1 and 2, 2021.

### Supporting Māori to succeed

We have developed interim letters of expectations for Crown Entities regarding *Ka Hikitia – Ka Hāpaitia | Māori Education Strategy* and *Tau Mai Te Reo | Māori Language in Education Strategy* that focus on how Entities will give practical effect to Te Tiriti o Waitangi and support improved outcomes for Māori learners. We have also strengthened our working relationship with the Mātauranga Iwi Chairs Group and various Māori Education Peak Bodies.

To test different models of *Te Kōhanga Reo Learning Support* based on a te ao Māori perspective that supports inclusion and keeps mokopuna | children connected to the Kōhanga Reo community, we approved a procurement plan and signed a contract with the Te Kōhanga Reo National Trust in March 2021. The Trust will receive \$13.8 million, paid in instalments over the next 4 years, to support Kōhanga Reo network and enhance the capability and capacity of its people. The property remediation work that is part of this is valued at \$21.2 million. The Trust has held a series of hui with individual kōhanga reo to assess current needs and have provided the Ministry with an initial property programme report. A major challenge will be to secure qualified builders and subcontractors across the trade groups.

### Enabling Equitable Access

To promote safe and accepting school environments for students to feel safe at school and thrive, we have:

- received confirmation that 1,393 schools and kura have opted in to receive **free period products**
- worked with the Physical Restraint Advisory Group to **update rules and guidelines on physical restraint**, which are now out for broader consultation.

We have received 39 applications to the *Early Learning Sustainability Fund*, with a median value of \$46,000, and collectively worth \$3.2 million. Twelve early learning services met the eligibility criteria and funding of \$0.8 million has been paid. Services approved to date have either been rural services or meet key equity needs in an area. The second round of funding closed on 30 April 2021.

As part of the COVID-19 Response and Recovery Fund, we are **supporting at-risk ākonga to re-engage and attend school** during the COVID-19 recovery and have signed all COVID-19 contracts with Attendance Service providers. We are in the final stages of identifying referrals where the ākonga were impacted.

## Quality teaching and leadership

### Building capability

The first phase of transition to the new **strengthened home-based early childhood education qualification requirements** for quality-funded services took place on 1 January 2021. In addition, we have engaged stakeholders, including Te Kōhanga Reo National Trust, Māori medium early learning services and Sosaite Aoga Amata Samoa i Aotearoa, to develop a sustained and planned approach to **professional learning and development for early learning**. Engagement will continue through May 2021 and will result in recommendations for the design of planned and coherent national programme of early learning professional learning and development.

At the same time, kaupapa | principles have been developed to **build professional capability**. We have provided opportunities for the education workforce to support each other through Kahu Pūtoi | Community Hubs, strengthened pedagogy knowledge and understanding of both te reo Māori and mātauranga Māori within central professional learning, and addressed workload issues through specific national priority focus areas | Ako Pānuku.

We are encouraging more te reo Māori in our schools by funding the **Co-design Iwi Scholarships**. These are enabling nine iwi to renew their programmes to respond to local context, geographical spread and specific needs within their area. The scholarships are also helping seven additional iwi to design new programmes for their whānau.

### Addressing teacher supply

**Pay equity** has been advanced this quarter as the 100% funding band has been reinstated for teacher-led centres that employ a fully qualified and certificated teaching workforce. We have also started the investigation of a **pay equity claim** for Kāiārahi i te reo | Assistant to teachers of students with severe disabilities in schools. In partnership with NZEI Te Riu Roa, we have adapted materials and processes to be able to undertake this investigation in te reo Māori and within a te ao Māori context.

We have also supported scholarship and incentive schemes to encourage an interest in the teaching profession:

- the third and final application round for the 2021 **TeachNZ Scholarships** opened in March 2021 and has received a record 2,362 applications. Out of a total 465 scholarships, 257 have been offered to applicants, of which 162 (63%) awardees identified as Māori and a further 51 (20%) identified as Pacific
- this quarter, 161 trainee teachers are currently undertaking the employment-based trainee teacher programme **Ako Mātātupu | Teach First NZ**
- the Voluntary Bonding Scheme** began receiving applications in January 2021. We have made 84 payments to eligible teachers working in a defined setting or teaching a defined subject.

## Future learning and work

### *Strengthening pathways to employment and vocational education*

This quarter, we launched the pilot of a **new NCEA subject** recognising Māori Performing Arts | Te Ao Haka. Public feedback closed on the new draft English- and Māori-Medium Literacy and Numeracy standards and we started the pilot for these standards. Initial products for NCEA Level 1 subjects for both the *New Zealand Curriculum* and *Te Mātauranga o Aotearoa* were also released for public feedback.

An additional 10,000 people participated in programmes covered by the **Targeted Training and Apprenticeship Fund** this quarter, bringing the total participation to over 100,000 learners.

To **strengthen vocational education in schools**, we funded 60 events that connect schools, communities, and employers, involving 7,030 students and 437 employers. As a result, attendees stated that they were more likely to consider a vocational pathway.

We have continued to progress the **Reform of Vocational Education** and have completed public consultations on proposals for the Orders in Council that will establish the Workforce Development Councils. Cabinet has made policy decisions that will now be drafted by Parliamentary Council Office.

## World class inclusive public education

### *Managing the school property portfolio*

The **National School Redevelopment Programme** announced three more school projects this quarter for Onehunga Primary, May Road and Albany Primary. This brings the total number of approved projects to 10, with almost \$200 million planned to be invested in these schools to date.

As at 31 March 2021, over 3,860 projects have been initiated under the **School Investment Package**. In total, 950 projects have been completed at 611 schools, spending \$29.2 million by the end of this quarter.

The **School Coal Boiler Replacement Programme**, a cross agency initiative with the Energy Efficiency & Conservation Authority, has initiated six projects this quarter.

We completed 239 equipment installations through the **Network-as-a-Service and Cybersecurity for Schools | Te Mana Tūhono** to support schools in managing, monitoring, and maintaining their ICT networks. We are also assisting NZQA to deliver their NCEA Online digital exam platform by providing network health checks.

We have now launched our first **Reference Design Catalogue**, which includes easily repeatable designs proven to deliver good learning outcomes that can be easily customised to school sites and needs. More editions are planned to provide specialised designs and expand the collection for schools to use.

## Progressing system improvements

The **early learning regulatory review** has introduced a consistent and rigorous programme of monitoring and licensing. We finished our consultation on Tranche 1 of the Review's proposals in February 2021, resulting in 258 responses to the survey and 21 submissions.

### *Building global relationships*

In January 2021, the Secretary of Education led New Zealand's online delegation to the ninth **New Zealand – China Joint Working Group on Education and Training**. This is an important mechanism for enabling and guiding our education relationship with China. The Ministry also hosted two virtual meetings of the **APEC Education Network**, which sought to outline our priority focus areas and demonstrate that New Zealand is leading improvements and enhancing the effectiveness of the APEC network.

## Building Ministry capability

### *Establishing an Education Service Agency within a redesigned Ministry*

On 12 March 2021, the Secretary for Education formally released a proposal to establish an Education Service Agency within a redesigned Ministry of Education. The proposed organisational design and leadership structure are intended to give effect to Cabinet decisions to provide a more locally responsive, integrated and accessible education system for ākonga and whānau. It also supports our work to give effect to Te Tiriti o Waitangi. The feedback from the consultation process is being reviewed to see how the proposal might be improved before final decisions are shared with staff.

### *Developing culturally capable and engaged staff*

We are continuing to develop our **cultural capability**, with focus on our Te Ara Whiti | Beyond Diversity programme and work to honour Te Tiriti. In the last quarter, 303 staff participated in Beyond Diversity and Te Tiriti | the Treaty training opportunities.

Our 2020/21 **summer internship** programme has finished and 14 interns from diverse backgrounds, including Pākehā, Māori, Pacific, Asian and Middle Eastern heritage, have accepted ongoing positions with the Ministry.

### *Striving to carbon neutrality*

In line with the expectations of the **Carbon Neutral Government Programme**, we have prepared the Ministry's carbon footprint, which excludes schools and the sector, using data from the 2019/20 financial year as a baseline for future inventory reporting. Based on that data and our assessment of the expected impact of our initiatives on the Ministry's carbon emissions, we are developing our carbon emissions trajectory through to 2050. We are currently ranked 11th lowest for carbon emissions among government agencies on our vehicle fleet. We have received funding for three electric vehicles and are planning for these to be operational in our Whangarei office fleet by 30 June 2021.

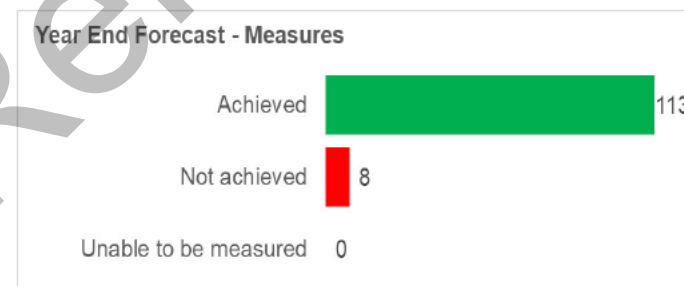
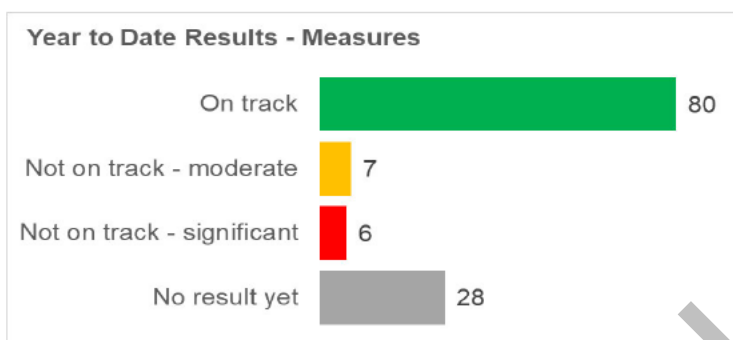
## Annex 1: Non-Financial performance for the third quarter of 2020/21

Non-financial performance reporting below is on an exceptions basis only. Rows of non-departmental measures are shaded grey. Output indicators are reported for context only, not as performance measures.

### Vote Education Summary

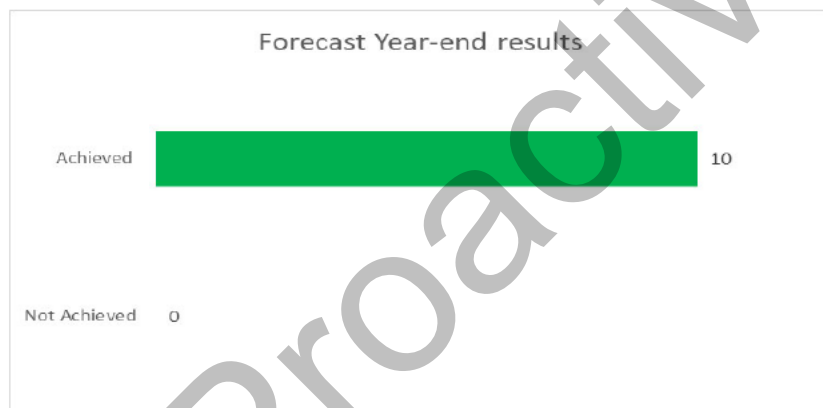
At 31 March 2021, most performance measures were on track to be achieved at year end.

Non-financial performance reporting below is on an exceptions basis only. Rows of non-departmental measures are shaded grey. Four output indicators (on page 12) show a variation from forecast numbers. They are reported for context only, not as performance measures.



### Vote Tertiary Education Summary

At 31 March 2021, the performance measures were on track to be achieved at year end.



## Vote Education – Variance Explanations

### Departmental measures that are forecast to be not achieved at year end

**ED-M02-1 and ED-M04-1:** Participation in primary and secondary education: the percentage of students attending school regularly (Attending regularly is defined as attending at least 90% of half days. This is measured through an annual Term 2 survey that approximately 80% of schools complete.

Students	Budget standard	Previous result	Year-end Actual	Commentary
Overall	70%	● 58% (Term 2, 2019)	● 64% (Term 2, 2020)	<p>Term 2, 2020 data is unlike previous years as it is based on the final 7 weeks post lockdown (18 May to 3 July 2020). While the percentage of students attending regularly recovered after a drop in 2019, there has been a trend of steady decline since 2015.</p> <p>The URF (Urgent Response Fund) and EWF (Enhanced wellbeing Fund) are being targeted at schools and kura with high proportions of priority learners and the greatest attendance challenges. The Attendance Service has received additional funding for one year to work with schools, students and their whānau to address COVID-19-related barriers, particularly for students in Years 1 to 8. Ministers have announced that an action plan will be developed to improve student attendance and engagement. An initial strategy session has been held with Ministers about this, and work is underway to scope the action plan.</p> <p>Ensuring students are enrolled in and attending school is a shared responsibility and non-attendance can be the symptom of underlying social and economic issues, which schools and the Ministry cannot address on their own. We can, however, provide a more coherent, connected approach to addressing attendance and participation. This involves a focus on making schools feel safe, supporting the teaching of literacy and numeracy and ensuring children do not fall behind, and responding to dysfunctional behaviour.</p> <p>We are also working to provide more granular and timely attendance information, building on our COVID-19 reporting experience providing weekly summaries of COVID-19 weekly attendance on Education Counts. We have introduced additional measures in the Estimates for 2021/22 and have already started publishing attendance by school term (2020 and 2021 data).</p>

## Non-departmental measures that are off track, and forecast to be not achieved at year end

### Appropriation: Primary Education

ED-N03-1: Participation in primary education – the percentage of students attending school regularly, measured annually:

Students	Budget standard	Previous result (Term 2 2019)	Year-end Actual (Term 2 2020)	Commentary
All	70%	● 60.3%	● 66.9%	Refer overall commentary above for associated ED-M02-1 and ED-M04-1: combined primary/secondary overall measures.
Māori	70%	● 47.6%	● 51%	
Pacific	70%	● 46.5%	● 51.9%	

### Appropriation: Schooling Improvement

ED-M01-4: Percentage of children exited from Reading Recovery who are able to read at cohort expectation.

	Forecast	Current Result	Year-end	Commentary
	80%	● Not Available	● Not Available	<p>The Reading Recovery database was closed in early 2020 as it did not comply with the Ministry's security settings and the Authority to Operate was not extended. Further investigation revealed that the security issues were complex and related to security settings available on an aged platform hosted by a third party provider. We determined the need to build a new data base. This work is underway and we expect to have a new solution in place by 1 July 2021.</p> <p>Data from 2020 was not entered by teachers into a centralised data store and results are therefore not available.</p>

### Appropriation: Support for Early Childhood Education Providers

ED-N05-1:

Number of contracted early childhood education child places created to meet the needs of targeted communities as a result of the Targeted Assistance Programme

	550-720	Not Available	●	<p>The 'market' interest in the Targeted Assistance Programme (TAP) funding has significantly decreased over the past two years. There are several factors for this, including:</p> <ul style="list-style-type: none"> <li>• service providers may not have the 50% capital contribution</li> <li>• a rise in construction costs over time, with no increase to the Ministry's maximum contribution</li> <li>• market saturation and low occupancy (enrolments) at existing services.</li> </ul>
--	---------	---------------	---	--

				We continue to engage with regions on supporting local demand, particularly for rural, Māori and Pacific services. Economic conditions do not currently support expansion. Some of the TAP budget was offered up as savings.
<b>Appropriation: Contribution to the Teaching Council of Aotearoa New Zealand</b>				
<b>ED-N01-2:</b> The percentage of decisions on referrals to the Disciplinary Tribunal that are made within eight months of the referral to the Disciplinary Tribunal.				
	<b>Budget standard</b>	<b>Current result</b>	<b>Year-end</b>	<b>Commentary</b>
	50%	● 40%	●	The volume of cases being referred to the Disciplinary Tribunal has resulted in decisions taking longer to be made. The Council is investigating how this can be improved.

### Departmental measures that are off track, but forecast to be achieved at year end

#### Appropriation: Outcomes for Target Student Groups

**ED-M02-3.3:** Average number of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support.

	<b>Budget standard</b>	<b>Previous result</b>	<b>Year-end</b>	<b>Commentary</b>
percentage within 60 calendar days:	40%	● 36.93%	● <b>Achieved</b>	This reflects an overall upward trend in wait times for all core services. The Ministry is aware of trend data for wait times, and there are actions underway in partnership with National Service Support and Guidance teams to support regions ongoing focus on reducing wait times. Regarding percentage of children receiving support within 60 days of request for support, this is likely to have been impacted by an increase in volume of requests. This is the third consecutive month that this has been slightly below target. We are working with regional staff to ensure that they are aware of this and have plans in place to ensure we can finish the year closer to the Budget Standard.

#### Appropriation: Support and Resources for Parents and the Community

**ED-D02-1:** Percentage of families receiving targeted information and support who, after receipt of such support, report that they are more confident and better equipped to support their children's learning and make informed decisions about learning pathways.

	80%	●	● <b>Achieved</b>	Kāhui Ako  Communities of Learning Centres still delivering the 2020 programme commenced delivery in February with full programme completed by the end of April 2021. Analysis of attendance data, registration and guided talanoa will be completed by early June for the 2020/21 programme and available in the June report. This report will capture the percentage of parents and their children who are more confident and better equipped after attending the 10-session programme.
--	-----	---	-------------------	---

**ED-D02-2:** Number of times education engagement toolkits and guided resources were accessed.

	<b>Baseline Year</b>	●	● <b>Achieved</b>	Work continues on engagement toolkits. The parent prototype toolkit has been published for testing with a small number of schools. The Education to Employment toolkit was available in late April 2021. Work continues on the Talanoa Ako Guided Resources and will be delivered end of May/June 2021.
--	----------------------	---	-------------------	---

**Non-Departmental measures that are off track, but forecast to be achieved at year end**

**Appropriation: Schooling Improvement**

**ED-N04-2:** Percentage of community leaders that report high levels of engagement in schools' and early learning services' decision-making.

	<b>Budget Standard</b>	<b>Current result</b>	<b>Year-end</b>	<b>Commentary</b>
	<b>Baseline Year</b>	●	● <b>Achieved</b>	The Ministry has engaged an evaluation partner and when the evaluation framework is completed we expect to be able to collect baseline data by June 2021.

**ED-N04-3:** Percentage of early learning services and school leaders that report increased understanding of critical consciousness and kaupapa Māori and their impact on Māori success as Māori in education.

	<b>Budget Standard</b>	<b>Current result</b>	<b>Year-end</b>	<b>Commentary</b>
	<b>Baseline Year</b>	●	● <b>Achieved</b>	Refer commentary above for associated ED-N04-2 above.

**Appropriation: Contribution to the Teaching Council of Aotearoa New Zealand**

**ED-N01-1:** The percentage of new registrations and renewals of practising certificates processed within 20 working days

	65%	● 58%	●	Significant volume of transactions received during the quarter prior to the February fee increase and the requirement to process existing paper applications resulted in a year to date reduction in the number of registrations processed in less than 20 days. The Teaching Council expect to achieve the target this financial year.
--	-----	-------	---	---

## Output indicators – variances from year end forecast

**ED-M02-14:** Number of young people enrolled in the Alternative Education programme.

	Forecast	Previous Result	Year-end forecast	Commentary
Number	2,500	● 1,749	●	<p>The current number of students enrolled in Alternative Education (AE), is 120 students less compared to last year (the figure is cumulative across the financial year). It is not how many are enrolled at a point in time but how many have been enrolled over the course of the year. Some regions have advised that schools have not been referring students to AE. Main reasons for this are no referrals during lockdown and schools working with students and families to maintain them in school using the URF.</p> <p>The COVID-19 Recovery and Response Fund had contingency funding to support students in AE and will be available until the end of 2021 school year. Providing dedicated funding for at-risk akonga signal to schools (and others) the importance of a specific focus on this disadvantaged cohort, and mitigates the risk that this cohort misses out because schools may not seek support on their behalf.</p>

**ED-N02:** Subsidised hours provided by licensed and certified early learning services:

	Forecast	Previous Result	Year-end forecast	Commentary
<b>ED-N02-3.6:</b> Certified playgroups.	1.5-2 million	● 578,912 (estimate)	●	<p>This indicator has not been achieved since 2016/17. Funding rates were increased from 1 July 2020 to try to improve participation. COVID-19 resulted in a decline for the first half of 2020.</p> <p>Currently there are no other initiatives underway or planned for Playgroups.</p>
<b>ED-N02-3.2:</b> Certified playcentres.	2.4-2.8 million (estimate)	● 687,320	●	<p>Based on projections for the year we are not expected to meet the forecast, with a projected total of 2.37 million hours. This is consistent with the decline in playcentre attendance over the past few years.</p>
<b>ED-N02-3.4:</b> Home-based educators.	24-25 million	● 4,489,537 (estimate)	●	<p>Based on projections for the year we are not expected to meet the forecast, with a projected total of 17.06 million hours.</p>

## Annex 2: Financial performance for the third quarter of 2020/21

### Vote Education Commentary

Total year to date expenditure for Vote Education is under budget by \$100.7 million (1.0%).

**Significant areas of underspend are:**

a. **Primary and Secondary Education MCA** - \$64 million (1.3%) mainly due to:

- *Secondary Education* - \$39.7 million (1.9%), mostly due to underspends on: teacher salaries for which a portion of funding was returned in MBU, donations of which funding was allocated based on full uptake, however, only 80% of eligible schools opted in in 2021 (up from 76% in 2020); additional relief teacher funding received during COVID-19 which remains unspent, we have recommended that Cabinet be requested in June to fund a support scheme for schools financially impacted by COVID-19 utilising this 2020/21 underspend; and an underspend is expected at year end which is less than 2% of the appropriation.
- *Primary Education* - \$21.4 million (0.7%), mostly due to underspends on: teacher salaries for which a portion of funding was returned in MBU donations of which funding was allocated based on full uptake, however, only 85% to 95% of eligible schools have opted in; additional relief teacher funding received during COVID-19 which remains unspent we have recommended that Cabinet be requested in June to fund a support scheme for schools financially impacted by COVID-19 utilising this 2020/21 underspend; and an underspend is expected at year end which is less than 1% of the appropriation.

b. **Outcomes for Target Student Group MCA** - \$33.3 million (4.2%) mainly due to:

- *Learning Support* - \$33.1 million (7.0%), due to underspends relating to delays in recruitment (both local and International) for Learning Support Coordinators. An in-principle transfer to 2021/22 has been requested at MBU to cover the delays in overseas recruitment as a result of COVID-19. Additional underspends are in the Ongoing Resourcing Scheme and teachers salaries where funding are likely to be returned to the centre.
- *School Lunch Programme* - forecasting a full year overspend of \$4.9 million (5.4%). Early in the 2020/21 financial year, there was a significant underspend forecast for this programme which was then redirected to support the Free Period Products in schools (mostly in outyears). Further analysis made during the year revealed that the forecast did not account for additional schools starting earlier than anticipated. As a result, the funding is no longer fully sufficient to meet the programme needs for 2020/21. The forecast shortfall in the current year will be covered by underspends in other categories within the MCA.

c. **Improved Quality Teaching and Learning MCA** - \$13.6 million (6.6%) mainly due to:

- *Professional Development and Support* - \$11 million (15.7%) due to slower than planned uptake by schools to attend professional development sessions during the first quarter due to the resurgence of COVID-19. Teachers were reluctant to travel for planned PLD sessions.
- *Support and Resources for Teachers* - \$5.5 million (6.5%), due to slower than planned recruitment tagged to significant programmes of work e.g. ANZ Histories, CPA, NCEA, TAPEC and the Supporting Maori Learners budget initiative.

d. **Education Providers with COVID-19-Related Losses of Income** - \$13.1 million (38.8%), mainly due to fewer applications for the school hostel wage subsidy scheme than expected. We transferred \$15 million to non-departmental output expense Early Learning for the reintroduction of the Childcare for Essential Workers scheme in the Supplementary Estimates.

e. **Scholarships and Awards for Teachers and Trainees** - \$6.3 million (29.3%), mainly due to COVID-19 border restrictions for international teachers coming to New Zealand. A shift was directed towards domestic teachers but the uptake on this has been very low as teachers have remained stable in employment.

f. **Oversight of the Education System MCA** - \$5.3 million (9.7%) mainly due to:

- *Stewardship and Oversight of the Education System* - \$5.8 million (11.1%), mostly due to delays in work programme including Te Rito, with works now expected to flow into the new financial year.

**Partially offset by overspending in:**

a. **Departmental Capital Expenditure** - \$29.6 million (2.9%), mainly due to higher than expected spend on school led projects funded through 5YA. A number of construction projects funded from redevelopments, roll growth and new schools have also progressed faster than expected.

b. **Schools Furniture & Equipment** - \$12.2 million (53.0%), mainly due to further advanced roll growth and redevelopment costs. This is timing as we are forecasting a small underspend at year end.

## Vote Tertiary Education Commentary

The Vote Tertiary Education year-to-date reported expenditure of \$1.6 billion highlights the impact of COVID-19 response initiative that required almost \$1.2 billion of appropriated 2020/21 funding to be recognised in the 2019/20 financial year. This did not change the timing or quantum of tertiary education providers' payments [CAB-20-MIN-0219.27 initiative 12660]. The impact of this accounting treatment is that reported year-to-date expenditure is understated by almost \$1.2 billion compared to actual cash paid to providers.

Total year to date expenditure for Vote Tertiary Education is under budget by \$75.9 million (4.6%). Significant areas of underspend are:

a. **Tertiary Tuition and Training MCA - \$59.3 million (5.3%) mainly due to:**

- *Tertiary Education: Student Achievement Component* - \$51.6 million (6.9%), due to TEC retaining \$97 million of 2021 funding while enrolment data at providers is confirmed. Indicative data shows significant growth in provider-based enrolments across universities, Te Pūkenga's network and private training establishments. To manage the increased enrolment demand and associated financial pressure within the SAC category of the MCA, the TEC expects to spend all funding within the category and intends to use \$46 million from its balance sheet (METIS 125467).
- *Training for Designated Groups*: \$8.2 million (10.3%), with underspends in the Youth Guarantee fund due to low student demand. In March, Joint Ministers agreed to reprioritise this underspend by funding additional growth in apprenticeships within the Industry Training Fund (METIS 1254678). We expect the Training for Designated Groups category to be close to budget by year end.

**Fees-free Payments** – both Fees-Free and the Targeted Training and Apprenticeship Fund (TTAF) sit in this appropriation category. The full year forecast underspend is driven by lower Fees-Free enrolments. This is partially offset by higher uptake of apprenticeships and provider-based study at level 3-7 than expected. We forecast an underspend at year end and a more authoritative view will be formed after analysis of the April Single Data Return (SDR) that will be completed in May.

- b. **Tertiary Sector / Industry Collaboration Projects** – \$11.9 million (33.7%), mainly due to delays in the contracting and delivery of WDC/TITO COVID-19 Response Projects. Late in-principle transfers to 2021/22 will be requested in June due to timing of the contracts and the later stand-up of WDC's, although there will be some underspend at year end.
- c. **Support for Lincoln University** - \$5 million (50%), the final payment of \$5 million is scheduled to be released on completion of a building which is expected to be completed at end of May.

Full year forecast:

- a. **Workforce Development Council** – the full year forecast is showing an underspend of \$42 million. As part of Budget 21, a technical budget initiative was approved to transfer the entire \$42 million underspend to 2021/22 (\$21 million) and 2022/23 (\$21 million) to Training for Designated Groups category in Tertiary Tuition and Training MCA. This enables the Industry Training Fund to support a similar level of apprenticeships in 2022 as in 2021.
- b. **Support for a Single National Vocational Education Institution** –\$20 million in capital funding was appropriated for the purpose of supporting Te Pūkenga to establish key IT systems to support financial operations and data analysis in 2020/21. A \$4 million payment was made immediately on the Cabinet decision. The current full-year forecast is underspend as further work needs to be undertaken by Te Pūkenga to ensure any investment decision achieves value for money and supports the development of its long-term operating model. A late in-principle capital transfer to 2021/22 of \$16 million will be sought in June.

## Annex 3: Financial report for the third quarter of 2020/21

### Vote Education Expenditure against Appropriations

	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget MBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Departmental Output Expenses</b>								
School Property Portfolio Management	1,416.4	1,417.9	1.5	0.1%	1,899.1	1,910.0	10.9	0.6%
Services to Other Agencies	3.6	3.3	(0.3)	(9.1%)	4.7	5.0	0.3	6.0%
Support and Resources for Parents and the Community	9.7	10.9	1.2	11.0%	14.9	14.9	-	-
<b>Total Departmental Output Expenses</b>	<b>1,429.7</b>	<b>1,432.1</b>	<b>2.4</b>	<b>0.2%</b>	<b>1,918.7</b>	<b>1,929.9</b>	<b>11.2</b>	<b>0.6%</b>
<b>Departmental Capital Expenditure</b>	<b>1,063.4</b>	<b>1,033.8</b>	<b>(29.6)</b>	<b>(2.9%)</b>	<b>1,394.1</b>	<b>1,394.1</b>	<b>-</b>	<b>-</b>
<b>Non-Departmental Output Expenses</b>								
Contribution to the Education Council of Aotearoa New Zealand	12.2	7.5	(4.7)	(62.7%)	12.1	12.2	0.1	0.8%
Early Learning	1,582.2	1,579.3	(2.9)	(0.2%)	2,142.3	2,142.3	-	-
School Managed Network Funding	21.6	21.6	-	-	28.7	28.8	0.1	0.3%
School Transport	160.0	162.2	2.2	1.4%	221.0	221.0	-	-
Schooling Improvement	8.4	13.0	4.6	35.4%	27.3	32.3	5.0	15.5%
Support for Early Learning Providers	3.3	4.0	0.7	17.5%	11.9	14.9	3.0	20.1%
Supporting Parenting	6.5	7.3	0.8	11.0%	8.4	9.2	0.8	8.7%
UNESCO	1.7	1.9	0.2	10.5%	1.9	2.1	0.2	9.5%
<b>Total Non-Departmental Output Expenses</b>	<b>1,795.9</b>	<b>1,796.8</b>	<b>0.9</b>	<b>0.1%</b>	<b>2,453.6</b>	<b>2,462.8</b>	<b>9.2</b>	<b>0.4%</b>
<b>Benefits or Related Expenses</b>								
Home Schooling Allowances	4.8	4.9	0.1	2.0%	7.2	7.3	0.1	1.4%
Scholarships and Awards for Students	10.5	12.1	1.6	13.2%	14.7	15.8	1.1	7.0%
Scholarships and Awards for Teachers and Trainees	15.2	21.5	6.3	29.3%	25.5	30.7	5.2	16.9%
<b>Total Benefits or Related Expenses</b>	<b>30.5</b>	<b>38.5</b>	<b>8.0</b>	<b>20.8%</b>	<b>47.4</b>	<b>53.8</b>	<b>6.4</b>	<b>11.9%</b>
<b>Non-Departmental Other Expenses</b>								
Education Providers with COVID-19-Related Losses of Income	20.7	33.8	13.1	38.8%	32.8	53.8	21.0	39.0%
Integrated Schools Property	58.9	61.0	2.1	3.4%	79.7	85.3	5.6	6.6%
Impairment of Debts and Assets and Debt Write-Offs	1.6	0.0	(1.6)	-	10.0	12.0	2.0	16.7%
<b>Total Non-Departmental Other Expenses</b>	<b>81.2</b>	<b>94.8</b>	<b>13.6</b>	<b>14.3%</b>	<b>122.5</b>	<b>151.1</b>	<b>28.6</b>	<b>18.9%</b>
<b>Non-Departmental Capital Expenditure</b>								
School Support Project	-	1.4	1.4	100.0%	1.3	1.9	0.6	31.6%
Schools Furniture & Equipment	35.2	23.0	(12.2)	(53.0%)	47.0	51.8	4.8	9.3%
<b>Total Non-Departmental Capital Expenditure</b>	<b>35.2</b>	<b>24.4</b>	<b>(10.8)</b>	<b>(44.3%)</b>	<b>48.3</b>	<b>53.7</b>	<b>5.4</b>	<b>10.1%</b>

	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget MBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Multi-Category Expenses and Capital Expenditure (MCA)</b>								
<b>Improved Quality Teaching and Learning MCA</b>								
Support and Resources for Teachers	78.6	84.1	5.5	6.5%	110.1	110.1	-	-
Curriculum Support	55.1	52.2	(2.9)	(5.6%)	75.4	81.9	6.5	7.9%
Professional Development and Support	59.2	70.2	11.0	15.7%	114.0	117.9	3.9	3.3%
<b>Total Improved Quality Teaching and Learning MCA</b>	<b>192.9</b>	<b>206.5</b>	<b>13.6</b>	<b>6.6%</b>	<b>299.5</b>	<b>309.9</b>	<b>10.4</b>	<b>3.4%</b>
<b>Outcomes for Target Student Groups MCA</b>								
Interventions for Target Student Groups	271.9	273.8	1.9	0.7%	385.5	397.1	11.6	2.9%
Learning Support	443.0	476.1	33.1	7.0%	615.3	650.8	35.5	5.5%
School Lunch Programme	37.7	37.4	(0.3)	(0.8%)	95.5	90.6	(4.9)	(5.4%)
Service Academies	2.3	2.8	0.5	17.9%	3.4	3.8	0.4	10.5%
Students Attendance and Engagement	10.9	9.0	(1.9)	(21.1%)	12.8	12.8	-	-
<b>Total Outcomes for Target Student Groups MCA</b>	<b>765.8</b>	<b>799.1</b>	<b>33.3</b>	<b>4.2%</b>	<b>1,112.5</b>	<b>1,155.1</b>	<b>42.6</b>	<b>3.7%</b>
<b>Oversight and Administration of the Qualifications System MCA</b>								
Secondary School Assessments	48.6	48.6	-	-	58.6	58.6	-	-
Standards and Qualifications Support	13.4	13.4	-	-	18.3	18.3	-	-
<b>Total Oversight and Administration of the Qualifications System MCA</b>	<b>62.0</b>	<b>62.0</b>	<b>-</b>	<b>-</b>	<b>76.9</b>	<b>76.9</b>	<b>-</b>	<b>-</b>
<b>Oversight of the Education System MCA</b>								
Stewardship and Oversight of the Education System	46.6	52.4	5.8	11.1%	65.0	65.1	0.1	0.2%
Education Research Initiatives	2.8	2.3	(0.5)	(21.7%)	3.0	3.0	-	-
<b>Total Oversight of the Education System MCA</b>	<b>49.4</b>	<b>54.7</b>	<b>5.3</b>	<b>9.7%</b>	<b>68.0</b>	<b>68.1</b>	<b>0.1</b>	<b>0.1%</b>
<b>Primary and Secondary Education MCA</b>								
Primary Education	2,832.0	2,853.4	21.4	0.7%	3,866.6	3,902.7	36.1	0.9%
School Risk Management Scheme	2.7	3.8	1.1	28.9%	4.1	5.0	0.9	18.0%
Secondary Education	1,998.1	2,037.8	39.7	1.9%	2,773.0	2,806.1	33.1	1.2%
Support and Resources for Education Providers	94.8	96.6	1.8	1.9%	134.9	145.6	10.7	7.3%
<b>Total Primary and Secondary Education MCA</b>	<b>4,927.6</b>	<b>4,991.6</b>	<b>64.0</b>	<b>1.3%</b>	<b>6,778.6</b>	<b>6,859.4</b>	<b>80.8</b>	<b>1.2%</b>
<b>Total Multi-Category Expenses and Capital Expenditure (MCA)</b>	<b>5,997.7</b>	<b>6,113.9</b>	<b>116.2</b>	<b>1.9%</b>	<b>8,339.1</b>	<b>8,469.4</b>	<b>130.3</b>	<b>1.5%</b>
<b>Multi-Year Appropriations</b>								
Schools Payroll Sustainability Loan	3.0	3.0	-	-	3.0	3.0	-	-
<b>Total Multi-Year Appropriations</b>	<b>3.0</b>	<b>3.0</b>	<b>-</b>	<b>-</b>	<b>3.0</b>	<b>3.0</b>	<b>-</b>	<b>-</b>
<b>Total Vote Education</b>	<b>10,436.6</b>	<b>10,537.3</b>	<b>100.7</b>	<b>1.0%</b>	<b>14,323.1</b>	<b>14,517.8</b>	<b>194.7</b>	<b>1.3%</b>

## Vote Tertiary Education Expenditure against Appropriations

	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget MBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Departmental Output Expenses</b>								
Stewardship and Oversight of the Tertiary Education	11.0	11.4	0.4	3.5%	15.7	16.4	0.7	4.3%
<b>Total Departmental Output Expenses</b>	<b>11.0</b>	<b>11.4</b>	<b>0.4</b>	<b>3.5%</b>	<b>15.7</b>	<b>16.4</b>	<b>0.7</b>	<b>4.3%</b>
<b>Non-Departmental Output Expenses</b>								
Access to Tertiary Education	26.3	25.1	(1.2)	(4.8%)	38.5	40.7	2.2	5.4%
Administration of and Support for the Tertiary Education and Careers Systems	61.3	61.3	-	-	81.8	81.8	-	-
Centres of Research Excellence	37.3	37.4	0.1	0.3%	49.8	49.8	-	-
Establishment of a Single National Vocational Education Institution	40.9	40.9	-	-	63.1	69.1	6.0	8.7%
International Education Programmes	25.7	27.5	1.8	6.5%	32.9	35.4	2.5	7.1%
Support for Private Training Establishments of Strategic Importance	8.1	6.0	(2.1)	(35.0%)	8.1	9.9	1.8	18.2%
Tertiary Education Research and Research-Based Teaching	241.4	240.4	(1.0)	(0.4%)	321	323	2.0	0.6%
Tertiary Sector / Industry Collaboration Projects	23.4	35.3	11.9	33.7%	33.9	53.6	19.7	36.8%
University-led Innovation	7.1	7.1	-	-	9.2	11.3	2.1	18.6%
Workforce Development Councils	-	-	-	-	-	42.0	42.0	100.0%
<b>Total Non-Departmental Output Expenses</b>	<b>471.5</b>	<b>481.0</b>	<b>9.5</b>	<b>2.0%</b>	<b>638.3</b>	<b>716.6</b>	<b>78.3</b>	<b>10.9%</b>
<b>Benefits or Related Expenses</b>								
Scholarships for Inbound International Students	0.2	0.2	-	-	0.3	0.3	-	-
Tertiary Scholarships and Awards	11.9	13.6	1.7	12.5%	17.3	19.9	2.6	13.1%
<b>Total Benefits or Related Expenses</b>	<b>12.1</b>	<b>13.8</b>	<b>1.7</b>	<b>12.3%</b>	<b>17.6</b>	<b>20.2</b>	<b>2.6</b>	<b>12.9%</b>
<b>Non-Departmental Other Expenses</b>								
Support for Te Wananga o Raukawa	5.3	5.3	-	-	5.3	5.3	-	-
<b>Total Non-Departmental Other Expenses</b>	<b>5.3</b>	<b>5.3</b>	<b>-</b>	<b>-</b>	<b>5.3</b>	<b>5.3</b>	<b>-</b>	<b>-</b>
<b>Non-Departmental Capital Expenditure</b>								
Careers System Online	5.7	5.7	-	-	8.5	8.5	-	-
Support for a Single National Vocational Education Institution	4.0	4.0	-	-	4.0	20.0	16.0	80.0%
Support for Lincoln University	5.0	10.0	5.0	50.0%	10.0	10.0	-	-
Tertiary Education Institutions' Proceeds from Disposal of Crown Assets	-	-	-	-	17.0	17.0	-	-
<b>Total Non-Departmental Capital Expenditure</b>	<b>14.7</b>	<b>19.7</b>	<b>5</b>	<b>25.4%</b>	<b>39.5</b>	<b>55.5</b>	<b>16.0</b>	<b>28.8%</b>
<b>Total Stewardship of the Tertiary Education System MCA</b>								
Tertiary Tuition and Training MCA								
Community Education	29.2	28.7	(0.5)	(1.7%)	51.3	51.4	0.1	0.2%
Tertiary Education: Student Achievement Component	692.0	743.6	51.6	6.9%	1,421.2	1,423.2	2.0	0.1%

	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget MBU	Variance	
Training for Designated Groups	71.2	79.4	8.2	10.3%	154.4	157	2.6	1.7%
Fees-free Payments	271.6	271.6	-	-	375.9	427.2	51.3	12.0%
<b>Total Tertiary Tuition and Training MCA</b>	<b>1,064.0</b>	<b>1,123.3</b>	<b>59.3</b>	<b>5.3%</b>	<b>2,002.8</b>	<b>2,058.8</b>	<b>56.0</b>	<b>2.7%</b>
<b>Total Multi-Category Expenses and Capital Expenditure (MCA)</b>	<b>1,064.0</b>	<b>1,123.3</b>	<b>59.3</b>	<b>5.3%</b>	<b>2,002.8</b>	<b>2,058.8</b>	<b>56.0</b>	<b>2.7%</b>
<b>Total Vote Tertiary Education</b>	<b>1,578.6</b>	<b>1,654.5</b>	<b>75.9</b>	<b>4.6%</b>	<b>2,719.2</b>	<b>2,872.8</b>	<b>153.6</b>	<b>5.3%</b>