# Education Report: Education system monitoring report

| To: | Hon Chris Hipkins, Minister of Education | | |
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| Cc: | Hon Jan Tinetti, Associate Minister of Education<br>Hon Kelvin Davis, Associate Minister of Education – (Māori Education)<br>Hon Aupito William Sio, Associate Minister of Education | | |
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| Drafter: | David Earle | DDI: | 04 463 8524 |
| Key Contact: | David Jagger | DDI: | 9(2)(a) |
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## Purpose of Report

This paper reports back to you on replacing the Ngā Kura o Aotearoa: New Zealand Schools report (Ngā Kura) with a whole of education system report, which will incorporate monitoring of the National Education Learning Priorities (NELP) and Tertiary Education System (TES).

## Summary

In September 2021, we reported to you on the development of an education system monitoring framework and how this can be applied to monitoring the NELP and TES (METIS 1271484). We said we would provide you with a draft monitoring report by May 2022.

In response to the briefing on the 2020 Ngā Kura report, you stated that "in future it would be good to see the ECE and Tertiary sector reports incorporated into one whole sector report" (METIS 1260038).

We propose that we produce a single education system report, which covers early learning school and tertiary education, incorporates the statutory reporting requirements for schools and provides a progress update against the NELP and TES. This report would be released by September 2022 and tabled in Parliament.

## Recommended Actions

The Ministry of Education recommends you:

a. **agree** that the Ministry of Education produces an education system report, which covers early learning, schooling and tertiary education, incorporates the statutory report requirements for schools and provides a progress update against the NELP and TES

**Agree / Disagree**

b. **agree** that the report be produced to table in Parliament by 30 September each year

**Agree / Disagree.**

c. **note** that a draft report will be provided to you in July 2022

**Noted**

d. **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

**Agree / Disagree.**

Tom Dibley
National Director, Evidence Data and Knowledge
**Te Pae Aronui**
16/05/2022

Hon Chris Hipkins
**Minister of Education**

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## Background

1       In September 2021, we reported to you on the development of an education system monitoring framework and how this can be applied to monitoring the NELP and TES (METIS 1271484). The purpose of the framework is to understand the experiences of, and outcomes for, ākonga and whānau across the education system. A copy of the framework and indicators is attached for your information.

2       The framework identified enduring headline indicators that can show progress against the NELP and TES, as well as components of Ka Hikitia, the Action Plan for Pacific Education and other strategies. The indicators will be reported for Māori and Pacific ākonga and for Māori medium schooling and early learning where possible.

3       We proposed that the first monitoring report be produced and ready for publication by July 2022 and would include full year results up to the end of 2021, as well as information from the Education Review Office's first Education Now report and findings from the Ministry of Social Development's 'What About Me' survey.

4       In response to that report, you also asked about the feasibility for an annual sample survey of ākonga and whānau on wellbeing and inclusion to fill the information gaps. We will be providing you and Hon Tinetti a briefing on our Student Wellbeing Measures Project shortly.In response to the briefing on the 2020 Ngā Kura report, you stated that "in future it would be good to see the ECE and Tertiary sector reports incorporated into one whole sector report".

5       There are statutory requirements for the school sector report. You are required under the Education and Training Act 2020 to present a report to Parliament on the performance of the school sector by 30 September each year.  This must include a signed statement from the Secretary of Education on school enrolment schemes. There is nothing to stop this report also including information on early learning and tertiary education.

6       In the early learning and tertiary education, there are no statutory requirements for a sector report. The Ministry previously published a tertiary education sector report ("Profile and Trends"), which was discontinued in 2016. Since then, we have provided updates on key performance areas as part of our statistics releases on Education Counts. The Ministry hasn't ever produced an early learning sector report.

## Whole of education system report

7       Based on your preference for a whole of system report, we propose that we produce a new education system report, that covers early learning, schooling and tertiary education, incorporates the statutory reporting requirements for the school sector and provides a progress update against the NELP and TES.

8       The report would contain an overview of the education system from early learning through to tertiary education.  It would then discuss performance of the system in respect of the five Education Objectives.  Within each of these sections, we will present the headline indicators and discuss progress against the NELP and TES priorities.

9       The report would retain the current short chapter on school sector resourcing and the appendix on school enrolment schemes. These sections are required under the Education and Training Act 2020.

10     Our working title for the report is the "Education System Report (incorporating Ngā Kura o Aotearoa)". We will consider a more appropriate long-term name, including a te reo Māori name.

11     The whole of system report will help steer the direction of policy and investment to over time as well as providing transparency for education providers and consumers about system performance.

## Filling gaps in data

12     In our briefing on the Education System Monitoring Framework, we highlighted significant data gaps. We outlined further work underway to address some of the information gaps.

13     ERO's 'Education Now' project (part of ERO's new operating model) will provide tools for school leaders to understand their school's performance through surveys of their leaders, teachers, parents and students. This information will also support NELP monitoring by providing information on how schools are faring on a number of dimensions. Schools were not able to use these tools in term three or four of 2021 due to the delta outbreak. ERO is working now with schools to help them use these tools and should have sufficient data to provide insights for NELP monitoring later this year.

14     The Ministry of Social Development has completed the "What About Me" survey of young people, which will provide information on the wellbeing of young people and their whānau. However, the data will not be available until the second half of this year which means we won't be able to include it in this year's report.

15     The Student Wellbeing Measures Project has the potential to also fill important data gaps on wellbeing and inclusion. We will be providing you and Hon Tinetti a briefing on this work shortly.

## Link to Statement of Intent and Annual Report

16     The Ministry published an updated Statement of Intent (SOI) 2021-26 in December 2021 (METIS 1276988 refers). This sets out what success looks like, our focus for the next four years and how we will measure progress. This information aligns with the priorities, high-level indicators and information gaps identified with the NELP and TES. The Ministry in its Annual Report will report on the organisational progress it has made in contributing to relevant priorities and indicators in the NELP and TES.

17     The Ministry has an ongoing focus on improving performance information at a system and organisational level. This is the subject of an upcoming strategy session.

## Next steps

18     We will provide you with a draft version of education system report to you in July.

19     The final version will be provided to you in August for preparation for tabling in Parliament in September.

## Annexes

Annex 1: Education System Monitoring Framework

# Annex 1: Education System Monitoring Framework

See the bottom of this page to understand the icons and colour coding used throughout this diagram

| The NELP & TES set priorities | From these flow topics we must monitor | And we have identified headline indicators of these | | But some key gaps remain |
|---|---|---|---|---|

## Ākonga feel safe and included

**Priority 1:** Places of learning are safe, inclusive and free from racism, discrimination and bullying

**Priority 2:** Identities, languages and cultures are sustained

**Priority 3:** Reduce barriers to education for all

**Priority 5:** Incorporate te reo Māori and tikanga Māori into places of learning

| Topic | Indicator | Gaps |
|---|---|---|
| Ākonga are attending and participating | **Percentage of school students attending school regularly** (Termly Attendance Collection) **M P MM** <br> **Participation intensity of students in early learning centres** (ELI) **M P MM** <br> **Percentage of tertiary ākonga completing most of their courses** (SDR) **M P** | *(green)* |
| Te reo and tikanga Māori are incorporated into places of learning | **Ākonga learning te reo Māori in ECE, School and Tertiary** (ECE Census, School roll returns, SDR) **M MM** | Incorporation of tikanga Māori into places of learning ● |
| Ākonga are safe and free from racism, discrimination and bullying | **15-year-olds who feel safe in school** (PISA) **M P MM** | Student experiences of racism ● ● ● |
| Ākonga feel they belong, are included and have a voice | **Sense of belonging at school of 15-year-olds** (PISA) **M P MM** | Student views on how their voice is heard and incorporated ● ● ● |
| Identities, languages and cultures are sustained | **Teacher views on their practices in the classroom around inclusion** (NZCER Teaching and school practices tool) **M P MM** | Student views on expressing their culture, languages and identities ● |
| Barriers to education | **Wait times for Behavior services, Communications Service, Early intervention Services and ORS** (Ministry administrative data) | The extent to which ākonga experience barriers accessing education ● ● |

## Whānau and community are active partners

**Priority 2:** Partner with whānau and communities to design and deliver education that responds to needs

| Topic | Indicator | Gaps |
|---|---|---|
| Places of learning actively engage with whānau on education, and Whānau feel included and engaged | | Whānau views on how well places of learning engage with them ● |
| Whānau and community input to local curriculum | | Whānau and community views on their ability to input into local curriculum ● |
| Iwi and hapū voice | | Iwi and hapū views on how their voice is incorporated into education ● |

## Ākonga engage and succeed in education relevant to their lives

**Priority 2:** High aspirations for every ākonga

**Priority 6:** Strengthen teaching, leadership and learning support capability

| Topic | Indicator | Gaps |
|---|---|---|
| Achievement against the curriculum | **Achievement against the curriculum of year 4 and 8 students** (NMSSA) **M P MM** <br> **School Leavers with NCEA Level 2 or above and with UE** (School Leavers) **M P MM** <br> **Tertiary qualification completion rates** (Single Data Return and Industry Training Register) **M P** | Achievement through primary, intermediate and lower secondary school |
| Ethnic diversity of the teaching workforce | **Ethnic breakdown of ECE, Schooling and Tertiary teachers** (ECE Census, Teacher Payroll, Tertiary Staffing Return) **M P MM** | *(green)* |
| Places of learning have high aspirations for every ākonga | **Highest qualification students expect to gain** (PISA) **M P MM** | Teacher/school expectations of students ● |
| Teaching is inclusive and responsive to ākonga | **Student assessment of the support they receive from teachers** (PISA) **M P MM** | Student views on inclusiveness of teaching ● |
| Teacher training and development | **Teachers reporting their PLD had a positive impact on their teaching** (TALIS) | |

## Ākonga and whānau connect to their own pathways to success

**Priority 4:** Every ākonga gains sound foundation skills

**Priority 7:** Collaborate with industries and employers and Ensure ākonga have the skills, knowledge and pathways to succeed in work

| Topic | Indicator | Gaps |
|---|---|---|
| Literacy, language and numeracy skills progress (including wider problem solving etc) | **Mathematics, reading and writing ability of 15-year-olds** (PISA) **M P MM** | Progress through primary, intermediate and lower secondary years |
| Pathways from school to tertiary and employment (including NCEA pathways) | **Tertiary destinations of school leavers** (School Leavers) **M P MM** | *(green)* |
| Learning is connected to community and work | | Connection of learning to community and work |
| Ākonga have support and information about pathways | | Information and support given to ākonga about pathways |
| Industries and employers are engaged with education | | Engagement of industries and employers with education |

## Contribution of research and mātauranga Māori

**Priority 8 (TES only):** Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

| Topic | Indicator | Gaps |
|---|---|---|
| Matauranga Māori contributes to local and global challenges | | Contribution of mātauranga Māori to local and global challenges. |
| Research contributes to local and global challenges | | Contribution of research to local and global challenges |

## Keys for interpreting this diagram:

### A traffic light system indicates how well our current indicators can monitor a topic

**Green** indicates we have relatively complete set of data to monitor progress against a topic.

**Orange** indicates we have some data available, but data is updated infrequently and/or there are gaps in our coverage of a topic.

**Red** indicates there is very little or no data available.

### Coloured dots indicate upcoming work with the potential to contribute indicators

● **Whataboutme** (MSD)

● **Education Now** (ERO)

● **Student Wellbeing measures** (The Ministry is developing a co-design approach to identifying a set of student wellbeing measures with the sector. This work is primarily to support schools and communities to understand student wellbeing better and take action to improve it – and may lead to system level wellbeing measures as a secondary goal of the work. Topics covered by these measures will be ultimately driven by co-design work).

### Our ability to measure equity is captured with red and green letters

**M/M** indicates if we can/cannot break the indicator down for Māori students.

**P/P** indicates if we can/cannot break the indicator down for Pacific students.

**MM/MM** indicates if we can/cannot break the indicator down for students in Māori medium schooling or ECE.