



## Education Report: Estimates 2020/21 – Draft Performance Measures

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	6 March 2020	<b>Priority:</b>	Medium
<b>Security Level:</b>	Budget Sensitive	<b>METIS No:</b>	1219118
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### Purpose

The purpose of the paper is to provide draft performance measures and non-financial information for Votes Education and Tertiary Education for your review, as part of the Estimates of Appropriations for 2020/21.

### Summary

- I. Draft Estimates performance measures and non-financial information for 2020/21 is attached. This is provided for review before you are provided the final Vote Education and Vote Tertiary Education Supporting Information for the Estimates of Appropriations for sign-off.
- II. Building on work in previous years, we have been working to improve measures to create a better set of measures for 2020/21 that are more focused on demonstrating how we are making a difference. Over time, we also expect our measures to reflect points raised in our Strategy Session with you on 4 March 2020. We have also worked with the Crown entities we monitor and fund to improve their measures. Significant changes to the measures are highlighted in Appendix A.
- III. This is part of an ongoing programme of performance measurement improvement, where we improve our Estimates measures year on year with available data, while undertaking longer term work on the data collection requirements to measure outcomes across the education system (METIS 1215702 refers).

## Recommended Actions

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The Ministry of Education recommends that you:

- a. **review and provide any feedback** by 16 March 2020 on the proposed performance measures to be included in the Vote Education and Vote Tertiary Education Supporting Information for the Estimates of Appropriations
- b. **note** we currently expect to provide you with a final version of the Vote Education and Vote Tertiary Education Supporting Information for the Estimates of Appropriations for sign-off by 30 March 2020
- c. **agree** that this Education Report is not proactively released at this time because final decisions are still to be made on Estimates documents which are Budget Sensitive

Noted

Release/Not release



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

06/03/2020



Hon Chris Hipkins  
Minister of Education

6/5/2020

## Background

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1. The Supporting Information for the Estimates of Appropriations includes non-financial information about the various appropriations funded through Vote Education and Vote Tertiary Education. This includes:
  - the scope of the appropriation, establishing the legal limit of what an appropriation can be used for
  - concise statements of "*what is intended to be achieved*" for each appropriation or category of expenditure
  - performance measures that explain "*how performance will be assessed*"
  - information about who will be reporting on performance and where this can be found.
2. The proposed Estimates measures complement the high-level indicators already included in the Statement of Intent (SOI) 2018-2023 and our contribution to wider performance information across the public sector, in particular the Government's child poverty, wellbeing targets, the Treasury's Living Standards Framework, and Indicators Aotearoa New Zealand which is being developed by Statistics New Zealand.

## Estimates of Appropriations for 2020/21

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### Overall changes

3. Our aim has been to have measures that are proportionate to the financial investment being made, with broad coverage of quality, quantity, timeliness and cost aspects of performance.
4. Non-financial information and draft performance measures for 2020/21 are set out in the attached document for your review. Significant changes to the measures are highlighted in Appendix A. These changes are in addition to the amendments you have already approved for 2019/20 (METIS 1210638) and include amendments we are currently seeking through the quarterly reporting process (METIS 1219117).

### Revised Ministry measures

5. The Estimates include measures the Ministry reports directly through the Annual Report and, on your behalf, through Public Finance Act Section 19B reports on non-departmental measures.
6. Over the last four years we have systematically reviewed the Ministry's performance measures to provide fewer measures that are more focused on demonstrating results. We are now in a position where if we remove low value measures, they typically need to be replaced with alternative/improved measures. Improvement in some areas are dependent on progressing key initiatives through the Education Work Programme, measuring student progress in particular. We will be undertaking an ongoing programme of performance measurement improvement, linked to longer term work to address the data collection requirements to measure outcomes across the education system (METIS 1215702 refers).
7. For 2020/21 our main focus has been on improving measures for the new Primary and Secondary Education Multi-category Appropriation (MCA) set out on pages 20 to 25, and addressing audit and other feedback on other measures.
8. The Estimates measures are supplemented by:
  - additional asset measures to meet the Treasury's Investor Confidence Rating expectations for 2020/21 (refer pages 26-27)

- additional Ministerial correspondence measures for both Votes, in response to your concern about the time taken for correspondents to wait for a reply, which are reported to Ministers but not Parliament (refer Output Plan Only (OPO) measures pages 18 and 29).

#### **Revised Crown Entity measures**

9. The Ministry has also worked with the New Zealand Qualifications Authority (NZQA), the Tertiary Education Commission (TEC) and Education New Zealand (ENZ) to review their measures in the Estimates, taking account of feedback from our policy, monitoring and planning and performance teams.
10. They are working to improve their measures year on year, recognising the need to shift from outputs to outcomes, and to develop measures that support the Education Work Programme initiatives and associated strategy documents.
11. Draft information from the Crown entities has been included in the attached document for your review. Crown entity Estimates measures will be supplemented with additional measures agreed as part of their 2020/21 Statements of Performance Expectations.

#### **Next steps**

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12. We are in the process of confirming "Estimated Actual" figures for 2019/20, drawing on the most recent information available. Typically we would expect these figures to be consistent with the Final Budget Standard unless currently reported as "Not on track".
13. The draft performance measures will also be reviewed by the Treasury and our auditors with time for us to address any technical wording issues. Your feedback and any subsequent changes will be reflected in the final Vote Education and Vote Tertiary Education Estimates documents when provided for your approval. We currently expect this to be 30 March 2020.
14. Additional non-financial information may also need to be added to support decisions on Budget 2020 initiatives. The Budget Standard for some measures could also need to change as a result of Budget decisions.
15. We recommend that this Education Report is not proactively released at this time. This is because final decisions are still to be made on Estimates documents which are Budget Sensitive.



## Appendix A – Summary of Changes for 2020/21 Estimates

### VOTE EDUCATION

Page		Group/ Entity	Significant change?	High-level details of change
<b>Departmental Output Expenses</b>				
1	School Property Portfolio Management	EIS	Yes	<ul style="list-style-type: none"> <li>Refreshed intention statements, and three updated measures for property: utilisation; functionality; and condition.</li> </ul>
2	Services to Other Agencies RDA	BE&S	No	
2	Support and Resources for Parents and the Community	PICI	Yes	<ul style="list-style-type: none"> <li>Two new measures for parent, whānau, employer and community engagement in education.</li> </ul>
<b>Departmental Capital Expenditure</b>				
3	Ministry of Education – Capital Expenditure PLA	EIS	Yes	<ul style="list-style-type: none"> <li>Same as with School Property Portfolio Management (above).</li> </ul>
<b>Non-Departmental Output Expenses</b>				
4	Contribution to the Teaching Council of Aotearoa New Zealand	Teaching Council	Yes	<ul style="list-style-type: none"> <li>Discontinuing two measures around the review of applications for practicing certificates.</li> </ul>
4	Early Learning	SE&S	Yes	<ul style="list-style-type: none"> <li>Renamed appropriation (was Early Childhood Education).</li> <li>New measure of early learning participation intensity (consistent with the Child and Youth Wellbeing Strategy).</li> </ul>
5	School Managed Network Funding	EIS	No	
6	School Transport	EIS	Yes	<ul style="list-style-type: none"> <li>Refreshed intention statement.</li> </ul>
6	Schooling Improvement	SE&S	Yes	<ul style="list-style-type: none"> <li>Two new measures for community leader engagement in education decision making</li> </ul>
7	Support for Early Learning Providers	No	Yes	<ul style="list-style-type: none"> <li>Renamed appropriation (was Support for Early Childhood Education Providers)</li> </ul>
7	Supporting Parenting	PICI, SE&S	No	
<b>Non-Departmental Other Expenses</b>				
8	Integrated Schools Property	EIS	No	
<b>Non-Departmental Capital Expenditure</b>				
8	School Support Project	SE&S	Yes	<ul style="list-style-type: none"> <li>New measure around ongoing financial sustainability of schools that receive emergency financial support.</li> </ul>
9	Schools Furniture and Equipment	EIS	No	
10	Schools Payroll Sustainability Loan	EIS	No	

# Multi-Category Expenses and Capital Expenditure

Page		Group/ Entity	Significant change?	High-level details of change
11	Improved Quality Teaching and Learning MCA	ELSA, SE&S	Yes	<p><b>MCA Level</b></p> <ul style="list-style-type: none"> <li>Revised measure of professional learning and development</li> <li><b>Support and Resources for Teachers:</b> Refreshed scope and intention statement, and revised measure of usage of the Kauwhata Reo portal.</li> <li><b>Curriculum Support:</b> Refreshed scope and intention statement and changed Budget Standard from 75% to "maintain or improve" for measure of engagement in supports for Digital Technology and Hangarau Matihiko curriculum content.</li> <li><b>Professional Development and Support:</b> Refreshed scope and intention statement and new measures of participation in the Te Ahu o Te Reo Māori program and of teacher development courses provided from the peak bodies.</li> </ul>
12	Outcomes for Target Student Groups MCA	SE&S	Yes	<p><b>MCA Level</b></p> <ul style="list-style-type: none"> <li>Old ECE prior participation measure removed, with new early learning intensity measure shifted to the Early Learning appropriation (non-departmental).</li> </ul>
15	Oversight and Administration of the Qualifications System MCA	NZQA	Yes	<p><b>MCA Level</b></p> <ul style="list-style-type: none"> <li>Reworded purpose and intention statement based on Treasury advice.</li> <li>Two measures deleted and replaced with measure for schools on one to two year review cycle and a transferred measure for non-university education organisations.</li> <li><b>Standards and Qualifications Support:</b> Merges four previous small categories with updated category and intention statement. Deleted two measures – MFAT satisfaction and average processing time of assessment standards put into learners' transcripts – and transferred another to the MCA level.</li> </ul>
17	Oversight of the Education System MCA	EDK, ESP, SPG	Yes	<ul style="list-style-type: none"> <li><b>Stewardship and Oversight of the Education System:</b> Merges four previous small categories with updated category and intention statement.</li> <li><b>Research and Data Analysis:</b> New measures for technical quality and for servicing of information requests.</li> </ul>
20	Primary and Secondary Education MCA	EIS, SE&S, ELSA, BE&S		<p><b>MCA Level</b></p> <ul style="list-style-type: none"> <li>New MCA, consolidating: Support and Resources for Education Providers; Primary Education; Secondary Education and Secondary-Tertiary Interface; and School Risk Management Scheme.</li> <li>Newly developed purpose and intention statements.</li> <li>Existing attendance and NCEA achievement measures lifted up to the MCA level, and a new measure of parent satisfaction introduced (SSC's KiwisCount survey)</li> <li><b>Primary Education:</b> Refreshed intention statement and new measure around school exclusions.</li> <li><b>Secondary Education</b> Refreshed intention statement and new measure around school exclusions.</li> </ul>
26	Asset Measures	BE&S/EIS		

## VOTE TERTIARY EDUCATION

Page		Group	Change?	Details of change
<b>Departmental Output Expenses</b>				
28	Establishing a Single National Vocational Education Institute	GAVC	Yes	<ul style="list-style-type: none"> <li>• <i>Scope and Intention Statement:</i> Wording update to recognise establishing and transitioning to new organisation.</li> <li>• Revised measure(s) under development.</li> </ul>
28	Stewardship of the Tertiary Education System	GAVC, SPG	Yes	<ul style="list-style-type: none"> <li>• No longer an MCA giving effect to Cabinet decisions to merge small appropriations.</li> </ul>
<b>Non-Departmental Output Expenses</b>				
30	Access to Tertiary Education	TEC	No	
30	Administration of and Support for the Tertiary Education and Careers Systems	TEC	Yes	<ul style="list-style-type: none"> <li>• Measure for TEO usefulness of tools focused on investment toolkit and plan guidance being very useful.</li> <li>• Online tools and information for stakeholder focus on useful (delete accessible).</li> <li>• Amend measure for payment to TEOs from accurate and timely to within agreed timeframes.</li> </ul>
31	Centres of Research Excellence	TEC	No	
32	International Education Programmes	ENZ	Yes	<ul style="list-style-type: none"> <li>• Budget Standard for economic contribution reduced based on sector's value being down from \$5.1 billion in 2017.</li> <li>• Measure for international students' experience revised to focus on "very satisfied" to align with International Education Goal 1.</li> </ul>
32	Tertiary Education Research and Research-Based Teaching	TEC	No	
33	Tertiary Sector / Industry Collaboration Projects	TEC	No	
33	University-led Innovation	TEC	No	
<b>Non-Departmental Capital Expenditure</b>				
34	Support for Lincoln University	Lincoln Uni.	No	
<b>Multi-category Expenses and Capital Expenditure</b>				
34	Tertiary Tuition and Training MCA	TEC	No	



## Proposed 2020/21 Performance Measures

# Vote Education

## Departmental Output Expenses

### School Property Portfolio Management (M26)

Scope Statement	Intention Statement
<b>Scope of Appropriation:</b> This appropriation is limited to support and advice for schools on property issues; managing and supporting the purchase and construction of new property; and upgrades to existing property and disposal of surplus property; managing teacher and caretaker housing; and other services provided by the Ministry of Education in its stewardship of the land, buildings and other facilities that comprise the State school sector property portfolio.	<b>Intention Statement:</b> This appropriation is intended to achieve a well-managed, sustainable (socially, environmentally and economically) and equitable school sector property portfolio that delivers quality learning environments.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

Ref	Type	Performance Measure	2019/20		2020/21	
			Budget Standard	Estimated Actual	Budget Standard	Group
1	Est	The Ministry is seen as a high quality property manager for government as measured by the Asset Management maturity index for the school property portfolio (see Note 1).	75% - 80%	75% - 80%	75-80%	EIS
2	Est	Percentage of State schools that meet the Ministry's property-related utilisation standards (see Note 2)	New measure	New measure	Baseline year	EIS
3	Est	Percentage of State schools that meet the Ministry's property-related condition standards (see Note 3)	New measure	New measure	Baseline year	EIS
4	Est	Percentage of State schools that meet the Ministry's property-related functionality standards (see Note 4)	New measure	New measure	Baseline year	EIS

Note 1 - The Asset Management maturity index scale is 0-20% Aware, 20-40% Minimum, 40-60% Core, 60-80% Intermediate, and 80-100% Advanced on the index criteria established by the Treasury.

Note 2 - Running the large school property portfolio is expensive and good utilisation performance helps to minimise this cost and maximize the effectiveness of education delivery. The Ministry's school property-related utilisation standards aim to get schools operating at between 50% and 105% of their roll capacity. This measure considers the relationship between schools' annual July student roll returns and their respective roll capacity, which is determined from the total net area available in schools for teaching and non-teaching use. The standard recognises that below 50% there is likely to be excess capacity which may be inefficient to operate or may be expensive to remove, and above 105% there may be a need for additional capacity to be built or the demand managed. When a school is identified as being above 105% the Ministry would have clear plans in place for the best way to help address the capacity needs of the school through various demand and supply management responses – for example, there may be new capacity already in development, or rolls may be expected to decline. This measure is forecast to cover approximately 95% - 100% of all State schools by June 2021.

Note 3 - Maintaining appropriate condition performance helps to minimise expensive asset failures and supports the effectiveness of education delivery. The Ministry's school property-related condition standards aim to get schools operating at a moderate ("C3") or better condition rating for their school buildings. Performance against this industry-standard condition framework for each school building is based on assessments conducted during each school's annual property visit. Performance is separately assessed for components of each building (eg, roof, building fabric, and fitout). A school-wide aggregated rating is then determined based on weightings that reflect the built-area of those buildings. The



aggregated rating needs to be at least "C3" on the five-point industry-standard rating scale which runs from "C1" (very good) to "C5" (very poor), and where "C3" means "moderate". This measure is forecast to cover approximately 90% - 100% of all State schools by June 2021.

Note 4 - Maintaining appropriate functionality (fitness for purpose) performance helps to support the effectiveness of education delivery. The Ministry's school property-related functionality standards aim to get schools operating at a moderate ("3") or better functionality rating. Performance against this standard is based on assessments conducted as part of schools' five-yearly property planning process. Schools use the School Evaluation of the Physical Environment (SEPE) tool to self-assess and rate aspects of their school site and school buildings. In some cases, data from internal environment sensors will supplement these self-assessments. A school-wide aggregated rating is then determined based on weightings that reflect site functionality, and usability and comfort of school buildings. The aggregated rating needs to be at least "3" on the five-point SEPE functionality rating scale which runs from "1" (very poor) to "5" (very good) and where "3" means "moderate". This measure is forecast to cover about 20% of all State schools by June 2021 while the SEPE tool is being implemented, but coverage will increase to 100% by June 2025.

## Services to Other Agencies RDA (M26)

### Scope of Appropriation:

This appropriation is limited to the provision of services by the Ministry of Education to government departments and other agencies where those services are not within the scope of another departmental output expense appropriation in Vote Education.

### Intention Statement:

This appropriation is intended to provide support services to government departments and other government or education agencies, on a cost-recovery basis, including office accommodation and related services, and information technology management and development services.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
1	Est	The minimum percentage of service standards which are agreed as 'Achieved' with the recipients of those services (see Note 1).	95%	TBC	95%	BE&S

Note 1 - The reported percentage is the lowest level of achievement across all service level agreements. The service standards and measures are outlined in the Information Communications and Technology – Business Services Catalogue.

## Support and Resources for Parents and the Community (M26)

### Scope of Appropriation:

This appropriation is limited to expenditure on support focused on increasing informed engagement by families and communities in their children's educational outcomes.

### Intention Statement:

This appropriation is intended to provide targeted information and support focused on creating informed demand and engagement by whānau, hapū, iwi, Māori, families and communities in education, and enabling them to support their children's learning.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
1	Est	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 (see Note 1).	80%	TBC	80%	PICI

2	Est	Number of times education engagement toolkits and guided resources were accessed.	New measure	New measure	Baseline year	PICI
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Note 1 - This measure covers parents and families participating in the Talanoa programme.

## Departmental Capital Expenditure

### Ministry of Education - Capital Expenditure PLA (M26)

<b>Scope of Appropriation:</b> This appropriation is limited to the purchase or development of assets by and for the use of the Ministry of Education, as authorised by section 24(1) of the Public Finance Act 1989.	<b>Intention Statement:</b> This appropriation is intended to provide assets that support the delivery of the Ministry of Education's services, and for schools to deliver their educational responsibilities, including new assets, and renewal and replacement of life-expired assets for the school sector property portfolio.
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#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
1	Est	Percentage of State schools that meet the Ministry's property-related utilisation standards (see Note 1) (see Note 1).	New measure	New measure	Baseline year	EIS
2	Est	Percentage of State schools that meet the Ministry's property-related condition standards (see Note 2).	New measure	New measure	Baseline year	EIS
3	Est	Percentage of State schools that meet the Ministry's property-related functionality standards (see Note 3).	New measure	New measure	Baseline year	EIS

Note 1 – Running the large school property portfolio is expensive and good utilisation performance helps to minimise this cost and maximize the effectiveness of education delivery. The Ministry's school property-related utilisation standards aim to get schools operating at between 50% and 105% of their roll capacity. This measure considers the relationship between schools' annual July student roll returns and their respective roll capacity, which is determined from the total net area available in schools for teaching and non-teaching use. The standard recognises that below 50% there is likely to be excess capacity which may be inefficient to operate or may be expensive to remove, and above 105% there may be a need for additional capacity to be built or the demand managed. When a school is identified as being above 105% the Ministry would have clear plans in place for the best way to help address the capacity needs of the school through various demand and supply management responses – for example, there may be new capacity already in development, or rolls may be expected to decline. This measure is forecast to cover approximately 95% - 100% of all State schools by June 2021.

Note 2 - Maintaining appropriate condition performance helps to minimise expensive asset failures and supports the effectiveness of education delivery. The Ministry's school property-related condition standards aim to get schools operating at a moderate ("C3") or better condition rating for their school buildings. Performance against this industry-standard condition framework for each school building is based on assessments conducted during each school's annual property visit. Performance is separately assessed for components of each building (eg, roof, building fabric, and fitout). A school-wide aggregated rating is then determined based on weightings that reflect the built-area of those buildings. The aggregated rating needs to be at least "C3" on the five-point industry-standard rating scale which runs from "C1" (very good) to "C5" (very poor), and where "C3" means "moderate". This measure is forecast to cover approximately 90% - 100% of all State schools by June 2021.

Note 3 - Maintaining appropriate functionality (fitness for purpose) performance helps to support the effectiveness of education delivery. The Ministry's school property-related functionality standards aim to get schools operating at a moderate ("3") or better functionality rating. Performance against this standard is based on assessments conducted as part of schools' five-yearly property planning process. Schools use the School Evaluation of the Physical Environment (SEPE) tool to self-assess and rate aspects of their school site and school buildings. In some cases, data from internal environment sensors will supplement these self-assessments. A school-wide aggregated rating is then determined based on weightings that reflect site functionality, and usability and comfort of school buildings. The aggregated rating needs to be at least "3" on the five-point SEPE functionality rating scale which runs from "1" (very poor) to "5" (very good) and where "3" means "moderate". This measure is forecast to cover about 20% of all State schools by June 2021 while the SEPE tool is being implemented, but coverage will increase to 100% by June 2025.

## Non-Departmental Output Expenses

### Contribution to the Teaching Council of Aotearoa New Zealand (M26)

#### Scope of Appropriation:

This appropriation is limited to a contribution towards the Teaching Council of Aotearoa New Zealand carrying out its leadership and other statutory functions for the teaching profession and education.

#### Intention Statement:

This appropriation is intended to achieve effective professional leadership, investment in teacher professional capability, support and administration of the education profession across the early learning and schooling sectors, and support for activities directed at raising the status of the teaching profession.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21		Group
			Budget Standard	Estimated Actual	Budget Standard		
1	Est	The percentage of new registrations and renewals of practising certificates processed within 20 working days.	75%	TBC	75%		Teaching Council
2	Est	The percentage of decisions on referrals to the Disciplinary Tribunal that are made within eight months of the referral to the Disciplinary Tribunal.	95%	TBC Currently Off Track	75%		Teaching Council

The following information from the Education Council Annual Report 2018 for the 2017/18 financial year is provided as a reference for context only:

- 5,320 new teacher registrations
- 105,286 teachers with current practising certificates
- 647 teachers (0.6%) had complaints and mandatory reports made about them (see Note 1)
- 119 teachers (0.1%) had conditions placed on their practising certificates (see Note 1)
- 21 teacher registrations cancelled (0.025%) (see Note 1).

Note 1 – Expressed as a percentage of the number of teachers with current practising certificates.

### Early Learning (M26)

#### Scope of Appropriation:

This appropriation is limited to subsidising delivery of early learning services for children under six years of age by licensed and certificated services, and the provision of related funds to such services.

#### Intention Statement:

This appropriation is intended to achieve access to early learning for all young children.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21		Group
			Budget Standard	Estimated Actual	Budget Standard		
1	Est	Percentage of licenced early learning services that are identified as being in breach of regulatory standards at that point in time (see Note 1).	2% or less	TBC	2% or less		SE&S



2	Est	Percentage of children attending early learning services for 10 or more hours a week on average at age 3 and at age 4 (see Note 1):				
2.1	Est	• All children	New measure	TBC	Maintain or improve	SE&S EDK (data input only)
2.2	Est	• Māori	New measure	TBC	Improve	
2.3	Est	• Pacific	New measure	TBC	Improve	
2.4	Est	• Lower socio-economic status	New measure	TBC	Improve	

Note 1 – These measures are based on StatsNZ estimates of the total population of children aged 4 and 5 each year, and their participation intensity from Ministry records in the preceding year. We assumed 33% are in low socio economic areas. These measures do not include attendance from services that do not report their data through the Early Learning Information system, such as ngā kōhanga reo or playgroups.

The following information is an indication of expected numbers and is provided for context only.

Ref	Type	Output indicator	2017/18 (see Note 2)	Actual 2018/19	Forecast 2019/20	Estimated Actual 2019/20	Forecast 2020/21	Group
3	Est	Subsidised hours provided by licensed and certificated early learning services:						
3.1	Est	• kindergartens	26.9 million	24.5 million	25-29 million	TBC	TBC	SE&S
3.2	Est	• playcentres	2.5 million	2.0 million	2.4-2.8 million	TBC	TBC	SE&S
3.3	Est	• education and care centres	151.0 million	143.3 million	144-145 million	TBC Variance	TBC	SE&S
3.4	Est	• home-based	23.2 million	20 million	24-25 million	TBC Variance	TBC	SE&S
3.5	Est	• kōhanga reo	10.7 million	9.7 million	10-11 million	TBC	TBC	SE&S
3.6	Est	• certificated playgroups.	1.5 million	1.4 million	1.5-2 million	TBC Variance	TBC	SE&S

Note 1 - Services not meeting standards may have their license reclassified as provisional or suspended and an improvement plan is implemented. Licences may be cancelled if improvements are not complied with in the timeframe with a maximum of 12 months for provisional licence conditions.

Note 2 - These results were an early estimate, based on actual figures from July 2017 to May 2018, and estimated figures for the month of June 2018.

## School Managed Network Funding (M26)

### Scope of Appropriation:

This appropriation is limited to supporting schools' purchase of a core package of managed network services from the provider of the managed network service.

### Intention Statement:

This appropriation is intended to achieve equitable access to a secure managed network for schools.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by Network for Learning Ltd in its annual report.



Performance Measure	2019/20		2020/21	Group
	Budget Standard	Estimated Actual	Budget Standard	
Percentage of eligible schools connected to the managed network (see Note 1).	99.5%	99.5%	99.5%	EIS

Note 1 - Eligible schools are defined as State and integrated schools. For the purposes of this measure, schools that are not open or do not have a UFB connection do not count as an eligible school. Connected means a school that is connected to the managed network provided by Network for Learning (N4L) directly, or via a shared connection with another eligible school, or through a third party internet connection with appropriate filtering that is fully funded by the Ministry via N4L.

## School Transport (M26)

### Scope of Appropriation:

This appropriation is limited to transporting eligible students to and from State and state integrated schools and associated facilities.

### Intention Statement:

This appropriation is intended to reduce barriers to learning by providing safe transportation for eligible students

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
1	Est	Percentage of journeys per annum completed without safety incident, in the provision of transport options to eligible students.	99.9%	99.9%	99.9%	EIS

## Schooling Improvement (M26)

### Scope of Appropriation:

This appropriation is limited to school support and schooling improvement projects, including iwi-strengthening education projects, to improve the capability of schools and school clusters and their responsiveness to the needs of their communities.

### Intention Statement:

This appropriation is intended to achieve improved education outcomes through supporting schools in their responsiveness to the needs of their communities, including iwi-strengthening projects.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
1	Est	Number of education work plans, developed through the Ministry partnering with iwi and hapu, that focus on strengthening educationally powerful connections for Māori learners to participate, engage and achieve as Māori in and through the education system.	60	TBC	60	SE&S
2		Percentage of community leaders that report high levels of engagement in schools' and early learning services' decision making (see Note 1)	New measure	New measure	Baseline year	PCI

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 (see Notes 1 and 2)	New measure	New measure	Baseline year	PICI
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Note 1 – The measure relates to the six communities participating in Te Hurihanganui.

Note 2 – Critical consciousness is understanding the role of power, privilege and prejudice in creating, sustaining and disrupting racism and inequity in New Zealand.

## Support for Early Learning Providers (M26)

### Scope of Appropriation:

This appropriation is limited to assisting early learning services and other bodies corporate that provide child places for early learning.

### Intention Statement:

This appropriation is intended to achieve increased and equitable participation in early learning by creating more licensed child places through grants in the sector.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21	
			Budget Standard	Estimated Actual	Budget Standard	Group
1	Est	Number of contracted child places created to meet the needs of targeted communities as a result of the Targeted Assistance for Participation Programme.	550-720	TBC	550-720	SE&S

## Supporting Parenting (M26)

### Scope of Appropriation:

This appropriation is limited to delivery of specific programmes and providing advice and support that enhances the role of parents/caregivers in the development of their children.

### Intention Statement:

This appropriation is intended to achieve improved support by parents, families and whānau for their children's education.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21	
			Budget Standard	Estimated Actual	Budget Standard	Group
1	Est	Number of children enrolled in early learning as a result of the Engaging Priority Families programme.	870-1,000	TBC	870-1,000	SE&S
2	Est	Families receiving the Home Interaction Programme for Parents and Youngsters (HIPPY):				
2.1	Est	• number of families receiving the HIPPY programme in 2020	1,795	TBC	1,795	SE&S

2.2	Est	<ul style="list-style-type: none"> <li>percentage of parents participating in the HIPPY programme who report feeling more confident supporting their children's learning.</li> </ul>	85%	TBC	85%	SE&S
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## Non-Departmental Other Expenses

### Integrated Schools Property (M26)

#### Scope of Appropriation:

This appropriation is limited to providing funding to proprietors of integrated schools for capital upgrade, including modernisation, of their existing school property and facilities as well as expansion of the network of integrated schools.

#### Intention Statement:

This appropriation is intended to provide funding to the proprietors of integrated schools so they can ensure their learners have equitable (comparable to State schools) access to quality learning environments.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21		Group
			Budget Standard	Estimated Actual	Budget Standard		
1	Est	Integrated school proprietors confirm that funding received under Policy One has been used to maintain their school properties to a consistent standard as for State schools (Policy One, see Conditions on Use of Appropriation).	95%	95%	95%		EIS

#### Conditions on Use of Appropriation

Reference	Conditions
Cabinet decision	Policy One - Property grants to proprietor of integrated schools are determined by formula, taking into account a per-student rate (based on depreciation on State school sector buildings) and numbers of students in each school.
	Policy Two - Discretionary property grant for expanding existing schools and establishment of new schools where the investment will reduce pressure for further expenditure in the State school network. Funding is provided under a Memorandum of Agreement. A construction completion certificate must be provided to the Ministry of Education.

## Non-Departmental Capital Expenditure

### School Support Project (M26)

#### Scope of Appropriation:

This appropriation is limited to capital costs of implementing approved school support and schooling improvement projects (other than costs related to school property assets).

#### Intention Statement:

This appropriation is intended to achieve the provision of support for schools that are at financial risk.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
1	Est	Percentage of schools that receive emergency financial support because they are unable to meet their immediate financial obligations that are then able to meet these obligations:				
1.1	Est	<ul style="list-style-type: none"> <li>immediately (see Note 1)</li> </ul>	100%	TBC	100%	SE&S
1.2	Est	<ul style="list-style-type: none"> <li>sustained over four years (see Note 2).</li> </ul>	New measure	New measure	Maintain or improve position over 4 years	SE&S

Note 1 – Immediately means restoration of a school or kura “Working capital” (being current assets less current liabilities) to a positive position, based on both the annual financial statement or most recent quarterly management reports (whichever is more recent).

Note 2 – This means a school has managed to remain in a positive financial position (defined as a minimum of positive working capital maintained), based on the annual audited financial statements. Where the most recent or current year annual financial statements are not available the most recent quarterly management reports will act as a substitute source of information.

## Schools Furniture and Equipment (M26)

### Scope of Appropriation:

This appropriation is limited to providing funding to schools for new furniture and equipment when capital works have been approved or to fund the replacement of furniture and equipment.

### Intention Statement :

This appropriation is paid to schools with the intention that they use the funds to pay for furniture and equipment that is fit for purpose and supports educational achievement.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report.

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
1	Est	Schools are paid their furniture and equipment funding in accordance with their Five-Year Agreement budget allocation or Policy One funding:				
1.1	Est	<ul style="list-style-type: none"> <li>accurately</li> </ul>	98%	98%	98%	EIS
1.2	Est	<ul style="list-style-type: none"> <li>on time.</li> </ul>	98%	98%	98%	EIS

The following information is an indication of expected numbers and is provided for context only.

Ref	Type	Output indicator	2017/18	Actual 2018/19	Forecast 2019/20	Estimated Actual 2019/20	Forecast 2020/21	Group
2	Est	Number of schools receiving furniture and equipment grants to fit-out new, renewed, or replaced teaching and non-teaching spaces as part of approved capital projects.	107	56	100 - 150	100 - 150	100 - 150	EIS



3	Est	Number of schools receiving funding to upgrade and modernise their furniture and equipment through their Five-Year Agreement budget allocation or Policy One funding.	737 State schools	873 State schools	1,000 – 1,200 State and State-integrated schools	1,000 – 1,200 State and State-integrated schools	1,000 – 1,200 State and State-integrated schools	EIS
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### School Payroll Sustainability Loan (M26)

#### Scope of Appropriation:

This appropriation is limited to making a loan to Education Payroll Limited to undertake the Education Payroll Development Programme.

#### Intention Statement:

This appropriation is intended to enable Education Payroll Limited (EPL) to manage technology risks and increase efficiency in order to ensure the ongoing stability and sustainability of the schools' payroll system

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by Education Payroll Limited in its annual report.

Ref	Type	Performance Measure	2019/20		2020/21		Group
			Budget Standard	Estimated Actual	Budget Standard		
1	Est	Percentage of payroll payments to eligible teachers and school support staff which are:					EIS
1.1	Est	• accurately calculated	99.5%	99.5%	99.5%		EIS
1.2	Est	• sent to financial institutions on time in order to be processed on or before advised pay dates.	99.5%	99.5%	99.5%		EIS
2	Est	Percentage of customer satisfaction survey respondents satisfied with the overall quality of the service delivery and the support they receive from Education Payroll Limited.	70%	70%	70%		EIS

## Multi-category Appropriations

### Improved Quality Teaching and Learning (M26)

#### Overarching Purpose Statement

The overarching purpose of this appropriation is to improve the quality of teaching and learning for children and young people aged 0-18 years.

#### Intention Statement:

This appropriation is intended to achieve improved professional development of the workforce and enhanced learning for age 0 to 18 years.

#### Scope of Appropriation:

##### *Support and Resources for Teachers (Departmental Output Expense)*

This category is limited to expenditure on policies and services focused on supporting the capability of teachers, kaiako and leaders to improve outcomes for students.

##### *Curriculum Support (Non-Departmental Output Expense)*

This category is limited to funding educational programmes for teachers and kaiako, students with their families, and the community that expand learning opportunities.

##### *Professional Development and Support (Non-Departmental Output Expense)*

This category is limited to building the capability of teachers, kaiako and leaders through the delivery of learning and development opportunities.

#### Intention Statement:

##### *Support and Resources for Teachers*

This category is intended to enable a highly effective workforce that can address the personalized needs of all learners.

##### *Curriculum Support*

This category is intended to engage all teachers, kaiako, and students with their families, as well their communities, in equitably and responsively supporting students to be successful through relevant and accessible curriculum pathways.

##### *Professional Development and Support*

This category is intended to support education professionals to develop their capability to deliver authentic, relevant, and culturally responsive learning aligned to the needs of their learners.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

#### How performance will be assessed for this appropriation

Ref	Type	Performance Measure	2019/20		2020/21	
			Budget Standard	Estimated Actual	Budget Standard	Group
		<b>Improved Quality Teaching and Learning</b>				
1	Est	Total number of schools, kura and kāhui ako receiving centrally-funded locally-focused allocations of professional learning and development.	Maintain or improve	TBC	Maintain	ELSA

#### How performance will be assessed for each category

Ref	Type	Performance Measure	2019/20		2020/21	
			Budget Standard	Estimated Actual	Budget Standard	Group
		<b>Support and Resources for Teachers</b>				
1		Usage of the Te Kete Ipurangi portal:				
1.1		<ul style="list-style-type: none"> <li>Overall number of page views</li> </ul>	Maintain or improve	TBC	Maintain or improve	ELSA

1.2		• Total number of unique users	Maintain or improve	TBC	Maintain or improve	ELSA
2		Usage of the Kauwhata Reo portal:				
2.1		• Overall number of page views	New measure	New measure	Baseline year	ELSA
2.2		• Total number of unique users	New measure	New measure	Baseline year	ELSA
<b>Curriculum Support</b>						
3	Est	Percentage of children exited from Reading Recovery who are able to read at cohort expectation.	80%	TBC	80%	ELSA
4	Est	Percentage of ākonga who have exited Mauri Tū Mauri Ora initiatives are achieving at expected levels of Te Marautanga o Aotearoa.	Baseline year	TBC	Maintain or improve	ELSA
5	Est	Percentage of schools and kura engaged in curriculum supports for.				
5.1	Est	• Digital Technology curriculum content (see Note 1).	Maintain or improve	TBC	Maintain or improve	ELSA
5.2	Est	• Hangarau Matihiko curriculum content	Maintain or improve	TBC	Maintain or improve	ELSA
6	Est	Number of teachers accessing the Digital Technology and Hangarau Matihiko Readiness Programme.	Maintain or improve	TBC	Maintain or improve	ELSA
<b>Professional Development and Support</b>						
7	Est	Percentage of early learning services participating in Strengthening Early Learning Opportunities (SELO) programmes that demonstrate positive shifts in practice (see Note 2).	80%	TBC	80%	SE&S
8	Est	Percentage of Beginning Principals who report positive feedback about the support they have received from their Leadership Advisors.	Maintain	TBC	Maintain	ELSA
10	Est	Number of people who participated in the Te Ahu o Te Reo Māori program.	New measure	New measure	Baseline year	ELSA
11	Est	Number of teacher development courses provided from the peak bodies (Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa' and Ngā Kura A Iwi O Aotearoa).	New measure	New measure	Baseline year	ELSA

Note 1 – This measure excludes Digital Readiness programmes, which have had positive results. This program will be closing in December 2020, and data will not be available beyond that date.

Note 2 – It is expected that SELO programmes are delivered to between 1,200 and 1,500 early learning services.

## Outcomes for Target Student Groups (M26)

### Overarching Purpose Statement

The overarching purpose of this appropriation is to improve outcomes for targeted student groups.

### Intention Statement:

This appropriation is intended to achieve equitable participation and increased engagement within the education system.

Scope of Appropriation:	Intention Statement:
<b>Departmental Output Expenses</b>	
<b>Interventions for Target Student Groups</b> This category is limited to expenditure on policies and services focused on targeted student groups or individuals' participation in education.	<b>Interventions for Target Student Groups</b> This category is intended to achieve equitable participation and education outcomes for targeted student groups.
<b>Non-Departmental Output Expenses</b>	
<b>Learning Support</b> This category is limited to providing additional resources to enable students with additional learning needs to participate in education.	<b>Learning Support</b> This category is intended to achieve equitable participation and education outcomes for targeted student groups.
<b>Service Academies</b> This category is limited to providing military-focused programmes for disengaged or disengaging senior students in secondary schools.	<b>Service Academies</b> This category is intended to achieve re-engagement of senior students in secondary schools.
<b>Students Attendance and Engagement</b> This category is limited to providing services to support increased attendance for non-attending students.	<b>Students Attendance and Engagement</b> This category is intended to achieve maximum attendance at schools by reducing absence rates and non-enrolment and reducing the time it takes to return students to education.
<b>School Lunch Programme</b> This category is limited to providing lunches to students in schools and kura with high concentrations of disadvantage.	<b>School Lunch Programme</b> This category is intended to improve learners' levels of concentration, engagement, school achievement and behaviour by providing access to a healthy lunch every day.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

#### How performance will be assessed for this appropriation

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
		<b>Outcomes for Target Student Groups</b>				
1	Est	Participation in primary and secondary education: The percentage of students attending school regularly (see Note 1).	70%	TBC Currently Off Track	70%	SE&S

Note 1 - Attending regularly is defined for statistical purposes as attending at least 90% of half days. This is measured through a Term 2 survey that approximately 80% of schools complete. The 2018/19 Estimated Actual figure is Term 2, 2018 data.

#### How performance will be assessed for each category

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
		<b>Interventions for Target Student Groups</b>				
2	Est	Average number of days eligible children and young people wait to receive support after the request for support:				



2.1	Est	• Behaviour Service	50 calendar days	TBC	50 calendar days	SE&S
2.2	Est	• Communication Service	75 calendar days	TBC	75 calendar days	SE&S
2.3	Est	• Ongoing Resourcing Support.	22 calendar days	TBC	22 calendar days	SE&S
3	Est	Average number of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support:	90 calendar days	TBC Currently Off Track	90 calendar days	SE&S
3.1	Est	• percentage within 45 calendar days	25%	TBC	25%	SE&S
3.2	Est	• percentage within 60 calendar days.	40%	TBC Currently Off Track	40%	SE&S
4	Est	People are more confident in knowing how to support their child after Ministry learning support involvement (see Note 1):				
4.1	Est	• parents	72	TBC Currently Off Track	72	SE&S
4.2	Est	• educators.	72	TBC Currently Off Track	72	SE&S
5	Est	Children and young people made progress in their learning and achievement as a result of specialist learning support, as reported by (see Note 1):				
5.1	Est	• parents	70	TBC	70	SE&S
5.2	Est	• educators.	70	TBC	70	SE&S
6	Est	Parents/whānau were listened to and involved in the decisions about the child's specialist learning support (see Note 1)	83	TBC	83	SE&S
7	Est	Percentage of children whose behavioural issues have improved following their parents' completion of the Incredible Years Parent Programme (see Note 2).	70%	TBC	70%	SE&S
		<b>Learning Support</b>				
8	Est	Schools and early intervention specialist providers delivering specialist learning support services who have requirements upon review, have implemented an action plan and demonstrate in both their provider Annual Assurance Statement and at review that they are progressing towards achieving agreed goals.	Revised measure	TBC	90%	SE&S
		<b>Service Academies</b>				
9	Est	Percentage of retained students in Service Academies who are retained in education or transitioned to further education, training or employment.	80%	TBC	80%	SE&S
10	Est	Percentage of retained students in Service Academies who achieve NCEA Level 2 or higher.	75%	TBC	75%	SE&S
		<b>Students Attendance and Engagement</b>				

11	Est	Percentage of students who have been returned to schooling within:				
11.1	Est	• 40 days following an exclusion	55%	TBC	55%	SE&S
11.2	Est	• 75 days following an exclusion.	85%	TBC	85%	SE&S
		<b>School Lunch Programme</b>				
12	Est	Number of students provided free and healthy lunches.	13,000	TBC	21,000	SE&S

Note 1 - The survey uses the questions and methodology of the State Services Commission Kiwis Count survey which measures the satisfaction of New Zealanders with public services. It uses a Service Quality Score methodology to ensure the overall satisfaction score takes into account all responses, including those who indicate neither satisfaction nor dissatisfaction.

Note 2 - The data for this measure is drawn from results from a questionnaire (Eyberg Child Behaviour Inventory) completed by parents before and after participation in the programme.

The following information is an indication of expected numbers and is provided for context only.

Ref	Type	Output indicator	2017/18	Actual 2018/19	Forecast 2019/20	Estimate d Actual 2019/20	Forecast 2020/21	Group
		<b>Interventions for Target Student Groups</b>						
13	Est	Number of children receiving a specialist learning support service.	Revised indicator	Revised indicator 41,733	34,225- 41,755	TBC	34,225- 41,755	SE&S
		<b>Learning Support</b>						
14	Est	Number of young people enrolled in the Alternative Education programme.	2,849	2,684	2,500	TBC	2,500	SE&S
15	Est	Number of individual students supported through the Resource Teacher: Learning and Behaviour service.	17,312	18,954	15,000- 17,000	TBC	15,000- 17,000	SE&S

## Oversight and Administration of the Qualifications System

### Overarching Purpose Statement

The single overarching purpose of this appropriation is for the New Zealand Qualifications Authority to provide effective oversight and administration of the qualifications system.

### Intention Statement:

This appropriation is intended to provide effective oversight and administration of the qualifications system by the New Zealand Qualifications Authority to ensure New Zealand's qualification system is valued as credible, robust and meets the needs of learner, employers and other stakeholders.

### Scope of Appropriation:

### Intention Statement:

#### Non-Departmental Output Expenses

#### Standards and Qualifications Support

This category is limited to the New Zealand Qualifications Authority (NZQA) managing, operating, maintaining and providing advice on the New Zealand qualifications system, and providing quality assurance services on NZQA's areas of responsibility.

This category is intended to provide New Zealand qualifications that are valued as credible, robust and meet the needs of learners, employers and other stakeholders, with supporting services to help them make informed decisions.

#### Secondary School Assessments

#### Secondary School Assessments

This category is limited to the New Zealand Qualifications Authority overseeing assessment for national secondary school qualifications, including the National Certificate of Educational Achievement and Scholarship examinations, and the moderation of internal and external school assessments.

#### Non-Departmental Capital Expenditure

##### Developing Online Assessment Systems

This category is limited to development and delivery of the National Certificate of Education Achievement (NCEA) Online assessment solution and associated changes required to the New Zealand Qualifications Authority infrastructure.

This category is intended to achieve trust and confidence in robust and equitable secondary school level assessment.

##### Developing Online Assessment Systems

This category is intended to achieve completion of the NCEA Online assessment solution and associated changes to existing New Zealand Qualifications Authority business processes and information technology infrastructure

#### How performance will be assessed for this appropriation

Performance Measure	2019/20		2020/21	Group
	Budget Standard	Estimated Actual	Budget Standard	
Oversight and Administration of the Qualifications System				
The percentage of schools on a one to two year review cycle or undergoing a one year targeted review that have a monitored action plan.	New measure	New measure	100%	NZQA
The percentage of non-university tertiary education organisations which have had an external evaluation and review completed (see Note 1).	20%	20%	20%	NZQA

Note 1 - An external evaluation and review is completed when an external evaluation and review job is closed off, and the resulting report published on the NZQA website.

#### How performance will be assessed for each category

Performance Measure	2019/20		2020/21		Group
	Budget Standard	Estimated Actual	Budget Standard		
Standards and Qualifications Support					
Provision of Communication and Advice					
The proportion of survey respondents who agree/strongly agree that the information they received from the New Zealand Qualifications Authority met their needs (see Note 1).	75%	75%	75%		NZQA
The overall satisfaction rating given by the Minister of Education on the New Zealand Qualifications Authority (see Note 2)	8	8	8		NZQA
Qualifications Support Structures					
The percentage of New Zealand Qualifications Authority-owned standards maintained by their planned review date.	95%	95%	95%		NZQA
Quality Assurance					
The percentage of investigations that result in a "Significant" New Zealand Qualifications Authority intervention (see Note 3).	20% - 40%	20% - 40%	20% - 40%		NZQA
The percentage of investigations that result in "Corrective Action" that satisfactorily resolves the identified non-compliance or quality issues identified (see Note 4).	40% - 60%	40% - 60%	40% - 60%		NZQA

<b>Secondary School Assessments</b>				
The percentage of total marker judgements unaltered following Review or Reconsideration of External Assessment Results process for National Certificate of Educational Achievement (NCEA).	99%	99%	99%	NZQA
The percentage of validated NCEA results provided to learners no later than the end of the third full week of January.	99%	99%	99%	NZQA
The percentage of validated New Zealand scholarship results provided to learners no later than the end of the second full week of February	99%	99%	99%	NZQA

Note 1 - Survey respondents are stakeholders including employers, education providers, students and families. Information received covers the full range of advice, data, communication and instruction that the New Zealand Qualifications Authority provides to its customers to support their relationship, business and interaction with it.

Note 2 - The survey measures Ministers' satisfaction with the quality of advice on a scale from 1 to 10, where 1 means unsatisfied and 10 means extremely satisfied.

Note 3 - A significant New Zealand Qualifications Authority intervention occurs in cases where compliance or quality issues have ultimately led (directly or indirectly) to the loss of a permission previously granted by it, including:

- cancellation of registration
- withdrawal of programme approval or accreditation
- withdrawal of training scheme approval
- withdrawal of consent to assess against standards.

This category also includes cases where the New Zealand Qualifications Authority has had to intervene in relation to the award of qualifications or credits that were found to have been inappropriately awarded.

Note 4 - Investigations that result in a corrective action are cases where it was appropriate to allow the provider the opportunity to take corrective action in relation to identified compliance or quality issues, and where all required corrective action has been satisfactorily completed.

### End of Year Performance Reporting

Performance information for this appropriation from the New Zealand Qualifications Authority will be reported by the Minister of Education in a report appended to the Ministry of Education's annual report. It will also be reported by the New Zealand Qualifications Authority in its annual report.

## Oversight of the Education System (M26)

### Overarching Purpose Statement

The overarching purpose of this appropriation is to provide policy advice, research, monitoring and related services that enable Ministers to discharge their responsibilities for a well-functioning education system (excluding tertiary education).

### Intention Statement:

This appropriation is intended to provide high-quality and timely advice to Ministers to support decision-making, managing the Government's investment in the education sector, and monitoring and oversight of the sector.

### Scope of Appropriation:

### Intention Statement:

### Departmental Output Expenses

#### Stewardship and Oversight of the Education System

This category is limited to providing advice and services to support Ministers to discharge their portfolio responsibilities relating to education (excluding tertiary and international education), as well as delivery of research and data analysis, monitoring and reporting on the education system, and related administrative and oversight activities.

#### Stewardship and Oversight of the Education System

This category is intended to provide high-quality and timely advice to Ministers to support decision-making, managing the Government's investment in the education sector, and monitoring and oversight of the sector by the Ministry of Education.



### Non-Departmental Output Expenses

#### Education Research Initiatives

This category is limited to the purchase of research about teaching and learning in our educational institutions and independent research on education issues, policies and practices.

#### Education Research Initiatives

This category is intended to provide research about teaching and learning in our educational institutions and independent research on education issues, policies and practices.

#### Independent Advice on Government Priority Areas

This category is limited to the provision, independently of the Ministry of Education, of advice (including second opinion advice and contributions to policy advice led by other agencies, advice on operational matters and expert review service advice) to support decision-making by Ministers on government priority areas.

#### Independent Advice on Government Priority Areas

This category is intended to provide, independent of the Ministry of Education, advice to support decision-making by Ministers on government priority areas

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

#### How performance will be assessed for this appropriation

Ref	Type	Performance Measure	2019/20		2020/21	Group
			Budget Standard	Estimated Actual	Budget Standard	
		Oversight of the Education System				
1	Est	The satisfaction rating given by the Minister of Education with the overall performance of the Ministry (see Note 1).	7	TBC	7	ESP SPG

Note 1 - The rating measures Ministers' satisfaction on a scale from 1 to 10, where 1 means unsatisfied and 10 means extremely satisfied.

#### How performance will be assessed for each category

Ref	Type	Performance Measure	2019/20		2020/21		Group
			Budget Standard	Estimated Actual	Budget Standard		
		Stewardship and Oversight of the Education System					
		Ministerial Services					
2	Est	Percentage of Ministerial correspondence replies, Parliamentary question replies and Ministerial Official Information Act replies completed within the timeframes agreed between the Ministry and the Office of the Minister.	95%	TBC	95%	SPG	
3	Est	Percentage of Ministerial Correspondence replies, Parliamentary question replies and Ministerial Official Information Act replies provided that are factually accurate, meet any legislative requirements, and contain no avoidable errors, as measured by acceptance rates by the Office of the Minister.	95%	TBC	95%	SPG	

4	OPO	Percentage of Ministerial correspondence replies, Parliamentary question replies and Ministerial Official Information Act replies completed within 10 working days as an agreed internal standard between the Ministry and the Office of the Minister	60%	TBC	60%	SPG
		<i>Monitoring the Education System</i>				
5	Est	Forecasts of enrolment numbers, and expenditure for early learning and primary and secondary schooling, are accurate.	Accurate within + 3% of actual values	TBC	Accurate within + 3% of actual values	EDK
6	Est	The satisfaction rating given by the Minister of Education on the quality of monitoring advice provided by the Ministry about Crown agencies (see Note 1).	7	TBC	7	SPG
		<i>Policy Advice</i>				
7	Est	Internal assessment of the quality of the Ministry's policy advice (see Note 2)	Mean of 3.5 out of 5	TBC	Mean of 3.5 out of 5	ESP
8	Est	Satisfaction of the portfolio Minister with the policy advice service (see Note 3).	Baseline year	TBC	Maintain or improve	ESP
		<i>Research and Analysis</i>				
9	Est	For newly-released research and/or evaluation reports on the Education Counts website, the minimum number of:				
9.1	Est	• page visits per annum	7,000	TBC	7,000	EDK
9.2	Est	• downloads per annum.	4,000	TBC	4,000	EDK
10	Est	The quality and range of the Ministry's outputs is assessed through an independent expert review (see Note 4).	New measure	New measure	Quality is assessed as 'Good' or better	EDK
11	Est	Provision and servicing of information requests:				EDK
11.1	Est	• Minimum number of issues closed per year	New measure	New measure	1600	EDK
11.2	Est	• Median time to turnover information requests (see Note 5).	New measure	New measure	Less than 10 working days	EDK
		<i>Education Research Initiatives</i>				
N/A		An exemption was granted under section 15D(2)(b)(iii) of the Public Finance Act 1989, as the amount of this annual appropriation for non-departmental output expenses is less than \$5 million.				
		<i>Independent Advice on Government Priority Areas</i>				
N/A		An exemption was granted under section 15D(2)(b)(iii) of the Public Finance Act 1989, as the amount of this annual appropriation for non-departmental output expenses is less than \$5 million.				

Note 1 - The rating measures Ministers' satisfaction on a scale from 1 to 10, where 1 means unsatisfied and 10 means extremely satisfied.

Note 2 - Based on a five-point scale: 1 = 'Poor'; 2 = 'Borderline'; 3 = 'Adequate'; 4 = 'Good'; 5 = 'Very good'. All agencies are required to use the refreshed Policy Quality Framework to assess the quality of their policy papers.

Note 3 - The Ministerial Policy Satisfaction Survey assesses Ministers' satisfaction with the services provided by the policy function on a scale from 1 to 5, where 1 means unsatisfied and 5 means extremely satisfied. The survey contains a common set of questions to be used by all policy agencies from 1 July 2019, with guidance available on the Department of Prime Minister and Cabinet Policy Project website.

Note 4 - Based of reviews of a sample of analytical and research outputs, independently assessed on a five point scale (1 = very poor, 2 = poor, 3 = acceptable, 4 = good, 5 = very good'). Annual result would be an average of the five reviews.

Note 5 - "Information requests" can vary from same day provision to up to two months for some complex OIA requests.

The following information is an indication of expected numbers and is provided for context only.

Ref	Type	Output indicator	2019/20		2020/21		Group
			Forecast 2019/20	Estimated Actual	Forecast 2020/21		
12	Est	Number of newly-released research and/or evaluation reports on the Education Counts website.	40	TBC	40		EDK

## Primary and Secondary Education

### Overarching Purpose Statement

The overarching purpose of this appropriation is to provide teachers, funding and other resourcing entitlements (mainly based on rolls) to deliver education to school students in Years 0 to 13.

### Intention Statement:

This appropriation is intended to achieve inclusive, equitable and quality education which supports all students in Years 0 to 13.

### Scope of Appropriation (by category)

#### Departmental Output Expenses

##### *Support and Resources for Education Providers*

This category is limited to expenses incurred on operational policies, regulations and services related to the governance, management and operation of education providers (other than tertiary education providers).

### Intention Statement:

This category is intended to support the effective and efficient governance, management and operation of early learning services, schools and kura.

#### Non-Departmental Output Expenses

##### *Primary Education*

This category is limited to providing roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes to enable the delivery of education to all students for Years 0 to 8.

This category is intended to achieve inclusive, equitable and quality education which supports all Year 0 to 8 students.

##### *Secondary Education*

This category is limited to providing roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes to enable the delivery of education, including programmes of learning at the secondary-tertiary interface to all students for Years 9 to 13.

This category is intended to achieve inclusive, equitable and quality education which supports all Year 9 to 13 students and continuation of education to a tertiary level.

##### *School Risk Management Scheme*

This category is limited to the expenses incurred in purchasing reinsurance and settling claims under the school risk management scheme, in accordance with the Education Act 1989.

This category is intended to provide insurance cover for participating State and State-integrated schools, by providing insurance protection.

## End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

### How performance will be assessed for this appropriation

Ref	Type	Performance Measure	2019/20		2020/21	
			Budget Standard	Forecast actual	Budget Standard	Group
1	Est	Percentage of 18 year olds with NCEA Level 2 or equivalent:				
1.1	Est	• All	Improve on previous year's result	TBC	Improve on previous year's result	ELSA
1.2	Est	• Māori	Improve on previous year's result	TBC	Improve on previous year's result	ELSA
1.3	Est	• Pacific.	Improve on previous year's result	TBC	Improve on previous year's result	ELSA
2	Est	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 (see Note 1).	New measure	New measure	Maintain or improve on previous year's result	SPG - CSP
3	Est	Participation in primary and secondary education: The percentage of students attending school regularly (see Note 2).	70%	TBC Currently Off Track	70%	SE&S

Note 1 – Result from the State Services Commission's annual survey of satisfaction with public services (Kiwis Count). It uses a Service Quality Score methodology to ensure the overall satisfaction score takes into account all responses, including those who indicate neither satisfaction nor dissatisfaction.

Note 2 - Attending regularly is defined for statistical purposes as attending at least 90% of half days. This is measured through a Term 2 survey that approximately 80% of schools complete. The 2019/20 Estimated Actual figure is Term 2, 2019 data.

### How performance will be assessed for each category

Ref	Type	Performance Measure	2019/20		2020/21	
			Budget Standard	Estimated Actual	Budget Standard	Group
		<b>Support and Resources for Education Providers</b>				
1	Est	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:				
1.1	Est	• accuracy	100%	TBC Currently Off Track	100%	SE&S
1.2	Est	• on time.	100%	TBC Currently Off Track	100%	SE&S
2	Est	Percentage of payroll payments to eligible teachers and school support staff which are:				
2.1	Est	• accurately calculated	99.5%	TBC	99.5%	EIS



2.2	Est	<ul style="list-style-type: none"> <li>sent to financial institutions on time in order to be processed on or before advised pay dates.</li> </ul>	99.5%	TBC	99.5%	EIS
3	Est	Percentage of decisions on proposed statutory interventions under Part 7A of the Education Act 1989 that are made within three months of the confirmed Education Review Office report being published, or request from boards of trustees, or referral from the sector, or determination by the Ministry (see Note 1).	95%	TBC	95%	SE&S
<b>Primary Education</b>						
4		Percentage of primary schools who do not use exclusions as a disciplinary action.	New measure	TBC	Maintain or improve	SE&S
5	Est	Participation in primary education - The percentage of students attending school regularly (see Note 2):				
5.1	Est	<ul style="list-style-type: none"> <li>all students</li> </ul>	70%	TBC Currently Off Track	70%	SE&S EDK (data input only)
5.2	Est	<ul style="list-style-type: none"> <li>Māori students</li> </ul>	70%	TBC Currently Off Track	70%	
5.3	Est	<ul style="list-style-type: none"> <li>Pacific students.</li> </ul>	70%	TBC Currently Off Track	70%	
6	Est	Percentage of School Analysis of Variance Reports received from schools (see Note 3).	90%	TBC	90%	SE&S
7	Est	Percentage of schools receiving additional funding for Māori language resourcing Levels 1 and 2 (see Notes 4, 5 and 6).	Maintain or improve on baseline	TBC	Maintain or improve on baseline	ELSA
8	Est	Percentage of schools receiving additional funding for Māori language resourcing Levels 3, 4a, 4b and 5 (see Notes 4, 5 and 6)	Maintain or improve on baseline	TBC	Maintain or improve on baseline	ELSA
9	Est	Percentage of children who complete Years 1 to 8 in Māori-medium education Levels 1 and 2 (see Notes 4, 6 and 7).	Maintain or improve on baseline	TBC	Maintain or improve on baseline	ELSA EDK (data input only)
<b>Secondary Education</b>						
10		Percentage of secondary schools who do not use exclusions as a disciplinary action.	New measure	New measure	Maintain or improve	SE&S
11	Est	Percentage of 18 year olds with NCEA Level 2 or equivalent:				
11.1	Est	<ul style="list-style-type: none"> <li>All</li> </ul>	Improve on previous year's result	TBC	Improve on previous year's result	ELSA
11.2	Est	<ul style="list-style-type: none"> <li>Māori</li> </ul>	Improve on previous year's result	TBC	Improve on previous year's result	ELSA
11.3	Est	<ul style="list-style-type: none"> <li>Pacific.</li> </ul>	Improve on previous year's result	TBC	Improve on previous year's result	ELSA
12	Est	Percentage of school leavers with NCEA Level 2 and a Vocational Pathways Award.	30%	TBC	30%	ELSA

13	Est	Percentage of school leavers progressing directly from NCEA Level 2 and 3 or equivalent to Level 4 or above tertiary study.	55%	TBC	55%	ELSA
14	Est	Percentage of schools and kura with students in Years 9 to 15 receiving additional funding for Māori language resourcing Levels 1 and 2 (see Notes 4, 5 and 6).	Maintain or improve on baseline	TBC	Maintain or improve on baseline	ELSA
15	Est	Percentage of schools and kura with students in Years 9 to 15 receiving additional funding for Māori language resourcing Levels 3, 4a and 4b (see Notes 4, 5 and 6).	Maintain or improve on baseline	TBC	Maintain or improve on baseline	ELSA
16	Est	Percentage of Māori students leaving school from Māori medium Levels 1 and 2.	Maintain or improve on baseline	TBC	Maintain or improve on baseline	ELSA EDK (data input only)
17	Est	Percentage of students enrolled in secondary-tertiary programmes either retained or transitioned to further education, training, apprenticeships or employment.	60%	TBC	75%	SE&S
<b>School Risk Management Scheme</b>						
18	Est	The scheme financially breaks even over a reasonable period of time.			Achieved over five years	BE&S

The following information is an indication of expected numbers and is provided for context only.

Ref	Type	Output indicator	2017/18	Actual 2018/19	Forecast 2019/20	Estimated Actual 2019/20	Forecast 2020/21	Group
<b>Primary Education</b>								
19	Est	Number of Year 1 to 8 students in English-medium receiving the National Curriculum (see Note 8).	497,795	505,685	502,700	TBC	TBC	ELSA
20	Est	Number of students in Māori-medium schools learning in and through te reo Māori.	New indicator 15,676	16,772	17,200	TBC	TBC	ELSA EDK (data input only)
21	Est	Number of students in English-medium schools learning te reo Māori.	New indicator 142,212	Estimate 145,069	148,000	TBC	TBC	ELSA EDK (data input only)
22	Est	Total number of Full-time Teacher Equivalents teaching Years 0 to 8 (see Note 9).	28,433	30,262	27,000	TBC	TBC	ELSA
23	Est	Number of schools receiving additional funding for Māori language resourcing Levels 1 and 2 (see Notes 6 and 10).	257	259	259	TBC	TBC	ELSA
24	Est	Percentage of schools receiving additional funding for Māori language resourcing Levels 3, 4a, 4b and 5 (see Notes 4, 5 and 6).	New indicator 259	Estimate 267	267	TBC	TBC	ELSA
25	Est	Retention rate for the primary teacher workforce (see Note 11):						ELSA EDK (data input only)
25.1	Est	• All regular (non-relief) teachers.	New indicator				TBC	90%

25.2	Est	• Principals.			New indicator	TBC	90%	
25.3	Est	• Māori teachers.			New indicator	TBC	90%	
25.4	Est	• Pacific teachers.			New indicator	TBC	90%	
26	Est	Percentage of primary teachers employed 5 years after they started as beginning teachers (see Note 12).			New indicator	TBC	70%	ELSA EDK (data input only)
Secondary Education								
27	Est	Number of students receiving Years 9 to 13 curriculum (see Note 13).	288,374	283,241	279,000	TBC	TBC	ELSA EDK (data input only)
28	Est	Total number of Full-time Teacher Equivalents teaching Years 9 to 13 (see Note 14).	22,400	23,468	22,700	TBC	TBC	ELSA
29	Est	Number of 18 year olds with NCEA Level 2 or equivalent:						ELSA
30.1	Est	• all students	52,203	53,148	53,000	TBC	TBC	ELSA
30.2	Est	• Māori students	10,776	11,347	11,300	TBC	TBC	ELSA
30.3	Est	• Pacific students.	5,625	6,013	5,800	TBC	TBC	ELSA
31	Est	Number of Year 9 to 15 students in Māori-medium schools learning in and through te reo Māori (see Notes 13 and 15)	New indicator	Baseline year	Maintain or improve on baseline	TBC	TBC	ELSA EDK (data input only)
32	Est	Number of Year 9 to 15 students in English-medium schools learning te reo Māori (see Notes 15)	New indicator	Baseline year	Maintain or improve on baseline	TBC	TBC	ELSA EDK (data input only)
33	Est	Number of schools with students in Years 9 to 15 receiving additional funding for Māori language resourcing Levels 1 and 2 (see Notes 6 and 15).	New indicator	Baseline year	Maintain or improve on baseline	TBC	TBC	ELSA EDK (data input only)
34	Est	Number of schools with students in Years 9 to 15 receiving additional funding for Māori language resourcing Levels 3, 4a and 4b (see Notes 6, 15 and 16)	New indicator	Baseline year	Maintain or improve on baseline	TBC	TBC	ELSA EDK (data input only)
35	Est	Retention rate for the primary teacher workforce (see Note 11):						
35.1	Est	• All regular (non-relief) teachers.			New indicator	TBC	90%	ELSA
35.2	Est	• Principals.			New indicator	TBC	90%	EDK (data input only)
35.3	Est	• Māori teachers.			New indicator	TBC	90%	
35.4	Est	• Pacific teachers.			New indicator	TBC	90%	
36	Est	Percentage of primary teachers employed 5 years after they started as beginning teachers (see Note 12).			New indicator	TBC	70%	ELSA EDK (data input only)

Note 1 - Part 7A of the Education Act 1989 allows the Minister of Education or the Secretary for Education (or their delegates) to put in place a statutory intervention in a State or State-integrated school. The Minister must have reasonable grounds to believe that the operation of the school, or the welfare or educational performance of its students, is at risk.

Note 2 - Attending regularly is defined for statistical purposes as attending at least 90% of half days. This is measured through a Term 2 survey that approximately 80% of schools complete. The 2019/20 Estimated Actual figures are Term 2, 2019 data.

Note 3 - School Analysis of Variance Reports report on a school's performance compared to agreed performance goals.

Note 4 - This measure covers State and State-integrated schools only. The 2019/20 Budget Standard and Estimated Actual refer to the 2019 calendar year. The 2020/21 Budget Standard refers to the 2019 calendar year.

Note 5 - Funding is allocated based on information on the level of Māori language learning that schools provide in their roll returns, subject to an annual auditing and verification process to confirm the appropriate level of funding.

Note 6 - There are four levels of funding, based on hours the curriculum is taught in Te Reo Māori per week. There is no funding for Level 5, but this information is gathered from schools that receive funding for Levels 1 to 4. Each level is defined by the proportion of time the student is taught using Te Reo Māori:

- Level 1: 81-100% - Curriculum is taught in Māori for between 20 and up to 25 hours a week
- Level 2: 51-80% - Curriculum is taught in Māori for between 12.5 and up to 20 hours a week
- Level 3: 31-50% - Curriculum is taught in Māori for between 7.5 and up to 12.5 hours a week
- Level 4(a): 12-30% - Curriculum is taught in Māori for between 3 and up to 7.5 hours a week
- Level 4(b): >3hours - Students are learning Te Reo Māori as a separate subject for at least 3 hours a week
- Level 5: < 3hours - Students are learning Te Reo Māori as a separate subject < 3hours a week

Note 7 - This is an "apparent retention rate". It measures the number of learners in Māori-medium education in year 8 in a specific year as a percentage of the number of learners in Māori-medium education Levels in year 1 seven years earlier. Learners in Māori medium education are learning at Māori Language Levels 1 and 2.

Note 8 - This is calculated from the July School Roll returns.

Note 9 - This number includes English-medium and Māori-medium at full primary, contributing and intermediate schools, but excludes Partnership Schools | Kura Hourua, Te Kura Correspondence School, private schools and composite schools, or schools that pro-rata their roll. The calculation is based on a survey conducted in the first pay run of April.

Note 10 - This indicator covers State and State-integrated schools only and is based on the calendar year.

Note 11 - "Retention rate" is based on the number of teachers/principals who remain in the workforce in any type of role (that is, they did not leave the workforce entirely), as an indicator of workforce sustainability. It is calculated as the percentage of the headcount of the specified teacher group in the given year who continued in the workforce in any type of role in the following year.

Note 12 - "Beginning teachers" excludes overseas trained/qualified teachers and is an indicator of the sustainability of the teacher workforce

Note 13 - This is calculated from the March School Roll returns using full-time equivalents.

Note 14 - This number includes English-medium and Māori-medium teachers at secondary and composite schools, but excludes Partnership Schools | Kura Hourua, Te Kura Correspondence School and private schools. The calculation is based on a survey conducted in the first pay run of April.

Note 15 - This number includes English-medium and Māori-medium at composite and secondary schools, but excludes Partnership Schools | Kura Hourua, Te Kura Correspondence School and private schools, or schools that pro-rata their roll. The calculation is based on a survey conducted in the first pay run of April.

Note 16 - This indicator covers State and State-integrated schools only and is based on the calendar year. Composite schools would also have been counted in the primary school measures as they include students from Years 1 to 15.



## Vote Education – Asset Measures

The Ministry is required to have a set of asset measures for ICT and the School Property Portfolio to meet our Investor Confidence Rating (ICR) and other external reporting obligations. These are not Estimates measures but need to be approved by the Minister and reported in our 2021 Annual Report.

Ref	Type	Performance Measure	2019/20		2020/21		Group
			Budget Standard	Estimated Actual	Budget Standard		
ICT							
A1	Asset	The percentage of time our critical systems are available (see Note 1).	99.85%	TBC	99.85%		BE&S
A2	Asset	The percentage of time our systems are available.	95%	TBC	95%		BE&S
A3	Asset	Peak usage of any one of the Ministry of Education's Wide Area Network bandwidth links.	80%	TBC	80%		BE&S
A4	Asset	The Ministry of Education's disk storage capacity – allocated storage.	No more than 90%	TBC	No more than 90%		BE&S
A5	Asset	The percentage of computers/user devices aged < 5 years.	95%	TBC	95%		BE&S
A6	Asset	The percentage of critical systems requiring upgrade within the last 5 years, which have been upgraded (see Note 1).	70%	TBC	70%		BE&S
A7	Asset	Number of critical (priority 1) faults per annum.	80	TBC	80		BE&S
A8	Asset	Average time to resolve priority 1 faults.	120 minutes	TBC	120 minutes		BE&S
A9	Asset	Annual network penetration test risk level assessment (5 – critical, 4 – high, 3 – medium, 2 – low, 1 – informational).	4	TBC	4		BE&S
School ICT Network							
A10	Asset	Percentage of eligible schools with ultra-fast broadband connection available (see Note 2).	99.5%	99.5%	99.5%		EIS
A11	Asset	Percentage of eligible schools connected to the managed network (see Note 2)	99.5%	99.5%	99.5%		EIS N4L
A12	Asset	Percentage of State that meet the Ministry's property-related ICT functionality standards (see Note 3).	New measure	TBC	Baseline year		EIS
School Property Portfolio							
D01 - 1 to 4	Est	Refer to the four Estimates measures D01- 1 to 4 for the School Property Portfolio Management appropriation.					EIS

Note 1 – The Ministry of Education identifies 12 systems as critical systems.

Note 2 – Eligible schools are defined as State and integrated schools. For the purposes of this measure, schools that are not open or do not have a UFB connection do not count as an eligible school. Connected means a school that is connected to the managed network provided by Network for Learning (N4L) directly, or via a shared connection with another eligible school, or through a third party Internet connection with appropriate filtering that is fully funded by the Ministry via N4L.

Note 3 – Maintaining appropriate functionality (fitness for purpose) helps to support the effectiveness of education delivery. The Ministry's school property-related ICT functionality standards aim to get schools operating at a moderate ("3") or better functionality rating. Performance against this standard is based on assessments conducted as part of schools' five-yearly property planning process. Schools use the School Evaluation of the

Physical Environment (SEPE) tool to self-assess and rate ICT functionality on their school site and in their school buildings. A school-wide aggregated rating is then determined based on weightings that reflect both site and building ICT functionality. The aggregated rating needs to be at least "3" on the five-point SEPE functionality rating scale, which runs from "1" (very poor) to "5" (very good) and where "3" means "moderate". This measure is forecast to cover about 20% of all State schools by June 2021 while the SEPE tool is being implemented, but coverage will increase to 100% by June 2025.

Proactively Released

# Vote Tertiary Education

## Departmental Output Expense

### Establishing a Single National Vocational Education Institution (M26)

#### Scope Statement

##### Scope of Appropriation:

This appropriation is limited to expenses incurred in establishing and transitioning to a single national vocational Education Institution.

#### Intention Statement

##### Intention Statement:

This appropriation is intended to achieve the establishment and transition to a single national vocational education institution as part of the Government's Reform of Vocational Education.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

Ref	Type	Performance Measure (GAVC - Under development)	2019/20		2020/21		Group
			Budget Standard	Estimated Actual	Budget Standard		
1	Est						GAVC
2	Est						GAVC

### Stewardship of the Tertiary Education System (M26)

#### Scope of Appropriation:

This appropriation is limited to providing advice and services to support Ministers to discharge their portfolio responsibilities relating to tertiary and international education, as well as administrative and oversight activities including research and monitoring the tertiary education system.

#### Intention Statement:

This appropriation is intended to provide high-quality and timely advice to Ministers to support decision-making, managing the Government's investment in the tertiary education sector, and monitoring and oversight of the sector.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Ministry of Education in its annual report.

Ref	Type	Performance Measure	2019/20		2020/21		Group
			Budget Standard	Estimated Actual	Budget Standard		
Stewardship of the Tertiary Education System							
1	Est	The satisfaction rating given by the Minister of Education with the overall performance of the Ministry (see Note 1).	7	TBC	7		GAVC /SPG

		<i>Policy Advice</i>				
2	Est	Internal quarterly assessment of the quality of the Ministry's policy advice (see Note 2)	Mean of 3.5 out of 5	TBC	Mean of 3.5 out of 5	GAVC
3	Est	Satisfaction of the portfolio Minister with the policy advice service (see Note 3).	Baseline year	TBC	Maintain or improve	GAVC
	Est	<i>Research, Data Analysis and Monitoring</i>				GAVC
4	Est	Forecasts of student loans and student allowances are accurate within an agreed average of actual values.	Accurate within $\pm 3\%$ of actual values	TBC	Accurate within $\pm 3\%$ of actual values	GAVC
5	Est	The satisfaction rating given by the Minister of Education on the quality of monitoring advice provided by the Ministry about Crown agencies (see Note 1).	7	TBC	7	SPG
6	Est	The quality and range of the Ministry's analytical outputs is assessed through an independent expert review (see Note 4).	Quality is assessed as 'Good' or better	TBC	Quality is assessed as 'Good' or better	GAVC
7	Est	The satisfaction rating given by Ministers for the quality and timeliness of support for Ministerial delegations and visits (see Note 1).	7	TBC	7	GAVC
8	Est	The percentage of Ministerial correspondence replies, Parliamentary question replies and Ministerial Official Information Act replies completed within the timeframes agreed between the Ministry and the Office of the Minister.	95%	TBC	95%	SPG
9	OPO	Percentage of Ministerial correspondence replies, Parliamentary question replies and Ministerial Official Information Act replies completed within 10 working days as an agreed internal standard between the Ministry and the Office of the Minister.	60%	TBC	60%	SPG

Note 1 - The rating measures Ministers' satisfaction on a scale of 1 to 10, where 1 means unsatisfactory and 10 means extremely satisfied.

Note 2 - Based on a five-point scale: 1 = 'Poor'; 2 = 'Borderline'; 3 = 'Adequate'; 4 = 'Good'; 5 = 'Very good'. All agencies are required to use the refreshed Policy Quality Framework to assess the quality of their policy papers.

Note 3 - The Ministerial Policy Satisfaction Survey assesses Ministers' satisfaction with the services provided by the policy function on a scale from 1 to 5, where 1 means unsatisfied and 5 means extremely satisfied. The survey contains a common set of questions to be used by all policy agencies from 1 July 2019, with guidance available on the Department of Prime Minister and Cabinet Policy Project website.

Note 4 - Based on a five-point rating scale: 1 = 'Very poor'; 2 = 'Poor'; 3 = 'Acceptable'; 4 = 'Good'; 5 = 'Very good'.



## Non-Departmental Output Expenses

### Access to Tertiary Education (M26)

#### Scope of Appropriation:

This appropriation is limited to improving access to tertiary education and training.

#### Intention Statement:

This appropriation is intended to improve access to tertiary education and training for Tertiary Education Strategy priority learners.

#### How performance will be assessed

Performance Measure	2019/20		2020/21		Group
	Budget Standard	Estimated Actual	Budget Standard		
<b>Māori and Pasifika Trades Training</b>					
Percentage of learners per calendar year progressing from Māori and Pasifika Trades Training to New Zealand Apprenticeships and managed apprenticeships, other industry training at Level 3 and above, or further study at New Zealand Qualifications Framework Level 4 and above (see Note 1).	Improve on previous year's results	Not improved on previous year's result (35%)	At least 35%		TEC

Note 1 - 2019/20 Final Budgeted Standard and 2019/20 Estimated Actual refer to the 2019 calendar year. 2020/21 Budget Standard refers to the 2020 calendar year.

#### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Tertiary Education Commission in its annual report.

### Administration of and Support for the Tertiary Education and Careers Systems (M26)

#### Scope of Appropriation:

This appropriation is limited to giving effect to the Tertiary Education Strategy by effectively investing in, monitoring, informing and influencing the tertiary education and careers systems, managing the Crown's ownership interest in tertiary education institutions, and providing advice and support to Ministers.

#### Intention Statement:

This appropriation is intended to ensure New Zealand has effective and well-managed tertiary education and careers systems.

#### How performance will be assessed

Performance Measure	2019/20		2020/21		Group
	Budget Standard	Estimated Actual	Budget Standard		
Percentage of Tertiary Education Commission-funded tertiary education organisations who agree that auditing processes were made transparent and information was accessible throughout the process (see Note 1)	Improve on previous year's result	Improved on previous year's result	At least 82%		TEC
Percentage of tertiary education organisations who agree that the Tertiary Education Commission's investment toolkit and plan guidance were very useful to prepare their investment plans (see Note 1):					TEC
• Toolkit	Improve on previous year's result	Improved on previous year's result	At least 34%		TEC

• Plan guidance	Improve on previous year's result	Improved on previous year's result	At least 36%	TEC
Percentage of careers system stakeholders who agree that Tertiary Education Commission online information and tools are useful (see Note 1).	Improve on previous year's result	Improved on previous year's result	At least 78%	TEC
Percentage of payments the Tertiary Education Commission makes to tertiary education organisations that are made within agreed timeframes.	100%	99.85%	100%	TEC
The overall satisfaction rating given by the Minister of Education on the Tertiary Education Commission (see Note 2).	Maintain or increase	Maintained previous year's result	7	TEC

Note 1 – TEC are unable to report 2019/20 estimated actual percentages as results data is not available. Progress is measured through annual customer surveys held between April and June each year. No data is collected during the year.

Note 2 - The survey rating measures Ministers' satisfaction with the quality of advice on a scale from 1 to 10, where 1 means unsatisfied and 10 means extremely satisfied. The 2018/19 result was 7 out of 10.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Tertiary Education Commission in its annual report.

## Centres of Research Excellence (M26)

### Scope of Appropriation:

This appropriation is limited to the purchase of cooperative and collaborative tertiary research in areas of research strength in the tertiary education sector through the contestable Centres of Research Excellence Fund.

### Intention Statement:

This appropriation is intended to achieve the delivery of high quality research by purchasing cooperative and collaborative research in areas of research strength in the tertiary education sector, with a focus on Tertiary Education Strategy priorities.

### How performance will be assessed

Performance Measure	2019/20		2020/21	Group
	Budget Standard	Estimated Actual	Budget Standard	
Centres of Research Excellence annual reports are reviewed and appropriate action is taken (see Notes 1 and 2).	Achieved	Achieved	Achieved	TEC

Note 1 - 2019/20 Final Budgeted Standard and 2019/20 Estimated Actual refer to the 2019 calendar year. 2020/21 Budget Standard refers to the 2020 calendar year.

Note 2 - Annual reports are reviewed against milestones and key performance indicators set in research plans. Reviews look at progress on delivery towards policy objectives and long-term outcomes.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Tertiary Education Commission in its annual report.

## International Education Programmes (M26)

### Scope of Appropriation:

This appropriation is limited to delivery of services in respect of international education, including promotion, information, research and professional development, both in New Zealand and overseas, for the purpose of managing and increasing the flow of international students and promoting international education linkages.

### Intention Statement:

This appropriation is intended to achieve enhanced social, cultural and economic benefits to New Zealand through New Zealand international education activities.

### How performance will be assessed

Performance Measure	2019/20		2020/21		Group
	Budget Standard	Estimated Actual	Budget Standard		
The economic contribution from New Zealand's international education sector (see Note 1).	\$5,100 million	\$4,190 million	\$4,940 million		ENZ
Percentage of facilitated customers that agree Education New Zealand's services and support have added value to their organisation (see Note 2).	At least 75%	At least 85%	At least 85%		ENZ
The percentage of international students who were very satisfied with their overall experience.	Revised measure	63%	At least 63%		ENZ
The percentage of international students enrolled to study outside Auckland (see Note 3).	Increase compared to 2018	Increase compared to 2018	Increase compared to 2019		ENZ

Note 1 - The 2025 target is \$6,000 million (International Education Strategy, Goal 2).

Note 2 - 'Facilitated customers' are large education providers, peak bodies and regional partners that Education New Zealand business development managers work actively with to provide growth-focused services and targeted support.

Note 3 - 2019/20 Estimated Actual refers to the 2019 calendar year.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by Education New Zealand in its annual report.

## Tertiary Education Research and Research-Based Teaching (M26)

### Scope of Appropriation:

This appropriation is limited to funding research and research-based teaching on the basis of measured research quality in tertiary education organisations and supporting Wānanga research capability.

### Intention Statement:

This appropriation is intended to achieve an increase in, or maintain the quality of, research and research-based teaching and learning and to improve investment in research within the tertiary sector.

### How performance will be assessed

Performance Measure	2019/20		2020/21		Group
	Budget Standard	Estimated Actual	Budget Standard		
Research degree completions (measured by Performance-Based Research Fund (PBRF)-eligible research degree completions) (see Note 1).	Previous year actual $\pm$ 5%	Previous year actual $\pm$ 5%	Previous year actual $\pm$ 5%		TEC
Percentage increase in amount of external research income for PBRF-eligible providers (see Note 1).	3% - 5%	3% - 5%	3% - 5%		TEC

Note 1 - 2019/20 Final Budgeted Standard and 2019/20 Estimated Actual refer to the 2019 calendar year. 2020/21 Budget Standard refers to the 2020 calendar year.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Tertiary Education Commission in its annual report.

## Tertiary Sector / Industry Collaboration Projects (M26)

<b>Scope of Appropriation:</b> This appropriation is limited to funding activities that improve the relevance to industry of tertiary education provision.	<b>Intention Statement:</b> This appropriation is intended to support the development of knowledge and skills that are required by learners and employers, with a focus on Tertiary Education Strategy priorities.
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### How performance will be assessed

Performance Measure	2019/20		2020/21	Group
	Budget Standard	Estimated Actual	Budget Standard	
Number of domestic equivalent full-time students in Information and Communications Technology Graduate Schools per calendar year (see Note 1).	Improve on previous year's result	Not improved on previous year's result (195)	At least 195	TEC
Centres of Asia Pacific Excellence annual reports are reviewed and appropriate action is taken (see Notes 1 and 2).	Achieved	Achieved	Achieved	TEC

Note 1 - 2019/20 Final Budgeted Standard and 2019/20 Estimated Actual refer to the 2019 calendar year. 2020/21 Budget Standard refers to the 2020 calendar year.

Note 2 - Annual reports are reviewed against milestones and key performance indicators set in annual plans. Review looks at progress on delivery towards policy objectives and long-term outcomes.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Tertiary Education Commission in its annual report.

## University-led Innovation (M26)

<b>Scope of Appropriation:</b> This appropriation is limited to supporting universities to attract entrepreneurial academics to drive collaboration between universities and established and emerging businesses.	<b>Intention Statement:</b> This appropriation is intended to help New Zealand universities to recruit world-leading entrepreneurial academics, with a track record of working with industry to turn research into commercial innovation, with a focus on Tertiary Education Strategy priorities.
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### How performance will be assessed

Performance Measure	2019/20		2020/21	Group
	Budget Standard	Estimated Actual	Budget Standard	
Entrepreneurial Universities' annual reports are reviewed and appropriate action is taken (See Notes 1 - 3).	Achieved	Achieved	Achieved	TEC

Note 1 - Entrepreneurial Universities are universities receiving funding through the Entrepreneurial Universities initiative.

Note 2 - 2019/20 Final Budgeted Standard and 2019/20 Estimated Actual refer to the 2019 calendar year. 2020/21 Budget Standard refers to the 2020 calendar year.



Note 3 - Annual reports are reviewed against milestones and key performance indicators set in their Programme Maps and Annual Approach to Activity. Reviews look at progress on delivery towards policy objectives and long-term outcomes.

### End of Year Performance Reporting

Performance information for this appropriation will be reported by the Tertiary Education Commission in its annual report.

## Non-Departmental Capital Expenditure

### Support for Lincoln University (M26)

#### Scope of Appropriation:

This appropriation is limited to the rebuild of the science facilities at Lincoln University in conjunction with the Lincoln Hub.

#### Intention Statement:

This appropriation is intended to achieve effective investment in rebuilding the science facilities at Lincoln University.

#### How performance will be assessed

Performance Measure	2019/20		2020/21		Group
	Budget Standard	Estimated Actual	Budget Standard		
Achieving business case milestones in the rebuild of science facilities at Lincoln University.	Achieved	TBC	Achieved		Lincoln Uni

### End of Year Performance Reporting

Performance information for this appropriation will be reported by Lincoln University in its annual report.

## Multi-category Expenses and Capital Expenditure

### Tertiary Tuition and Training (M26)

#### Overarching Purpose Statement

The overarching purpose of this appropriation is to fund tertiary tuition and training that leads to improvements in New Zealanders' skill levels.

#### Intention Statement:

The overarching intention is to contribute to improved lifetime outcomes of New Zealanders through the provision of skills from tertiary education, training, foundation learning programmes and community education, with a focus on Tertiary Education Strategy priorities.

#### Scope of Appropriation:

##### Departmental Output Expenses

##### Community Education

This category is limited to funding for adult and community education and literacy, numeracy and English language provision.

##### Tertiary Education: Student Achievement Component

This category is limited to funding for teaching and learning services for enrolled students in approved courses at tertiary education organisations to achieve recognised tertiary qualifications.

#### Intention Statement:

##### Community Education

This category is intended to achieve improvement in literacy and numeracy skills for learners who have low skills in these areas by funding foundational learning programmes.

##### Tertiary Education: Student Achievement Component

This category is intended to achieve learners' attainment of recognised tertiary qualifications by funding education and training opportunities.

<b>Training for Designated Groups</b> This category is limited to the purchasing and arranging of training linked to the New Zealand Qualifications Framework and the purchase of both on-job and off-job training places, including delivery of fully or partially funded training places and other industry-training related projects.	<b>Training for Designated Groups</b> This category is intended to achieve an increase in the number of young people and employees with qualifications valued by employers through investing in training.
<b>Non-Departmental Other Expenses</b>	
<b>Fees-free Payments</b> This category is limited to ensuring fees-free study for eligible students, apprentices and trainees.	<b>Fees-free Payments</b> This category is intended to contribute to removing barriers to participation by making tertiary education more affordable.

#### How performance will be assessed for this appropriation

	2019/20		2020/21	
Performance Measure	Budget Standard	Estimated Actual	Budget Standard	Group
<b>Tertiary Tuition and Training</b>				
Percentage of Student Achievement Component-funded and Youth Guarantee-funded learners who complete 75% of their courses (see Note 1).	Improve on previous year's result	Not improved on previous year's result (73%)	At least 73%	TEC

Note 1 - 2019/20 Final Budgeted Standard and 2019/20 Estimated Actual refer to the 2019 calendar year. 2020/21 Budget Standard refers to the 2020 calendar year.

#### How performance will be assessed for each category

	2019/20		2020/21	
Performance Measure	Budget Standard	Estimated Actual	Budget Standard	Group
<b>Community Education</b>				
Percentage of learners accessing the desired range (hours) of provision (see Notes 1 and 2):				TEC
• Intensive Literacy And Numeracy	Improve on previous year's results	Not improved on previous year's result (62.6%)	At least 62.6%	
• Workplace Literacy and Numeracy (tertiary education organisation-led)	Improve on previous year's results	Not improved on previous year's result (60.8%)	At least 60.8%	
• English for Speakers of Other Languages.	Maintain or Improve on previous year's results	Previous year's result not maintained (95.6%)	At least 95.6%	
<b>Tertiary Education: Student Achievement Component</b>				
Qualification Completion (cohort based) (see Note 1) - Percentage of Student Achievement Component-funded students completing qualifications:				
Level 4 to 7 non-degree:				TEC
• all learners	Improve on previous year's results	Improved on previous year's result (58.2%)	At least 58.2%	
• Māori learners (relative to combined non-Māori and non-Pacific learners' results) (see Note 3)	Improve on previous year's results	Improved on previous year's result (+2% points)	Maintain no parity gap	

<ul style="list-style-type: none"> <li>Pacific learners (relative to combined non-Māori and non-Pacific learners' results) (see Note 4).</li> </ul>	Maintain previous year's results	Previous year's result not maintained (-2.1% points)	No more than -2.1% points	TEC
Level 7 degree and above:				
<ul style="list-style-type: none"> <li>all learners</li> </ul>	Improve on previous year's results	Not improved on previous year's result (60.7%)	At least 60.7%	
<ul style="list-style-type: none"> <li>Māori learners (relative to combined non-Māori and non-Pacific learners' results) (see Note 5)</li> </ul>	Improve on previous year's results	Not improved on previous year's result (-16% points)	No more than -16% points	
<ul style="list-style-type: none"> <li>Pacific learners (relative to combined non-Māori and non-Pacific learners' results) (see Note 4).</li> </ul>	Improve on previous year's results	Not improved on previous year's result (-16.5% points)	No more than -16.5% points	
<b>Training for Designated Groups</b>				
Industry Training (cohort based) (see Note 1) - Percentage completing programmes:				TEC
<ul style="list-style-type: none"> <li>All learners</li> </ul>	Improve on previous year's results	Improved on previous year's result (68%)	At least 68%	
<ul style="list-style-type: none"> <li>Industry trainees</li> </ul>	Improve on previous year's results	Not improved on previous year's result (70%)	At least 70%	
<ul style="list-style-type: none"> <li>Apprentices</li> </ul>	Improve on previous year's results	Improved on previous year's result (61%)	At least 61%	
<ul style="list-style-type: none"> <li>Māori (relative to combined non-Māori and non-Pacific learners' results) (see Note 4)</li> </ul>	Improve on previous year's results	Improved on previous year's result (-6% points)	No more than -6% points	
<ul style="list-style-type: none"> <li>Pacific (relative to combined non-Māori and non-Pacific learners' results) (see Note 6).</li> </ul>	Maintain previous year's results	Maintained previous year's result (1% points)	Maintain no parity gap	
Youth Guarantee - Percentage of Youth Guarantee learners completing qualifications at Level 2 or 3 (see Note 1).	Maintain or improve on previous year's results	Improved on previous year's result (60%)	At least 60%	TEC
<b>Fees-free Payments</b>				
Average fees-free payment per learner for first year of education or training (see Note 7).	At least \$5,759	TBC	At least [2019 Estimated Actual]	TEC

Note 1 - 2019/20 Final Budgeted Standard and 2019/20 Estimated Actual refer to the 2019 calendar year. 2020/21 Budget Standard refers to the 2020 calendar year.

Note 2 - Desired range of hours relates to the optimal hours of learning needed to make an impact on an individual's learning.

Note 3 - This is a measure of the percentage point gap between the percentage of Māori learners completing qualifications (or industry training programmes) and the percentage of combined non-Māori and non-Pacific learners completing qualifications (or industry training programmes) – the desired trend is for there to continue to be no parity gap.

Note 4 - This is a measure of the percentage point gap between the percentage of Pacific learners completing qualifications (or industry training programmes) and the percentage of combined non-Māori and non-Pacific learners completing qualifications (or industry training programmes) – the desired trend is for the percentage point gap to decrease

Note 5 - This is a measure of the percentage point gap between the percentage of Māori learners completing qualifications (or industry training programmes) and the percentage of combined non-Māori and non-Pacific learners completing qualifications (or industry training programmes) – the desired trend is for the percentage point gap to decrease.

Note 6 - This is a measure of the percentage point gap between the percentage of Pacific learners completing qualifications (or industry training programmes) and the percentage of combined non-Māori and non-Pacific learners completing qualifications (or industry training programmes) – the desired trend is for there to continue to be no parity gap.

Note 7 –The performance measure for Fees Free is the average benefit to the learner from Fees Free payments. This is the fee payment for education or training that they no longer need to meet through their own finances, or from student support. As fees charged by tertiary education organisations to learners are inclusive of GST, this average fee payment figure also includes GST.

### **End of Year Performance Reporting**

Performance information for this appropriation from the Tertiary Education Commission will be included in a report appended to the Ministry of Education's annual report. It will also be reported by the Tertiary Education Commission in its annual report.