



## Education Report: Ngā Kura o Aotearoa: New Zealand Schools 2019 report

<b>To:</b>	Hon. Chris Hipkins, Minister of Education		
<b>Date:</b>	5 June 2020	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1229082
<b>Drafter:</b>	Saila Cowles, Analyst, Evidence, Synthesis & Reporting	<b>DDI:</b>	s 9(2)(a)
<b>Key Contact:</b>	Cathryn Ashley-Jones, GM Evidence, Synthesis and Dissemination	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

As Minister of Education, you are legislatively required to table in Parliament the 2019 report on the performance of the compulsory schools' sector, *Ngā Kura o Aotearoa: New Zealand Schools 2019 (Ngā Kura)*, by 30 September 2020.

The purpose of this report is to:

**Seek** your agreement to the overall approach to *Ngā Kura o Aotearoa: New Zealand Schools 2019* and the topics to be highlighted.

### Summary

- 1 Ngā Kura, also known as the Schools' Sector Report is an annual report that provides a broad overview on the progress and performance of the compulsory schooling sector.
- 2 Last year the report reflected Kōrero Mātauranga (the education conversation) and we made a number of sectional changes to the report (for example, to emphasise student wellbeing). We also added a summary A3.
- 3 This year some of the key inputs for the 2019 report (e.g. the 2019 school leavers' attainment release) have been delayed by our CoVID-19 related data work. We propose the same overall report format (including summary A3) as used in the 2018 report in order to manage a timely process.
- 4 For 2019 we propose highlighting the NCEA reforms as well as student pathways to vocational education in the context of these reforms. Also the report will highlight initiatives in teacher supply along with findings from the recently released OECD teachers' survey (TALIS). Student wellbeing and attainment will continue to be a focus.

- 5 Following your confirmation of the approach to the 2019 report, we will provide you with a draft copy of the report by 14 August for review and will liaise with your office on the communications plan for the release.

## Recommended Actions

The Ministry of Education recommends you:

- a. **Note** that as Minister of Education you are legislatively required to table in Parliament *Ngā Kura o Aotearoa: New Zealand Schools 2019* by 30<sup>th</sup> September 2020.

**Noted**

- b. **Agree** that *Ngā Kura* 2019 will follow the same overall format of last year's report, highlighting the NCEA reforms, student pathways to vocational education in the context of the vocational education reforms, and key initiatives such as student wellbeing and workforce supply.

**Agree** Disagree

- c. **Note** a draft report will be submitted to your office for review by 14 August, and we will work with your office to develop the communications plan and organise the tabling of the report.

**Noted**

- d. **Proactively release** this Education Report as it relates to the planning for the 2019 New Zealand Schools' report, which will be publicly available in September 2020.

**Release** Not release



Damian Edwards  
**Deputy Secretary**  
**Evidence Data and Knowledge**

04/06/2020



Hon Chris Hipkins  
**Minister of Education**

11/7/2020

## Background

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- 1 As Minister of Education, you are legislatively required to prepare and present to Parliament a report on the performance of the compulsory schools' sector by the 30<sup>th</sup> September each year in accordance with sections 87B and 11Q, Education Act 1989. This information is captured in the *Ngā Kura o Aotearoa: New Zealand Schools* report.
- 2 Section 87B broadly sets out the requirements for the report. In the past the Minister has exercised discretion around content, as long as it meets legal requirements. Section 87B (2) states the report must include the following:
  - a. the performance of the school sector in supply of outputs;
  - b. the management performance in the schools' sector and the management of all the assets used in the school sector;
  - c. the effectiveness of the school sector in terms of educational achievement.
- 3 In addition, section 11Q states that the report must include a signed statement by the Secretary of Education which lists schools that have an enrolment scheme in place and how the Ministry plans to manage enrolment pressures on schools.

## Impact of CoVID-19 on data releases

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- 4 During the last couple of months the Ministry's data teams have focused on CoVID-19 related data, in particular the collection of and reporting on distance learning, student attendance, and teacher presence data.
- 5 This has delayed the 2019 school leavers' attainment and school resourcing data releases both of which are usually released in July/August and then included in the first draft of Ngā Kura. The delay means that we now have shortened timelines to report to you on these data for public release. It also means that it is best that the 2019 Ngā Kura retain a broadly similar format to 2018 Ngā Kura as we do not have time for significant changes.

## Ngā Kura 2018

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- 6 The 2018 report (Annex 1) highlighted student wellbeing, progress and attainment, attendance and engagement, and Māori and Pacific education. It also implemented sectional changes to better reflect results from high-impact learning support programmes, and discussed recent trends in the teaching workforce. The report also included korero and updates from key strategies, reviews and initiatives from the Education Work Programme.
- 7 Last year we provided you with the draft report and a summary A3 for quick reference which was included as a fold-out in every hard copy.

## Ngā Kura 2019

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- 8 2019 is the second full year that the Education Work Programme has been implemented, and this will allow us to focus the report on the progress and investments made in key initiative areas including student wellbeing, teacher workforce, and learning support. It

can also include findings from the recent round of the OECD study on teachers, the Teaching and Learning International Survey (TALIS).

- 9 In addition, the report can highlight:
  - a. the decisions and initiatives around the NCEA reforms, and
  - b. how students are being encouraged into vocational education and being made aware of the opportunities in the Reform of Vocational Education (ROVE) environment.
- 10 While the 2019 report is primarily focussed on the 2019 schooling year, the current CoVID-19 environment has highlighted parts of the education system that needs strengthening, in particular distance learning. We can include a section on distance learning to position the report as forward looking.
- 11 We propose keeping the same overall format of the previous year's report, including the A3 summary. This will assist with managing the work load for parts of the Ministry which will continue to provide support and mitigate the impact of CoVID-19 on our education services, learners and whanau. It will, however, yield a more informative product that highlights the progress made in 2019, and the changes in the education landscape as we build a system that is accessible for all learners and their whanau.

## Next steps

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- 12 Following your confirmation of the approach, we will develop the outline of the 2019 report and liaise with your office on its content. We will provide your office with a draft of the report by 14 August for your review and sign-off.
- 13 We will work with your office on the communications plan for the release, and organise the tabling of the report. The report will be publicly released on the Education Counts website by 30<sup>h</sup> September 2020, when it is tabled in Parliament.
- 14 In addition we are now focused on the 2019 school leavers' attainment and school resourcing data releases which we will report to you in early August.

## Annexes

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Annex 1: Ngā Kura o Aotearoa: New Zealand Schools 2018

Proactively Released

# 2018

## **Ngā Kura o Aotearoa**

### New Zealand Schools

A report on the compulsory schools sector in New Zealand

This Government will champion a high quality inclusive public education system that provides all New Zealanders with learning opportunities so that they can discover and develop their full potential, engage fully in society, and lead fulfilling lives.

Ngā Kura o Aotearoa New Zealand Schools 2018  
Ministry of Education Mātauranga House 33 Bowen Street  
Private Bag 1666, Wellington 6011  
Telephone: (04) 463 8000  
Fax: (04) 463 8001  
Email: [information.officer@education.govt.nz](mailto:information.officer@education.govt.nz)



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# Foreword

**This Government is the first in a long time to take an integrated approach as it sets the direction for the education system, from early learning, through the compulsory schooling sector, to tertiary education, training, research and lifelong learning.**

The starting point for this is an enduring 30 year approach to education in New Zealand. This vision is grounded in New Zealanders' aspirations for education – to enable every New Zealander to learn and excel, to help their whānau and communities thrive, and to build a productive and sustainable economy and an open and caring society.

I intend for this vision to be the anchor for the Education Work programme, the objectives we are setting, and for the priorities that places of learning focus on across the education system.

It has taken the shape of five key pillars: Learners at the Centre; Barrier-Free Access; Quality Teaching; Quality Inclusive Public Education; and 21st Century Learning. Importantly, it is built on developing a stronger and more explicit focus on wellbeing, equity and inclusion; a commitment to give practical effect to Te Tiriti o Waitangi, and the need for greater trust and reciprocity with the teaching profession.

This vision is already driving change in our education system. We've:

- » funded new learning support coordinator roles in schools as part of the Learning Support Action Plan, to ensure learners are supported and their learning needs are met;
- » provided significant investment in initiatives to strengthen te reo Māori, and invested in Te Hurihanganui, to build cultural capability in the education profession, and to support whanau as they support their children's education;
- » made the first decisions to create a unified system for all vocational education, to create a strong and sustainable system that delivers the skills that learners, employers and communities need to thrive;
- » made changes to the fees that are charged in education, which have been placing pressure on family budgets, including the removal of NCEA fees so all learners can receive formal recognition of their achievement, and implementing the \$150 per student school donation policy for decile one to seven state and state-integrated schools;
- » agreed the next steps for improvements in curriculum, progress and achievement to ensure students make and can recognise progress in the learning they need through a curriculum that is relevant and meets their aspirations;
- » made changes to create fewer, larger achievement standards in the secondary qualification, NCEA, that are accessible for all students. We're also introducing new literacy and numeracy requirements, along with ensuring equal support for ākonga Māori in all settings and equal status for mātauranga Māori.
- » released a National Education Growth Plan to meet the growth of 100,000 additional students by 2030.

There is still more change to come.

The Statement of National Education and Learning Priorities and the Tertiary Education Strategy will set the Government's expectations for places of learning, to address some of the big issues we see across the education system and to make the vision a reality.

They're tools that place of learning will use to make meaningful change in their day-to-day activities to improve wellbeing and success for all learners/ākonga and their family and whānau.

Over the coming months, our focus will also shift from the foundation stage of the Education Portfolio Work Programme to working with the education profession and the wider community on detailed design and implementation.

We will emphasise staged and sustainable improvements over the short, medium and longer term in areas that include: the early learning strategic plan; the Government's response to the independent taskforce's report on the review of Tomorrow's Schools; and the education workforce strategy.

Finally, I'd like to acknowledge some of the highlights of the NZCER's recently completed Teaching, School, and Principal Leadership Practices Survey 2018. Overall, teacher and principal perceptions of practices are positive; 61% of teachers reported that morale is good and 44% agreed or strongly agreed that their workload is fair. Most principals (84%) agreed or strongly agreed that their school was supported by the local community.

These responses are encouraging and we will work hard to keep improving them as we reassert our unwavering commitment to rebuild our public education system so it meets the needs of all learners, and supports them to succeed.

We appreciate all the efforts of the teachers, principals, parents, whanau, students and many other representatives within the sector, who are helping to make this happen.

I am pleased to present to Parliament Ngā Kura o Aotearoa New Zealand Schools Report – 2018.



**Hon. Chris Hipkins**  
Minister of Education

# Highlights

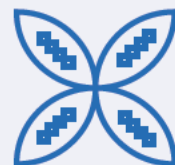
## From Ngā Kura o Aotearoa

### New Zealand Schools Report 2018

Student surveys from 2013 to 2018, have continued to find that each year more learners/ākonga strongly agree they feel safe at school/kura. Schools/kura have practices in place promoting and responding to learner/ākonga wellbeing, but New Zealand students are still more likely to experience bullying behaviours compared to learners/ākonga in other OECD countries.



As at July 2018 there were **808,439** learners/ākonga attending 2,531 schools/kura in New Zealand (including 25 teen parent units). A further 6,298 learners/ākonga were home schooled.



Nearly **50,000** New Zealanders joined in the Education Conversation | KōreroMātauranga, sharing what they want to see in an education system.



Learners/ākonga reporting weekly experiences of bullying behaviour was down to **13%** in 2018 (16% in 2013).



**58%** increase in the use of the Wellbeing@School survey by schools/kura, from 2017.



In Term 2, **64%** of learners/ākonga attended school/kura regularly (63% in 2017).



**80.4%** of school leavers from Māori Medium education attained NCEA Level 2 or above (76.6% in 2017).



**59.2%** of schools leavers from Māori Medium education attained NCEA Level 3 or above (56.4% in 2017).



More learners/ākonga are participating in Māori language in education. As of July there were **185,039** participating learners/ākonga (185,039 in 2017).



Almost **200,000** users accessed the award winning 'Oat the Goat | Oti te Nanekoti', adigital story about the power of kindness.



**\$283.8 million** in new funding for learning support services over four years.



**962** Resource Teachers: Learning & Behaviour resources were available to schools/kura (929 in 2017).



**\$217 million** in funding announced for new Learning Support Coordinators (LSCs), introducing about 600 new LSCs from 2020.



**95%** of regular teachers/kaiako chose to remain in the profession.



In 2018 **4,040** teachers/kaiako entered the regular teaching workforce, of which 2,114 entered the primary school level and 1,926 entered the secondary school level.



**\$3,952 million** of government funding was spent on staffing (\$3,846 million in 2017).



**\$804 million** of capital expenditure was spent on school/kura property (\$757 million in 2017).

# Overview

**In 2018, the Government asked the Ministry to start building the world's best education system for all New Zealanders. The Ministry was to involve the people of New Zealand, and especially voices not traditionally heard in education – Māori, Pacific communities, children and young people, and people with disabilities – in the design and construction of this new education system.**

Through their involvement in Education Conversation | Kōrero Mātauranga, nearly 50,000 New Zealanders said there was much to be proud of in the education system. They also discussed how the world is changing, and the importance of every New Zealander being enabled to play a part in making a positive contribution to society and the economy. The education system needs to include and be aspirational for all learners/ākonga, but we are not there yet. Feedback is playing a vital role in changing the education system for the better. So that all learners/ākonga are successful, confident, life-long learners/ākonga, and have the skills to participate in their families, whānau, and communities.

## Key findings for 2018

- » New Zealand's 2,531 schools/kura (including 25 teen parent units) had 808,439 learners/ākonga attending them in July 2018. At that time an additional 6,298 learners/ākonga were being home schooled.
- » A Wellbeing@School 2018 milestone report noted the increase of learners/ākonga strongly agreeing they feel safe at school/kura continued to hold for the 2017-2018 period. The report also showed a downward trend in the number of learners/ākonga reporting weekly experiences of bullying behaviour, down to 13% in 2018.
- » Uptake of the Wellbeing@School tools increased in 2018, with 584 schools/kura actively using the surveys, reflecting a 58% increase in survey use from 2017.
- » Bullying-Free week in 2018 saw the launch of 'Oat the Goat | Oti te Nanekoti, which was designed to support conversations about the power of kindness and the choice of positive behaviours. The digital book has been accessed by almost 200,000 different users and won a number of awards.
- » In Term 2 of 2018, 64% of learners/ākonga were attending school/kura regularly (consistent with 2017).
- » In 2018, there was a decrease in attainment across all NCEA levels and for all ethnicities. The exception to this was school/kura leavers from Māori medium education, which saw an increase in attainment.
- » Of all school/kura leavers 89% attained at least NCEA Level 1 or above, 79% attained at least NCEA Level 2 or above, and 54% attained NCEA Level 3 or above.
- » Of school/kura leavers from Māori medium education, 80.4% left with NCEA Level 2 or above (up 3.8 percentage points from 2017), and 59.2% left with NCEA Level 3 or above (up 2.8 percentage points from 2017).
- » As at 1 July 2018, 191,084 learners/ākonga participated in Māori language in education, across immersion levels 1 to 5, an increase from 2017.
- » In May 2018 the Government announced \$283.8 million in new funding for learning support services over four years and in November a further \$217 million over four years to strengthen the Learning Support Delivery Model through the introduction of a new Learning Support Coordinator role.



- » By the end of 2018, 203 clusters were engaged in implementing the Learning Support Model, providing cover to over 530,000 children and young people.
- » In 2018, 962 Resource Teachers: Learning & Behaviour resources were available to schools/kura. These resources support teachers/kaiako to confidently work with learners/ākongā, groups, and classes to build the integration of inclusive practices into regular classroom programmes.
- » Of regular teachers/kaiako, those with permanent or fixed term positions, 95% chose to remain in the workforce in 2018. Of beginning teachers/kaiako, 78% are still in the profession after 3 years.
- » In 2018, 4,040 teachers/kaiako entered the regular teaching workforce, of which 2,114 entered a primary school/kura and 1,926 entered a secondary school.
- » Two of the three main components of government funding for schools/kura are staffing and capital expenditure on school/kura property, which were \$3,952 million and \$804 million respectively in 2018.



# Chapter 1

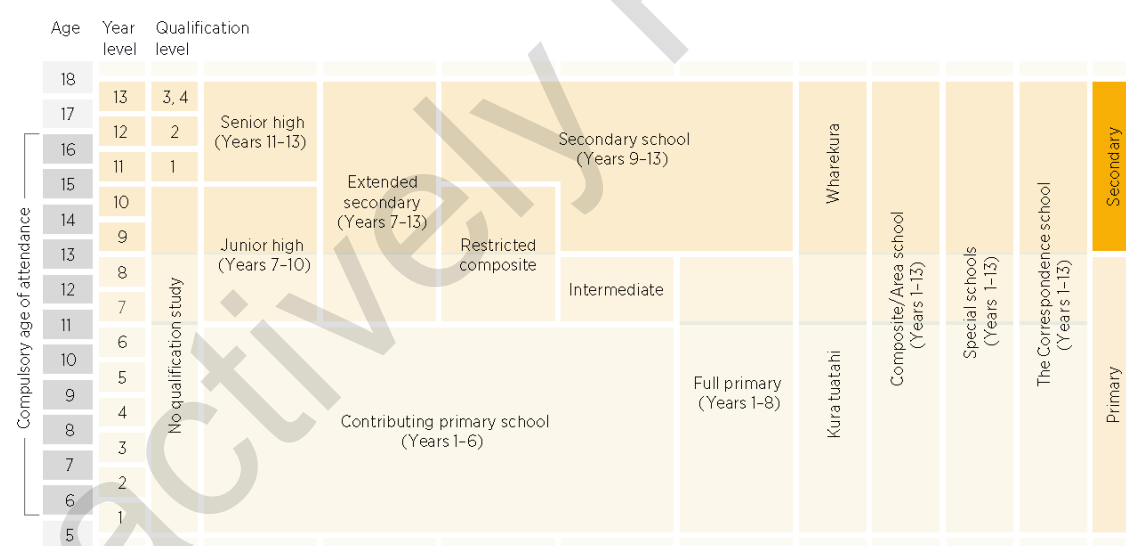
## Introduction

As at July 2018 there were 808,439 learners/ākonga attending 2,531 schools/kura in New Zealand (including 25 teen parent units). A further 6,298 learners/ākonga were home schooled.

### Schools/kura in 2018

The schooling system has two parts: primary education for learners/ākonga aged 5–12 (Years 1–8) and secondary education for learners/ākonga aged 13 and older (Years 9–13). An overview of the school/kura system, including the year level of learners/ākonga, and qualification level most senior learners/ākonga study towards is displayed here (see Figure 1.1).

**Figure 1.1: Overview of the school system for young people of compulsory school/kura attendance age**



### Expectations of schools/kura in 2018

The Minister of Education is required under Section 87B of the Education Act 1989 to report to Parliament each year on the performance of the State schools sector. Through this Ngā Kura o Aotearoa report, the New Zealand public are kept informed about State schools' operation and performance. The Government sets the policy framework for the operation of schools/kura in New Zealand and monitors the standard of education delivered within the school/kura network.

Boards of trustees are responsible for the running of schools/kura and their primary objective is to ensure every learners/ākonga is able to attain their highest possible standard in educational achievement<sup>1</sup>. A school's operation and success depends on the cooperation and interaction between parents, teachers/kaiako, principal, and board. As Crown entities, schools/kura manage their finances in accordance with the New Zealand equivalent of the International Financial Reporting Standards and report annually on their financial positions.

<sup>1</sup> Schedule 6, clause 5(1) of the Education Act 1989.

Currently schools/kura have specific requirements set out in the National Education Guidelines, which are made up of the:

- » National Education Goals (NEGs);
- » Foundation curriculum statements;
- » National curriculum documents; and
- » National Administration Guidelines (NAGs).

The NEGs set out the teaching and learning responsibilities of schools/kura (see below). The NAGs set out the principles of administration for school/kura managers and boards of trustees in achieving the NEGs.

**Table 1.1: National Education Goals (NEGs)**

<b>NEG 1</b>	The highest standards of achievement, through programmes enabling all learners/ākonga to realise their full potential as individuals, and develop the values needed to become full members of New Zealand's society.
<b>NEG 2</b>	Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
<b>NEG 3</b>	Development of the knowledge, understanding, and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
<b>NEG 4</b>	A sound foundation in the early years for future learning and achievement through programmes, including support for parents in their vital role as their children's first teachers.
<b>NEG 5</b>	A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology, and physical activity.
<b>NEG 6</b>	Excellence achieved through the establishment of clear learning objectives, monitoring learner/ākonga performance against those objectives, and programmes to meet individual need.
<b>NEG 7</b>	Success in their learning for those with special needs by ensuring they are identified and receive appropriate support.
<b>NEG 8</b>	Access for learners/ākonga to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school/kura education in New Zealand.
<b>NEG 9</b>	Increased participation and success by Māori through the advancement of Māori education initiatives, including education in te reo Māori, consistent with the principles of the Treaty of Waitangi.
<b>NEG 10</b>	Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori, New Zealand's role in the Pacific, and as a member of the international community of nations.

“As humans we accept that we are all different, however our current education system assumes that we all learn the same way.”

TERTIARY STUDENT

The NAGs and the NEGs will be repealed once the new strategic planning and reporting framework (described below) commences.

The National Curriculum is composed of *The New Zealand Curriculum* (for learning in English medium) and *Te Marautanga o Aotearoa* (for learning in Māori medium). Schools/kura can use either or both documents. The National Curriculum sets the direction for learner/ākonga learning and provides guidance for schools/kura as they design and review their curriculum. Although both come from different perspectives, each starts with a vision of young people developing the competencies needed for study, work, and lifelong learning, so they may go on to realise their potential.

Evidence of the success of the schooling sector in meeting these requirements is gathered from a range of sources, including:

- » national-level monitoring;
- » Education Review Office (ERO) reports and national evaluations;
- » research and development initiatives;
- » international studies; and
- » national assessments and progress tools.

## National Education and Learning Priorities

The Education (Update) Amendment Act 2017 enables the Minister of Education to issue a statement of National Education and Learning Priorities (NELP). The NELP is intended to set out the Government of the day's medium term priorities for the early learning and compulsory schooling sectors, following consultation.

The governing bodies of schools/kura, kura, and early learning services will use these priorities, alongside their own local priorities, to help every child and young person to progress and achieve to their potential. School boards and early learning services will need to have particular regard to the NELP in their decision-making.

At the end of 2018, discussions were held with children, young people, their parents, and whānau as well as some teachers/kaiaiko and youth workers. These discussions were intended to contribute to the development of a draft NELP. The Ministry anticipates further consultation to take place with the education sector and the public on a draft NELP in 2019.

## Schools' planning and reporting

Planning and reporting is the key way for schools/kura, kura, and Communities of Learning | Kāhui Ako (Kāhui Ako) to implement the objectives for education, contained in the Education Act 1989, and the Government's strategic direction for the education system.

Planning and reporting also helps schools/kura and kura respond to parents, whānau, and community aspirations for their school/kura, and to meet Kāhui Ako achievement challenges.

Boards are required to submit, to the Secretary for Education, an annually updated charter and analysis of variance by 1 March each year. The purpose of a school/kura charter is to establish the mission, aims, objectives, directions, and targets of the board that will give effect to the Government's national education guidelines and the board's priorities, and provide a base against which the board's actual performance can later be assessed.

An 'analysis of variance' provides an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school/kura charter.

Boards are also required to submit their annual report by 31 May each year. The annual report has several required components, including the audited annual financial statements and the analysis of variance.

## A New Strategic Planning and Reporting Framework for State Schools/Kura

The Education (Update) Amendment Act 2017 establishes a new strategic planning and reporting framework for state and state-integrated schools/kura. The start of the new framework was postponed to 1 January 2023 under the Education Amendment Act 2019<sup>2</sup>, to allow for the completion and implementation of the Tomorrow's schools review and for a new set of regulations to be developed to provide the detailed requirements for the new framework.

In 2020, 2021, and 2022 school boards will continue to be required to develop their charters and annual reports as they currently do.

From 1 January 2023, school/kura boards will be required to prepare:

- » a 3-year strategic plan setting out the board's strategy for achieving its objectives;
- » an annual implementation plan giving effect to the strategic plan; and
- » an annual report including the board's statement of variance and annual financial statements.

The Ministry will consult on new planning and reporting regulations required to provide the detail for the content of strategic plans, annual implementation plans, and annual reports in 2022.

<sup>2</sup> The Education (Update) Amendment Act 2017 set the commencement date for the new strategic planning and reporting framework for schools/kura on 1 January 2019. The Education Amendment Act 2018 extended this commencement date until 1 January 2020.

## Community representation by school/kura trustees

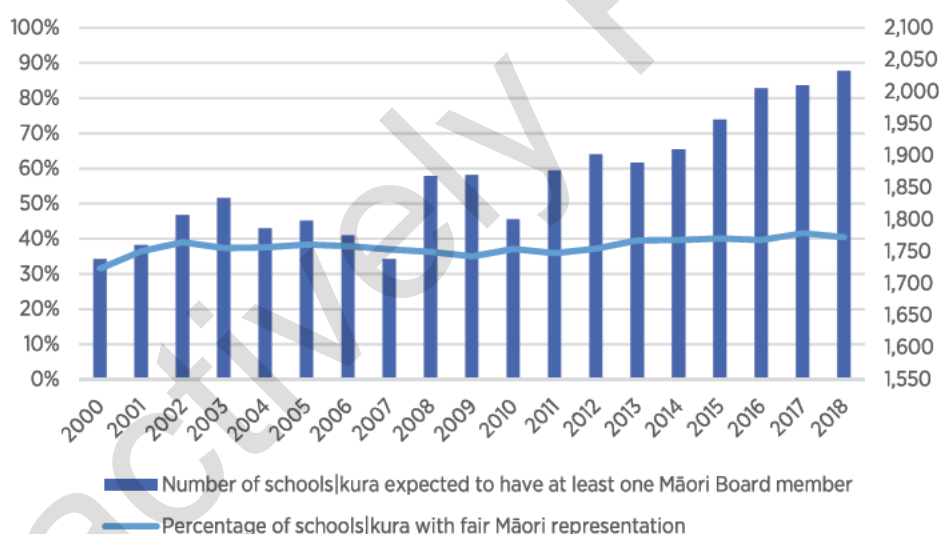
Elections for parent and staff representatives must be held by the boards of trustees of State and State-integrated schools/kura every three years. Triennial elections have been held from 1998 to 2019, with the most recent elections held in June.

Membership fluctuates in the intervening years owing to casual vacancies, by-elections, mid-term elections and annual learner/ākonga representative elections (for Year 9 and above). School/kura leadership and governance should reflect the nature of a school/kura community if decisions are to be appropriate and effective for students'/ākonga educational success.

In 2018, there were 2,032 schools/kura with sufficient numbers of Māori learners/ākonga where, for learners/ākonga to be fairly represented, it would be expected to have at least one Māori parent on the school/kura board of trustees. This expectation is based both on the number of Māori learners/ākonga and the number of positions on the board.

Of these schools/kura, 42% had Māori parent representation on the board of trustees reflecting the number of Māori learners/ākonga in the school/kura (consistent with 2017, see Figure 1.2). The number of Māori parent representatives in the remaining 58% of schools/kura did not reflect the number of Māori learners/ākonga attending them.

**Figure 1.2: Number of schools/kura expected to have at least one Māori board member versus proportion of schools/kura with fair Māori representation, 2000-2018**



Fair Māori representation on the board was more common in composite schools/kura (52%) and secondary schools/kura (52%) than primary schools/kura (38%).

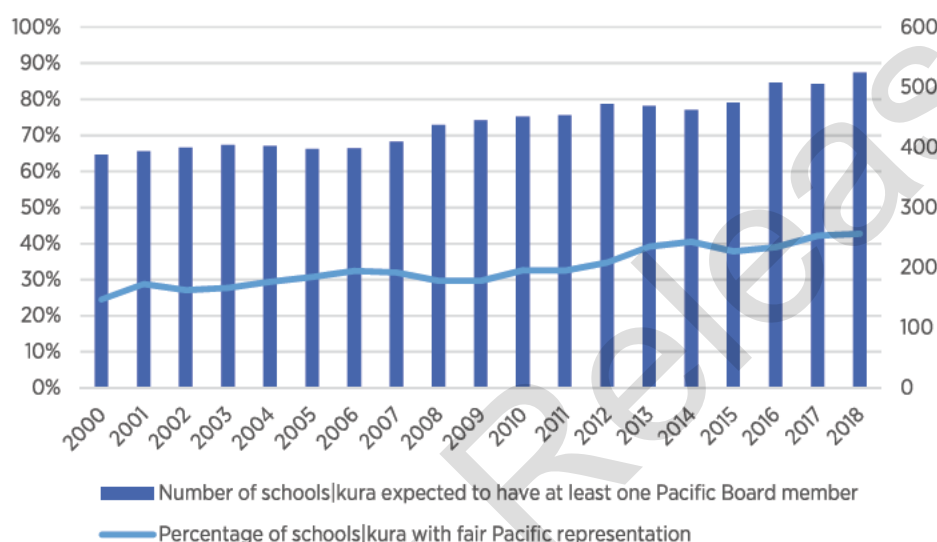
While the majority of schools/kura are co-educational, the proportion of schools/kura with fair representation in the 82 single-sex schools/kura (51%) was higher than among co-educational schools/kura (40%).

A target included in the Pasifika Education Plan 2013-2017<sup>3</sup> was to increase Pacific participation on school/kura boards of trustees proportionate to the number of Pacific learners/ākonga at the school/kura. In 2018, there were 524 schools/kura with sufficient numbers of Pacific learners/ākonga where, for learners/ākonga to be fairly represented, it would be expected to have at least one Pacific parent on the school/kura board of trustees. This expectation is based both on the number of Pacific learners/ākonga and the number of positions on the board.

3 Extended until the end of 2018

The proportion of schools/kura with fair Pacific representation increased from 42% in 2017 to 43% in 2018 (224 schools/kura, see Figure 1.3). The number of Pacific parent representatives in the remaining 57% of schools/kura did not reflect the number of Pacific learners/ākonga attending them.

**Figure 1.3: Number of schools/kura expected to have at least one Pacific Board member versus proportion of schools/kura with fair Pacific representation, 2000–2018**



Fair Pacific representation on the board was more common in secondary schools/kura (52%) than in primary schools/kura (41%). While the majority of schools/kura are co-educational, the proportion of schools/kura with fair representation in the 32 single-sex schools/kura (53%) was higher than among co-educational schools/kura (42%).

## Chapter 2

# Learner/ākonga wellbeing, progress achievement and outcomes

New Zealanders want an education system where all learners/ākonga have the opportunity to learn. Where they can be successful in life, learning, and work; positive contributors to society.

### Learner/ākonga wellbeing



...care of self and care of the world around us, I would love to see that reflected in the school curriculum.

MĀORI PARENT OF  
PRIMARY STUDENT



Wellbeing is a multi-dimensional and holistic concept. Learners/ākonga experience optimal wellbeing when they are happy, thriving in their social relationships and cultural identity, attaining their goals with competence and confidence, and making valued contributions to others.

Schools/kura are responsible for having systems in place to monitor and respond to risks to learner/ākonga wellbeing. This responsibility covers setting and administering their learner/ākonga behaviour management policies, including: bullying prevention, providing pastoral care, and guidance and counselling in secondary schools. The consistent actions of committed school/kura leaders are essential to any school's/kura's development of effective approaches for promoting wellbeing.

The responsibilities of schools/kura to ensure learner/ākonga wellbeing are embedded in the National Administration Guidelines, in the *New Zealand Curriculum* (NZC), and *Te Marautanga o Aotearoa* (TMOA). A focus on wellbeing is included in the vision of the NZC and TMOA, and is a core part of the Health and Physical Education learning area (NZC) and the Hauora learning area (TMOA).

The key competencies within each of the curriculum documents support the development of wellbeing.<sup>4</sup> The curriculum presents learners/ākonga with many opportunities to learn how to build their emotional resilience, strengthen their personal identity and sense of self-worth, manage change and loss, and engage in processes for responsible decision making. Learners/ākonga also learn relational skills such as empathy and acceptance of difference.

4 Key competencies in the *New Zealand Curriculum* include thinking, using language, symbols and texts, managing self, relating to others, and participating and contributing.



## Evidence on learner/ākonga wellbeing in NZ Schools

In 2018, the New Zealand Council for Educational Research (NZCER) analysed data collected from 2013 to 2016 using the Wellbeing@School survey toolkit. This analysis looked at responses collected from 400 schools/kura, covering around 58,300 learners/ākonga and 3,400 teachers/kaiako. The analysis suggested learners/ākonga could benefit from more support in developing the social and emotional strategies needed to manage their wellbeing. The findings showed learner/ākonga wellbeing and learner/ākonga aggressive behaviours vary substantially between, and within, New Zealand schools/kura. The key findings included:

- » schools/kura with higher levels of *learner/ākonga wellbeing* have lower levels of *learner/ākonga aggressive behaviours*;
- » learners/ākonga are less likely to experience aggressive behaviour when school-wide policies and practices promoting wellbeing are in place; and
- » learners/ākonga had higher levels of wellbeing when teachers/kaiako actively taught wellbeing strategies in the classroom.

In primary schools/kura with the lowest levels of learner/ākonga aggressive behaviours around 2% of learners/ākonga reported experiencing bullying at least weekly. While in primary schools/kura with the highest levels of learner/ākonga aggressive behaviours about 42% of learners/ākonga reported experiencing bullying at least weekly.

In Terms 1 and 2, of 2018, ERO collected data from 136 primary, secondary, and composite schools/kura scheduled for a regular review and asked the question 'to what extent are schools/kura effectively working towards an environment in which learners/ākonga feel safe and free from bullying?' Two reports have been subsequently released - Bullying Prevention and Response in New Zealand Schools and Bullying Prevention and Response: Learner/ākonga Voice (a companion report).

ERO rated how well each school/kura implemented the nine elements of the Bullying-Free NZ School Framework to make an overall judgement about their bullying prevention and response practices. They found most schools/kura evaluated were working towards a bullying-free environment, with the strongest performing schools/kura consistently and pro-actively implementing the nine key elements from the framework. ERO noted effective monitoring and evaluation, including the collection and use of robust data, was the biggest gap in schools'/kura approaches to bullying prevention and response.

The NZCER Wellbeing@School 2018 milestone report, including data from 103,414 learner/ākonga surveys, noted that the positive trend in the number of learners/ākonga who strongly agree they feel safe at school/kura over 2013 to 2016 continued over the 2017-2018 period. This report also shows a general downward trend in the number of learners/ākonga reporting weekly experiences of bullying behaviour from around 16% in 2013 to 13% in 2018.

## Initiatives promoting learner/ākonga wellbeing

Since October 2017, schools/kura have had free access to NZCER's Wellbeing@School (W@S) website survey and tools. The survey tools are designed to support schools/kura to engage with the whole school/kura community in a process of self-review around school/kura climate including learners/ākonga and teachers/kaiako. School/kura self-review surveys and questions explore how learners/ākonga and teachers/kaiako experience school/kura and how well a school/kura promotes a safe and caring social climate deterring bullying.

By the end of December 2018, a total of 1,655 schools/kura had registered for the W@S website and tools. School/kura uptake of the survey tools increased dramatically in 2018 with 584 schools/kura making active use of the surveys; representing 312 new registrations and a 58% increase in survey use over 2017.

The Positive Behaviour for Learning (PB4L) School-Wide approach provides schools/kura with ongoing evidence-based training, coaching, and resources supporting schools/kura to develop a consistent whole-of-school/kura approach to supporting the explicit teaching, monitoring, and acknowledgement of pro-social behavioural expectations.

As at December 2018, 34% (883) of all schools/kura and 56% (198) of secondary schools/kura were implementing PB4L school-wide; 46 percent of PB4L school-wide schools/kura are in deciles 1 to 3.

5 As captured in the Special Education Case Management System (CMS).

Approximately 329,000 learners/ākonga attended a PB4L school-wide school/kura in 2018, of whom an estimated 29% (95,400) are Māori and 12% (39,500) are Pacific.

In 2018, 238 schools/kura completed the Ministry of Education Workshop, Understanding Behaviour, Responding Safely (UBRS).<sup>5</sup> The aim of the UBRS workshops is to provide support to primary and secondary school/kura staff to establish and maintain positive environments for learning. This is achieved through the exploration of strategies that can help prevent challenging behaviour and to consider ways to safely respond when behaviours are escalating.

Restorative Practices offer staff best-practice tools and techniques to restore relationships when things go wrong. Restorative Practice schools/kura report calmer learning environments and learners/ākonga say it is the most effective and respectful classroom management strategy. At the end of 2018, there were 257 learning communities (schools/kura, activity centres and early childhood education centres combined) undertaking the Restorative Practices training.

Schools/kura also raise awareness of bullying prevention through the annual nationwide Bullying-Free NZ Week (held in conjunction with the Mental Health Foundation's Pink Shirt Day) and take part in the Bullying-Free NZ Week competition, showcasing learner/ākonga bullying prevention activities.

The Incredible Years Teachers programme, offered to teachers/kaiako of learners/ākonga aged 3-8 years, provides teachers/kaiako with tools and strategies to help build positive relationships with learners/ākonga and pro-actively address problem behaviours. Key elements of this programme include using positive attention, encouragement, praise, and the intentional teaching of social skills, empathy, and problem solving. There were 2,236 participants in the Incredible Years Teachers programme across the 2017/2018 financial year.

## Curriculum, Progress and Achievement



Stop placing all emphasis on academic success and take a more holistic approach to learning and education.

AGE 13-18



Following removal of the compulsory use of National Standards and Ngā Whanaketanga Rumaki Māori in December 2017, the Ministry signalled it would work with the education sector – with input from learners/ākonga, parents, whānau, iwi and communities – to focus on progress and achievement across the National Curriculum. A Ministerial Advisory Group (MAG) and Reference Group were formed in May 2018 to assist with this work.

While it's important to know how learners/ākongaa are doing in literacy and numeracy, te reo matatini and pāngarau, it's also important to understand the progress they're making across the curricula. Assessing and reporting on progress – not just achievement – takes into account the starting point of each learner/ākonga. It helps teachers/kaiako provide the right learning opportunities and support.

It also helps parents and whānau know what progress their child is making and how they can support their learning.

The Ministry is supporting schools/kura to begin to make this shift. A MAG is providing advice on what else may be needed to strengthen the focus on progress across the curricula. The MAG has been established with representation from both Māori and English medium educators to deliver advice reflecting *Te Marautanga o Aotearoa* and *The New Zealand Curriculum* and meets the needs of a bicultural Aotearoa-New Zealand. The MAG considered feedback from conversations across the country during October and November, before making recommendations to the Minister of Education.



## NCEA Review

In 2018, all New Zealanders were asked to share their views and experience of National Certificate of Educational Achievement (NCEA) – the challenges, the successes, what they like, and what can be done better. The aim was to make sure everyone’s voice had been heard.

The feedback received from across the country was phenomenal. With New Zealand’s help, definite areas where NCEA could be strengthened were discovered, and a diverse range of ideas were heard about what a more robust and cohesive NCEA might look like.

Over 16,000 people engaged directly in the NCEA Review, with 8,058 filling in a survey or detailed submission. Approximately 8,000 people attended a workshop, hui, fono, focus group, interview, or debate. The level of participation was impressive; over a quarter of survey responses were from young people, almost 1,500 points of engagement have been recorded with principals and over 3,500 with teachers/kaiako.

Using what was heard, along with data and evidence, the Ministerial and Professional Advisory Groups and the Ministry of Education have come up with a set of changes for NCEA.

The Minister of Education has announced the NCEA Change Package, which will strengthen NCEA for all our young people. The seven changes are:

- » make NCEA more accessible;
- » mana ōrite mō te mātauranga Maori;
- » strengthen literacy and numeracy requirements;
- » have fewer, larger standards;
- » simplify NCEAs structure;
- » show clearer pathways to further education and employment; and
- » keep NCEA Level 1 as an optional level.

These changes will lead to better senior secondary education, better transitions to tertiary study and employment for young people with NCEA, and to a qualification that is better valued and respected both in New Zealand and overseas. The changes will make the workload that comes with secondary schooling and foundation tertiary programmes more manageable, and will make decisions about what young people should learn simpler and more meaningful. NCEA will be robust, more consistent, and more accessible. Learners/ākonga, along with their whānau and community, will be able to make better and more informed choices about their study.

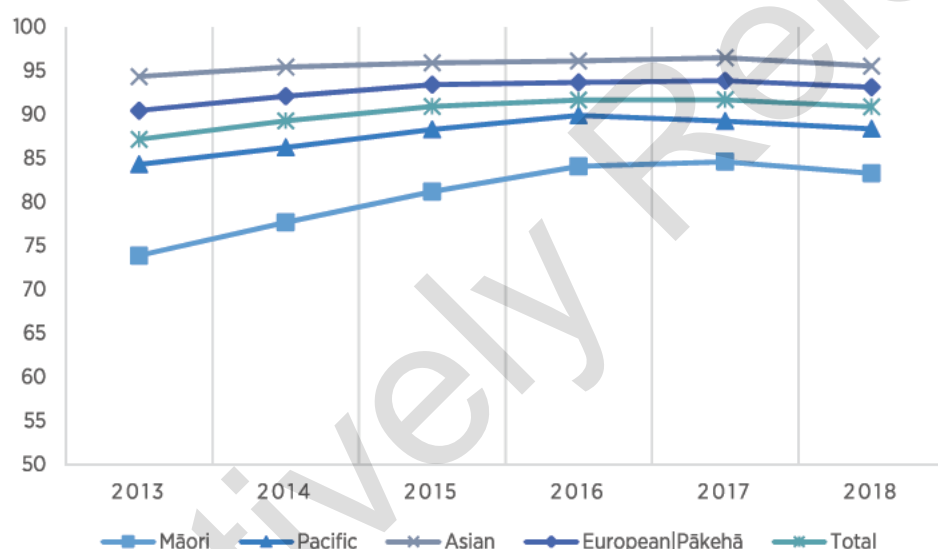
## Literacy and numeracy in secondary schools

To attain the NCEA Level 1 qualification, all learners/ākongā must meet specific literacy and numeracy requirements in addition to attaining the necessary credit requirements for each qualification. In 2018, 90.9% of all learners/ākongā leaving school/kura had met the literacy and numeracy requirements for NCEA Level 1, a decrease of 0.8 percentage points since 2017 (91.7%).

### Ethnic, gender and socio-economic status differences

In 2018, 83.3% of Māori, 88.4% of Pacific, 93.1% of European Pākehā and 95.6% of Asian school/kura leavers met literacy and numeracy requirements (see Figure 2.1). There was an overall decrease in the proportion of leavers attaining NCEA Level 1 literacy and numeracy between 2017 and 2018. Māori leavers had a decrease of 1.3 percentage points, Pacific and Asian leavers had a 0.9 percentage point decrease, and European Pākehā 0.8 percentage points.

**Figure 2.1: Percentage of school leavers meeting NCEA Level 1 literacy and numeracy requirements, by ethnicity, 2011–2018**

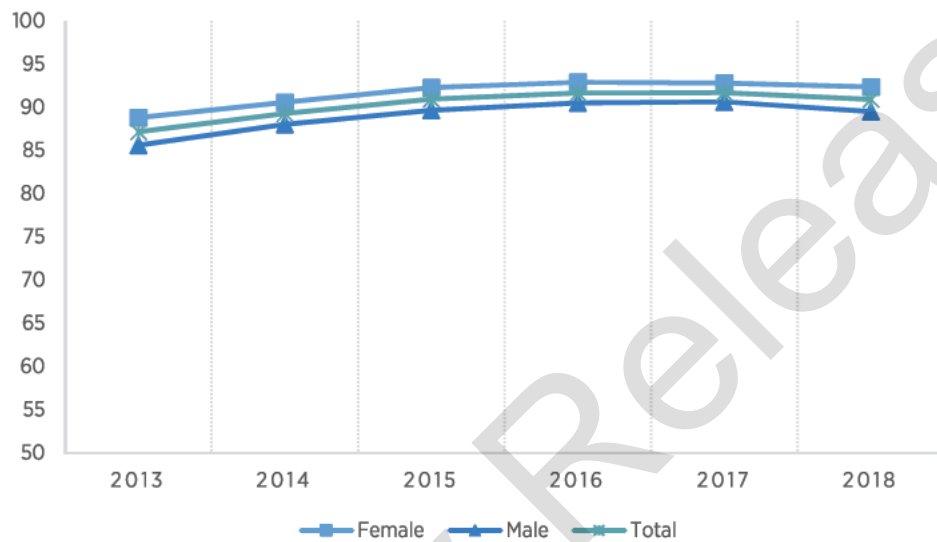


**Note:** This data uses total response ethnicity; learners/ākongā who identified in more than one ethnic group have been counted in each ethnic group, but only once in Total.

1. Learners/ākongā are considered to be achieving at a curriculum level if they are meeting the minimum associated with achieving the objectives of the curriculum level.
2. The Ministry of Education and New Zealand Qualifications Authority have changed the literacy requirement for NCEA Level 1 from eight credits to ten credits and the numeracy requirement for NCEA Level 1 from eight credits to ten credits. The changed requirements came into full effect in 2013. NCEA Level 1 literacy and numeracy requirements also needed to be met to attain NCEA Level 2 from 2013 and NCEA Level 3 from 2014.

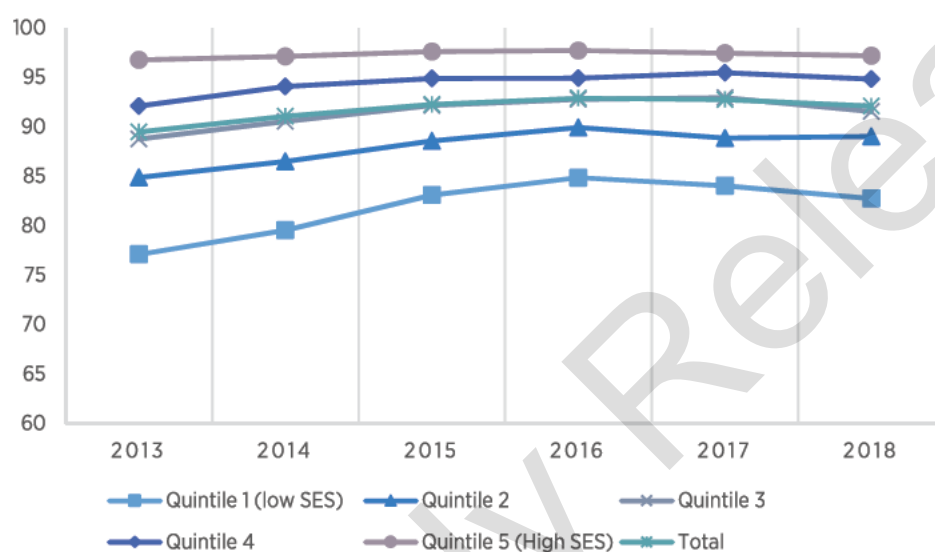
In 2018, 89.5% of male and 92.4% of female school leavers met the literacy and numeracy requirements for NCEA Level 1 (see Figure 2.2). The proportion of males attaining level 1 in 2018 has decreased 1.1 percentage points while the proportion of females decreased 0.4 percentage points between 2017 and 2018.

**Figure 2.2: Percentage of school leavers meeting NCEA Level 1 literacy and numeracy requirements, by gender, 2011–2018**



The gap in NCEA Level 1 literacy and numeracy attainment between schools/kura with the highest socio-economic status (SES)<sup>7</sup> and schools/kura with the lowest SES has decreased since 2013 (from 19.7 percentage points to 14.4 percentage points in 2018, see Figure 2.3). In 2018, 82.8% of school leavers from schools/kura in the lowest SES quintile<sup>8</sup> met the literacy and numeracy requirements for NCEA Level 1, compared with 97.2% of school/kura leavers from schools/kura in the highest SES quintile.

**Figure 2.3: Percentage of school leavers meeting NCEA Level 1 literacy and numeracy requirements, by SES quintile, 2013–2018**



- 7 School deciles indicate the extent schools/kura draw their learners/ākonga from low socio-economic communities. Decile 1 schools/kura are the 10% of schools/kura with the highest proportion of learners/ākonga from low socio-economic communities, whereas decile 10 schools/kura are the 10% of schools/kura with the lowest proportion of these learners/ākonga. Decile is used in this reporting and analysis as a proxy for a measure of socio-economic status (SES), in the absence of a direct measure of SES of individual learners/ākonga. Work is underway to identify an alternative.
- 8 Schools/kura in the lowest SES quintile (deciles 1 and 2) draw their learners/ākonga from communities with the highest degree of socio-economic disadvantage.

## Science/Pūtaiao in secondary schools

In 2018, 78.8% of school/kura leavers had participated in science at NCEA Level 1 or above, which was a 0.9 percentage point decrease compared to 2017. The proportion of school/kura leavers attaining at Level 1 or above in science was 63.5% in 2018, a decrease of 0.2 percentage points from 2017. The proportion of learners/ākonga participating in science has remained steady since 2013, however, there has been an increase in the proportion of learners/ākonga attaining in science between 2013 and 2018.

### Ethnic and gender differences

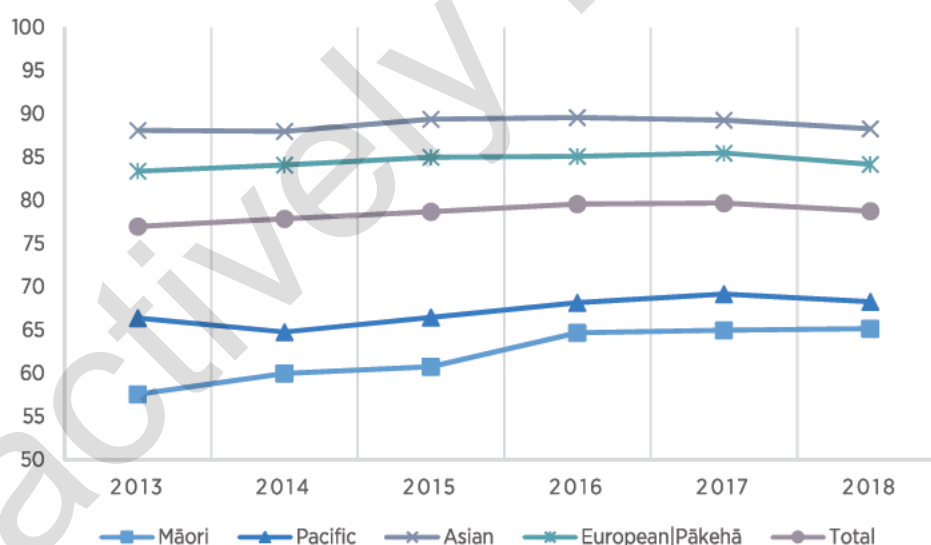
In 2018, 45.1% of Māori and 46.5% of Pacific school/kura leavers attained<sup>9</sup> at Level 1 or above in science, for European | Pākehā this percentage was 70.3% and for Asian it was 79.4%.

Participation<sup>10</sup> in science at Level 1 or above increased for Māori school/kura leavers between 2017 and 2018 (see Figure 2.4). In 2018, 65.2% of Māori school/kura leavers had participated in science at Level 1 or above, up 0.2 percentage points. For Pacific school/kura leavers in 2018, 68.3% had participated in science at Level 1 or above, which was down 0.9 percentage points.

“Particularly Math’s, and the Science’s need more CONTEXT... Context will fuel a student’s willingness to learn.”

AGE 13-18

**Figure 2.4: Percentage of school leavers participating in the sciences | pūtaiao learning area at Level 1 or above, by ethnicity, 2013–2018**



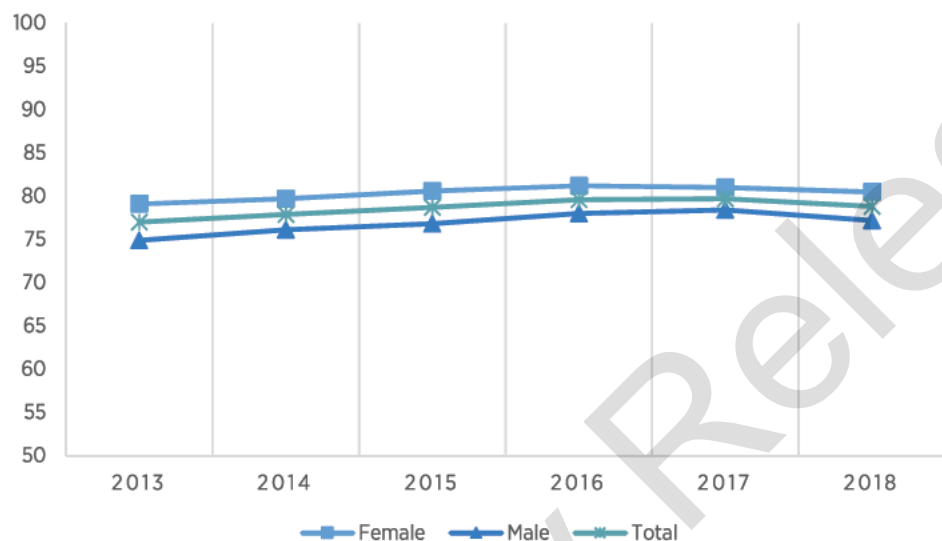
**Note:** This data uses total response ethnicity; learners/ākonga who identified in more than one ethnic group have been counted in each ethnic group, but only once in Total.

In 2018, 66.8% of female school/kura leavers attained at Level 1 or above in science, compared to 60.2% of male school/kura leavers.

- <sup>9</sup> Attainment, in this context, is attaining 14 or more credits where the result is Achieved, Merit or Excellence for standards within the sciences | pūtaiao learning area, as defined by the Ministry of Education.
- <sup>10</sup> Participation, in this context, is participating in 14 or more credits where the result is Not Achieved, Achieved, Merit or Excellence for standards within the sciences | pūtaiao learning area, as defined by the Ministry of Education

Participation of both male and female school/kura leavers in science at Level 1 or above decreased between 2017 and 2018 (see Figure 2.5). For female school/kura leavers, 80.5% had participated in science at Level 1 or above, down from 80.9% in 2017. In 2018, 77.2% of male school/kura leavers had participated in science at Level 1 or above, down from 78.4% in 2017.

**Figure 2.5:** Percentage of school leavers participating in the sciences | pūtaiao learning area at Level 1 or above, by gender, 2013–2018



## School leaver attainment

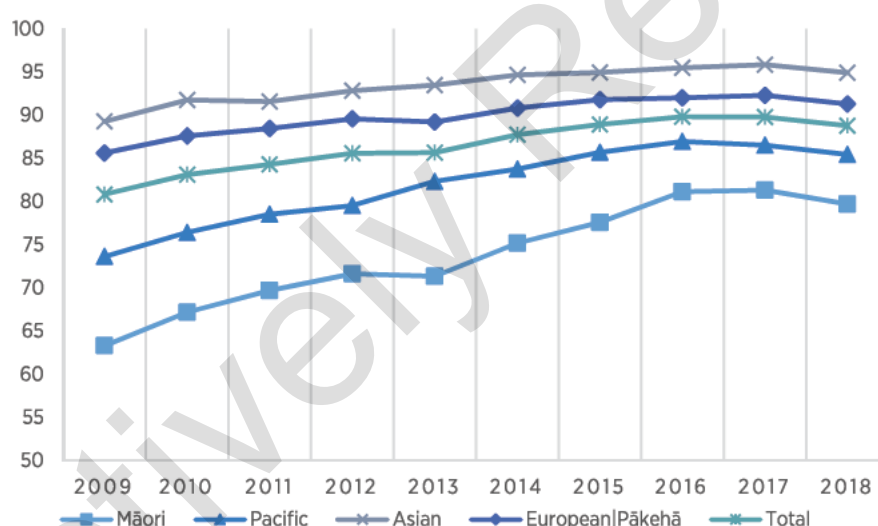
### School leavers with NCEA Level 1 or above

In 2018, 88.8% of all school/kura leavers attained at least NCEA Level 1 or above. Since 2009, there has been a 7.9 percentage point increase in those who attained at least NCEA Level 1 or above (to 80.9%). Compared to 2017, there was a 1.0 percentage point decrease in school/kura leavers attaining at least NCEA Level 1 or above. Female school/kura leavers (90.5%) attained at least NCEA Level 1 at a higher rate than their male counterparts (87.2%).

### Ethnic and socio-economic differences

In 2018, the proportion of school/kura leavers attaining NCEA Level 1 or above saw an overall decrease for all ethnicities (see Figure 2.6). Of Asian schools/kura leavers 95.0% attained NCEA Level 1 or above (down 0.9 percentage points on 2017), compared to 91.3% for European | Pākehā (down 1.0 percentage points), 85.5% for Pacific (down 1.0 percentage points) and 79.7% for Māori (down 1.6 percentage points).

**Figure 2.6: Percentage of school leavers with NCEA Level 1 or above, by ethnic group, 2009–2018**



**Note:** This data uses total response ethnicity; learners/ākonga who identified in more than one ethnic group have been counted in each ethnic group, but only once in Total.

A clear positive correlation can be seen between the socio-economic status of the school/kura the learners/ākonga attended and the percentage of school/kura leavers attaining at least an NCEA Level 1 qualification or equivalent. In 2018, 96.3% of learners/ākonga from schools/kura in the highest SES quintile left school/kura with at least a Level 1 qualification, which was 17.3 percentage points higher than the lowest SES quintile (79.0%).



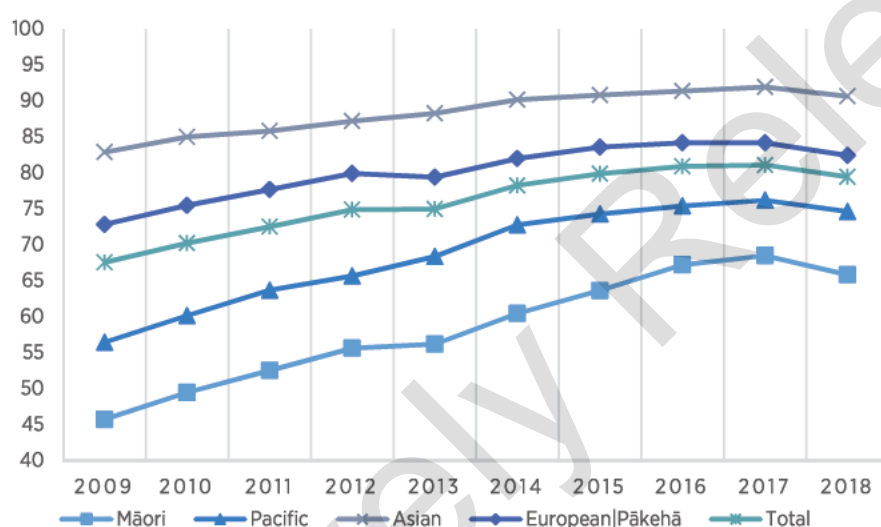
## School leavers with NCEA Level 2 or above

A formal school/kura qualification at Level 2 or above is a benchmark young adults need to attain to have a basic prerequisite for further education, training, and for many entry-level jobs. In 2018, 79.4% of school/kura leavers attained at least NCEA Level 2 (down by 1.7 percentage points compared to 2017).

## Ethnic, gender and socio-economic differences

2018 saw an overall decrease in the proportion of school/kura leavers, of all ethnicities, attaining a minimum of NCEA Level 2 or above (see Figure 2.7). For Māori this decrease was 2.7 percentage points, European | Pākehā had a 1.8 percentage point decrease, Pacific had a 1.6 percentage point decrease, and Asian school/kura leavers had a 1.3 percentage point decrease.

**Figure 2.7: Percentage of school leavers with NCEA Level 2 or above, by ethnic group, 2009–2018**



**Note:** This data uses total response ethnicity; learners/ākonga who identified in more than one ethnic group have been counted in each ethnic group, but only once in Total.

Female school/kura leavers (82.3%) attained NCEA Level 2 or above at a higher rate than their male counterparts (76.7%) in 2018.

In 2018, 91.5% of learners/ākonga from schools/kura in the highest SES quintile left school/kura with at least an NCEA Level 2 qualification. This result was 25.0 percentage points higher than the percentage for similar school/kura leavers in the lowest SES quintile (66.5%).

## School leavers with NCEA Level 3 or above

In 2018, 53.7% of all school/kura leavers attained level 3 or above, a 1.1 percentage point decrease from 2017. Since 2009, there has been an increase of 11.8 percentage points in the proportion of school/kura leavers who attained level 3 or above; 53.7% in 2018 compared to 41.9% in 2009.

In 2018, 1.4% of learners/ākonga with an NCEA Level 3 qualification or above attained a New Zealand Scholarship award or a National Qualifications Framework qualification at Level 4 or higher. Of the learners/ākonga with an NCEA Level 3 qualification or above, 3.8% attained a non-New Zealand Qualifications Framework (NZQF) Level 3 equivalent qualification, such as International Baccalaureate, Cambridge International exams, Accelerated Christian education, or other overseas awards.

Of the learners/ākonga attaining NCEA Level 3, 13.6% gained an Excellence endorsement, while 25.3% gained Merit. It should be noted that endorsements only relate to NCEA; not non-NZQF courses.

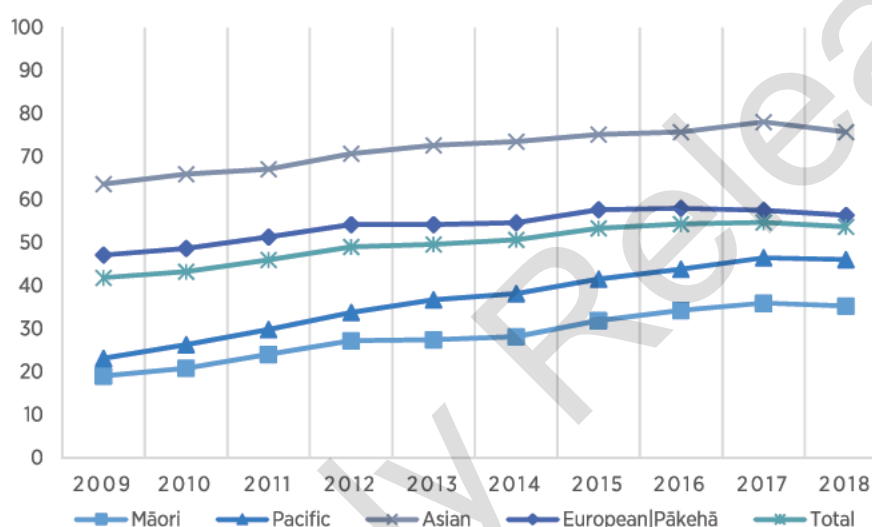


## Ethnic, gender and socio-economic differences

In 2018, there was an overall decrease in the proportion of leavers attaining NCEA Level 3 or above across all ethnicities compared to 2017. Asian learners/ākonga saw a bigger decrease of 2.3 percentage points. European | Pākehā, Māori and Pacific saw decreases of 1.1, 0.7, and 0.4 percentage points respectively.

The proportion of Asian school/kura leavers attaining NCEA Level 3 or above in 2018 was 75.7%, which was 19.3 percentage points higher than European | Pākehā at 56.4% (see Figure 2.8). The Pacific rate was 46.1% and Māori was 35.3%.

**Figure 2.8: Percentage of school leavers with NCEA Level 3 or above, by ethnic group 2009–2018**



**Note:** This data uses total response ethnicity; learners/ākonga who identified in more than one ethnic group have been counted in each ethnic group, but only once in Total.

A higher proportion of female school/kura leavers gained NCEA Level 3 or above in 2018 than male school/kura leavers (59.9% and 47.7% respectively).

In 2018, learners/ākonga from schools/kura in the highest SES quintile were twice as likely to leave school/kura having attained NCEA Level 3 or above than learners/ākonga from schools/kura in the lowest SES quintile.

## University Entrance Award

In 2018, 39.4% of school/kura leavers attained a University Entrance Award, a 1.0 percentage point decrease on 2017 (40.4%). Asian learners/ākonga had the highest proportion of school/kura leavers attaining University Entrance Award with 65.4%, while 43.9% of European | Pākehā learners/ākonga attained it, as did 21.9% of Pacific students/ākonga, and 18.6% of Māori learners/ākonga.

On 1 March 2014, changes were made to the requirements for the University Entrance Award. Learners/ākonga are now required to meet the following:

- » NCEA Level 3 with 14 credits in three approved subjects;
- » five credits in reading and writing at Level 2 or above; and
- » ten credits in numeracy at Level 1 or above.

As a result, data from 2014 onwards cannot be compared with previous years.

## School leaver destinations



A successful student would be a person that thrives to want to add value to our current environment getting a job they desire and has the tools to make informed decisions as 18 year olds.

TEACHER

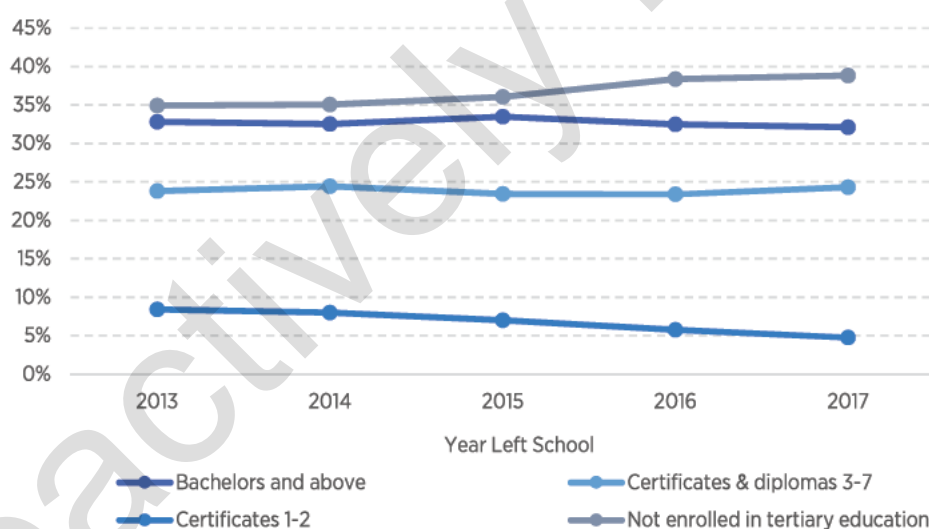


Each year, around 60,000 learners/ākonga leave school/kura and move on to further education, work place training, employment, or overseas. School leaver enrolment in tertiary education indicates the extent young New Zealanders are developing the skills needed for a modern knowledge economy.

Of the 62,942 learners/ākonga who left school/kura in 2017, 61.2% (38,499 learners/ākonga) enrolled in tertiary education during 2018. This continues a downward trend in the proportion of school/kura leavers progressing directly to tertiary education, compared with 65.1% for 2013 school/kura leavers.

The proportion of school/kura leavers enrolled at bachelors and above decreased by 0.4 percentage points from 32.5% in 2016 to 32.1% in 2017 (see Figure 2.9). There was an increase in enrolments in Level 3 to 7 certificates and diplomas from 23.4% to 24.3%, offset by a decrease in enrolments in Level 1 and 2 certificates from 5.8% to 4.7%.

**Figure 2.9: School leavers by tertiary education level one year after leaving<sup>11</sup> school, 2013–2017**



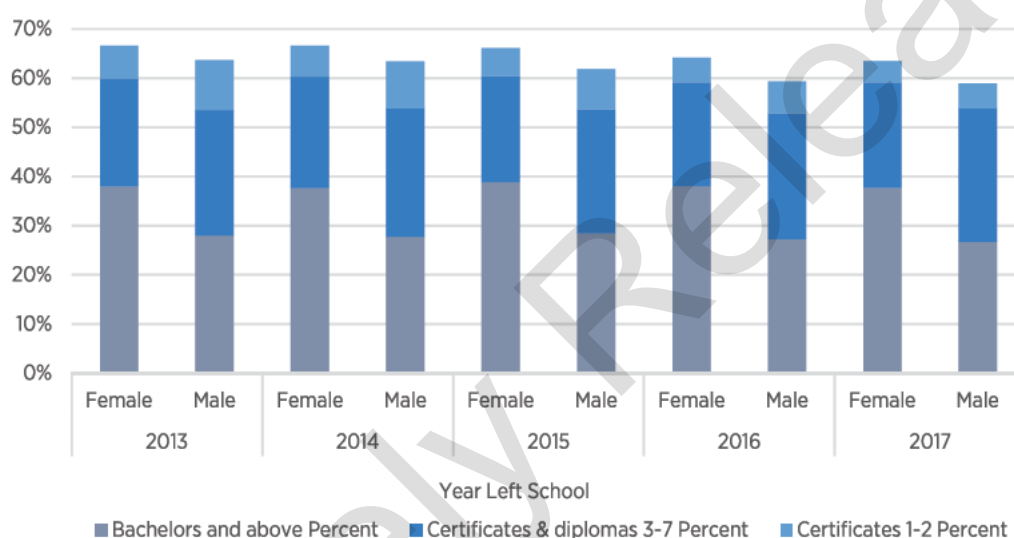
<sup>11</sup> The tertiary education level is the highest level of enrolment over a given year.

## Ethnic, gender and socio-economic differences

Female school/kura leavers are more likely to progress directly to tertiary education than male school/kura leavers. In 2018, 63.5% of females from the 2017 school/kura leavers enrolled in tertiary education compared to 58.9% of males. These proportions are each lower than the 2016 school/kura leavers where 64.1% of female and 59.3% of male school/kura leavers progressed directly to tertiary education.

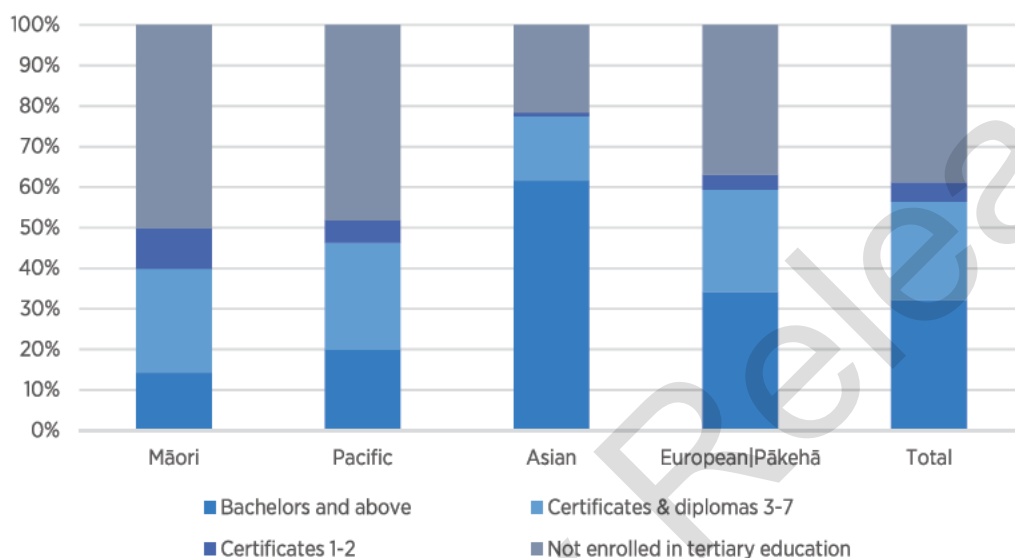
The proportion of females enrolled in a level three and above qualification was higher than the proportion of males from 2013 to 2017 (see Figure 2.10).

**Figure 2.10:** Proportion of school leavers in tertiary education one year after leaving school by tertiary level and gender, 2013-2017



Māori and Pacific leavers are more likely to be enrolled in foundation courses, certificates and diplomas than other ethnic groups (see Figure 2.11). From the 2017 school/kura leavers, 35.7% of Māori and 31.9% of Pacific enrolled in tertiary education Level 1 to 7 (non-degree) in 2018.

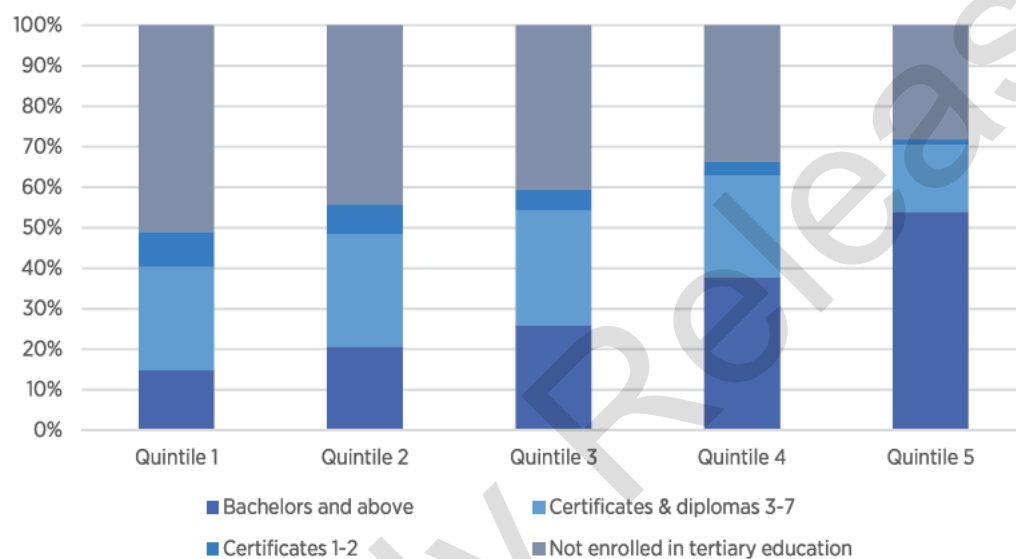
**Figure 2.11: Proportion of 2017 school leavers in tertiary education one year after leaving school by ethnicity and tertiary level**



Deciles are a measure of the socio-economic position of a school's/kura's learner/ākonga community relative to other schools/kura throughout the country. Deciles are used to allocate funding to state and state-integrated schools/kura to enable them to overcome the barriers to learning faced by learners/ākonga from lower socio-economic communities.

Learners/ākonga from schools/kura with a high socio-economic mix are more likely to enrol in tertiary education (see Figure 2.12). In 2017, 71.8% of school/kura leavers from schools/kura in the highest quintile<sup>12</sup> (decile 9 and 10) enrolled in tertiary education in 2018. This compares with 49.0% of leavers from schools/kura in the lowest quintile (decile 1 and 2).

**Figure 2.12: Proportion of 2017 school leavers in tertiary education one year after leaving school by school quintile and tertiary level**



<sup>12</sup> Highest quintile means decile 9 and 10 and lowest quintile means decile 1 and 2. Quintile doesn't mean 20% of school/kura leavers.

# Chapter 3

## Strengthening achievement and learner/ākonga support

**New Zealand has an inclusive education system where children and young people receive the support they need to access the curriculum, participate fully, and achieve in education. This means having easier to access support, which is more flexible and better linked with other services, so children and young people get the right support, at the right time, within an inclusive education system.**

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### Education Work Programme

In 2018, the Government asked the Ministry to start building the world's best education system for all New Zealanders. The Ministry was encouraged to involve the people of New Zealand, especially voices not traditionally heard within the education sector, with the design and its construction. This has led to nearly 50,000 New Zealanders telling the Ministry what they wanted in a future education system.

The Education Work Programme (EWP), reviewing key aspects of the education system and refreshing the strategies for the education portfolio, along with the 2018 Education Summits, and the ongoing Education Conversation | Kōrero Mātauranga, are responses to the Government's challenge.

With over 8,000 submissions on the NCEA Review alone, along with feedback from many other workshops, this is forming the foundation for further consultation. These submissions included those from over 2,000 learners/ākonga, whānau, and educators discussing Māori education, whose insights will inform the draft of Ka Hikitia the Ministry's Māori education strategy.

### Learning Support

#### Strengthening learning support with new investment

In May 2018, the Government announced \$283.8 million in new funding for learning support services over four years. Budget 2018 included:

- » early intervention support for an additional 1,900 young children each year;
- » funding boosts for sensory schools/kura and New Zealand Sign Language initiatives;
- » a progressive rise in the teacher/kaiako aide funding rate;
- » an expansion of Te Kahu Tōi, Intensive Wraparound Service to additional eligible children and young people;
- » an increase in the number of children and young people receiving English for Speakers of Other Languages funding; and
- » the largest increase in funding for the Ongoing Resourcing Scheme in more than a decade.

This investment adds to the new services the Ministry has brought in since 2017, providing earlier support for the development of oral language and positive behaviour in young children, and for their parents, whānau, and educators.

## Learning Support Co-ordinators

In November 2018, Government announced plans to strengthen the Learning Support Delivery Model. This will be done through the introduction of a new Learning Support Coordinator (LSC) role in the Education system. The Government is investing \$217 million over four years, establishing the first tranche of approximately 600 full-time equivalent LSCs from the beginning of the 2020 school/kura year.

## Draft Disability and Learning Support Action Plan

Released for consultation in September 2018, the draft Disability and Learning Support Action Plan (draft Action Plan) suggested some priorities to build a more inclusive education system.

A system where all children and young people with additional learning needs – including disabilities – are welcome, and their achievement, progress, wellbeing, and participation is valued and supported.

The draft Action Plan proposed four priority areas:

- » improving the way children and young people are assessed for additional learning needs;
- » strengthening the range of supports for children and young people with disabilities and additional learning needs;
- » improving the way the education system responds to neurodiverse and gifted learners/ākonga; and
- » ensuring that learning support is resourced for increased support and delivery.

On behalf of the Associate Minister for Education, Hon Tracey Martin, the Ministry consulted a broad range of stakeholders on the draft Action Plan. During this consultation a range of parents, whānau, and groups in the education and disability sectors attended 56 meetings, while 112 written submissions were received and 736 responses to an online survey were collected.

The feedback gathered was diverse with perspectives received from: learners/ākonga, whānau, teachers/kaiaako, school/kura leaders, learning support specialists, medical professionals, and academics. Feedback from the wider Education Conversation | Kōrero Mātauranga was also included.

The response has been clear, more support is needed for children and young people with disability and learning support needs.

The feedback from the engagement process was analysed and informed changes to the draft Action Plan.

## Learning Support Delivery Model

Across 2018 local communities continued to implement the Learning Support Delivery Model (Delivery Model). The Delivery Model provides an accessible, flexible, child-centred, and connected approach to learning support, and wider social, disability support, and health services. By focusing on being responsive to local needs, it aims to ensure Māori and Pacific children and young people receive the support they need.

The Delivery Model is based around a single plan to support each child or young person to achieve their learning goals, including greater flexibility to create innovative support responding to individual needs. It includes family connection points, data-sharing, and bringing together local education and service providers to work collaboratively to identify needs and set priorities across learning communities. This includes providers and agencies in other sectors, such as health and the disability sector.

The Ministry's regional teams and Resource Teacher services are working with schools/kura to implement the Delivery Model in a way that is relevant to their cluster and the needs of their children and young people. Some areas are well advanced while others are still in the early stages.

By the end of Term 4, 2018, 203 clusters across New Zealand were engaged with implementing the model. These clusters covered about 1,659 schools/kura, and 863 Early Learning Services me nga Kohanga Reo, providing cover to over 530,000 children and young people.



## Early Literacy and Numeracy



Without literacy and numeracy the rest is insufficient to enable a person to take their place in a functioning society.

GRANDPARENT



The foundation learning areas of literacy and numeracy are vital to ensure learners/ākonga are well equipped to access curriculum content and successfully learn across all aspects of the curriculum. There are a range of additional supports available to learners/ākonga to accelerate their learning.

### Reading Recovery

Reading Recovery is an early literacy programme aiming to reduce reading and writing difficulties by providing daily intensive one-to-one literacy instruction to children falling behind in reading and writing after a year at school/kura. The programme also identifies children who need longer-term literacy support.

Schools/kura have the scope and flexibility to decide on their own teaching and learning programmes, and there are a range of supports they can use to provide additional support for learners/ākonga in literacy. Reading Recovery was offered in 55% of state and state-integrated schools/kura with six-year-old learners/ākonga in 2018, supporting 8,936 learners/ākonga, with 6,651 (11% of six-year-old learners/ākonga) entering the programme for the first time.

Five of the 16 local body regions in New Zealand experienced a decline between 2017 and 2018 in the percentage of schools/kura offering Reading Recovery, with eight experiencing a decline in the percentage of six-year-olds with access to the programme.

Consistent with the long-standing trend, in 2018 a greater proportion of Māori and Pacific learners/ākonga were involved in Reading Recovery than European | Pākehā and Asian learners/ākonga. The proportions of Māori and Pacific six-year-old boys in Reading Recovery continue to be notable; in 2018, 21% of Māori and 21% of Pacific six-year-old boys were in Reading Recovery.

In 2018, the outcomes for learners/ākonga in Reading Recovery remain consistent with long-term trends. Most learners/ākonga (74%) who completed the intervention were able to work effectively with their peers without additional support and successfully completed the intervention. Seventeen percent of exiting learners/ākonga were referred on for further specialist or longer-term literacy support. Higher proportions of girls, European | Pākehā learners/ākonga, Asian learners/ākonga and learners/ākonga from schools/kura in the highest three SES levels, successfully completed the intervention compared to boys, Māori learners/ākonga, Pacific learners/ākonga and learners/ākonga from schools/kura in the lowest three SES levels. However, many learners/ākonga (from 60% – 73%) in these latter groups successfully completed Reading Recovery.

### Resource Teachers: Learning and Behaviour

Resourcing is provided to school/kura boards for Resource Teachers: Learning and Behaviour (RTLb), to provide high quality and effective learning and behaviour services for schools/kura and Kāhui Ako. Around 17,000 learners/ākonga receive support through the RTLb service each year, while other learners/ākonga are indirectly supported as the RTLb support building teacher/kaiako capabilities.

In 2018, there were 962 RTLb (an increase of 33 from 2017) and 40 cluster managers. The service works to strengthen the confidence of teachers/kaiako supporting individual learners/ākonga, groups of learners/ākonga, and classes. The RTLb also work with schools/kura to support them to build, or strengthen, their inclusive practices to better enable them to include learners/ākonga with diverse learning needs in regular classroom programmes.

In 2017, the ERO undertook an evaluation of the governance and management of the RTLb service. Their report, published in 2018, highlights significant improvements to the quality and consistency in the RTLb service, especially in overall governance and management.



## Resource Teachers of Literacy

Resource Teachers of Literacy (RTLit) are in-school/kura specialist teachers/kaiako who support staff and learners/ākonga to meet the literacy needs of year 1 to 8 learners/ākonga who are experiencing difficulties. A total of 4,753 learners/ākonga were on the RTLit roll in 2018.

RTLit supported learners/ākonga either by:

- » indirect support only (31%), where RTLit provide modelling, advice, and guidance to classroom teachers/kaiako working with a learner/ākonga or group;
- » direct support only (28%), where RTLit work with individuals or small-group tutoring; or
- » a combination of both indirect and direct support (41%).

In 2018, 38% of learners/ākonga successfully completed the intervention (down three percentage points from 2017), 28% continued to receive support (up two percentage points from 2017), and 16% were referred on; remaining learners/ākonga were withdrawn from the programme.

## Programmes for Students

Programmes for Learners/ākonga (PFS) comprises three initiatives: Accelerating Learning in Literacy (ALL), Accelerating Learning in Mathematics (ALiM), and Mathematics Support Teacher/kaiako (MST). These initiatives provide additional support for learners/ākonga in Years 1 to 10 who are not meeting expectations in reading, writing, or mathematics.

ALL and ALiM support principals and teachers/kaiako from participating schools/kura to design intensive, cycles of inquiry, which implement more responsive ways of teaching reading, writing, and mathematics for small groups of learners/ākonga.

In 2018, there were 391 teachers/kaiako supported in ALL and 253 in ALiM to provide supplementary support to learners/ākonga.

The MST programme provides release time for a teacher/kaiako to work with groups of learners/ākonga. They also work alongside teachers/kaiako with learners/ākonga working below expectations within their class programmes.

In 2018, there were 52 teachers/kaiako who participated in MST.

There is evidence of accelerated progress in learners/ākonga as they participate in these programmes.

## Te Kahu Toi, Intensive Wraparound Service

The Te Kahu Toi, Intensive Wraparound Service (IWS) works with 387 children and young people, and their families/whānau each year. IWS supports children and young people who have behaviour, social, and/or learning needs with a plan to meet their specific needs.

These needs are highly complex and challenging, requiring support at school/kura, home, and in the community. The aim of a wraparound programme is to ensure duplication of services does not occur and there is one plan that is doable, workable, and meaningful.

### Outcomes

A key to the success of IWS is that Māori are progressing equally as well on IWS as non-Māori, illustrating a major step forward in improving equitable outcomes for Māori learners/ākonga and their whānau. IWS support improves learner/ākonga outcomes in five key Predictors of Better Life Outcome areas (developed from the Dunedin Longitudinal Study), promoting the wellbeing of the young people IWS works with. These predictors are: self-control, social skills, attitudes, relationships, and access to safe environments and achievement in the home, school/kura, and community.



I would invest more money into special education, support services and behavioural support for all ages ECE to high school.

PARENT, PRIMARY STUDENT



## Effectiveness of IWS

The NZCER evaluation (2015) of IWS found 71% of learners'/ākonga demonstrated measurable progress in awareness of and respect for safety of self and others. Half of the learners'/ākonga parents reported a noticeable positive change in the way their child or young person managed themselves in the home environment, including a reduction in physical or verbal violence towards them.

An evaluation conducted by Massey University in 2018 showed the implementation of wraparound, when it follows the correct processes, leads to young people with highly complex needs more likely to successfully engage in learning at their school/kura, home, and community.

## Strengthening Māori Education

The Government introduced its EWP, championing a high quality public education system for all New Zealanders, with a focus on lifting Māori achievement.

The Māori education strategic context encompasses:

- » *Ka Hikitia* – Accelerating Success 2013 – 2017;
- » *Tau Mai Te Reo*, the Māori Language in education strategy, which reflects the central role of Māori identity, language and culture within the education system; and
- » *Whakapūmāutia, Papakōwhaitia, Tau Ana*, the framework for conducting excellent education relationships with iwi.

Through a series of wānanga, Government started a conversation with Māori whānau and communities about what matters most in the education of Māori learners/ākonga. Over 2,000 learners/ākonga, whānau, and educators discussed a wide range of issues and opportunities for Māori education. Emerging from this engagement 12 key themes, along with local nuances, have been published on the Education Conversation | Kōrero Mātauranga website. The information gathered will be used to inform an upcoming refresh of *Ka Hikitia* and *Tau Mai Te Reo* and the overall EWP.

In 2018, a number of other EWP components started that directly impact Māori education. These include the three big sector reviews – Early Learning Strategic Plan, Review of Tomorrow's Schools/kura, and Review of Vocational Education – and a number of other items; for example, work on Curriculum, Progress and Achievement, and the Education Workforce Strategy. While still underway, such reviews directly contribute to strengthening Māori education and achievement. They are expected to address issues and opportunities for Māori learners/ākonga and whānau across a range of education and policy levers, such as: quality teaching and learning, governance and leadership, curriculum and funding.

## Māori Learners/ākonga

2018 saw continued efforts towards improving those parts of the school/kura system that aren't working for Māori learners/ākonga, and strengthening those areas that have been proven to foster their success. Results for 2018 show the proportion of Māori school/kura leavers attaining NCEA Level 2 or above was 65.8% (down 2.7 percentage points from 2017), NCEA Level 3 or above was 35.3% (down 0.7 percentage points), and University Entrance was 18.6% (down 0.5 percentage point). The changes in NCEA Level 3 and UE Award attainment were smaller for Māori leavers compared to the total population.

While outcomes for Māori improved in some areas, there continue to be persistent attainment and engagement gaps between Māori and non-Māori. Māori school/kura learners/ākonga continue to attain qualifications behind the non-Māori population for NCEA levels 1, 2 and 3 and University Entrance. They are also less present in education than their non-Māori peers, with the lowest rates of attendance and retention and the highest rates of stand-downs and suspensions. This signals that the education system continues to underserve Māori learners/ākonga.

There are a number of factors affecting the progress of Māori learners/ākonga. While Māori learners/ākonga come from a diverse range of circumstances, they are overrepresented in lower levels of the socio-economic status scale. Māori learners/ākonga are also more transient than other parts of the population. At school/kura, many Māori learners/ākonga are in settings that do not effectively respond to their identity, language and culture and where they are experiencing bullying, teacher/kaiaiko bias and racism.

Going forward, the Government looks to have a stronger focus on learner/ākonga wellbeing, and to work in collaboration with Māori communities and the school/kura sector to find new ways to ensure Māori learners/ākonga are present, safe and succeeding in education.

## Māori Language in Education

Māori language in education is a defining feature of Aotearoa New Zealand's education system as it:

- » supports identity, language, and culture as critical to learner/ākonga success;
- » provides opportunities for Māori learners/ākonga to realise their potential and succeed as Māori;
- » gives expression to the National Curriculum documents, recognising the importance of te reo and tikanga Māori for Aotearoa New Zealand; and
- » supports community and iwi commitments to revitalising and sustaining the Māori language.

Māori language in education is the first focus area within *Ka Hikitia*, which has been expanded on through the Māori language in education strategy, *Tau Mai Te Reo*.

Schools/kura are classified as English-medium or Māori-medium depending on the degree of teaching instruction provided in te reo Māori. Schools/kura with Māori language immersion levels at 1 and 2 are referred to as Māori-medium education. Learners/ākonga in Māori-medium are taught the curriculum in te reo Māori for at least 51% of the time. Examples of this include Kura Kaupapa Māori and rumaki (immersion) units within English-medium schools. Schools/kura with levels 3 to 5 are referred to as Māori language in English-medium education, which include Māori language classes.

There was a continued increase in participation in Māori language in education in 2018. As at 1 July 2018, across immersion levels 1 to 5, 191,084 learners/ākonga were participating in Māori language in education. Of these learners/ākonga, 20,511 (97% identifying as Māori) were engaged in Māori-medium education spread across 278 schools/kura. This represents about 3% of the total school/kura population (and 10% of all Māori learners/ākonga) and a 0.1 percentage point increase on 2017. A further 170,573 learners/ākonga were engaged in Māori language in English-medium education, spread across 1,093 schools/kura. This represents 21% of the total school/kura population, a 0.4 percentage point increase on 2017.

*Te Marautanga o Aotearoa* (TMoA) is the National Curriculum for Māori medium education. It is an outcomes-based curriculum outlining the knowledge, skills, values, and attitudes for kura and schools/kura teaching through the medium of te reo Māori. Kōrero (oral language), pānui (reading), tuhituhi (writing), and pāngarau (mathematics) are central to all learning in the curriculum and enable the curriculum's broad outcomes to be achieved.

TMoA supports a holistic approach to teaching and learning. It acknowledges that values and attitudes are integral to who learners/ākonga are, how they act, how they engage with others, and how they respond to learning experiences.



More Māori in the curriculum... it should be woven through... so that our children are exposed to the language and culture, not through compliance – but because it is part of our everyday life and who we are as New Zealanders.

PARENT, PRIMARY STUDENT



## Learners/ākonga in Māori Medium Education

In high quality Māori-medium settings Mātauranga Māori provides the foundational, strengths-based knowledge for understanding and reinforcing Māori language, culture, and identity. Here Mātauranga Māori is embedded into the governance, teaching and learning, engagement with whānau, hapū and iwi, and physical environment of the kura. This distinguishes high-quality Māori-medium settings from most English-medium settings.

In 2018, Maori Medium school/kura leavers' attainment increased for all measures, compared to 2017. This is in contrast to the total school/kura leaver population, which saw an overall decrease for all measures. Māori Medium school/kura leavers' attainment across all measures is higher compared to the total Māori population.

Of learners/ākonga from Māori medium education, 80.4% left school/kura with NCEA Level 2 or above (up 3.8 percentage points from 2016), and 58.9% left with NCEA Level 3 or above (up 3.1 percentage points from 2016). In comparison, 65.8% of Māori school/kura leavers from English medium education left with NCEA Level 2 or above and 35.3% left with NCEA Level 3 or above.

Māori school/kura leavers from Māori medium education typically leave with an NCEA Level 3 or University Entrance qualification as their highest qualification, which is similar to the total school/kura leaver population. These attainment rates have been consistent over time.

## Strengthening Pacific Education

### Pasifika Education Plan

*The Pasifika Education Plan 2013–2017 (PEP)* sets out the Government's strategic direction for improving Pacific education outcomes over a five-year period. The PEP is aimed at raising Pacific learners/ākonga' participation, engagement and attainment in early learning, schooling and tertiary education.

This plan has been extended and is in place until the end of 2019. With potential significant change across the education system delaying the development of the next plan will ensure the plan is meaningful to Pacific communities and that Pacific voices shape all of the major reviews.

### Listening to Pacific communities

In 2018, as part of the Education Conversation | Kōrero Mātauranga, Pacific communities were asked about their experiences of education and what they wanted to see changed. Responses from around 3,500 people with Pacific heritage touched on a wide range of issues and opportunities in education and beyond. These responses were given either face-to-face at one of the 27 fono held nationwide, or through the Kōrero Mātauranga online survey. Eight Pan-Pacific education fono were conducted in Auckland, Hamilton, Wellington, Christchurch, Oamaru, and Dunedin, as well as a series of smaller ethnic and group specific fono across Auckland.

Over 13,000 comments were received from participants and they said:

- » education in New Zealand is a white privileged space where curriculum, pedagogy, and learning environments do not consistently reflect or value different Pacific identities, languages, cultures, and values;
- » the education system needs to acknowledge and value Pacific cultures, identities, and languages, and learner/ākonga and family wellbeing;
- » being culturally safe is key to wellbeing for Pacific learners/ākonga and their families;
- » for Pacific people, success is about the collective and that a child's success is the success of the family; and
- » issues identified for a number of years persist and a different approach is needed to achieve change.

This feedback is shaping our future education system, informing the Education Work Programme and the new plan for Pacific Education.



## Outcomes for Pacific learners and families

### *Engagement and participation*

Through the fono, Pacific learners/ākonga said they do not feel safe or included in their learning environment. Pacific learners/ākonga benefit from strong, positive, and reciprocal relationships, which promote physical, emotional, cultural, and spiritual wellbeing. Learning is seen as a communal activity supporting Pacific learners/ākonga and their families to thrive in education. Current data suggests this is not what Pacific learners/ākonga are experiencing.

Pacific youth described their experiences of racism, including being judged on what they look like, low expectations from teachers/kaiako, streaming Pacific young people into less academic classes, and consistent mispronunciation of their names. They described a white curriculum prioritising Western knowledge, Western versions of history, and white determinations of success that undermine Pacific cultural knowledge and ways of knowing.

Research by the Ministry of Education, using Youth 2000 survey data, found Pacific learners/ākonga are far more likely to report discrimination on the basis of their ethnicity from adults than their peers, with unfair teacher/kaiako behaviour being the most frequently reported issue.

Engaging through the fono, Pacific learners/ākonga said they are harassed for receiving 'extra benefits' or benefiting from 'reverse racism'. This may be due to other, often white, learners/ākonga feeling defensive when they see learners/ākonga from ethnic minorities receiving benefits they themselves are not entitled to. In the literature this is referred to as white fragility.

### *Attainment outcomes*

In 2018, 62.3% of Pacific learners/ākonga attaining NCEA Level 1 in Year 11, 71.8% of Pacific learners/ākonga attained NCEA Level 2 in Year 12, and 58.9% of Pacific learners/ākonga attained NCEA Level 3 in Year 13. Additionally, 28.7% of Pacific learners/ākonga attained University Entrance.

The percentage of Pacific learners/ākonga attained the NCEA literacy and numeracy requirements increased from 2017.

## Supporting Pacific learners/ākonga, families and communities

### *Pasifika Early Literacy Project*

Professional support for teachers/kaiako is available through the Pasifika Early Literacy Project (PELP), a two year project (2018-2019). PELP supports the early language and literacy learning of Pacific learners/ākonga, from new entrant to Year 2, in English-medium classrooms. It provides support for effective teaching practices and resources to build on the early language and literacy experiences young Pacific learners/ākonga bring to school/kura.

PELP focuses on using the Pasifika Dual Language books at school/kura and at home for young Pacific children with Pacific heritage languages. The project works with schools/kura, teachers/kaiako, and families with Cook Islands Māori, Niuean, Samoan, Tokelauan, and Tongan heritages. It supports these learners/ākonga by connecting their linguistic and cultural knowledge to the schooling environment. PELP promotes the development of reciprocal partnerships between home and school/kura.

In 2018 the project worked with 10 individual schools/kura, 30 teachers/kaiako, and a total of 503 learners/ākonga. They saw:

“

As Pasifika students we acknowledge our culture as an important theme in our life... if our learning had something to do with our culture, our learning would become important to us.

AGE 13-18

”

- » learner/ākonga vocabulary data and record of written vocabulary data showing improvement, with 90% of children making significant progress across running record data;
- » teachers/kaiako talked about the impact on their pedagogical content knowledge and what they learnt about second language acquisition and early literacy practice; and
- » over 310 parents engaged in parent/family fono to help teachers/kaiako work in partnership with families and Pacific communities, which participating parent and families found beneficial, helping them to see the value of their own linguistic and cultural capital.

### *Tapasā*

Tapasā is a cultural competencies framework for teachers/kaiako of Pacific learners/ākonga. It responds to demand from the sector and the community for a tool to support teachers/kaiako and school/kura leaders to become more culturally aware, confident, and competent when engaging with Pacific learners/ākonga and their wider support systems and networks.

It aims to provide a Pacific lens through which teachers/kaiako and school/kura leaders can better understand the Pacific learner/ākonga context, enabling them to better meet the needs of these learners/ākonga.

Tapasā, launched in September 2018, was distributed to every early learning centre and school/kura across the country. The roll-out of Tapasā follows a co-designed implementation programme.

### *Developing Mathematical Inquiry Communities*

Developing Mathematical Inquiry Communities (DMIC) is a model of ambitious mathematics teaching, founded in equity, incorporating an advanced form of complex instruction. DMIC is provided through centrally funded Professional Learning and Development.

The programme aims to increase professional capability among teachers/kaiako leading to an increase in learners'/ākonga social skills and confidence during group work and report-back, while engaging with mathematics. The guidance, resources, and framework demonstrate for teachers/kaiako and school/kura leaders how to connect with the lives and identities of their Pacific learners/ākonga, and to progress complex mathematical thinking.

## Youth Guarantee



There is an extreme university-glorifying culture at my high-achieving public school/kura, and while I realise that university is an academic progression, other options should not be treated as being only for those 'not good enough' for uni.

AGE 13-18



The Youth Guarantee policy was introduced in 2010 to help improve educational opportunities and achievement of young people, improving the transitions between school/kura, tertiary education, and work. It provides wider opportunities and choices for learners/ākonga on how and where they study, with a clear framework to help them on their learning pathway.

Youth Guarantee comprises several initiatives delivered throughout the secondary and tertiary sectors, supported by regionally-based networks of training providers, local government, iwi, and community organisations who connect and coordinate activities. These initiatives include Secondary-Tertiary Programmes (STPs), such as Trades Academies.

### **Youth Guarantee Fund**

The Youth Guarantee Fund (formally known as Youth Guarantee Fees Free) scheme is designed to provide 16 to 19-year-olds with the opportunity to study fees-free with tertiary providers towards qualifications at Level 1 to 3 on the New Zealand Qualifications Framework (NZQF), focusing on NCEA Level 2 or equivalent qualifications.

Learners/ākonga take part in full-time study programmes, usually vocationally focused, such as NCEA Level 2 programmes aligned to a vocational pathway.

In 2018, around 9,900 young people participated in the scheme. Of this number, Māori comprised 50% and Pacific 17% of learner/ākonga enrolments.

### Other Youth Guarantee initiatives

Vocational Pathways provide new ways for learners/ākonga to attain NCEA Levels 1, 2, and 3, developing pathways to support progress to further study, training, and employment. Vocational Pathways offer a framework for learners/ākonga to show how their learning and attainment is valued in the workplace.

This is done by aligning selected Level 1 to 3 assessment standards to the skills needed for industry, including specific 'sector-related' standards. The six Vocational Pathways include:

- » Social and Community Services;
- » Manufacturing and Technology;
- » Construction and Infrastructure;
- » Primary Industries;
- » Service Industries; and
- » Creative Industries.

In 2018, data shows 18,939 school/kura leavers attained one or more Vocational Pathway Awards (21,428 awards in total).

Youth Guarantee partnerships bring together education providers, community, and employers to deliver new vocational learning opportunities for young people across various regions of New Zealand. As at the end of 2018, around 100 community-based secondary-tertiary partnerships or projects remained active.

Schools/kura may also utilise Secondary-Tertiary Alignment Resource (STAR) and Gateway funding to support the implementation of vocational pathways and Youth Guarantee partnership initiatives.

## Trades Academies

Trades Academies, also known as Secondary-Tertiary Programmes, enable young people who are interested in trades or technology careers to combine studies towards their NCEA with a nationally-transferable, workplace-relevant, tertiary qualification at Level 1, 2, or 3.

In 2018, 6,784 learners/ākonga from 330 schools/kura accessed trades academy-funded places. Of the total participants, 2,617 (39%) were Māori and 1,110 (16%) were Pacific learners/ākonga. By the end of 2018, 4,259 (63%) learners/ākonga participating in trades academies had attained a minimum of NCEA Level 2 or equivalent.

## ART – Numbers, Names, and Needs

The Achievement, Retention, Transitions (ART) - Numbers, Names, and Needs initiative supports schools/kura to identify learners/ākonga at risk of not attaining NCEA Level 2. The initiative seeks to support schools/kura with early intervention for Year 10 and 11 learners/ākonga who may be at risk of disengagement, as well as at-risk learners/ākonga in tertiary education organisations.

In 2018, 3,346 learners/ākonga were supported through ART – Numbers, Names, and Needs by 127 schools. Of this total, 1,883 (56%) had attained NCEA Level 2 or equivalent by the end of 2018. Included in these totals were 1,649 Māori, with 878 (53%) attaining NCEA Level 2 or equivalent, and 891 Pacific learners/ākonga, with 521 (58%) attaining NCEA Level 2 or equivalent.



## Empowering Parents and Families to Support Their Learners/Ākonga



If family, community, and church are strong in the school then there won't be a divide where children have to leave their culture at the gate.

PARENT,  
PACIFIC STUDENT



Evidence shows educationally powerful partnerships between parents, whānau, communities, and education providers supports improved educational outcomes for learners/ākonga. A number of initiatives have been set up to strengthen these partnerships.

### Pacific learners/ākonga

During 2018, the Pacific PowerUP programme reached 3,458 learners/ākonga (from early childhood through to Year 13) and 945 Pacific parents, family, and community members. The programme helped Pacific parents and families build relationships with their child's teachers/kaiako and effectively support their child's learning.

A longitudinal evaluation of the programme, from 2016 to 2018, found the programme made an important and valuable contribution to raising achievement for the children of the Pacific parents and families who attended. The evaluation found the programme helped parents grow the confidence to champion their children's education and conversations at home changed, with education becoming a priority.

Parents felt PowerUP provided them with the tools, support, and confidence to build relationships with teachers/kaiako and the knowledge to support their children in the schools/kura system.

Non-Pacific teachers/kaiako working in PowerStations gained an understanding of and appreciation for their Pacific learners/ākonga, their parents and communities, which they could transfer to their teaching practice.

### Learners/ākonga developing reading skills

Reading Together® is a national programme delivered in schools/kura and other locations. The programme provides coaching and resources for parents and whānau to help support their children to learn to read, or improve their reading ability. In 2018, the programme reached around 300 individual schools/kura, 2,500 adults and their children.

The programme has a number of benefits for both parents and whānau taking part in the programme and the children they support. For parents and whānau, the programme can help improve their relationships with their children, increase their confidence, and provide them with new ways to support children with their reading. There is also strong evidence that Reading Together® can help parents build strong and enduring partnerships with teachers/kaiako and schools/kura. The children who receive support from parents and whānau in the programme, show improved reading ability and increased enjoyment from reading over a long period of time.

### Supporting positive behaviour

A digital story, 'Oat the Goat | Oti te Nanekoti', told in both English and te reo Māori was developed and launched during Bullying-Free NZ week in 2018. The interactive digital book was designed to support parents and whānau to have conversations with their children about the power of kindness and their ability to choose positive behaviours. Oat the Goat | Oti te Nanekoti has been accessed by almost 200,000 different users and has won a number of national and international awards.

### Enabling young people to see their pathway through education to employment

In 2018, the Ministry of Education worked with employers, schools/kura, and other community stakeholders to support learners/ākonga to find the right educational or vocational pathway for them. Working with community stakeholders, schools/kura, teachers/kaiako, and young people the Ministry delivered or supported education to employment events attended by about 1,200 young people. These included *Got a Trade? Got it Made!* events in eight regions, and the Whiria Te Tangata Kāhui Ako Year 8 Careers Expos in West Auckland.

These events provided young people with an opportunity to explore potential career pathways and interact directly with businesses and employers.

# Chapter 4

## Learner/ākonga engagement with learning

The OECD has identified a range of economic and social benefits associated with completing upper secondary education. As skills needed in the labour market become more knowledge-based and greater adaptability is required to meet the uncertainties of a changing economy. Yet, education data shows a slight decline in the retention of learners/ākonga aged 17 or older and attendance data shows only around half of senior learners/ākonga attend school/kura regularly.

### Attendance at school

*New Zealand Schools Attendance Survey: Term 2, 2018 Results*, is the most recently published survey of attendance. The attendance survey is voluntarily run across primary and secondary schools. The 2018 survey includes data from 86.6% of all schools/kura and represents 92.5% of enrolled learners/ākonga in New Zealand. Attendance was based on the whole of Term 2 (1 May–7 July) and compared with calculated rates dating back to 2011 when Term 2 collection began.

Attendance at school/kura is critical to learners'/ākonga learning and attainment. The PISA 2015<sup>13</sup> survey focused on science. The survey asked 15-year-old learners/ākonga how often they had skipped classes or days of school/kura in the two weeks leading up to the assessment. It found that absenteeism was associated with lower learner/ākonga performance in science. Specifically, the survey found that, among New Zealand learners/ākonga:

- » Learners/ākonga who reported they skipped a *whole day of school/kura* at least once in the two weeks prior to the PISA test scored 41 points lower in science than learners/ākonga who did not skip a day of school/kura. This was reduced to 29 points when learner/ākonga and school/kura socio-economic profile was taken into account.
- » Forty-one percent of learners/ākonga are in schools/kura where the Principal reported that truancy affected their learning and 39% of learners/ākonga are in schools/kura where the Principal reported that skipping classes affected their learning extra<sup>14</sup>.

The difference in science achievement between those who skipped classes and those who did not skip classes was smaller in New Zealand (46 point difference) than in the OECD (53 point difference) overall. New Zealand learners/ākonga were more likely to skip at least one *whole day of school/kura* at least once in the two weeks prior to the PISA test compared with OECD average (25% compared to 19.7%).



I would make sure that students are still having fun. Mental illness and stress is causing our students to drop out and not attend school and believe that education is nothing.

AGE 13-18



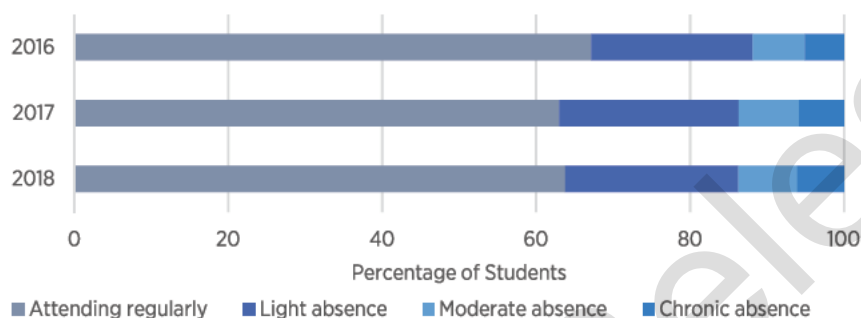
13 OECD (2016), PISA 2015 Results (Volume II): Policies and Practices for Successful Schools/kura, PISA, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264267510-en>

14 OECD (2016), PISA 2015 Results (Volume II): Policies and Practices for Successful Schools/kura, PISA, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264267510-en>

## Regular attendance

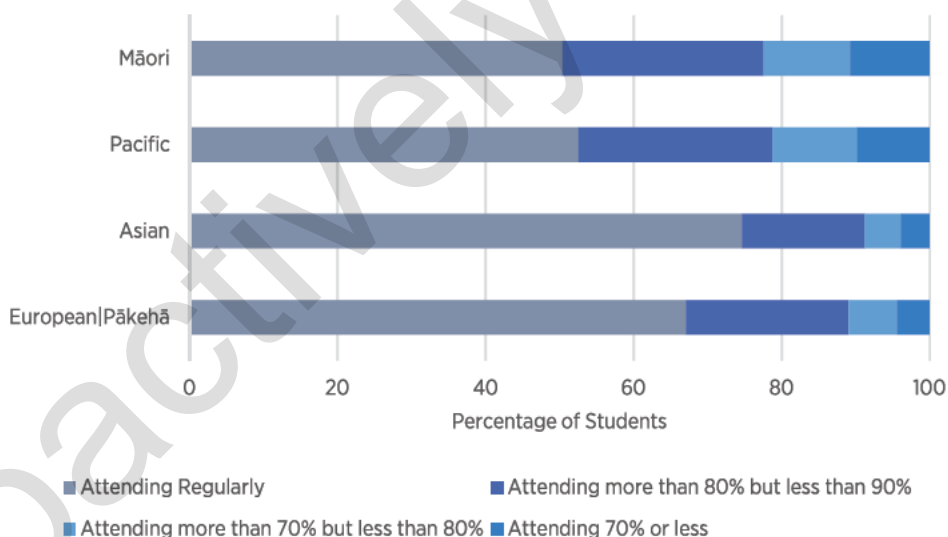
In Term 2 of 2018, 64% of learners/ākonga were attending regularly<sup>15</sup>; this was higher than in 2017 (63%), but lower than in 2016 (67%, see Figure 4.1). Of those learners/ākonga not attending regularly, 23% attended between 80-90% of the time with 8% attending 70-80% and 6% attending 70% or less. All three groups accounted for a greater proportion of learners/ākonga in 2018 than in 2016.

**Figure 4.1: Attendance, Term 2 2018**



Learners/ākonga who identified as Māori had the lowest rate of regular attendance in Term 2 (50%), followed by Pacific learners/ākonga (53%). This pattern is consistent with previous years (see Figure 4.2).

**Figure 4.2: Attendance by ethnicity<sup>16</sup> Term 2 2018**



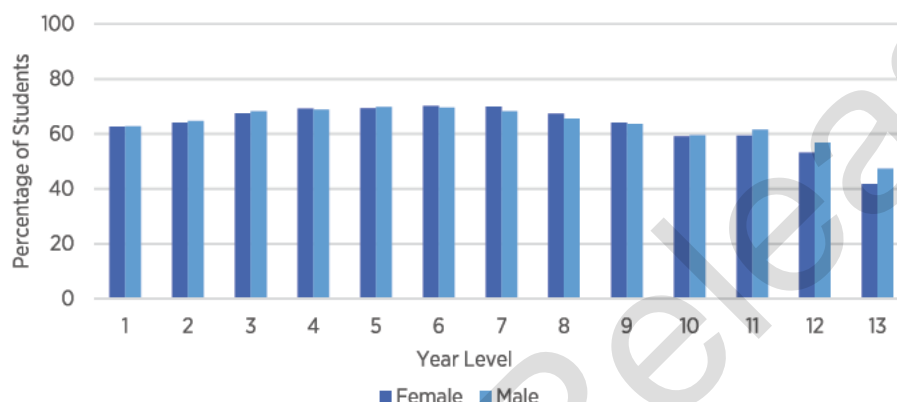
In general, regular attendance correlates with socio-economic status as measured by school/kura decile<sup>17</sup>. In Term 2 of 2018, 71% of learners/ākonga at decile 9 and 10 schools/kura were attending regularly, compared to 50% of learners/ākonga at decile 1 and 2 schools/kura. There was, on average, about a three percentage point difference in regular attendance at school/kura between one decile and those in deciles 9-10.

<sup>15</sup> A learner/ākonga is classified as attending regularly if they are present for more than 90% of those half-days they are enrolled in Term 2

<sup>16</sup> This data uses total response ethnicity; learners/ākonga who identified in more than one ethnic group have been counted in each ethnic group, but only once in the total.

The percentage of learners/ākonga who attended regularly increases from Year 1 to Year 6 and then tends to fall through intermediate and secondary years (Figure 4.3). In the senior secondary years, from Year 12 to Year 13, there is a sharp decline in attendance, especially for female attendance. The same pattern has been observed in previous years.

**Figure 4.3: Learners/ākonga attending school regularly by gender and year level, Term 2 2018**



## Student transience

Learners/ākonga need continuity and stability to stay interested and engaged in learning and to feel like they are supported and belong. All schools/kura face the constant challenge of ensuring that learners/ākonga feel they belong and are encouraged to participate at school/kura.

There is evidence that learner/ākonga transience has a negative impact on learner/ākonga outcomes, with learners/ākonga who move home or school/kura frequently more likely to underachieve compared with their peers. In 2018, 3,548 learners/ākonga were identified as transferring school/kura twice or more between 1 March and 1 November. These learners/ākonga are considered transient. Of these transient learners/ākonga, 88% transferred school/kura twice, 10% transferred 3 times, and 1% transferred 4 times or more.

From March to November 2018, the rate of learner/ākonga transience was 4.5 per 1,000 learners/ākonga is a decrease in the rate since 2017 where the rate was 4.7 per 1,000 learners/ākonga. There has been a steady decline in the rate of transience since 2016, particularly driven by the decline in rates for Māori learners/ākonga.

17 School/kura deciles indicate the extent schools/kura draw their learners/ākonga from low socio-economic communities. Decile 1 schools/kura are the 10% of schools/kura with the highest proportion of learners/ākonga from low socio-economic communities, whereas decile 10 schools/kura are the 10% of schools/kura with the lowest proportion of these learners/ākonga. This measure is used as a proxy for the socio-economic status of learners/ākonga in the school/kura community.



## Retention of learners/ākonga in secondary schooling



Throughout high school, we should be encouraged and rewarded for new ways of thinking and being able to prove our intelligence in ways outside of an outdated exam.

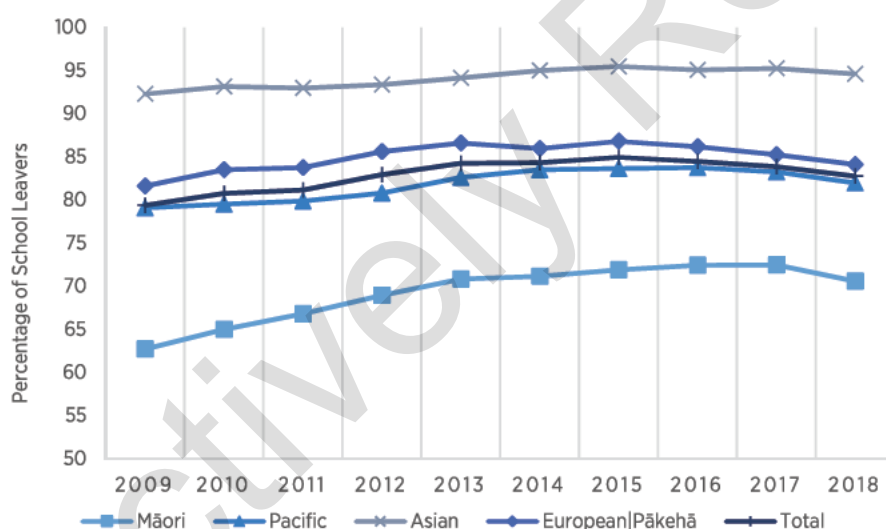
AGES 5-12



Completion of upper secondary education is associated with a range of economic and social benefits, both in New Zealand and across the OECD<sup>18</sup>. Graduating from upper secondary education has become increasingly important in all countries, as the skills needed in the labour market are becoming more knowledge-based, and workers are progressively required to adapt to the uncertainties of a rapidly changing global economy<sup>19</sup>.

In 2018, 82.8% of learners/ākonga stayed at school/kura to the age of 17 (see Figure 4.4). This is a 1.1 percentage point decrease since 2017 (83.9%).

**Figure 4.4:** Retention rate: percentage of school leavers aged 17 or older, by ethnicity, 2009–2018



**Note:** For this indicator, school/kura leavers who identified with more than one ethnic group have been counted in each ethnic group, aside from the total, where each individual was counted once.

### Ethnic, gender and socio-economic differences

In 2018, the proportion of Māori learners/ākonga remaining at school/kura to age 17 was 70.6% and 82.0% for Pacific learners/ākonga. European | Pākehā and Asian learners/ākonga had rates of (84.1% and 94.6% respectively).

Female learners/ākonga are more likely than male learners/ākonga to stay at school/kura until 17 (86.0% compared to 79.6%). Since 2017, female learners/ākonga have seen a 0.6 percentage point decrease, while male learners/ākonga saw a 1.6 percentage point decrease. The size of this gender gap increased to 6.4 percentage points in 2018, from 5.5 percentage points in 2017.

<sup>18</sup> The other 36 Organisation for Economic Cooperation and Development (OECD) member countries are used as comparators to New Zealand's education system.

<sup>19</sup> See Education at a glance 2018, OECD.

There is a correlation between a school's decile (the socio-economic mix of the school/kura the learner/ākonga attended) and the percentage of it's school/kura leavers are aged 17 or older. In 2018, 91.9% of learners/ākonga from schools/kura in the highest decile (deciles 9 and 10) remained at school/kura until the age of 17. This was 18.4 percentage points higher than schools/kura in the lowest two deciles (73.5%).

## Early leaving exemptions

Enrolment in school/kura is compulsory for all learners/ākonga aged between 6 and 16 years. However, parents of 15-year-old learners/ākonga may apply to the Ministry of Education for an exemption from schooling on the basis of educational problems, conduct or the unlikelihood of the learner/ākonga benefiting from attending available schools/kura. Parents are required to give details about the training programme or employment the learner/ākonga would move on to in the event of an early leaving exemption being granted.

There is a strong correlation between leaving school/kura early and unemployment and/or lower incomes. In New Zealand, recent data show that those with no qualifications have higher unemployment rates and lower median incomes when compared to those with school/kura level qualifications. After tracking learners/ākonga for seven years post leaving school/kura, those who attained NCEA Level 1 less and those with no attainment earned, respectively, on average 15% and 51% less than their peers who attained NCEA Level 2 (Scott, 2018).

Between 2007<sup>20</sup> and 2013 the rates of early leaving exemptions declined and remained consistently low. Since 2014 the number of accepted early leaving exemptions has been slowly increasing again. In 2017 there were 523 approved applications, this has increased to 637 approved applications in 2018. The rate of early leaving exemptions in 2018 was 11.2 per 1,000 learners/ākonga.

### Ethnic and gender differences<sup>21</sup>

Since 2016 the rates of early leaving exemptions have been increasing for European | Pākehā and Māori learners/ākonga. In 2018, rates for Māori learners/ākonga was 24.5 per 1,000 and for European Pākehā learners/ākonga it was 8.8 per 1,000, while the Pacific learners/ākonga rate was 6.1 per 1,000, and for Asian learners/ākonga it was 0.3 per 1,000.

## Stand-downs and suspensions from school/kura<sup>22</sup>

Learner/ākonga attendance and engagement are critical factors relating to learner/ākonga achievement. The levels of stand-downs, suspensions, exclusions, and expulsions help provide indications of where engagement in productive learning may be absent and behavioural issues may be present. Of course, as these responses are determined by school/kura policy, responsibility for any outcomes does not rest solely with a learner/ākonga's behaviour. With schools/kura adopting policies they feel reflect the sensibilities of their community, different schools/kura will address the same behaviour differently.

Stand-downs and suspensions are associated with a wide range of concerning youth behaviours – including drug and alcohol abuse and violence – which disrupt the learning of the individuals concerned and are disruptive and unsafe for peers in the school/kura community.

20 In 2007, the application and approval processes for early leaving exemptions were strengthened.

21 Ethnic differences analysis for early leaving exemption uses prioritised ethnicity whereby a learner/ākonga is identified under one ethnic group only.

22 As a consequence of a serious breach of school/kura rules, a school/kura Principal can order a learner/ākonga to stand down from school/kura for a period of up to five school days. A stand-down, for any learner/ākonga, can total no more than five school days in any term or 10 days in a school year. Learners/ākonga return automatically to school/kura following a stand-down. For very serious breaches of school/kura rules, a Principal can suspend a learner/ākonga from attending school/kura until the school/kura board of trustees decides on the consequence for the learner/ākonga. The Board may decide to lift the suspension with or without conditions, to extend the suspension or, in the most serious cases, exclude or expel the learner/ākonga.

## Stand-downs

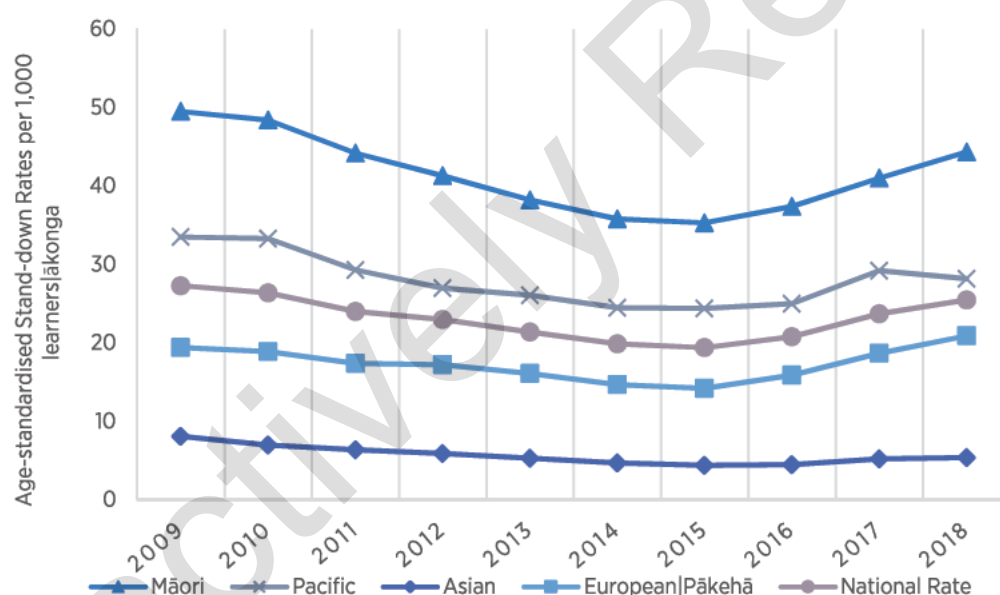
In 2018 there were 19,414 stand down cases, received by 14,247 learners/ākonga. This equates to just under 2% of the learner/ākonga population. Of these cases 76% were stood down only once during 2018. In 2018, 52% of stand-downs took place in secondary schools. Only 8% of secondary schools/kura did not use stand-downs compared to 50% of primary schools/kura, these findings are consistent with previous years.

The age-standardised stand-down rate has declined from 30.3 stand-downs per 1,000 in 2006 to a low of 19.4 stand downs per 1000 in 2015. Since then stand-downs per 1000 has been increasing reaching 23.7 per 1000 in 2017. In 2018, the trend continued with stand downs per 1,000 increasing again to 25.5 per 1,000 learners/ākonga.

The age-standardised stand-down rate for Māori learners/ākonga was 44.3 per 1,000, which is two times higher than European | Pākehā learners/ākonga at 20.9 stand-downs per 1,000. Asian learners/ākonga continue to have the lowest stand down rate at 5.4 per 1,000.

The stand down rate for Pacific learners/ākonga decreased in 2018 to 28.2 per 1,000 learners/ākonga, from 29.2 per 1,000 in 2017 (see Figure 4.5).

**Figure 4.5: Age-standardised stand-down rates by ethnicity, 2009-2018**



In 2018, male learners/ākonga continued to have consistently higher stand down rates than female learners/ākonga. This pattern is consistent across ethnic groups. The national average for male learners/ākonga was nearly three times higher than for female learners/ākonga. Male learners/ākonga had an age standardised rate of 37.0 per 1,000 whereas the rate for female learners/ākonga was 13.5 per 1,000.

Asian learners/ākonga had the largest difference between the genders, with Male learners/ākonga (8.8 stand downs per 1,000) over five times more likely to be stood down than female learners/ākonga (1.7 stand downs per 1,000). Māori learners/ākonga conversely had the smallest difference between genders with male learners/ākonga (59.8 stand downs per 1,000) being twice as likely to be stood down as Māori female learners/ākonga (28.2 stand downs per 1,000).



There is a clear correlation between schools/kura socio-economic mix and age-standardised stand-down rates. Schools/kura in the lowest quintile (deciles 1 and 2) draw their learners/ākonga from communities with the highest degree of socio-economic disadvantage. Learners/ākonga in quintile 1 schools are over three times more likely to be stood down than learners/ākonga in both quintile 5 schools (decile 9 and 10) and quintile 4 schools (decile 8 and 7).

## Suspensions

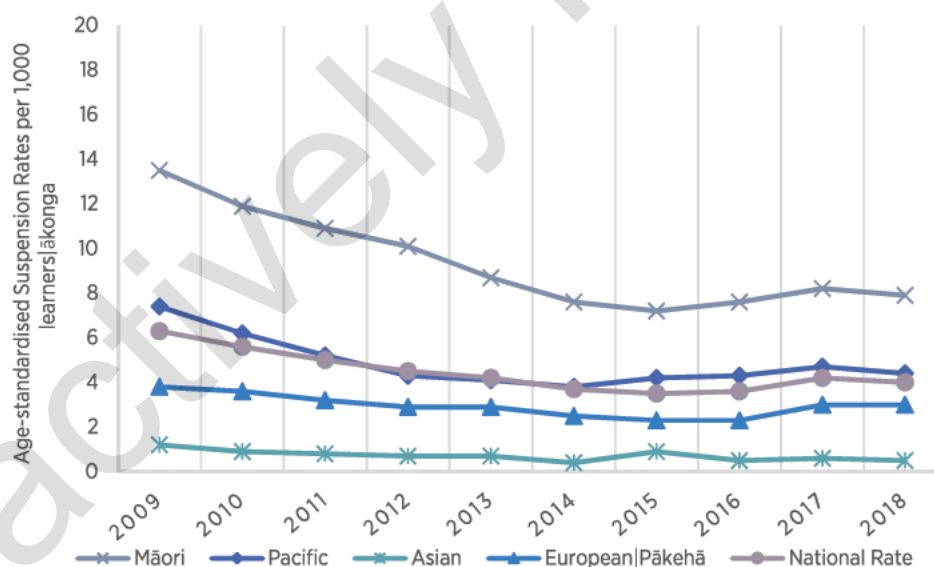
In 2018, there were 3,065 suspension cases, relating to 2,747 unique learners/ākonga; this represents 0.4% of the total learner/ākonga population. Of the learners/ākonga who were suspended, 89.3% were suspended only once during 2018. Across 2018, 21% of secondary schools did not use suspensions as part of a behaviour management programme, compared to 81% of primary schools.

The age standardised suspension rate has generally decreased since 2000, with it dropping by 45% from 7.4 suspensions per 1,000 to 4.0 suspensions per 1,000 in 2018.

Across all ethnic groups the age standardised rate of suspensions has decreased. The greatest reduction was for Māori learners/ākonga where the rate has declined by 4% since 2017 to 7.9 suspensions per 1,000 learners/ākonga.

Māori learners/ākonga are nearly two times more likely to be suspended than the age standardised national rate of suspensions (4.0 per 1,000 learners/ākonga, see Figure 4.6). The age standardised rate of suspensions continues to be the lowest for Asian learners/ākonga at 0.5 suspensions per 1,000 learners/ākonga.

**Figure 4.6: Age-standardised suspension rates, by ethnicity, 2009–2018**



The majority of suspensions occurred for learners/ākonga aged 13 to 15, accounting for 56% of all suspensions. The highest rates of suspension were for 14 year olds (12.7 suspensions per 1,000), who saw an increase from the 2017 rate.

Male learners/ākonga continue to have a higher rate of suspension than female learners/ākonga. With males having an age standardised suspension rate of 5.7 per 1,000 compared to females with 2.3 per 1,000 learners/ākonga.

Physical assault on other learners/ākonga was the primary reason for suspensions (25%) in 2018, with 1.0 suspensions per 1,000 learners/ākonga. This is followed by continual disobedience, which represents 22% of suspensions and has an age standardised rate of 0.9 suspensions per 1,000 learners/ākonga. The third most common reason was for drugs (including substance abuse), which accounted for 17% of suspensions (0.7 per 1,000 learners/ākonga).

Learners/ākonga who attend quintile 1 schools/kura (deciles 1 and 2 schools) are five times more likely to be suspended than learners/ākonga at quintile 5 schools/kura (deciles 10 and 9). Learners/ākonga at quintile 1 schools/kura have an age standardised rate of suspension of 7.9 per 1,000 learners/ākonga, while learners/ākonga at quintile 5 schools/kura have an age standardised rate of suspension of 1.6 per 1,000 learners/ākonga.

# Chapter 5

## Teacher Supply and Quality

**Learner/ākonga outcomes can be greatly affected by the supply and quality of teachers. During 2018 there was increasing focus on understanding the capacity of the teacher workforce to meet demand.**

### Regular Teacher/Kaiako Numbers<sup>23</sup>

Funding for regular teacher/kaiako places is largely determined by the number and year level of learners/ākonga attending schools/kura. In 2018, there were 51,478 full-time regular teacher equivalents (FTEs) in state and state-integrated schools/kura. Just over half of these positions, 56.1%, were in primary schools/kura (28,873), with 43.9% in secondary schools/kura (22,605).

Since 2014, the growth of FTEs in primary schools/kura at 5.5% (from 27,368 to 28,873) has been higher than in secondary schools/kura at 2.7% (from 22,003 to 22,605).

In 2018, 95% of regular teachers/kaiako chose to remain in the workforce (95% in primary schools/kura and 94% in secondary schools).

The majority of the workforce in the education sector are women and in 2018 they made up 74% (37,863 of 51,478) of teachers/kaiako in state and state-integrated schools/kura. Since 2014, the proportion of female teachers/kaiako in primary schools/kura has remained consistent at 83% (24,055 of 28,873 in 2018), while in secondary schools/kura this has increased slightly from 60% to 61% (13,808 of 22,605 in 2018).

### Entering Rate for Regular Teachers/Kaiako

Entering rates help us to understand the extent that the regular teacher/kaiako workforce is replenished by newly trained teachers/kaiako and those returning to the workforce. New teachers/kaiako are defined as those who have taught for the first time in a state or state-integrated school/kura, they include: New Zealand graduates, overseas teachers/kaiako, and teachers/kaiako moving from private schools/kura.

Since 2011, the national rate of regular teachers/kaiako entering the workforce (entering rate) has been increasing. In 2018, the national entering rate was 6.7%, up from 5.7% in 2011.

In 2018, 4,040 teachers/kaiako entered the regular teaching workforce, of which 2,114 entered a primary school/kura and 1,926 entered a secondary school.

### Leaving Rate for Regular Teachers/Kaiako

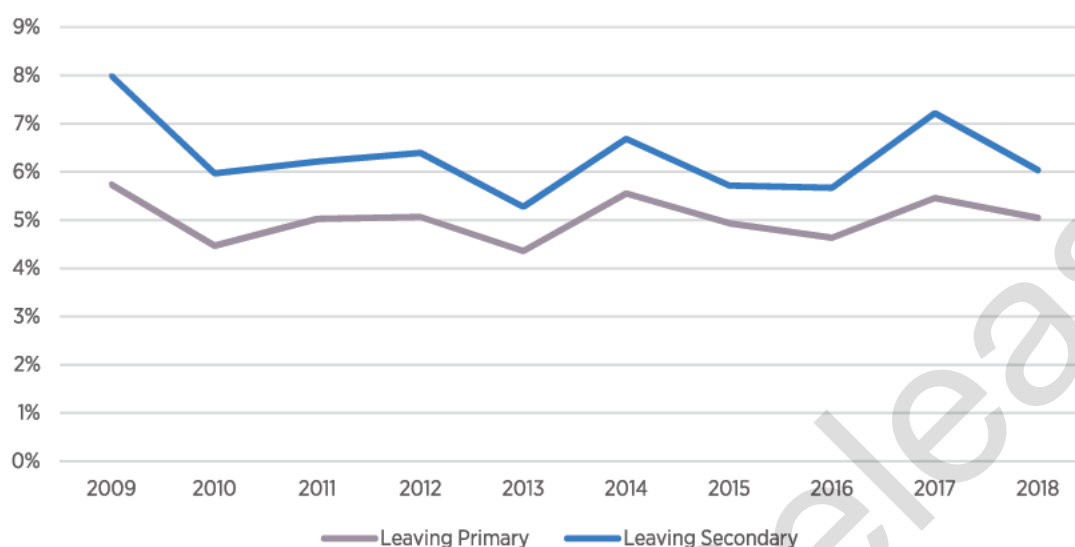
In 2018, 3,267 teachers/kaiako left the regular teaching workforce, with 1,706 leaving primary schools/kura and 1,561 leaving secondary schools.<sup>24</sup>

Leaving rates vary over time, but have consistently been between 4.0% and 7.0% since 2011. In 2018, the national leaving rate decreased to 5.5%. The leaving rate at primary schools/kura has always been lower than secondary schools. Leaving rates at primary and secondary schools/kura decreased to 5.0% and 6.0%, respectively in 2018 (see Figure 5.1).

<sup>23</sup> Regular teachers/kaiako are employed on a permanent or fixed term basis at a state or state-integrated school/kura. Teachers/kaiako in day relief positions or employed in private schools/kura are excluded from this definition.

<sup>24</sup> Leaver figures do not include regular teachers/kaiako who move to a day relief capacity.

**Figure 5.1: Leaving rates by sector, 2009–2018**



## Initial Teacher Education route into the workforce

In 2018, around 3,000 first-time domestic learners/ākonga enrolled in a primary or secondary Initial Teacher Education (ITE) training programme. Between 2017 and 2018, there was a 16% increase in primary sector first-time enrolments. The number of first-time ITE learners/ākonga in the secondary sector was relatively unchanged in 2018 compared with the previous year, but was 12% higher than in 2016.

The recent increase in first-time enrolments follows a period of several years where numbers declined from a peak in 2010 that coincided with the Global Financial Crisis. As a consequence, the number of learners/ākonga graduating with primary and secondary ITE qualifications has declined since 2011, but there are early signs of graduate numbers stabilising in 2017 and 2018, with further increases in primary graduate numbers likely in 2019.

A high proportion of graduates from schooling ITE programmes become teachers/kaiako, with 83% of 2017 graduates gaining a teaching position within one year of graduation. This rate of transition has increased over recent years for both sectors, but more dramatically for ITE graduates heading into the primary sector – up from 65% of 2012 graduates to 85% of 2017 graduates.

This increase in the rate at which graduates quickly find a teaching role appears to a large degree to have compensated for the reduction in graduate numbers, with the number of beginner teachers/kaiako (those starting their first teaching role after graduating from ITE) remaining relatively stable over recent years.

In 2018, in both sectors, beginner teachers/kaiako were more likely to be in a permanent role and less likely to be employed in a day reliever role than in previous years. This helps them start their careers and stay teaching in the long term. Of the cohort of new domestic ITE qualified teachers/kaiako starting in 2014, 78% were still employed in 2018. Retention rates for domestic trained teachers/kaiako have been improving over recent years.

## Teacher Demand and Supply

To understand the balance of future demand and supply, a new Teacher Demand and Supply Planning Tool was introduced by the Ministry.

Initial results show the supply of regular teachers/kaiako to primary schools/kura will be 650 lower than the demand for regular teachers/kaiako by primary schools/kura in 2019, which equates to 1.9% of demand not being met. For regular teachers/kaiako in secondary schools/kura, supply will be 170 lower than demand, equating to 0.6% of unmet demand.<sup>25</sup>

These findings are used to inform teacher/kaiako supply initiatives.

<sup>25</sup> Future predictions show what may happen to demand and supply if current policy settings and labour market patterns remain as they are. An imbalance between supply and demand may result from policy changes and/or labour market responses, meaning long-term predictions will change should policy assumptions not hold.

## Teacher – Workforce Supply Initiatives

The Government has committed \$135 million to teacher/kaiako supply since December 2017.

These investments have assisted in alleviating supply pressures and will continue to grow supply to ensure schools/kura have enough teachers/kaiako to meet demand. Progress to date resulting from these investments includes the Ministry having:

- » Subsidised teachers/kaiako required to undertake the Teacher/kaiako Education Refresh programme to remain or return to teaching. This funding has supported more than 1,700 enrolments in this programme.
- » Provided support for beginning teachers/kaiako in their first roles through the Auckland Beginning Teacher Project and the introduction of the National Beginning Teacher Induction Grant. In 2019, 290 beginning teachers/kaiako were able to be supported through these initiatives. To date, schools/kura have utilised this funding by employing 52 beginning teachers/kaiako supported through the Auckland Beginning Teacher Project and 134 teachers/kaiako supported with the National Beginning Teacher Induction Grants.
- » Funded Teach First, Ako Mātātupu which currently have 38 participants from the 2018 cohort and 76 participants from the 2019 cohort working in schools/kura across New Zealand and is funded through Budget 2019 to support a further 300 participants into the programme over the next three years.
- » Supported New Zealand trained teachers/kaiako to return home and overseas trained teachers/kaiako to move to New Zealand with more than 700 Overseas Relocation Grants.
- » Supported schools/kura who recruit New Zealand trained teachers/kaiako overseas or overseas trained teachers/kaiako with more than 300 finder's fee payments.
- » Supported overseas recruitment through Ministry contracted recruiters who since September 2018 have received 15,005 candidate applications, and have made 1,455 candidates ready for market with 895 currently available for interview. To date, 372 roles have been accepted.
- » Continued to support people wanting to train as teachers/kaiako through the TeachNZ scholarships programme and modified the process to apply to increase uptake. 348 scholarships were allocated in the last financial year. Budget 2019 funded a revised programme. Round one of the 2020 Scholarship programme opens on 19 August 2019.
- » Delivered marketing campaigns to encourage people to consider teaching as a career and raise the status of the profession. The most recent campaign being an intensive month long campaign on STUFF supported by social media. The next campaign targeted at increasing ITE enrolments for teachers/kaiako of te reo Māori, STEM subjects and the provision of Māori medium is now under development.
- » Released a Request for Information and undertaken significant sector engagement on Employment Based ITE, to inform the procurement process to establish new employment based programmes, with the nearly \$12m invested through Budget 2019 to grow employment based provision.
- » Supported ITE providers to meet the new teaching council requirements through an increase to the SAC funding, alongside implementing ring-fenced funding arrangements, with the combined purpose of growing ITE enrolments and producing quality graduates - particularly in secondary.



By supporting our teachers I feel we are also supporting our children.

PARENT, PRIMARY STUDENT



## Reducing compliance and administration initiatives

A joint taskforce to reduce the compliance and administration burden on schools/kura was established in March 2018, which was in response to sector feedback that these activities increasingly take principals and teachers/kaiako away from their core roles. The Taskforce has applied a “waste reduction” approach, focused on stopping non value-add activities, removing duplicated activities, reducing the frequency of repeated activities, changing activities to a more suitable time, and simplifying complicated activities.



## Education Workforce Strategy

In partnership with the education sector the Ministry is developing an Education Workforce Strategy (EWS), which will be informed through a series of facilitated workshops and hui. The EWS will give the Government a range of aspirational, transformational, and enduring options to consider when shaping its policy direction.

The EWS will be complemented by a workforce strategy for Māori-medium education; this covers Māori immersion level one, where more than 81% of learning is provided in Te Reo. The two strategies are highly connected and will largely share the same outcomes.

These strategies will identify the mix of professionals, paraprofessionals, and executive, administrative, and technology support needed for early learning through to the end of secondary schooling. The Governance Group co-designing the Education Workforce Strategy has agreed a shared vision. This vision statement outlines how Aotearoa New Zealand will have a strong, culturally competent, education workforce by 2032, driving a world leading, learner-focused education system for the benefit of all learners/ākonga.

## Professional Learning and Development Initiatives

In 2018 the Ministry continued to provide opportunities for schools/kura, Kāhui Ako and clusters to apply for funding for locally-focussed professional learning and development aligned to a set of national priorities. These priorities were pāngarau/mathematics, pūtaiao/science, te reo matatini (pānui, tuhituhi, korero)/reading and writing, and digital fluency.

Schools/kura identify their area of need and submit an application for professional learning and development to address that need. Regional allocation panels throughout New Zealand evaluate the applications and make recommendations about the allocation of hours. Schools/kura then appoint a facilitator to work with from a professional learning and development panel, which now includes 88 providers and around 800 professional learning and development facilitators. Over 80% of schools/kura have accessed professional learning and development through the system since the first allocation round in December 2016.

During 2018, the Ministry initiated consultation with the sector about a reset of the priorities for locally-focussed professional learning and development. The consultation phase has been completed and the intention is that a new set of priorities, aligned to the overall education work programme, will come into effect in 2020. A review of the capabilities required to deliver on any new professional learning and development priorities will be completed in order to help ensure that the right level of support is available to schools/kura, and Kāhui Ako as they focus on the new priorities.

The Ministry provided nationally focussed professional learning and development opportunities in support of leadership and the implementation of the Digital Technologies and Hangarau Matihiko curricula during 2018. The Nationwide Digital Readiness Programme introduces teachers/kaiako, and principals to the new Digital Technologies and Hangarau Matihiko curriculum content. Schools/kura, and Kāhui Ako, department heads and school/kura leaders were also able to apply for tailored Digital Technologies and Hangarau Matihiko professional learning and development through centrally funded support to integrate the new Digital Technologies and Hangarau Matihiko curriculum content into their teaching and learning programmes.

# Chapter 6

## Resourcing

**The majority of government funding in the schooling sector is delivered to educational institutions in the form of operational grants and teacher/kaiako salaries.**

Except where schools/kura' boards of trustees or communities have funded additional land or buildings, the Crown owns all state non-integrated school/kura buildings and land. Capital expenditure for building new classrooms and funding for major capital works on school/kura property are provided to the Boards of State non-integrated schools/kura, or projects are managed directly by the Ministry. Schools/kura can also receive funding by participating in various educational programmes or initiatives funded by the Government.

The Government also provides various types of in-kind resourcing, including software licensing, laptops for principals and teachers/kaiako, other ICT support, and professional development.

Government funding is not the only source of revenue, schools/kura raise funds locally from parents (including school/kura donations) and communities. They also organise fairs, operate hostels, and generate funds through enrolling international learners/ākonga.

The following focuses on government resources provided to schools/kura for delivering educational services.

### Government funding to schools/kura

The three main components of government funding are:

- » operational funding, including property maintenance (where Government spent \$1,511 million in 2018);
- » staffing (\$3,952 million in 2018); and
- » capital expenditure on school/kura property (\$804 million in 2018)<sup>26</sup>.

#### Operational funding to schools/kura

Operational funding has several components; detailed descriptions for each, including its drivers and formulas, can be found on the Ministry of Education website<sup>27</sup>.

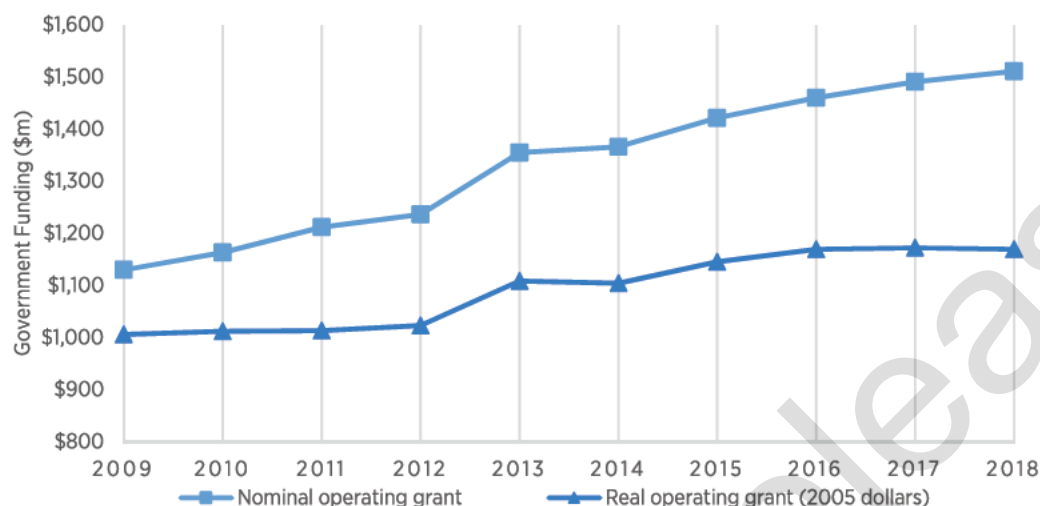
Figure 6.1 shows government funding for operational grants to schools/kura increased by 42.3% in nominal terms, or by 21.1% in real terms, between 2008 and 2018.

26 All government funding components are exclusive of GST. The base year for real funding is 2005. The figure for capital expenditure on school/kura property represents capital expenditure on state schools/kura in a given calendar year and includes funds spent either directly by the school/kura or by the Ministry (see further details under 'Capital works – state schools' <https://education.govt.nz/school/running-a-school/school-finances/capital-works-state-schools/>)

27 Operational Funding – <https://education.govt.nz/school/running-a-school/resourcing/operational-funding/>.



**Figure 6.1: Nominal and real operational grants to schools, 2009–2018**



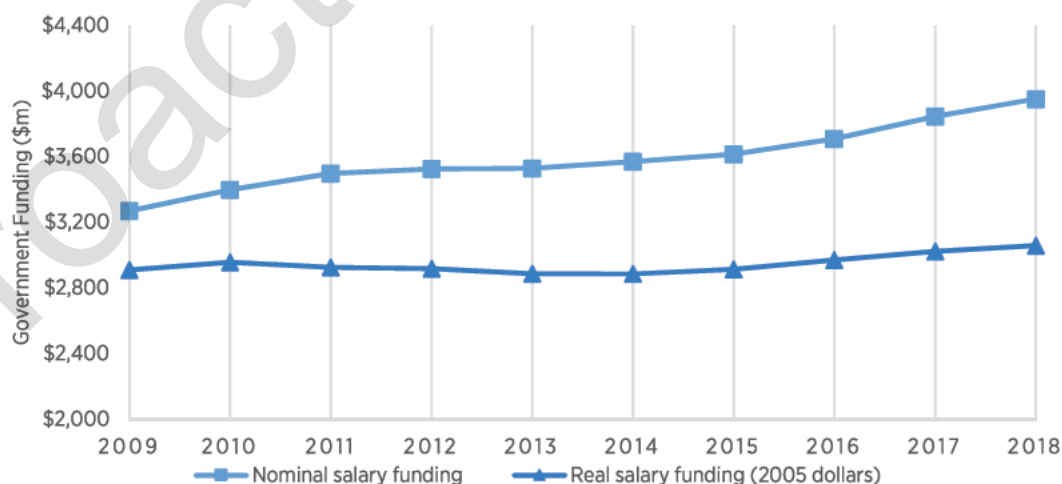
### Funding for teacher/kaiako salaries

In April 2018, bargaining started on a new Primary Teachers' Collective Agreement (CA). This was followed by the start of bargaining on a new Secondary Teachers' CA in September. These CAs were agreed to in June 2019.

Teacher/kaiako salaries are centrally funded, meaning the Ministry of Education pays teachers/kaiako on behalf of schools/kura; some schools/kura choose to employ additional teachers/kaiako using their funding. Teacher/kaiako salary funding is based on entitlement staffing, which is derived from the year-level rolls of a school/kura. Detailed descriptions and the calculation process for teacher/kaiako staffing entitlements can be found on the Ministry of Education website<sup>28</sup>.

Figure 6.2 shows government funding for teacher/kaiako salaries increased by 24.9% in nominal terms, or by 6.4% in real terms, between 2008 and 2018.

**Figure 6.2: Teacher/kaiako salary funding to state and state-integrated schools, 2009–2018**



28 Entitlement staffing - <https://education.govt.nz/school/running-a-school/resourcing/school-staffing/entitlement-staffing/>

## Capital expenditure on school/kura property

The Crown owns the majority of the buildings and land used by New Zealand state schools/kura. Some land in recent years has transferred to iwi ownership under the New Zealand Government's Treaty Settlement programme, with an accompanying long-term leaseback arrangement. Some school/kura boards of trustees have invested in additional school/kura land and buildings. The proprietors of integrated schools/kura own the buildings and land of state-integrated schools/kura, but do receive some funding to maintain those buildings associated with delivery of the curriculum.



Whakatika te papa takaro – fix up the playground.

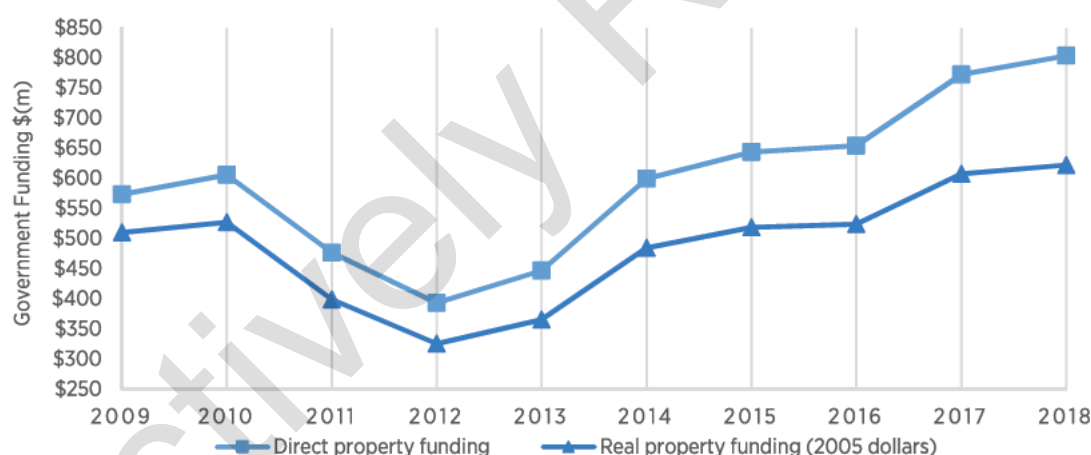
AGE 5-12



The Crown must ensure school/kura property can accommodate current and future enrolments, meeting health and safety requirements, and hence facilitate learning. To help ensure this the Ministry and state schools/kura agree on 10-year school/kura property plans, with the Ministry allocating five-year agreement capital budgets to schools/kura. Schools/kura can draw funding for property works each year in accordance with this plan.

Figure 6.3 shows capital expenditure on school/kura property increased by 59.8% in nominal terms, or by 36.0% in real terms, between 2008 and 2018.

**Figure 6.3: Capital expenditure on school property, 2009–2018**



The data in Figure 6.3 represents capital expenditure on state school/kura property in a given calendar year. It includes funds spent either directly by a school/kura or the Ministry; funds may have been approved in that or earlier years and may be part of multiple year projects. It is important to note the spending of funds on property projects in a calendar year does not match annual appropriations. For example, some school-managed projects are not started, and spend committed, until several years after the annual Budget/appropriation process.

The data excludes spending by the Ministry on new schools/kura built under public-private partnerships and funding provided to state-integrated schools/kura. State-integrated school/kura buildings and land are owned by proprietors and funding is received as part of an operational grant tied to maximum roll levels. Proprietors manage the delivery and servicing of property, and are responsible for deciding what to build and maintain. Capital expenditure to public-private partnership schools/kura is spread across the 25 year lifetime of the relationship and the substantive spend to date has been incurred by the private partner not the Ministry.

There was a temporary drop in property spending in 2012 following the Christchurch earthquakes, while urgent assessments were made of the condition of schools/kura and planning was undertaken to address demographic movements within the region. In recent years property spending has increased significantly as the Christchurch Schools Rebuild (in year five of ten) gathered pace. Expansionary investment requirements

have grown and the Ministry has increased the number of major redevelopment projects.

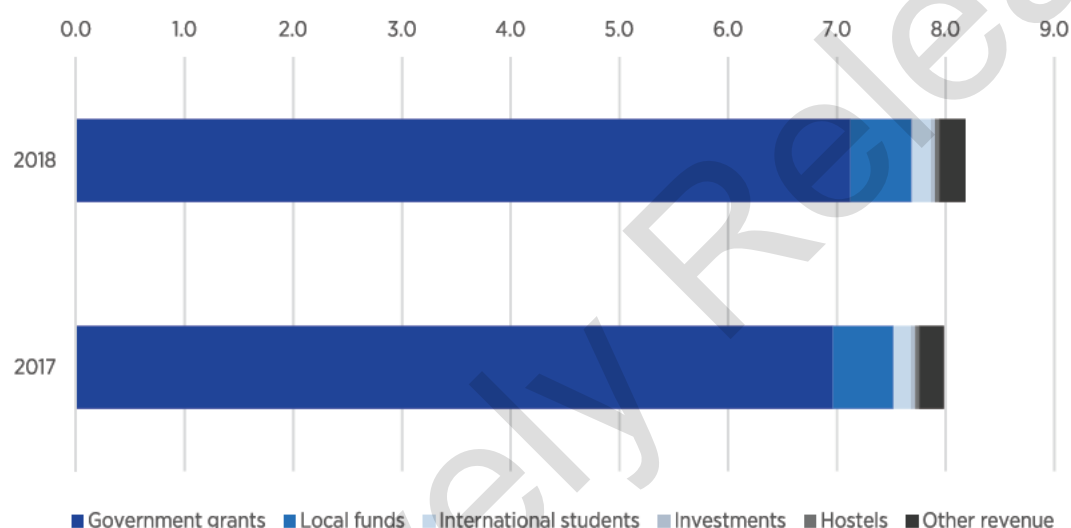
## Financial performance of New Zealand schools/kura

A school's board of trustees is responsible for the management, organisation, and administration of a school/kura under Section 75 of the Education Act (1989). State and state-integrated schools/kura provide their end-of-year financial statements to the Ministry of Education after the annual audit.

### Revenue

The Government provides the large majority of schools' income, but schools/kura supplement this income in various ways. In 2018, total school/kura revenue was \$8,184 million, a 2.5% increase from the previous year.

**Figure 6.4: School revenue, 2017–2018**



Of total revenue for state and state-integrated schools/kura, 87% (\$7,123 million) was contributed to by government funding in 2018. The proportion has remained steady over the last eight years.

Local funds revenue generated by schools/kura includes donations from parents and community, and fundraising activities. In 2018, local funds represented 6.9% (\$567 million) of all revenue for schools/kura, of which donations made up 1.8% (\$145 million), and a further 2.1% of revenue (\$174 million) was attributed to income from international learners/ākonga.

Other revenue increased again in 2018 to \$242 million, due to increases in state-integrated schools'/kura use of land and buildings where there is a corresponding increase in expenses.

The total revenue for state and state-integrated schools/kura between 2011 and 2018, broken down by the

main source of revenue categories, is presented in Table 6.1.

**Table 6.1: School revenue, 2011–2018**

Source of revenue	2011	2012	2013	2014	2015	2016	2017	2018
\$ (millions)								
Government grants	5,849.4	5,934.8	6,042.4	6,214.1	6,295.8	6,567.1	6,962.1	7,123.9
Local funds	485.5	507.1	512.1	525.1	534.2	540.0	558.9	566.8
International students	110.4	106.3	104.7	119.0	129.8	144.9	162.7	174.4
Investments	39.7	38.5	39.9	45.4	48.4	35.3	36.7	37.9
Hostels	24.4	21.3	26.1	29.4	37.2	37.4	38.8	39.2
Other revenue*	112.3	105.1	113.4	97.9	100.3	172.0	225.6	241.9
<b>Total revenue</b>	<b>6,621.7</b>	<b>6,713.1</b>	<b>6,838.6</b>	<b>7,030.9</b>	<b>7,145.6</b>	<b>7,496.6</b>	<b>7,984.8</b>	<b>8,184.0</b>
<i>Proportion of government funding (%)</i>	88.3%	88.4%	88.4%	88.4%	88.1%	87.6%	87.2%	87.0%

Including state-integrated schools/kura use of land and buildings.

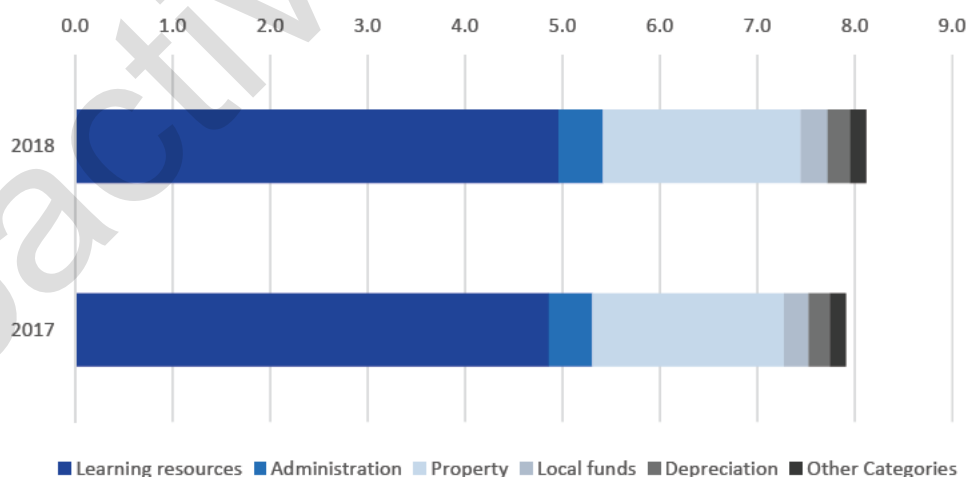
**Note:** Figures are GST exclusive. The 2018 figures are comprised of actual 2018 figures for financial statements available at the time of writing (2,142 schools/kura, 89% of all schools/kura) and actual prior year financial statements for the remaining 255 schools/kura. Revenue includes all deposits to the school's/kura bank account, it can include income not yet converted to cash (debtors) and non-cash benefits (increase in the value of assets or reduction in liabilities). Numbers may not add up to the total due to rounding.

School financial year (January to December) information was extracted from the Financial Information Database for Schools (FIDS). The Ministry collects financial data as recorded by schools/kura within their audited annual financial statements. Data is updated as accounts are received. In preparing this report the most recent data from FIDS for all reported years is used, resulting in minor changes to prior year comparative information.

## Expenditure

Operating a school/kura incurs expenditure in a number of different areas. In 2018, total school/kura expenditure was \$8,115 million, a 2.6% increase from the previous year (see Figure 6.5).

**Figure 6.5: School expenditure, 2017–2018**



Learning resources include teacher/kaiako salaries, expenses for teacher/kaiako aides, information and communication technology, staff development, purchase of materials and equipment for learning and applying the curriculum, and expenses related to extracurricular activities. In 2018, learning resources comprised 61.1% of all school/kura expenditure, compared to 61.5% in 2017.

Property expenditure includes the salaries of cleaners and caretakers, heating, light and water requirements, expenses related to the upkeep of school/kura grounds, and repairs and maintenance of school/kura sites. In

2018, property expenditure comprised 25.0% of the total expenditure of schools/kura, compared to 24.9% in 2017.

Property expenditure increased from \$1,969 million in 2017 to \$2,031 million in 2018. The main driver of this increase is the use of land and buildings, which have increased by \$56 million (3.7%).

Administration expenses include the salaries of principals and other administrators. They also include the expenses of boards of trustees, operating leases, insurance, legal fees, all communication and audit-related expenses. Administration expenses comprised 5.6% of total school/kura expenditure in 2018, compared to 5.6% in 2017.

Depreciation of school's furniture, equipment and other physical assets was 2.9% of total school/kura expenditure in 2018, which is consistent with the previous year. Expenses to raise funds from local sources include expenses for trading and fundraising activities. In 2018 these comprised 3.4% of total school/kura expenditure. Administration of international learners/ākonga comprised 1.0% of the total school/kura expenditure in 2018.

Table 6.2 shows the breakdown of school/kura expenditure by main expenditure by expense type.

**Table 6.2: Expenditure of state and state-integrated schools, by main expenditure category, 2011-2018**

Source of revenue	2011	2012	2013	2014	2015	2016	2017	2018
	\$ (millions)							
Learning resources	4,307.4	4,335.5	4,399.7	4,478.2	4,558.2	4,685.8	4,861.3	4,960.5
Administration	398.3	408.3	427.8	429.1	445.3	450.8	445.0	454.5
Property	1,371.6	1,426.3	1,440.7	1,522.8	1,514.7	1,698.9	1,968.5	2,030.5
Local funds	224.5	236.3	240.9	243.0	239.0	245.9	252.1	276.7
Depreciation	167.2	169.8	172.4	174.6	182.5	202.3	219.2	232.3
International students	50.8	51.7	51.8	58.5	65.7	70.0	75.7	81.9
Hostel	20.0	22.0	20.2	24.5	33.6	35.6	36.4	35.2
Loss on asset disposal	7.8	6.7	6.4	6.8	7.0	7.6	7.5	8.3
Amortisation of equitable leasehold interest	0.6	1.3	0.8	0.8	0.8	2.1	0.7	0.6
Amortisation of software	0.4	0.4	0.3	0.3	0.2	0.3	0.2	0.4
Finance costs	1.4	1.5	1.5	1.5	3.0	6.3	8.2	8.4
Impairment	2.4	2.5	2.7	2.4	1.5	1.6	0.9	2.1
Other expenses	27.1	18.4	18.0	13.8	10.2	25.7	31.9	23.1
<b>Total expenditure</b>	<b>6,579.5</b>	<b>6,680.7</b>	<b>6,783.2</b>	<b>6,956.2</b>	<b>7,061.9</b>	<b>7,432.9</b>	<b>7,907.6</b>	<b>8,114.9</b>
<i>Operating Surplus</i>	42.2	32.4	55.4	74.7	83.7	63.7	77.2	69.1
<i>Other Comprehensive Income</i>	0.5	1.2	0.4	0.4	0.8	0.8	0.7	0.4
<i>Total Comprehensive Income</i>	42.8	33.6	55.8	74.3	84.5	64.5	78	69.4

**Note:** Figures are GST exclusive. Other comprehensive income: these are items that have increased or decreased in value at the end of the financial year. They reflect re-measurements as a result of movements in a price or valuation and are not deemed to form part of an entity's normal operating revenues or expenses. They are usually the unrealized gains or losses relating to assets. For example, the value of shares held has increased/decreased over the 12-month period or gain/loss on property revaluations. This increase/decrease is reported in 'other comprehensive income'. Numbers may not add up to the total due to rounding.

School financial year (January to December) information was extracted from the Financial Information Database for Schools

(FIDS). The Ministry collects financial data as recorded by schools/kura within their audited annual financial statements. Data is updated as accounts are received. In preparing this report the most recent data from FIDS for all reported years is used, resulting in minor changes to prior year comparative information.

## Financial Position

Table 6.3 shows the financial position of schools/kura at the end of 2018. State and state-integrated schools/kura had \$1,862 million in current assets, \$965 million in working capital (the difference between current assets and current liabilities), and \$2,338 million in public equity (the difference between total assets and total liabilities). These figures exclude the value of Crown-owned land and buildings.

**Table 6.3: Financial position of state and state-integrated schools, 2011-2018**

Source of revenue	2011	2012	2013	2014	2015	2016	2017	2018
	\$ (millions)							
Current assets	1,270.7	1,340.6	1,470.7	1,591.2	1,691.1	1,684.6	1,804.7	1,862.4
Working capital	594.1	633.3	699.6	782.1	840.9	877.8	931.6	964.5
Public equity	1,729.0	1,783.6	1,859.1	1,961.9	2,072.6	2,164.5	2,269.7	2,338.4

## Indicators of sound financial management

Financial indicators give some insight into the financial management and performance of schools/kura, including whether they have an operating surplus, sufficient working capital for operations or increasing public equity.

### Operating surplus

The operating surplus is calculated as the difference between total revenue and total expenditure (including depreciation on assets). Schools/kura may generate an operating surplus in some years and these reserves are available to provide for any unexpected expenditure in future years. Schools/kura achieved an operating surplus of 0.8% of total revenue in 2018, compared with 1.0% in 2017.

Schools/kura are non-profit entities with no means of disbursing retained earnings, so it is normal for schools/kura to incur deficits at times. Schools/kura with an operating surplus are substantially more likely to have an operating surplus in the subsequent year than schools/kura currently running a deficit. Historically, schools/kura with several years of consecutive operating surpluses have an 80% likelihood of having an operating surplus in the subsequent year.

Table 6.4 shows that over 62% of schools/kura had operating surpluses in 2018.

**Table 6.4: Percentage of schools with operating surpluses, 2011-2018**

	All schools	Primary schools	Secondary schools	Other schools
Year	%			
2011	55.2%	59.9%	72.7%	56.4%
2012	55.0%	56.4%	67.5%	55.5%
2013	54.3%	59.2%	78.9%	55.6%
2014	58.3%	62.3%	70.3%	59.2%
2015	62.1%	61.9%	73.0%	62.2%
2016	56.8%	59.2%	62.9%	57.4%
2017	58.4%	61.9%	61.8%	59.1%
2018	61.7%	63.3%	65.6%	62.0%

**Note:** Primary school includes Full Primary (Year 1-8), Contributing (Year 1-6), and Intermediate (Year 7 & 8). Secondary school includes Secondary (Year 7-15), Secondary (Year 9-15), Composite (Year 1-15), and Restricted Composite (Year 7-10). Other school includes the Correspondence school and Special schools.



**Table 6.5: Percentage of schools with consecutive operating surpluses in 2018**

Consecutive surpluses (at 2018)	All schools	Primary schools	Secondary schools	Other schools
	%			
Not in surplus in 2018	<b>38.3</b>	36.7	34.4	38.0
<b>Surplus in:</b>				
2018 only	<b>20.3</b>	18.6	25.0	20.0
2017-2018	<b>14.1</b>	13.6	6.3	13.9
2016-2018	<b>7.7</b>	7.8	6.3	7.7
2015-2018	<b>5.2</b>	7.0	3.1	5.5
2014-2018	<b>4.7</b>	4.3	0.0	4.5
2013-2018	<b>2.5</b>	3.8	3.1	2.8
2012-2018	<b>2.2</b>	1.8	6.3	2.2
2011 or earlier to 2018	<b>5.1</b>	6.5	15.6	5.6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Note:** Numbers may not add up to the total due to rounding.

## Working capital

The level of working capital is an indicator of a school's/kura ability to meet its debts as they fall due in the short term. Working capital is normally measured in one of two ways: as a dollar value, or as a ratio between current assets and current liabilities.

Table 6.6 presents the working capital ratios of schools/kura in 2018. A working capital ratio of 1:1 means a school/kura has current assets equal to its current liabilities and is able to pay its short-term debts, they can operate with some flexibility. This can also be expressed as a working capital ratio of 1.0. If a working capital ratio is 1.35 (or 1.35:1) this means for every dollar of current liabilities a school/kura owes they have \$1.35 worth of current assets to meet their short-term financial obligations.

**Table 6.6: Percentage of schools in different working capital ratio bands, 2018**

Working Capital Ratio	All schools	Primary schools	Secondary schools	Other schools
	%			
< 1.0	<b>4.2</b>	3.6	7.0	0.0
< 2.0	<b>36.9</b>	33.6	52.4	16.7
< 3.0	<b>29.1</b>	30.8	21.7	30.6
3.0 +	<b>29.8</b>	32.0	18.9	52.8

**Note:** Numbers may not add up to the total due to rounding.

The table shows 95.8% of all state and state-integrated schools/kura have at least enough current assets to cover their short-term debts.



## Public equity

Public equity is calculated as the difference between total assets and total liabilities. Schools/kura in healthy financial positions generally show increasing levels of public equity over time. Table 6.7 shows the trends in total public equity of state and state-integrated schools/kura over the last eight years.

**Table 6.7: Public equity trends, 2011–2018**

Working Capital Ratio	All schools	Primary schools	Secondary schools	Other schools
	%			
2011	<b>1,729.0</b>	920.0	753.0	56.0
2012	<b>1,783.6</b>	943.1	781.0	59.5
2013	<b>1,859.1</b>	967.1	821.2	70.7
2014	<b>1,961.9</b>	1,009.6	867.0	85.3
2015	<b>2,072.6</b>	1,062.3	916.5	93.9
2016	<b>2,164.5</b>	1,103.2	963.8	97.5
2017	<b>2,269.7</b>	1,153.8	1,014.8	101.0
2018	<b>2,338.4</b>	1,196.8	1,040.2	101.4

**Note:** Numbers may not add up to the total due to rounding.

Table 6.8 shows the proportion of schools/kura contributing to the increase in public equity. Public equity was \$2,338 million in 2018, which is a 3.0% increase from the previous year. Across all state and state-integrated schools/kura, public equity has increased each year for the past seven years.

**Table 6.8: Percentage of schools with an increase in public equity, 2011–2018**

Working Capital Ratio	All schools	Primary schools	Secondary schools	Other schools
	%			
2011	<b>59.0</b>	57.8	63.0	68.9
2012	<b>58.3</b>	57.2	61.9	72.5
2013	<b>58.2</b>	56.6	63.4	79.5
2014	<b>62.4</b>	61.5	65.5	71.8
2015	<b>66.5</b>	66.2	66.8	76.9
2016	<b>60.9</b>	60.1	63.0	76.9
2017	<b>61.2</b>	60.7	62.6	71.8
2018	<b>63.3</b>	62.8	65.1	67.6
<i>Consecutive Increase in 2017 and 2018</i>	45.5	44.6	48.7	51.4
<i>Decrease in 2018</i>	36.7	37.2	34.9	32.4

# Appendix

## Plans to address pressures on school/kura capacity

During 2018 the Ministry developed the National Education Growth Plan (NEGP), which shows that the Government is planning for 100,000 additional learner/ākonga places in high-growth areas to 2030.

This plan is supported by an investment of \$1.2 billion in school/kura property over four years.

The NEGP responds to all of New Zealand's high growth regions to ensure that sufficient capacity is delivered nationwide in the right place at the right time.

Under Section 11Q of the Education Act 1989, the Ministry of Education is required to report on its plans to manage pressures on school/kura capacity and to list the schools/kura that have enrolment schemes in place.

The Ministry provides three main responses to school/kura roll growth that places pressure on school/kura capacity.

Where growth has resulted from an influx of learners/ākonga from areas served by other schools/kura, a school/kura is usually required to implement an enrolment scheme to ensure it is able to meet its commitment to local learners/ākonga. Roll trends and demographics are monitored and schools/kura are alerted when an enrolment scheme may need to be considered.

Where there is genuine local growth from the natural catchment area of the school/kura, particularly in an area where enrolment schemes already exist, additional classrooms or changes to existing property are considered.

In areas of major population growth, demographic information guides the planning for new schools. Sites are often purchased in advance of projected need. Some examples of how the Ministry is implementing property solutions to address capacity pressures are included in the regional overviews.

The information set out below is in accordance with Section 11Q, Education Act 1989.



**Iona Holsted**  
Secretary for Education

## Tai Tokerau

The Tai Tokerau education region covers Kaipara, Whangarei and the Far North. There is a mix of demographic change in Tai Tokerau, with some urban centres, such as Whangarei and Kerikeri, and surrounding coastal areas experiencing population growth with more remote areas showing a slight decline. Overall rolls are increasing, the 2017 roll was 29,437 and in 2018 a slight increase to 29,667 or around a 1% increase. The Ministry continues to monitor these trends.

Demographics and Roll trends are monitored regularly and schools/kura are consulted when an enrolment scheme may need to be implemented.

## Auckland

Auckland is continuing to experience school/kura age population growth in line with the Auckland Unitary Plan, which the Ministry's new schools/kura and roll-growth programmes are closely aligned with.

We are planning for and responding to pressure from population growth, driven by immigration and underlying natural population increase. Growth is evident in citywide housing intensification, greenfield development, at-scale redevelopment of Housing New Zealand properties and the delivery of Special Housing Areas (SHAs).

Development work on the draft Auckland Education Growth Plan (AEGP), a component of the NEGP will allow a new way of thinking about and co-ordinating the Ministry of Education's response to school/kura aged population growth in Auckland. The work has included consultation with the sector as well as close engagement with stakeholder organisations such as Auckland Council, Auckland Transport and Kiwibuild to understand potential high pressure points.

Increased demand is being managed through the use of enrolment schemes, changes to existing property and the provision of additional classrooms. Due to large-scale growth in Auckland, and in order to be more efficient, we are proposing a new approach to implementing new enrolment schemes through a bundled network catchment approach.

In 2018, 106 school/kura enrolment schemes were reviewed as part of our annual review process. Eight new schemes were implemented, five were amended, and four clarified. A total of 299 state and state integrated schools/kura had enrolment schemes in 2018.

Furthermore, in response to the increasing school/kura age population pressures, our programme of construction of new schools/kura and classrooms in Auckland continues. We continue delivery of our targeted 21,000 additional learner/ākonga spaces by 2021, and are now planning out to 2030.

## Waikato

Hamilton has grown faster than predicted in the past three years and is expected to continue to grow. Schools/kura across the city are experiencing significant growth owing to the turnover of housing with younger families, infill housing and greenfield housing development – Hamilton City Council has a policy of 50% of all city growth being met through infill housing.

The Ministry is trying to address this growth through the mechanisms of enrolment scheme management, helping schools/kura make better use of existing property, recommendations for roll-growth classrooms and planning for new schools. The Ministry is also working with the Hamilton City Council to stay informed of its planning proposals.

The Hamilton City Council signed a Housing Accord with the Government on 22 December 2016. Seven SHA applications were received and consulted on. As at the end of 2018, one SHA has been approved and was underway; three were with the Minister of Housing and Urban Development (MHUD) for a decision; one was declined by MHUD; and two were withdrawn.

In North-east Hamilton the new Rototuna Senior and Junior High Schools have continued to grow. The new contributing primary school/kura, Te Ao Mārama School/kura, will open in Term 1, 2019.

While the focus of greenfield development has now shifted from Rotokauri (north west) to Peacocke (south), development has occurred in Rotokauri. A SHA for approximately 1,500-2,000 dwellings is currently awaiting approval from the MHUD. Growth is expected in both areas going forward.

In addition to the significant growth being seen in Hamilton City, the towns and villages in the immediate vicinity have also grown. Most significantly, Cambridge has continued to grow with planning for a new primary school/kura underway. Cambridge and Te Kauwhata were the two main growth areas outside of Hamilton in 2018, however, areas like Te Awamutu, Te Kowhai and Raglan are also expected to need growth responses in the future.

The region is also experiencing increased demand for Māori medium pathways. Both full immersion kura and dual-medium schools/kura have reached capacity and a growth response is needed for a number of schools. A strategy that grows and strengthens the pathway for Māori medium and te reo Māori more broadly is needed. We expect to commence this strategy development working with mana whenua in 2019.

The provision for learners/ākonga with special needs has been considered alongside regional growth needs with additional provision planned in 2019 and beyond.

Demographic changes across the wider region will continue to be monitored through the regional planning process and responded to accordingly.

### **Bay of Plenty/Wairakei**

Tauranga and the Western Bay of Plenty is continuing to experience significant growth. This is manifesting as new greenfield developments in Papamoa East, Tauriko West/Pyes Pa and Omokoroa. Tauranga City Council is also implementing an intensification strategy in central Tauranga. Older established areas of Otumoetai, Mount Maunganui and Papamoa are seeing changing demographics with 'empty-nesters' and retirees being replaced by families, resulting in steady in-zone growth for many schools.

A new state primary school/kura will open in The Lakes subdivision in Pyes Pa in 2019 and one in Papamoa East in 2022. Site investigations and acquisitions are being progressed in three other growth areas. The Ministry has also provided additional funding for roll growth at four schools/kura across Tauranga and Papamoa.

Further growth saw most schools/kura in Taupō reach or exceed their capacity by the end of the year, while the Rotorua schooling network continued to show uneven roll growth. Pressures at five schools/kura were managed with new or amended enrolment schemes. Capacity was added to all networks (private, state integrated, state and kura) with four new establishments, and the provision of additional classrooms for three Taupō schools.

In late 2018, Māori Medium capacity needs across the region were identified and planned, including those resulting from the Western East Cape network review.

### **Hawke's Bay/Tairāwhiti**

In Hawke's Bay/Tairāwhiti there are some pockets of growth occurring through either new housing developments or due to parental choice. The Ministry is monitoring these schools/kura closely and managing the situation using formal and/or informal responses to strengthen the wider network to cater for growth. These responses may include; the effective use of enrolment schemes, the provision of roll-growth classrooms, and change of class and schooling improvement support. This allows us to maximise an effective and accessible schooling network.

Roll-growth funding has been approved to extend capacity for a new satellite unit for Kowhai Special School/kura, to be built on the Flaxmere College site. The Ministry undertook an assessment of the future educational needs for Havelock North and surrounding area to determine what additional provision may be required within the schooling network in the future. This work was completed in June 2019.

Māori medium education continues to be a growth area in Hawke's Bay/Tairāwhiti. A new site has been purchased for Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu in Hawke's Bay and we are still in the planning stage for a site for Te Kura Kaupapa Māori o Horouta Wānanga in Tairāwhiti. We have also undertaken to co-design a review of Māori Medium provision in Hawke's Bay with Ngāti Kahungunu.

## Taranaki/Whanganui/Manawatū

The Taranaki/Whanganui/Manawatū region is currently characterised by significant population growth in the urban learning communities of New Plymouth and Palmerston North. There is also isolated growth within rural townships and villages that contribute to these urban centres such as Tokomaru, Bulls and Ashhurst.

The region also has rural areas that are contracting, resulting in school/kura closures in the Rangitikei and Ruapehu districts in recent years.

Future growth is not expected to be uniform across the Taranaki/Whanganui/Manawatū region. Current growth is anticipated to be limited to a small number of communities which will be managed with new enrolment schemes, improved operation of current enrolment schemes, changes to existing property and a limited number of roll-growth classrooms. Some new schooling provision may be required in high growth areas in the coming years.

There continues to be strong demand for state integrated and Māori medium schooling options across the Taranaki/Whanganui/Manawatū area. This may be attributed to demographic changes across the region, which will continue to be monitored through the regional planning process and responded to accordingly.

## Wellington

Seven schools/kura implemented new enrolment schemes in 2018 and a further six schools/kura were approved in 2018 to implement schemes in 2019. Two schools/kura amended their schemes in 2018. In many cases schools/kura worked collaboratively to implement and amend enrolment schemes.

In November 2018, the Prime Minister announced the Eastern Porirua Housing Regeneration Project. This will see renewal of state housing with at least another additional 2,000 affordable homes in the area. We began our initial engagement with the school/kura community at the end of 2018. This engagement will continue over the next three years.

Roll growth funding was provided for four schools/kura from Budget 2018. In 2018, we continued to strengthen our engagement with all local councils around their plans for growth. We also began engagement with schools/kura in key high growth areas around collaboratively reviewing enrolment schemes, providing roll growth and the possible locations of new schools.

We continued to build strong links with local planning agencies and our school/kura community to ensure adequate infrastructure for the future.

## Nelson/Marlborough/West Coast

During 2018 there continued to be some schools/kura and catchments that have growing rolls. Ongoing population growth in some areas of the region has contributed growth in some of these schools.

In the first instance the Ministry works with schools/kura to implement enrolment schemes where they are already in place, and by requiring schools/kura to reduce the number of out-of-zone enrolments. Where growth results from growth in local demand for schooling additional classrooms are provided where appropriate.

The Ministry has continued to work with Nelson City Council and Tasman District Council as these Councils start development of their Future Development Strategy. This will inform where future residential development will be located across these Districts, in turn informing the Ministry's response to meeting changing demand for schooling in these areas. Included in this is Richmond, which has several Special Housing Areas.

## Canterbury/Chatham Islands

The renewal of school/kura property across greater Christchurch continued during 2018. As part of this process, the Ministry is working with schools/kura to amend existing schemes and implement new schemes. Where necessary, additional learner/ākonga places are provided to meet the needs of local learners/ākonga.

The Ministry has continued to support establishment board of trustees and communities of new schools. Knights Stream School | Mingimangi Hautoa (South-west Christchurch) and Ararira Springs Primary – Te Puna o Ararira (Selwyn) opened in January 2019.

Additional primary school/kura provision is planned for Rangiora, with Te Matauru Primary (Waimakariri) opening in 2020. Following engagement with the Belfast community, a second campus of Belfast School is being developed to accommodate the projected growth in the area, with a proposed opening in 2021.

Rolleston remained a focus for the Ministry as recently established new schools/kura have grown, and planning for fifth primary school/kura progressed. In Ashburton, discussions continue with individual schools/kura about developing and implementing enrolment schemes.

## Otago/Southland

The growth in demand for schooling in the Queenstown Lakes District has continued. In response, the Ministry developed an education growth plan for the Wakatipu Basin and Wanaka area. The Ministry continued to develop its collaborative working relationship through the sharing of information with the Queenstown Lakes District Council. This contributes to collaborative planning to ensure continued access to local schools/kura that provide positive education outcomes for children and young people into the medium and long term.

The Ministry has also provided additional funding for roll growth at a number of schools/kura across the Queenstown Lakes District. Wakatipu High School was relocated to its new site to complete the actions in the Wakatipu Area Strategy Plan 2009. The Ministry is working closely with the Establishment Board of Trustees to prepare for a new primary school/kura in Wanaka which will open in 2020.

The implementation of enrolment schemes has been an ongoing mechanism to support schools/kura in managing their rolls. Schools/kura requiring enrolment schemes have been supported by the Ministry.



**Table A.1: Schools with enrolment schemes in place for part of or all of 2018**

Institution number	School name	Data enrolment scheme was approved	Adjacent school/kura with enrolment scheme exists
3700	Abbotsford School	23/08/2005	Yes
1680	Aberdeen School	1/01/2000	Yes
3271	Addington Te Kura Taumatua	20/12/2018	Yes
1195	Adventure School	23/06/2008	Yes
82	Aidanfield Christian School	8/09/2005	Yes
6948	Albany Junior High School	26/07/2012	Yes
1202	Albany School	1/01/2001	Yes
563	Albany Senior High School	1/01/2009	Yes
6929	Alfriston College	1/08/2008	Yes
1203	Alfriston School	2/06/2007	Yes
1681	Allandale School	11/10/2010	Yes
3274	Allenton School	31/05/2002	Yes
3276	Amberley School	24/01/2007	Yes
614	Amesbury School	7/03/2011	Yes
3703	Andersons Bay School	23/11/2015	Yes
253	Aotea College	2/08/2001	Yes
1684	Apanui School	1/01/2013	Yes
1206	Araho School	19/09/2015	Yes
1686	Arataki School	12/11/2018	Yes
3704	Ardgowan School	31/10/2018	Yes
1208	Ardmore School	1/01/2010	Yes
3930	Arrowtown School	27/06/2016	Yes
2543	Arthur Miller School	27/05/2004	Yes
1625	Ascot Community School	18/12/2018	Yes
3281	Ashburton Borough School	15/10/2018	Yes
3284	Ashgrove School	24/01/2003	Yes
2337	Ashhurst School	29/01/2018	Yes
3285	Ashley School	10/03/2008	Yes
1211	Auckland Normal Intermediate	1/01/2000	Yes
2152	Auroa School	1/10/2008	No
1212	Avondale Intermediate	31/10/2002	Yes
1213	Avondale Primary School (Auckland)	28/09/1999	Yes
3287	Avonhead School	22/10/1999	Yes
324	Avonside Girls' High School	3/05/1999	Yes
1691	Awakeri School	20/12/1999	Yes
1216	Bailey Road School	30/04/2018	Yes
3709	Balaclava School	19/03/2009	Yes
3932	Balfour School	13/02/2018	No
3711	Balmacewen Intermediate	16/08/2010	Yes
1219	Balmoral School (Auckland)	1/01/2007	Yes
3289	Banks Avenue School	16/05/2018	Yes
2112	Barton Rural School	28/01/2005	Yes
6960	Baverstock Oaks School	1/01/2009	Yes
1112	Bay of Islands International Academy	5/08/2015	Yes
1220	Bayfield School	7/09/1999	Yes

1222	Bayview School	1/01/2018	Yes
1224	Beachlands School	1/02/2016	Yes
3291	Beckenham Te Kura o Puroto	22/10/1999	Yes
3292	Belfast School	29/01/2008	Yes
2157	Bell Block School	1/05/2012	Yes
2806	Bellevue School (Newlands)	24/10/2018	Yes
1694	Bellevue School (Tauranga)	1/03/2016	Yes
1225	Belmont Intermediate	3/10/2011	Yes
1226	Belmont School (Auckland)	14/10/2013	Yes
2807	Belmont School (Lower Hutt)	23/06/2016	Yes
1695	Berkley Normal Middle School	24/09/2007	Yes
1697	Bethlehem School	13/12/2002	Yes
3182	Birchwood School	21/11/2016	Yes
1231	Birkenhead School	24/10/2014	Yes
2546	Bledisloe School	01/01/2009	Yes
1232	Blockhouse Bay Intermediate	1/09/2008	Yes
1233	Blockhouse Bay School	8/09/1999	Yes
2113	Bluestone School	16/09/2014	Yes
1234	Bombay School	14/08/2002	Yes
1235	Botany Downs School	12/03/2004	Yes
6930	Botany Downs Secondary College	4/02/2009	Yes
2813	Boulcott School	1/08/2014	Yes
3716	Bradford School	27/02/2017	Yes
20	Bream Bay College	14/12/2014	Yes
2547	Bridge Pa School	29/09/2004	Yes
3183	Brightwater School	26/07/2010	Yes
3301	Broadfield School	20/06/2015	Yes
3302	Bromley School	24/07/2017	Yes
1236	Brookby School	30/11/1999	Yes
1699	Brookfield School	1/11/2016	Yes
3185	Brooklyn School (Motueka)	7/02/2013	Yes
2816	Brooklyn School (Wellington)	6/09/1999	Yes
3303	Broomfield School	16/11/2005	Yes
1237	Browns Bay School	7/10/1999	Yes
1239	Buckland School	29/10/1999	Yes
1240	Bucklands Beach Intermediate	9/08/1999	Yes
1241	Bucklands Beach Primary School	1/03/2010	Yes
319	Burnside High School	4/06/1999	Yes
3305	Burnside Primary School	1/10/2016	Yes
1700	Cambridge East School	16/06/2005	Yes
142	Cambridge High School	1/01/2012	Yes
1702	Cambridge School	6/05/2014	Yes
1242	Campbells Bay School	6/10/1999	Yes
211	Campion College	01/01/2007	No
3308	Carew Peel Forest School	25/04/2008	Yes
2345	Carlton School	7/08/2008	Yes
2820	Carterton School	12/11/2012	Yes
2821	Cashmere Avenue School	12/07/2004	Yes

340	Cashmere High School	27/05/1999	Yes
3310	Cashmere Primary Te Pae Kereru	29/11/1999	Yes
2418	Central Normal School	18/01/2004	Yes
2160	Central School Te Kura Waenga O Ngamotu	24/07/2017	Yes
399	Central Southland College	27/09/2018	Yes
1581	Chapel Downs School	24/11/1999	Yes
1244	Chelsea School	23/09/1999	Yes
3314	Chisnallwood Intermediate	16/09/2005	Yes
317	Christchurch Adventist School	8/12/2008	Yes
327	Christchurch Boys' High School	4/06/1999	Yes
328	Christchurch Girls' High School -Te Kura o Hine Waiora	27/05/1999	Yes
3318	Christchurch South Intermediate	4/12/2008	Yes
1246	Churchill Park School	19/10/1999	Yes
2824	Churton Park School	23/04/2001	Yes
3321	Clarkville School	22/11/1999	Yes
1247	Clayton Park School	23/03/2001	Yes
6980	Clearview Primary	1/01/2017	Yes
1248	Clendon Park School	29/06/2005	Yes
1249	Clevedon School	6/11/2006	Yes
2826	Clifton Terrace Model School	24/08/1999	Yes
3187	Clifton Terrace School	8/12/2016	Yes
2549	Clive School	14/09/2004	Yes
2827	Clyde Quay School	3/05/2005	Yes
3725	Clyde School	6/03/2008	Yes
1252	Coatesville School	23/06/1999	Yes
3323	Cobham Intermediate	22/10/1999	Yes
1253	Cockle Bay School	5/08/1999	Yes
2353	College Street Normal School	17/08/2004	Yes
386	Columba College	19/07/2004	Yes
2354	Colyton School	13/05/2008	No
1255	Conifer Grove School	25/10/2002	Yes
2828	Corinna School	6/09/2018	No
1256	Cornwall Park District School	25/11/1999	Yes
1257	Cosgrove School	16/03/2014	Yes
3324	Cotswold School	22/11/1999	Yes
357	Craighead Diocesan School	10/07/2006	Yes
2823	Crofton Downs Primary School	12/04/2017	Yes
3729	Cromwell Primary School	22/11/2002	Yes
3325	Cust School	31/03/2006	Yes
1258	Dairy Flat School	18/01/2016	Yes
346	Darfield High School	1/01/2017	Yes
3326	Darfield School	8/06/2018	Yes
1709	David Street School	27/01/2014	No
1710	Deanwell School	1/05/2007	Yes
1260	Devonport Primary School	1/01/2010	Yes
2832	Discovery School	24/08/2004	Yes
1261	Dominion Road School	6/06/2017	Yes

1262	Don Buck School	1/06/2018	Yes
2119	Donovan Primary School	16/04/2014	Yes
1661	Douglas Park School	26/04/2013	Yes
1263	Drury School	9/08/1999	Yes
1192	Dunedin Rudolf Steiner School	11/07/2008	No
3331	Dunsandel School	12/02/2010	Yes
2355	Durie Hill School	5/10/2006	Yes
3733	East Taieri School	12/12/2006	Yes
2834	Eastern Hutt School	17/10/2001	Yes
1265	Edendale School (Auckland)	8/03/2010	Yes
3947	Edendale School (Southland)	28/10/2008	Yes
1266	Edmonton School	1/11/2002	Yes
2164	Egmont Village School	21/07/2014	Yes
1268	Ellerslie School	27/09/1999	Yes
349	Ellesmere College	8/08/2006	Yes
3334	Elmwood Normal School	22/11/1999	Yes
1168	Emmanuel Christian School	9/11/2005	Yes
6941	Endeavour School	1/01/2015	Yes
3189	Enner Glynn School	16/08/2010	Yes
1270	Epsom Normal School	26/11/1999	Yes
2557	Eskdale School	01/01/2005	Yes
2837	Evans Bay Intermediate	9/09/2002	Yes
1164	Everglade School	30/09/1999	Yes
1271	Fairburn School	30/01/2017	Yes
1715	Fairfield Intermediate	1/09/2008	Yes
1716	Fairfield Primary School	30/04/2018	Yes
3736	Fairfield School (Dunedin)	20/08/2001	Yes
2838	Fairfield School (Levin)	21/09/1999	Yes
2839	Fairhall School	22/11/1999	Yes
1717	Fairhaven School	1/01/2017	Yes
1272	Farm Cove Intermediate	20/12/1999	Yes
1273	Favona School	1/08/2011	Yes
197	Feilding High School	22/11/2006	Yes
3338	Fendalton Open Air School	25/11/1999	Yes
3707	Fenwick School	10/08/2007	Yes
2842	Fernlea School	7/04/2006	No
2843	Fernridge School	18/11/2003	Yes
3340	Fernside School	5/09/2001	Yes
2117	Fernworth Primary School	31/01/2007	Yes
1275	Finlayson Park School	23/07/1999	Yes
2167	Fitzroy School	27/04/2013	Yes
1276	Flanshaw Road School	1/02/2012	Yes
2560	Flaxmere Primary School	01/01/2005	Yes
1720	Forest Lake School	20/07/2015	Yes
1278	Forrest Hill School	1/01/2011	Yes
2358	Foxton Beach School	9/11/2017	No
175	Francis Douglas Memorial College	11/07/2005	No
2168	Frankley School	7/04/2000	Yes

1721	Frankton School	1/01/2012	Yes
2844	Fraser Crescent School	12/06/2017	Yes
135	Fraser High School	1/01/2001	Yes
2562	Frasertown School	29/07/2013	No
1279	Freemans Bay School	24/06/2008	Yes
1280	Freyberg Community School	2/05/2016	Yes
200	Freyberg High School	3/07/2006	Yes
2563	Frimley School	14/04/2003	Yes
3740	George Street Normal School	1/08/2011	Yes
2107	Geraldine Primary School	21/02/2008	Yes
3346	Gilberthorpe School	15/10/2018	Yes
2564	Gisborne Central School	21/07/2011	Yes
2566	Gisborne Intermediate	27/01/2016	Yes
1282	Gladstone School (Auckland)	29/09/1999	Yes
2845	Gladstone School (Masterton)	11/10/2006	Yes
1283	Glamorgan School	7/10/1999	Yes
1284	Glen Eden Intermediate	22/10/1999	Yes
1285	Glen Eden School	21/07/2008	Yes
1723	Glen Massey School	1/04/2011	Yes
1011	Glenbervie School	21/12/2010	Yes
1292	Glenbrook School	6/05/2013	Yes
1294	Glendowie School	1/01/2005	Yes
1724	Glenholme School	31/01/2018	YEs
3347	Gleniti School	25/08/2017	Yes
3352	Glentunnel School	26/10/2006	Yes
6070	Golden Sands School	1/01/2011	Yes
3741	Goldfields School (Cromwell)	11/03/2010	Yes
1727	Goodwood School	30/08/2006	Yes
1728	Gordonton School	1/03/2012	Yes
3956	Gore Main School	15/12/2011	No
2848	Gracefield School	8/08/2005	Yes
2111	Grantlea Downs School	28/01/2005	Yes
3742	Grants Braes School	1/02/2016	Yes
1298	Green Bay Primary School	12/10/2015	Yes
2849	Greenacres School	11/04/2017	Yes
3357	Greendale School	15/10/2018	Yes
1299	Greenhithe School	7/02/2012	Yes
2567	Greenmeadows School	11/02/2013	Yes
1729	Greenpark School (Tauranga)	21/07/2003	Yes
1730	Greerton Village School	29/01/2016	Yes
1301	Grey Lynn School	21/02/2005	Yes
2850	Greytown School	7/10/2003	Yes
2851	Grovetown School	18/10/2016	Yes
336	Hagley Community College	13/09/1999	Yes
2362	Halcombe Primary School	31/10/2016	No
1302	Halsey Drive School	8/09/1999	Yes
3366	Halswell School	22/11/1999	Yes
131	Hamilton Boys' High School	1/01/2000	Yes

1731	Hamilton East School	27/01/2016	Yes
132	Hamilton Girls' High School	1/01/2000	Yes
1733	Hamilton West School	12/10/2007	Yes
3193	Hampden Street School	10/05/2016	Yes
3367	Hampstead School	28/11/2007	Yes
2852	Hampton Hill School	25/09/2017	Yes
3370	Harewood School	11/11/2004	Yes
1303	Harrisville School	1/01/2007	Yes
443	Hastings Christian School	01/01/2007	Yes
228	Hastings Girls' High School	01/01/2004	Yes
2570	Hastings Intermediate	01/01/2011	Yes
2854	Hataitai School	21/09/1999	Yes
112	Hauraki Plains College	1/01/2004	Yes
1304	Hauraki School	30/06/2012	Yes
3938	Hauroko Valley Primary School	29/01/2018	Yes
1735	Hautapu School	26/08/2004	Yes
1736	Hauturu School	14/10/2013	No
2572	Havelock North Intermediate	18/09/2002	Yes
2573	Havelock North Primary School	28/10/1999	Yes
3747	Hawea Flat School	3/12/2007	Yes
3371	Heathcote Valley School	22/10/1999	Yes
3372	Heaton Normal Intermediate	8/11/1999	Yes
3963	Heddon Bush School	3/09/2007	Yes
1306	Helensville School	1/02/2016	Yes
1307	Henderson Intermediate	1/08/2001	Yes
1308	Henderson North School	7/10/1999	Yes
1311	Henderson Valley School	7/10/1999	Yes
3194	Henley School (Nelson)	4/12/2002	Yes
251	Heretaunga College	9/03/2018	Yes
3373	Highfield School	29/09/2017	Yes
2172	Highlands Intermediate	27/02/2007	Yes
138	Hillcrest High School	1/01/2010	Yes
1739	Hillcrest Normal School	1/03/2009	Yes
1312	Hillpark School	27/04/2009	Yes
1313	Hillsborough School	20/09/1999	Yes
1740	Hilltop School	20/12/1999	Yes
341	Hillview Christian School	1/06/2004	Yes
588	Hingaia Peninsula School	1/07/2011	Yes
1741	Hinuera School	16/07/2012	Yes
2578	Hiruharama School	29/07/2002	No
2364	Hiwinui School	30/04/2018	Yes
6788	Hobsonville Point Primary School	28/09/2012	Yes
6977	Hobsonville Point Secondary School	6/05/2013	Yes
1314	Hobsonville School	25/09/2003	Yes
2365	Hokowhitu School	4/05/2015	Yes
1316	Holy Cross Catholic School (Henderson)	6/05/2008	No
557	Holy Family School (Wanaka)	25/10/2008	No
3379	Hoon Hay School	25/09/2000	Yes



338	Hornby High School	19/01/2018	Yes
3380	Hornby Primary School	1/05/2017	Yes
3381	Hororata School	19/02/2007	Yes
1746	Horotiu School	1/01/2004	Yes
1747	Horsham Downs School	1/01/2010	Yes
2861	Houghton Valley School	16/09/2005	Yes
1318	Howick Intermediate	29/05/2003	Yes
1320	Huapai District School	1/03/2012	Yes
2175	Huirangi School	2/05/2016	No
1749	Hukanui School	1/01/2000	Yes
1018	Hurupaki School	1/05/2015	Yes
2862	Hutt Central School	5/05/2006	Yes
2863	Hutt Intermediate	5/10/1999	Yes
261	Hutt Valley High School	21/12/1999	Yes
3384	Ilam School	27/07/2001	Yes
2581	Ilminster Intermediate	29/07/2002	Yes
1753	Insoll Avenue School	15/10/2018	Yes
3966	Invercargill Middle School	15/11/2005	Yes
224	Iona College	01/01/2005	Yes
2582	Irongate School	01/05/2017	Yes
2865	Island Bay School	7/11/2005	Yes
3385	Isleworth School	10/09/2018	Yes
552	James Hargest College	13/05/2005	Yes
387	John McGlashan College	7/07/2004	Yes
532	John Paul College	7/02/2007	Yes
2866	Johnsonville School	2/12/2003	Yes
1756	Kaharoa School	1/01/2018	Yes
660	Kahurangi School	12/06/2017	Yes
2369	Kai Iwi School	26/06/2008	Yes
3388	Kaiapoi Borough School	2/03/2006	Yes
314	Kaiapoi High School	19/10/2007	Yes
3389	Kaiapoi North School	1/07/2005	Yes
3753	Kaikorai School	15/02/2007	Yes
3392	Kaikoura Suburban School	27/01/2014	Yes
2178	Kaimata School	16/07/2018	No
1760	Kaipaki School	5/02/2016	Yes
1324	Kaipara Flats School	3/07/2018	Yes
2370	Kairanga School	21/04/2011	Yes
2584	Kaiti School	20/07/2015	Yes
2372	Kaitoke School (Wanganui)	10/07/2007	Yes
1030	Kamo School	1/02/2007	Yes
3393	Kaniere School	14/12/2006	No
2871	Kapanui School	7/09/1999	Yes
247	Kapiti College	6/06/2014	Yes
1325	Karaka School	1/08/2006	Yes
229	Karamu High School	01/01/2003	Yes
2874	Karori Normal School	14/12/1999	Yes
2875	Karori West Normal School	27/06/2010	Yes

3394	Karoro School	12/05/2009	No
1765	Katikati Primary School	25/09/2017	Yes
1326	Kaukapakapa School	1/01/2010	Yes
595	Kauri Flats School	1/01/2017	Yes
1327	Kauri Park School	29/05/2003	No
1032	Kaurihohore School	29/04/2009	Yes
1328	Kaurilands School	3/08/1999	Yes
536	Kavanagh College	14/02/2003	Yes
1329	Kedgley Intermediate	30/08/1999	Yes
2876	Kelburn Normal School	5/05/2006	Yes
1332	Kelvin Road School	27/04/2004	Yes
5	Kerikeri High School	1/01/2000	Yes
1034	Kerikeri Primary School	1/05/2015	Yes
2879	Khandallah School	22/06/2017	Yes
2880	Kilbirnie School	17/01/2006	Yes
1777	Kimihia School	30/05/2011	Yes
383	Kings High School (Dunedin)	13/05/2016	No
1333	Kingsford School	1/08/2008	Yes
1779	Kio Kio School	1/01/2007	Yes
3397	Kirwee Model School	21/08/2006	Yes
3973	Knapdale School	20/03/2014	No
1781	Knighton Normal School	1/01/2000	Yes
6939	Kohia Terrace School	10/12/1999	Yes
1334	Kohimarama School	27/04/2009	Yes
1335	Konini School (Auckland)	1/04/2013	Yes
2385	Kopane School	10/10/2008	Yes
2882	Koputaroa School	17/12/2001	Yes
1783	Korakonui School	12/10/2015	Yes
2883	Korokoro School	12/10/2006	Yes
1784	Koromatua School	1/03/2008	Yes
1336	Koru School	29/01/2008	Yes
1337	Kowhai Intermediate	19/10/1999	Yes
1785	Kuratau School	25/02/2013	No
3402	Ladbrooks School	18/06/2004	Yes
1789	Leamington School	1/01/2012	Yes
3410	Leeston School	23/11/2009	Yes
3411	Leithfield School	1/01/2017	Yes
6967	Lemonwood Grove School	1/01/2017	Yes
2182	Lepperton School	14/02/2005	Yes
4117	Liberton Christian School	30/08/2004	Yes
3975	Limehills School	6/12/2002	Yes
347	Lincoln High School	1/01/2017	Yes
3412	Lincoln Primary School	14/11/2001	Yes
230	Lindisfarne College	01/01/2005	Yes
3419	Loburn School	3/03/2005	Yes
1342	Long Bay School	1/02/2006	Yes
3594	Longbeach School	12/06/2008	Yes
2590	Lucknow School	19/06/2002	Yes

2892	Lyall Bay School	4/12/2012	Yes
1791	Lynmore Primary School	27/05/2002	Yes
686	Lyttelton Primary School	5/05/2014	Yes
3762	Macandrew Bay School	31/01/2013	Yes
3201	Mahana School	1/07/2005	Yes
2592	Mahora School	21/08/2002	Yes
1343	Mairangi Bay School	7/10/1999	Yes
3425	Mairehau Primary School	1/01/2018	Yes
2894	Makara Model School	17/06/2017	Yes
2593	Makaraka School	18/09/2006	Yes
3982	Makarewa School	11/04/2008	Yes
2595	Makauri School	13/08/2005	Yes
254	Mana College	14/11/2018	Yes
2896	Manakau School	21/11/2012	Yes
2390	Manchester Street School	11/08/2012	Yes
2597	Mangapapa School	24/11/2009	Yes
2899	Mangaroa School	7/12/2004	Yes
1038	Mangawhai Beach School	1/01/2005	No
1346	Mangere Bridge School	29/10/1999	Yes
1347	Mangere Central School	1/01/2008	Yes
1348	Mangere East School	27/04/2009	Yes
2189	Mangorei School	30/09/2016	Yes
1354	Manurewa Central School	30/09/1999	Yes
1353	Manurewa Intermediate	1/01/2018	Yes
3768	Maori Hill School	17/03/2010	Yes
3203	Mapua School	1/07/2005	Yes
566	Maraekakaho School	01/01/2009	Yes
2094	Marian Catholic School (Hamilton)	1/08/2008	Yes
343	Marian College	15/02/2011	Yes
1592	Marina View School	2/12/1999	Yes
1362	Marshall Laing School	8/09/1999	Yes
3429	Marshland School	16/05/2018	Yes
1363	Massey Primary School	19/10/1999	Yes
1660	Masterton Primary School	7/12/2017	Yes
1364	Matakana School	10/10/2016	Yes
1813	Matamata Primary School	25/09/2010	Yes
1814	Matangi School	13/10/2014	Yes
1043	Matarau School	1/01/2010	Yes
1365	Matipo Road School	12/10/2012	Yes
774	Matua Ngaru School	1/05/2018	Yes
1820	Matua School	21/01/2008	Yes
2968	Maungaraki School	26/01/2006	Yes
1048	Maungatapere School	1/01/2014	Yes
1821	Maungatapu School	2/04/2007	Yes
1367	Maungawhau School	26/11/1999	Yes
1050	Maunu School	1/01/2014	Yes
2612	Mayfair School	04/06/2013	Yes
1370	Meadowbank School	27/09/1999	Yes

2613	Meeanee School	26/01/2018	Yes
1371	Mellons Bay School	6/10/1999	Yes
3434	Merrin School	22/10/1999	Yes
3436	Methven School	9/05/2008	Yes
335	Middleton Grange School	2/05/2006	Yes
1375	Milford School (Auckland)	6/10/1999	Yes
2916	Miramar North School	6/04/2001	Yes
553	Mission Heights Junior College	1/02/2017	Yes
570	Mission Heights Primary School	1/01/2015	Yes
1829	Moanataiari School	27/01/2014	Yes
1052	Morningside School	15/10/2018	yes
3776	Mornington School	27/02/2014	Yes
2403	Mosston School	29/03/2005	Yes
3206	Motueka South School	29/11/1999	Yes
2404	Mount Biggs School	17/09/1999	Yes
348	Mount Hutt College	29/06/2006	Yes
1838	Mount Maunganui Primary School	28/01/2008	Yes
1381	Mt Albert School	1/09/2017	Yes
1382	Mt Carmel School (Meadowbank)	1/02/2009	No
2918	Mt Cook School (Wellington)	9/12/2010	Yes
1378	Mt Eden Normal School	26/11/1999	Yes
1837	Mt Maunganui Intermediate	29/01/2016	Yes
3443	Mt Pleasant School	1/11/2005	Yes
1383	Mt Roskill Intermediate	29/07/2002	Yes
1384	Mt Roskill Primary School	17/09/1999	Yes
3441	Mt Somers Springburn School	18/02/2008	Yes
2920	Muritai School	29/10/2013	Yes
1386	Murrays Bay Intermediate	10/08/1999	Yes
1387	Murrays Bay School	5/05/2011	Yes
3779	Musselburgh School	20/11/2015	Yes
3991	Myross Bush School	10/03/2003	Yes
216	Napier Boys' High School	01/01/2003	Yes
2618	Napier Central School	01/01/2013	Yes
217	Napier Girls' High School	01/01/2002	Yes
2619	Napier Intermediate	01/01/2010	Yes
1841	Nawton School	1/01/2001	Yes
3208	Nayland Primary School	21/11/2016	Yes
3209	Nelson Central School	5/05/2017	Yes
2620	Nelson Park School	01/01/2003	Yes
1842	Netherton School	16/07/2012	No
1389	New Lynn School	5/05/2008	Yes
1390	New Windsor School	12/10/2015	Yes
2406	Newbury School	23/10/2003	Yes
268	Newlands College	5/05/2004	Yes
2924	Newlands Intermediate	12/12/2017	Yes
2925	Newlands School	14/03/2013	Yes
1391	Newmarket School	26/11/1999	Yes
1843	Newstead Model School	1/05/2017	Yes

1392	Newton Central School	7/02/2008	Yes
2926	Newtown School	27/11/2017	Yes
2205	Ngaere School	23/03/2001	No
1844	Ngahinapouri School	1/05/2001	Yes
2927	Ngaio School	6/02/2001	Yes
1850	Ngatea School	23/07/2018	Yes
1852	Ngongotaha School	29/01/2018	Yes
2206	Norfolk School	26/08/2005	Yes
2930	Normandale School	3/10/2017	Yes
3447	North Loburn School	4/09/2006	Yes
1394	Northcote Intermediate	13/04/2018	No
1395	Northcote School (Auckland)	1/12/2011	Yes
1396	Northcross Intermediate	1/03/2013	Yes
2931	Northland School	14/12/2000	Yes
3450	Oaklands School	6/07/2018	Yes
2208	Oakura School	19/05/2004	Yes
2933	Ohau School	15/10/1999	Yes
1855	Ohaupo School	29/01/2014	Yes
1856	Ohinewai School	1/03/2011	Yes
3451	Ohoka School	7/03/2001	Yes
1857	Ohope Beach School	1/01/2009	Yes
7	Okaihau College	1/01/2000	Yes
1860	Omanu School	19/07/2004	Yes
2214	Omata School	4/02/2008	Yes
1862	Omokoroa Point School	6/05/2013	Yes
1863	Omokoroa School	25/01/2005	Yes
1061	One Tree Point School	1/01/2014	No
1399	Onehunga Primary School	25/11/1999	Yes
2628	Onekawa School	29/07/2013	Yes
2629	Ongaonga School	30/06/2006	No
269	Onslow College	21/09/1999	Yes
1401	Opaheke School	9/08/1999	Yes
2936	Opaki School	24/11/2003	Yes
3455	Opawa School	16/07/2017	Yes
2937	Opiki School	2/11/2009	Yes
1867	Opoutere School	1/01/2012	No
1403	Oranga School	19/04/2018	No
1404	Oratia School	7/10/1999	Yes
1406	Orewa North School	1/01/2018	Yes
1407	Orewa School	1/01/2018	Yes
709	Ormiston Junior College	30/01/2017	Yes
688	Ormiston Primary School	26/01/2015	Yes
564	Ormiston Senior College	1/02/2011	Yes
2631	Ormond School	30/06/2006	Yes
1870	Oropi School	12/10/2015	Yes
378	Otago Girls' High School	7/06/1999	Yes
1068	Otaika Valley School	1/01/2014	Yes
21	Otamatea High School	1/02/2009	Yes

3073	Otari School	4/12/2011	Yes
4000	Otatara School	20/05/2011	Yes
6946	Oteha Valley School	1/07/2008	Yes
1875	Otonga Road School	23/05/2016	Yes
1877	Otorohanga South School	26/08/2011	Yes
120	Otumoetai College	9/08/1999	Yes
1878	Otumoetai Intermediate	1/07/2003	Yes
1879	Otumoetai Primary School	5/05/2014	Yes
1071	Oturu School	1/03/2014	No
3461	Our Lady of the Assumption School (Chch)	5/10/2018	Yes
1514	Our Lady Star of the Sea School (Howick)	1/02/2007	Yes
3464	Ouruhia Model School	22/11/1999	Yes
3795	Outram School	14/11/2009	Yes
1412	Owairaka District School	2/05/2016	Yes
1413	Owairoa Primary School	10/10/2016	No
1884	Pahoia School	1/10/2005	Yes
2638	Pakowhai School	12/05/2004	Yes
1417	Pakuranga Intermediate	19/09/2002	Yes
202	Palmerston North Boys' High School	8/07/2005	Yes
203	Palmerston North Girls' High School	20/05/1999	Yes
2419	Palmerston North Intermediate	15/12/1999	Yes
3798	Papakaio School	9/09/2014	Yes
2946	Papakowhai School	12/02/2007	Yes
1421	Papakura Central School	10/08/2005	Yes
1423	Papakura Normal School	5/12/2001	Yes
6963	Papamoa College	1/01/2011	Yes
1885	Papamoa Primary School	1/01/2006	Yes
316	Papanui High School	2/05/2006	Yes
3466	Papanui School	15/06/2015	Yes
2947	Paparangi School	24/10/2018	Yes
3467	Paparoa Street School	26/11/1999	Yes
1078	Paparore School	1/08/2016	No
1426	Papatoetoe Central School	6/08/1999	Yes
1427	Papatoetoe East School	9/08/1999	Yes
1428	Papatoetoe Intermediate	30/08/1999	Yes
1429	Papatoetoe North School	9/08/1999	Yes
1430	Papatoetoe South School	9/08/1999	Yes
1431	Papatoetoe West School	9/08/1999	Yes
2948	Paraparaumu Beach School	15/07/2002	Yes
2950	Paremata School	3/11/1999	Yes
2424	Parkland School (P North)	22/06/2016	Yes
2641	Parkvale School	01/01/2004	Yes
3470	Parkview Parua	26/08/2016	Yes
1436	Parnell School	27/09/1999	Yes
1080	Parua Bay School	1/01/2018	Yes
1438	Patumahoe Primary School	16/07/2007	Yes
2953	Pauatahanui School	23/06/2005	Yes
1892	Peachgrove Intermediate	1/01/2003	Yes



3570	Pegasus Bay School	1/02/2011	Yes
1893	Pekerau School	11/08/2007	Yes
3737	Pembroke School (Oamaru)	31/05/2007	Yes
1531	Peninsula Primary School	1/01/2016	Yes
2644	Peterhead School	01/01/2003	Yes
1439	Pigeon Mountain School	25/11/1999	Yes
1894	Pillans Point School	20/12/1999	Yes
2957	Pinehaven School	23/02/2009	Yes
6932	Pinehill School (Browns Bay)	27/10/1999	Yes
1897	Pirongia School	19/05/2002	Yes
2959	Plateau School	6/09/2006	Yes
2960	Plimmerton School	18/06/1999	Yes
6921	Point View School	9/09/1999	Yes
1442	Pokeno School	2/02/2009	Yes
1445	Ponsonby Intermediate	16/10/2002	Yes
1446	Ponsonby Primary School	7/09/1999	Yes
255	Porirua College	4/02/2010	Yes
2965	Poroutawhao School	10/07/2006	Yes
2647	Porritt School	16/10/2017	Yes
2648	Port Ahuriri School	27/08/2009	Yes
2966	Postgate School	10/12/2012	Yes
2650	Poukawa School	19/07/2006	Yes
3478	Prebbleton School	24/11/2003	Yes
1440	Pt Chevalier School	28/09/1999	Yes
1441	Pt England School	23/07/1999	No
1902	Puahue School	16/07/2010	Yes
1448	Puhinui School	9/08/1999	Yes
2651	Pukehamoamo School	12/09/2007	Yes
2652	Pukehou School	16/08/2007	Yes
1450	Pukekohe East School	1/03/2008	Yes
1451	Pukekohe Hill School	29/10/1999	Yes
1452	Pukekohe Intermediate	1/01/2007	Yes
1905	Pukemiro School	5/05/2014	Yes
1454	Pukeoware School	1/12/1999	Yes
1907	Puketaha School	6/10/2003	Yes
2654	Puketapu School (Hawkes Bay)	11/07/2003	Yes
1908	Pukete School	14/10/2013	Yes
1455	Puni School	6/04/2000	Yes
3479	Queenspark School	21/02/2003	Yes
1456	Ramarama School	1/01/2010	Yes
6944	Randwick Park School	1/11/1999	Yes
1457	Rangeview Intermediate	27/05/2004	Yes
2970	Rangikura School	7/12/2017	Yes
3481	Rangiora Borough School	28/11/2008	Yes
312	Rangiora High School	8/03/2006	Yes
418	Rangiora New Life School	28/11/2008	Yes
1920	Rangitoto School	20/04/2015	No
3214	Ranzau School	5/06/2018	Yes

2971	Rapaura School	27/01/2014	Yes
2972	Raroa Normal Intermediate	30/05/2005	Yes
2974	Raumati Beach School	14/05/2007	Yes
2975	Raumati South School	29/11/2010	Yes
696	Rawhiti School	1/12/2016	Yes
1194	Red Beach School	19/10/1999	Yes
3483	Redcliffs School	8/11/1999	Yes
1459	Redhill School	5/02/2008	Yes
1460	Redoubt North School	21/07/2008	Yes
3484	Redwood School (Christchurch)	17/08/2004	Yes
2976	Redwood School (Tawa)	26/01/2015	Yes
2977	Redwoodtown School	27/01/2014	Yes
2663	Reignier Catholic School	07/10/2008	Yes
6783	Remarkables Primary School	28/08/2009	Yes
1461	Remuera Intermediate	19/10/1999	Yes
1462	Remuera School	22/12/1999	Yes
2978	Renwick School	1/08/2011	Yes
6978	Reremoana Primary School	7/02/2006	No
2979	Rewa Rewa School	31/10/2018	Yes
334	Riccarton High School	16/06/1999	Yes
3485	Riccarton School	1/01/2017	Yes
1463	Richmond Road School	2/11/2009	Yes
3216	Richmond School (Nelson)	4/08/2012	Yes
4006	Rimu School	30/08/1999	Yes
2437	Riverdale School (P North)	21/10/1999	Yes
1464	Riverhead School	9/02/2009	Yes
2981	Riverlands School	22/11/1999	Yes
1594	Riverview School	25/10/2011	Yes
3217	Riwaka School	15/08/2017	Yes
1467	Robertson Road School	2/02/2009	Yes
710	Rolleston Christian School	1/01/2016	Yes
654	Rolleston College	1/01/2017	Yes
3488	Rolleston School	1/01/2017	Yes
3811	Romahapa School	3/04/2017	Yes
1470	Roscommon School	17/12/2003	Yes
3812	Rosebank School (Balclutha)	1/10/2001	Yes
2982	Roseneath School	27/02/2014	Yes
2440	Ross Intermediate	4/06/2009	Yes
1930	Rotokauri School	1/01/2000	Yes
1927	Roto-O-Rangi School	17/08/2007	Yes
1933	Rotorua Intermediate	23/10/2002	Yes
708	Rototuna Junior High School	1/01/2016	Yes
6976	Rototuna Primary School	29/01/2003	Yes
615	Rototuna Senior High School	1/01/2017	Yes
1474	Rowandale School	12/09/2016	Yes
1351	Royal Oak Intermediate School	28/11/2002	Yes
1475	Royal Oak School	19/10/1999	Yes
2669	Ruahine School	5/05/2006	No

1094	Ruakaka School	23/07/2018	yes
1938	Rukuhia School	16/07/2012	Yes
2441	Russell Street School	3/09/2001	Yes
3496	Russley School	5/06/2007	Yes
4014	Salford School	12/11/2002	Yes
1479	Sandspit Road School	1/01/2010	Yes
3817	Sawyers Bay School	14/12/2018	No
2987	Seatoun School	1/01/2001	Yes
3501	Sefton School	1/11/2006	Yes
6945	Selwyn Ridge School	6/12/2001	Yes
3502	Sheffield Contributing School	31/01/2018	Yes
1480	Shelly Park School	16/12/2003	Yes
1481	Sherwood School (Auckland)	5/05/2008	Yes
321	Shirley Boys' High School	29/05/1999	Yes
3504	Shirley Primary School	17/05/2018	Yes
586	Shotover Primary School	9/09/2014	Yes
1482	Silverdale School	8/10/2007	Yes
2990	Silverstream School	24/08/2004	Yes
1251	Sir Edmund Hillary Collegiate Junior School	1/01/2007	Yes
1217	Sir Edmund Hillary Collegiate Middle School	1/01/2007	Yes
6759	Snells Beach Primary School	1/02/2009	Yes
2991	Solway School	20/11/2003	Yes
3506	Somerfield Te Kura Wairepo	18/12/2006	Yes
6760	Somerville Intermediate School	10/12/1999	Yes
1149	Sonrise Christian School	01/01/2007	Yes
2993	South Featherston School	30/09/2004	Yes
3507	South Hornby School	8/07/2017	Yes
2446	South Makirikiri School	3/09/1999	No
3508	South New Brighton School	23/10/2008	Yes
3509	Southbridge School	10/02/2010	Yes
3510	Southbrook School	30/05/2001	Yes
404	Southland Boys' High School	10/07/2006	Yes
405	Southland Girls' High School	10/07/2006	Yes
3512	Spreydon School	19/02/2007	Yes
2996	Springlands School	12/06/2007	Yes
3516	Springston School	17/10/2016	Yes
3517	St Albans Catholic School (Christchurch)	6/07/2006	Yes
3518	St Albans School	12/12/2003	Yes
315	St Bedes College	12/04/2011	Yes
3521	St Bernadette's School (Hornby)	8/08/2006	Yes
3835	St Clair School	2/12/1999	Yes
1489	St Heliers School	29/11/1999	Yes
380	St Hildas Collegiate	4/08/2004	Yes
1490	St Ignatius Catholic School (St Heliers)	1/01/2007	Yes
226	St John's College (Hastings)	01/01/2007	Yes
4131	St John's Girls' School (Invercargill)	21/03/2003	Yes
2450	St John's Hill School	3/09/2001	Yes
222	St Joseph's Maori Girls' College	01/01/2005	Yes

3527	St Joseph's School (Ashburton)	6/06/2013	Yes
3530	St Joseph's School (Kaikoura)	15/12/2006	Yes
3531	St Joseph's School (Papanui)	14/12/2004	Yes
4016	St Joseph's School (Queenstown)	21/10/2002	Yes
1499	St Leonards Road School	9/12/1999	Yes
4135	St Mark's School (Christchurch)	21/06/2018	Yes
3534	St Martins School	18/11/1999	Yes
3831	St Mary's School (Milton)	31/03/2008	No
265	St Oran's College	1/01/2007	Yes
252	St Patrick's College (Silverstream)	30/08/2006	Yes
3537	St Patrick's School (Bryndwr)	15/06/2004	Yes
4020	St Patrick's School (Invercargill)	23/06/2014	Yes
1643	St Paul's School (Massey)	6/07/2006	Yes
1627	St Paul's School (Richmond)	18/02/2003	Yes
331	St Thomas of Canterbury College	2/12/2008	Yes
1510	St Thomas School (Auckland)	19/10/1999	Yes
1511	Stanhope Road School	1/09/2009	Yes
1967	Stanley Avenue School	1/01/2018	No
1512	Stanley Bay School	15/02/2002	Yes
1513	Stanmore Bay School	2/05/2016	Yes
1663	Stella Maris Primary School	13/10/2008	No
3223	Stoke School	21/11/2016	Yes
565	Stonefields School	1/01/2011	Yes
6937	Summerland Primary	30/01/2002	Yes
3546	Sumner School	25/08/2006	Yes
1516	Sunnybrae Normal School	19/10/1999	Yes
1515	Sunnyhills School	6/10/1999	Yes
1518	Sunnynook School	6/10/1999	Yes
1520	Sutton Park School	19/07/2010	Yes
3547	Swannanoa School	21/10/2004	Yes
1521	Swanson School	6/05/2014	Yes
1522	Sylvia Park School	1/05/2017	Yes
6742	Tahatai Coast School	1/01/2001	Yes
3839	Tahuna Normal Intermediate	18/09/2017	No
3549	Tai Tapu School	13/09/2016	Yes
495	Taiari College	27/07/2006	Yes
231	Taikura Rudolf Steiner School	09/06/2009	Yes
3841	Tainui School	12/07/2005	Yes
1523	Takanini School	16/07/2007	Yes
1524	Takapuna Normal Intermediate	9/08/1999	Yes
1525	Takapuna School	13/10/2014	Yes
1976	Tamahere Model Country School	1/01/2005	Yes
2685	Tamatea Intermediate	01/01/2004	Yes
2686	Tamatea School	14/08/2017	Yes
215	Taradale High School	01/01/2005	Yes
2687	Taradale Intermediate	19/07/2002	Yes
2688	Taradale School	16/08/2003	Yes
3228	Tasman School	25/04/2005	Yes

1107	Tauhoa School	1/03/2012	Yes
485	Taumata School	19/12/2017	Yes
1529	Taupaki School	4/12/2000	Yes
1989	Taupo School	24/09/2012	Yes
167	Taupo-nui-a-Tia College	1/01/2018	No
121	Tauranga Boys' College	9/08/1999	Yes
122	Tauranga Girls' College	9/08/1999	Yes
1990	Tauranga Intermediate	24/01/2000	Yes
1991	Tauranga Primary School	21/02/2000	Yes
1994	Tauriko School	10/10/2016	Yes
1995	Tauwhare School	1/08/2011	Yes
257	Tawa College	4/07/1999	Yes
3034	Tawa Intermediate	30/07/1999	Yes
3036	Tawhai School	11/09/2018	No
2248	Tawhiti School	12/04/2017	No
6940	Te Akau ki Papamoa Primary School	26/11/1999	Yes
3493	Te Ara Maurea Roydvale School	11/05/2006	Yes
3037	Te Aro School	5/11/2003	Yes
1530	Te Atatu Intermediate	1/06/2018	Yes
2002	Te Awamutu Primary School	1/08/2011	Yes
1532	Te Hihi School	1/09/2004	Yes
3038	Te Horo School (Otaki)	16/05/2011	Yes
2005	Te Kauwhata Primary School	2/05/2011	Yes
2007	Te Kowhai School	1/01/2004	Yes
1847	Te Kura o Ngapuke	1/02/2008	No
2697	Te Mata School (Havelock North)	28/06/2003	Yes
2010	Te Mata School (Raglan)	23/04/2012	No
6741	Te Matauranga	2/02/2004	Yes
706	Te Pa o Rakaihautu	1/01/2017	Yes
2016	Te Puke Primary School	1/01/2017	Yes
1912	Te Puru School	27/01/2014	Yes
2019	Te Ranga School	1/01/2017	Yes
2020	Te Rapa School	1/01/2002	Yes
577	Te Totara Primary School	23/11/2007	Yes
593	Te Uho o Te Nikau Primary School	26/04/2018	Yes
684	Te Waka Unua School	24/07/2017	Yes
2025	Te Waotu School	19/05/2003	Yes
2701	Te Wharau School (Gisborne)	24/07/2017	Yes
3555	Templeton School	28/06/2004	Yes
6947	The Gardens School	30/01/2002	Yes
3844	The Terrace School (Alexandra)	23/08/2011	Yes
4028	Thornbury School	1/11/2008	No
3040	Thorndon School	30/09/2002	Yes
3557	Thorrington School	22/10/1999	Yes
1535	Three Kings School	19/10/1999	Yes
2251	Tikorangi School	2/05/2016	No
3561	Tinwald School	30/10/2007	Yes
2031	Tirau Primary School	29/01/2013	No

1536	Tirimoana School	8/05/2000	Yes
4029	Tisbury School	26/07/2004	Yes
3045	Titahi Bay School	1/07/2012	No
1537	Titirangi School	9/08/1999	Yes
2254	Toko School	10/12/2018	No
3046	Tokomaru School	24/10/2018	Yes
2038	Tokoroa North School	1/01/2000	Yes
212	Tolaga Bay Area School	01/01/2005	Yes
1538	Torbay School	6/10/1999	Yes
1028	Totara Grove School	1/02/2013	Yes
3048	Totara Park School	12/06/2014	Yes
143	Trident High School	31/08/2001	Yes
3050	Tua Marina School	26/10/1999	Yes
106	Tuakau College	30/11/2017	Yes
2467	Turitea School	14/08/2006	Yes
2711	Twyford School	25/08/2002	Yes
6955	Upper Harbour Primary School	13/10/2008	Yes
3053	Upper Hutt School	22/10/2004	Yes
1540	Valley School	1/01/2008	Yes
854	Vanguard Military School	10/07/2018	No
2045	Vardon School	17/08/2015	Yes
1541	Vauxhall School	14/04/2003	Yes
408	Verdon College	24/08/2018	No
1543	Verran Primary School	2/09/2013	Yes
1544	Victoria Avenue School	27/09/1999	Yes
3565	View Hill School	24/11/1999	Yes
326	Villa Maria College	23/07/2014	Yes
1546	Viscount School	1/01/2010	Yes
2258	Vogeltown School	26/06/2017	Yes
3055	Wadestown School	26/01/2011	Yes
2046	Waerenga School	15/10/2018	Yes
1547	Waiau Pa School	19/06/2018	Yes
3567	Waihao Downs School	8/03/2017	No
6922	Waiheke Primary School	27/01/2005	No
2048	Waihi Beach School	1/01/2012	Yes
2049	Waihi East School	27/01/2014	Yes
4035	Waihopai School	13/12/2004	Yes
3056	Waikanae School	29/01/2004	Yes
3057	Waikawa Bay School	3/02/2014	No
1548	Waikowhai Intermediate	1/07/2003	Yes
3571	Waimairi School	13/08/2001	Yes
1550	Waimauku School	8/12/1999	Yes
296	Waimea College	27/07/2005	No
3233	Waimea Intermediate	25/07/2007	Yes
2721	Wainui Beach School	01/01/2009	Yes
3060	Wainuioru School	29/07/2005	Yes
2065	Waipahihi School	11/06/2010	Yes
2066	Wairakei School	21/08/2017	Yes



3577	Wairakei School (Christchurch)	31/08/2018	Yes
1557	Waitakere School	1/04/2008	Yes
685	Waitakiri Primary School	3/08/2018	Yes
1558	Waitoki School	6/11/2018	Yes
1559	Waiuku Primary School	24/08/2004	Yes
1560	Wakaaranga School	11/01/2002	Yes
3580	Wakanui School	1/12/2014	Yes
3859	Wakari School	11/12/2018	No
3581	Waltham School	28/03/2017	Yes
3861	Warepa School	24/10/2008	Yes
1561	Warkworth School	1/03/2017	Yes
1562	Waterlea Public School	25/11/1999	Yes
3068	Waterloo School	30/10/1999	Yes
1563	Waterview School	1/01/2018	Yes
4047	Waverley Park School	6/12/2002	Yes
3585	Weedons School	10/12/1999	Yes
2264	Welbourn School	1/02/2018	Yes
2076	Welcome Bay School	28/01/2016	Yes
275	Wellington College	1/07/1999	Yes
274	Wellington East Girls' College	16/06/2004	Yes
272	Wellington Girls' College	5/08/1999	Yes
273	Wellington High School and Com Ed Centre	5/11/2003	Yes
2479	West End School (P North)	30/05/2003	Yes
2265	West End Te Kura O Morere	10/10/2016	Yes
3586	West Eyreton School	4/04/2005	Yes
3587	West Melton School	15/11/2005	Yes
2867	West Park School	6/05/2016	Yes
584	West Rolleston Primary School	1/01/2017	Yes
3588	West Spreydon School	1/04/2018	Yes
2077	Westbrook School	2/04/2009	Yes
3589	Westburn School	22/10/1999	Yes
151	Western Heights High School	22/11/2010	Yes
2078	Western Heights Primary School (Rotorua)	6/05/2013	No
1567	Western Heights School (Auckland)	7/10/1999	Yes
1568	Westmere School (Auckland)	29/09/1999	Yes
2480	Westmere School (Wanganui)	22/11/2006	Yes
3864	Weston School	6/03/2007	Yes
3236	Westport South School	28/01/2013	No
1570	Weymouth School	23/07/1999	Yes
2481	Whakarongo School	21/01/2004	Yes
144	Whakatane High School	31/08/2001	Yes
2082	Whakatane Intermediate	23/09/2005	Yes
192	Whanganui Collegiate School	2/07/2013	Yes
189	Whanganui High School	6/08/1999	Yes
2477	Whanganui Intermediate	19/08/2003	Yes
6763	Whangaparaoa College	1/07/2014	Yes
1571	Whangaparaoa School (Auckland)	1/02/2009	Yes
2736	Whangara School	27/05/2007	Yes

1130	Whangarei School	3/05/2007	Yes
3591	Wharenuī School	30/09/2016	Yes
2087	Whatawhata School	7/02/2013	Yes
2088	Whenuakite School	1/01/2009	No
1572	Whenuapai School	20/09/1999	Yes
3415	Whitau School	19/05/2017	Yes
3071	Whitney Street School	7/11/2016	Yes
3505	Wigram Primary School - Te Piki Kahu	1/01/2018	Yes
1573	Willow Park School	19/10/1999	Yes
6959	Willowbank School (Howick)	28/01/2001	Yes
2108	Winchester Rural School	19/02/2014	Yes
2484	Winchester School (P North)	8/06/2004	Yes
3967	Windsor North School	6/08/2008	Yes
1575	Windy Ridge School	8/05/2017	Yes
4052	Winton School	4/04/2008	Yes
1576	Wiri Central School	5/02/2008	Yes
3075	Witherlea School	1/01/2004	Yes
3599	Woodbury School	19/05/2016	Yes
3600	Woodend School	1/02/2011	Yes
225	Woodford House	01/01/2005	Yes
1578	Woodlands Park School	11/10/2010	Yes
2268	Woodleigh School	1/06/2013	Yes
2093	Woodstock School	14/07/2006	Yes
3077	Worser Bay School	11/02/2008	Yes
3602	Yaldhurst Model School	10/09/2001	Yes

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