



## Education Report: Ministry of Education 2019/20 Third Quarter Report (1 January to 30 March 2020)

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	22 June 2020	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1228282
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<b>Messaging seen by Communications Team:</b>	No	<b>Round Robin:</b>	No

### Purpose

The paper provides a quarterly update on Ministry performance with financial and non-financial performance reporting against agreed 2019/20 Budget standards.

### Summary

The attached Ministry of Education 2019/20 Third Quarter Report (Appendix A) provides a narrative report on progress, framed in terms of how the work has contributed to the Government's five objectives. It shows our immediate response to the COVID-19 pandemic and how we progressed work to deliver on the objectives and responding to the key themes identified through the Education Conversation | Kōrero Mātauranga. It also includes financial and non-financial performance reporting against agreed budget standards for 2019/20.

While at 31 March 2020, we were on track to achieve the majority of our performance measures, we anticipate that COVID-19 will impact year end results. Reporting is on an exceptions basis with explanations on variances for those measures that are **not on track** set out on pages 14 to 20 and 24. We have also noted the change made for 2020/21 for the early learning measures.

The financial results for the year to 31 March 2020 show:

- total Vote Education expenditure was \$16.4 million (0.2%) under budget
- total Vote Tertiary Education expenditure was \$139.8 million (5.3%) under budget.

The full year forecast does not include COVID-19 related expenditure. There will be significant changes to the expenditure at year end as a consequence of COVID-19.

## Recommended Actions

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The Ministry of Education recommends that you:

- a. **note** the attached Ministry of Education 2019/20 Third Quarter Report (Appendix A) which provides:
  - a. reporting on our immediate response to the COVID-19 pandemic
  - b. reporting on progress against the Ministry's work priorities and contribution to the Government's five objectives for education
  - c. exceptions reporting on Vote Education and Vote Tertiary Education performance measures
  - d. an update on the Vote Education and Vote Tertiary Education financial position as at 31 March 2020

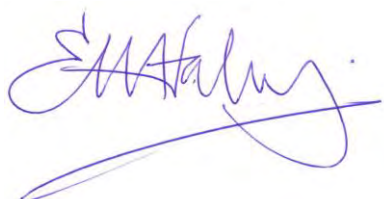
**Noted**

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

**Agree** Disagree

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

**Release** Not release



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

22/06/2020



Hon Chris Hipkins  
**Minister of Education**

12 /07/ 2020

## Education Report: Ministry of Education 2019/20 Third Quarter Report (1 January to 31 March 2020)

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### Background

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1. This report provides a record of performance for the third quarter of 2019/20, and highlights any key issues or opportunities for discussion. Performance measures are reported on an exceptions basis with explanations on variances only for those measures that are not on track.
2. We are usually asked to provide copies of the quarterly report to Select Committee as part of the Annual Review process and it is intended that the document is proactively released.
3. Our 2019/20 Third Quarter Report as set out in Appendix A provides an update on:
  - our immediate response to the COVID-19 pandemic (pages 3 to 4)
  - progress against the Ministry's work priorities and contribution to the Government's five objectives for education (pages 5 to 13). This narrative shows how we are progressing work to deliver on the objectives and responding to the key themes identified through the Education Conversation | Kōrero Mātauranga
  - Vote Education (pages 14 to 20) and Vote Tertiary Education (page 24) performance measures, reporting on an exceptions basis
  - Departmental and non-departmental expenditure to 31 March 2020 for Vote Education (pages 21 to 23) and Vote Tertiary Education (pages 25 to 26).

### Quarterly Performance Information

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#### Work programme highlights

4. During the quarter, the Ministry quickly shifted gear to support the sector to respond to COVID-19 and move towards Level 4 lockdown:
  - working with the Ministry of Health to support the sector with advice and messages to parents and the wider community
  - arranging childcare for essential workers
  - helping ākonga to learn from home through online learning, hardcopy resources and TV broadcasts, with Learning From Home and Ki te Ao Mārama websites to support distance learning
  - moving towards equitable access to digital learning
  - supporting the wellbeing of our international students and domestic students returning from overseas.
5. In the early stages of the quarter, we continued to progress the Government's five objectives for education and responded to the key themes identified in the Education Conversation | Kōrero Mātauranga, with the following key highlights:
  - the New Zealand Institute of Skill and Technology (NZIST) was launched on 1 April, establishing a single polytechnic with 16 subsidiaries
  - Te Kawa Matakura was launched to support Māori educational success as Māori
  - the Lunches in Schools programme was launched in Flaxmere in February

- we provided a number of new resources for the sector:
  - social and emotional learning resources made available to teachers covering “Managing Self” and “Relating to Others”
  - a Dyslexia Kete
  - resources based on the Tuia Mātauranga commemorations available for kaiako and ākonga
  - six Level 1 NCEA on-line modules made available
- we completed two new schools: Te Kura O Take Karara (Wanaka South) and Taumata School.

### Performance measures

6. The **majority of Estimates performance measures were on track**, with 21 Vote Education measures, out of a total of 115 measures, at risk of not being achieved at year-end. The Vote Tertiary Education measures are on track for year end.
7. A number of measures will be affected by the COVID-19 lockdown response and two are currently not able to be reported at year-end.
8. The measures at risk are a mix of Departmental and Non-departmental measures summarised in the following table:

Measures at risk at year end	
Departmental	Non-departmental
<ul style="list-style-type: none"> <li>• participation in early childhood education prior to starting school (four measures with equity breakdown)</li> <li>• students attending primary and secondary school regularly (one overall measure)</li> <li>• accurate and timely resourcing payments to providers (two measures)</li> <li>• waiting time for receiving learning support services (3 measures)</li> <li>• parents are more confident supporting their child, and children and young people made progress, as a result of specialist learning support (educators assessment – two measures)</li> </ul>	<ul style="list-style-type: none"> <li>• ECE places through the Targeted Assistance Programme (one measure)</li> <li>• children in ECE as a result of Engaging Priorities Families Programme (one measure)</li> <li>• students attending primary school regularly (three measures with equity breakdown)</li> <li>• students returned to school following an exclusion (two measures)</li> <li>• timeliness of Teaching Council Disciplinary Tribunal decisions (one measure).</li> <li>• timeliness of new teacher registrations and practising certificate renewals (one measure).</li> </ul>

9. Through the Supplementary Estimates you approved a number of changes to performance measures for 2019/20 and these will be reflected in subsequently reporting from April to June and at year-end.
10. COVID-19 is likely to further impact on results for April to June 2020. Our auditors are aware of the likely implications for the 2020 Annual Report and we will review how we tell the performance story for 2019/20, recognising what the Ministry and sector have managed to achieve over the period.

### Updating the early learning measures

11. We recently, on 16 June, received your feedback on the December Quarterly Report asking for the early learning measures (Appendix A, page 14) to be changed to reflect the work that had been done in that area. We changed these measures for 2020/21 through the Estimates process (METIS 1219118 refers) and will formally report on them in our accountability documents from 1 July 2020. This involved changing from measuring participation in early learning before starting school, to **measuring the**

**intensity of participation.** This represents a shift from simply measuring if children participated in early learning to the how much they received and the quality of the early learning experience. They are also included as indicators for the Child and Youth Wellbeing Strategy.

12. The new intensity measures use administrative data drawn from the Early Learning Information (ELI) system and population projections from StatsNZ, to calculate the percentage of children attending early childhood education for 10 or more hours a week on average at age 3 and at age 4. They do not include attendance from services that do not report their data through the ELI system, such as ngā kōhanga reo or playgroups.

### **Financial reporting**

13. Total expenditure for the year to 31 March 2020 was:
  - \$16.4 million (0.2%) under budget for Vote Education, mainly due to underspends in teachers' salaries, along with costs associated with school donations occurring later than anticipated.
  - \$139.8 million (5.3%) under budget for Vote Tertiary Education, mainly due to low uptake for Fees Free payments and the March quarterly adjustment to the Student Achievement Component of the Public Benefit Entity liability, to align what has been paid to providers against what their current actual entitlement is. This is forecast to catch up by year end.
14. The full year forecast does not include COVID-19 related expenditure. There will be significant changes to the expenditure at year end as a consequence of COVID-19. Changes to appropriation were included in the Additional Supplementary Estimates provided to your office on 29 May 2020 (METIS 1227366 refers). The year end report will include both COVID-19 initiatives and related expenditure.

**Enclosures:** Appendix A: Ministry of Education 2019/20 Third Quarter Report

*Ministry of Education*

# *Performance Report*

For the third quarter ending  
31 March 2020

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## Purpose of the report

The report provides the Minister of Education with a quarterly update on what was achieved against the Ministry's Statement of Intent 2018-23, the Education Work Programme, the Child and Youth Wellbeing Strategy and approved business plans. This March 2020 report includes an update on the immediate response to COVID-19, in addition to the regular update on how our work has contributed to the Government's five objectives for education:

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

The report also includes financial and non-financial performance reporting against agreed budget standards. Non-financial performance reporting is on an exceptions basis only.



## Immediate response to the COVID-19 pandemic

The COVID-19 pandemic and the rapid shift to Alert Level 4 (lockdown) required the Ministry to respond quickly and differently to support the sector. Key initiatives are highlighted below, with further information on the impact on existing work that was underway in the following pages.

### **Supporting the sector to manage initial cases**

The first confirmed case of COVID-19 in New Zealand was identified on 28 February, and cases in schools began to be identified from March 18. From 18 March the Ministry supported regional health services to manage cases in 34 schools and early learning services across the country. The management protocol was communicated to schools and early learning services to help leaders to respond when a suspected case arose.

### **Providing clear and timely communications**

The Ministry is recording all enquiries received relating to COVID-19. In the January-March period we received almost 1,500 separate enquiries. We are tracking each query to ensure it is responded to; and are noting emerging themes, which are used to inform content for the Early Learning and School Bulletins.

From the end of January to the end March, the Ministry issued 24 School Bulletins, 20 Early Learning Bulletins, and 10 Bulletins for Tertiary providers and/or students, to keep the sector updated on developments relating to COVID-19. These communications have provided guidance on topics such as pandemic planning, supporting student wellbeing, good hygiene practices, supporting international students, employment matters (eg. leave arrangements), and distance learning.

### **Supporting learners at home**

Term break was brought forward to minimise lost learning time, with learners accessing education from the start of Term 2 (15 April). Over the break the Ministry developed channels to ensure that every child had access to at least one channel.

#### **Online learning**

The Ministry launched two websites, *Learning from Home* and *Ki te Ao Mārama* to help teachers and whānau to support their children and young people (from early learning through to secondary schooling).

We provided support for teachers and leaders to transition to online learning and teaching, through extending and repurposing existing professional learning and development arrangements. Over 200 schools were taking advantage of this at the start of the second term, with 65 providers ready to provide 7,000 days of support for schools, during Term 2.

We extended the Virtual Learning Network (VLN) | He kōtuinga ako ā-ipurangi, an interactive resource the

Ministry provides for all New Zealand educators, to increase the number of students who can continue their learning through their online programmes.

The sector was also able to quickly build distance learning communities through Kahu Pūtoi and Rangaranga, platforms, which help kaiako and ākonga to collaborate.

### **Providing digital access and hard copy resources**

The Ministry worked with kura and internet service providers to identify ākonga who did not have access to the internet at home. This amounted to about 18% of the school age population, in 82,000 houses. By the start of term 2 the Ministry, working with Chorus and ISPs, had connected over 2,000 homes, providing free broadband for six months. The Ministry also arranged for 17,000 devices (including modems, laptops and chromebooks) to be made available for delivery to households in need.

The Ministry developed a range of hard copy learning packs to be distributed in time for the start of Term 2, for students not yet able to access digital learning.

**Early learning** take home packs were provided for children in areas of most disadvantage with an initial print run providing resources to ~12,000 ākonga with the highest needs. 20,000 Māori Medium kits for all children in kōhanga reo and puna reo were also developed and distributed to whānau.

Over March the Ministry prepared to provide packs to up to 150,000 **Year 1-10 students** (with 20,000 set to be distributed over April). 20,000 Māori medium packs were developed to be distributed to Year 1-13 ākonga.

Distribution of devices, and hard copy materials, was also prioritised for students in **Year 11-13** to support their NCEA studies. As ENROL ākonga addresses are not always updated, COVID-19 lockdown residential addresses were confirmed by schools prior to dispatch of distance learning materials. There was a labelling error in one batch of Ministry-supplied devices resulting in packages arriving at ākonga homes addressed to the wrong person. However, all ākonga who received a computer in this batch were supposed to receive one and could retain it.

#### **TV Broadcasts**

Broadcasting English and Māori medium educational programming was established to reach learners who are unable to access online learning, and to supplement online learning/hard copy resources. The broadcasts provide daily content aligned with the national curriculum.





### ***Supporting tertiary and international students***

From late January, we worked to support the wellbeing of our international students, and domestic students returning from overseas, who were caught up in the initial travel disruption and tightening of border control measures.

### ***Supporting cross-government priorities***

When Level 4 lockdown was announced, the Ministry organised care for **children of essential workers**: over 300 home based carers were supporting over 600 children by the end of the quarter. We also provided staff to support the **National Crisis Centre and contact tracing**.

Proactively Released



## Delivering on the Ministry's work programme

**Learners at the centre** – *Learners with their whānau are at the centre of education*

### **Integrated strategy development with the learner at the centre**

Early Learning Strategy

Over 5,000 copies of the Early Learning Action Plan were provided to early learning services and Te Kōhanga Reo National Trust, after the Plan was released in December.

### **Strengthening the curriculum**

Curriculum, Progress and Achievement

The curriculum Working Group (representing peak bodies and industry professionals) met in February to discuss the possible size and scale of changes to the curriculum, as well as timelines.

**He Tirewa Ako** (Te Marautanga o Aotearoa curriculum progressions) continue to be developed for ākonga in years 0-10 learning in Māori medium settings. All Tirewa Ako are now drafted and work has progressed to testing and refinement, with completion scheduled for the end of the financial year. The trials focus on identifying points along the progression pathway where kaiako may situate whaingā (descriptors).

We held a day long symposium on 10 March, with sector groups to inform Data Protection and Use Policy (DPUP) development. The symposium considered options for improving data protection and use, through policy, governance and legislative settings, with a specific focus on preventing harmful use, such as league tables.

The Ministry developed a **Social and Emotional Learning** resource, to support two key competencies:

- Managing Self, and
- Relating to Others.

Among other things, the resources help teachers to identify learner needs. We tested these with a range of experts and school leaders, and pilots are planned.

A **Record of Learning** workshop was held in Christchurch in early March, with representatives from kura in the Canterbury region. The workshop discussed current practice as well as opportunities to deliver an effective standardised (but flexible) record of learning system. Further workshops will be run online, including workshops specifically for Māori medium contexts. A Record of Learning prototype will be trialled in 10 schools.

NCEA Review

We are preparing to implement the **NCEA Change Package** agreed by Cabinet. Provisional Subject Expert Groups have been formed for each NCEA subject, representing diverse industry and tertiary perspectives as well as Māori and Pacific communities. Work up until March 31 included preparing for the Review of Achievement Standards (RAS) and publishing a Level 1 provisional subject list, to confirm the design of the broader, foundation NCEA Level 1 qualification. The development process has been adapted to progress in spite of COVID-19 disruptions.

### **Informing and supporting parents, whānau, iwi, communities and employers**

At 31 March, 58 Toikuranui agreements were in place (towards a target of 60). All the agreements are aimed at supporting iwi to build educationally powerful relationships to improve education outcomes for Māori learners. The agreements have enabled iwi to support their learners and whānau during the Covid-19 lockdown, with stronger connections to education.

### **Working with others to enhance hauora / wellbeing**

**34 Creatives in Schools** projects began in term one. When the lockdown was announced, participating schools had the option to postpone their project, or adapt it to reach students through distance learning. Applications for Round 2 projects will open in June 2020, to deliver projects in the 2021 school calendar year.

The Ministries of Education and Justice lead the Child and Youth Wellbeing Strategy (CYWS) work to promote **positive and respectful peer relationships** in schools.

The Commissioners for Children, Race Relations and Disability Rights all have a focus on **bullying prevention** and we are meeting with them as a group to share progress and planning.

The known drivers of bullying behaviour are likely to be exacerbated as a consequence of COVID-19 and the lockdown. The bullying prevention and response work programme is being adapted to respond to emerging needs.

We published interim updates to the **Suicide Prevention Kit**. We are working with Auckland University on self-harm guidelines for schools and will continue to work with the Suicide Prevention Office at Ministry of Health to develop a new suicide prevention resource for schools.

We also collaborated with the Ministry of Health to promote wellbeing in primary and secondary schools through the **Sparklers** programme.



In January we provided evidence to the **Royal Commission of Inquiry into Historical Abuse in State Care and in the Care of Faith Based Institutions**. This included information about the Child and Adolescent Unit at the Lake Alice Psychiatric Hospital, where two full-time teachers provided education to over forty children at any one time. Extensions have been granted for the Lake Alice information requests due to limited information access under COVID-19 lockdown.

Proactively Released

**Barrier-free access – Great education opportunities and outcomes are within reach for every learner**

### Supporting Māori to succeed as Māori

Māori  
Education &  
Tau Mai Te  
Reo

Public engagement on **Ka Hikitia** and **Tau Mai Te Reo** was postponed due to the lockdown.

**Te Hurihanganui** engagement with three communities (Porirua/Tawa, Mātara and Te Puke) was progressed prior to lockdown. Communities agreed on the iwi, schools and ECEs to participate in Te Hurihanganui. Engagement with communities has now been postponed, as they manage immediate demands related to COVID-19, and we have adapted our engagement approach to ensure we continue to be responsive to the needs of the communities.

**Ki Te Ao Mārama** was launched to support distance learning; the website supports a child's learning journey by providing practical ideas, resources and guidelines for whānau to support learning from home. There were over 12,000 page views on March 24.

650 resources were uploaded to the **Kauwhata Reo** website, including Ngā Kete Kōrero E-Books, Reo Tupu E-Books, Teacher Support materials, and Te Aho Ngārahu resources.

### Supporting Pacific peoples to succeed

Pacific  
Education

We developed a draft Action Plan to provide a whole-of-system response to ensure Pacific learners and their families are safe, valued and equipped to achieve their education aspirations; the Action

Plan may be revised to take the effects of COVID-19 into account.

The Ministry launched additional, targeted **Developing Mathematical Inquiry Communities** and **Talanoa Ako**, as part of the suite of initiatives to improve and accelerate outcomes for Pacific learners. Talanoa Ako (a programme for Pacific parents) was to be delivered in 65 locations from March to June 2020, however the majority were not able to deliver their first face to face session in March, due to the lockdown. The face to face sessions are now scheduled for October.

**Pacific Dual Language** books and support materials in each of gagana Sāmoa, lea faka Tonga and the realm languages of te reo Māori Kūki Āirani, gagana Tokelau and vagahau Niue were developed to design stage.

The **Pacific Early Learning Project** (to support early development of Pacific learners in ECEs and Primary schools) began in March, in the South Auckland region.

### Supporting those with extra learning support needs

Learning  
Support Action  
Plan

The Ministry continued to implement the **Learning Support Action Plan** over the quarter to March 31. Key activity included:

- induction forums for the majority of Learning Support Coordinators (LSC) (as well as 128 principals)
- drafting a guide to the LSC role, and inviting LSCs, schools, and stakeholder groups to provide feedback
- providing infrastructure to support LSCs (including funding for 547 LSC spaces).

Planning and testing is under way to deliver a **standardised Learning Support Register** so that schools and clusters can record the learning support needs of children and young people. We will provide a phased rollout of the digitally supported register in Te Rito.

Massey University have been confirmed to provide the 2-year Postgraduate **Diploma in Specialist Teaching**, which will enrol 350 teachers each year from 2021. We strengthened the neurodiversity content in all of the diploma's endorsement areas.

The **Dyslexia Kete** was launched in February; the Kete includes The New Zealand Dyslexia Handbook, Tipaopao pamphlet and videos, and a list of quality dyslexia resources.

Over the quarter, the Ministry offered a range of literacy focused student supports, including: Resource Teachers of Literacy (RTLit), Programmes for Students (PfS), Reading Recovery and Innovative Foundation Learning Supports. Further developments are likely to be impacted by COVID-19.

### Providing extra targeted support

A pilot to test improved alternative education (**Te Tupu**, Napier Student Managed Moves) was carried out from August 2019 to January 2020. Pilot evaluation will inform policy and implementation design for At-Risk provision.

The **Building on Success for All** forum was held in March, with sector representatives, to scope the review of stand-downs, suspensions, exclusions and expulsions guidelines.

### Addressing Financial Barriers

The **Lunches in Schools** programme (delivered in collaboration with the Child Poverty Unit) was launched at Flaxmere School in February. Forty schools participated in the programme over Term 1 (in Hawke's Bay/Tairāwhiti and Bay of Plenty/Waiariki). Principals noted the positive impact of the programme on achievement, attendance and behaviour. Seventeen schools in Otago/Southland prepared to start their lunch programmes in Term 2, and the programme is set to be



extended to additional schools in Hawke's Bay/Tairāwhiti and Bay of Plenty/Waiariki in Terms 3 and 4. The programme has been suspended for the duration of the lockdown.

Over 92% of eligible schools opted-in to the scheme to replace **voluntary donations**. The replacement funding was paid to schools on 3 January 2020 and a second payment occurred on 1 April. The 1 April payment was made to include schools newly eligible after completion of the decile review process and schools that opted-in after the deadline. Eligible schools who have chosen not to opt-in for the 2020 year will have an opportunity to do so for the 2021 year.

A draft of the **Student Loan Scheme valuation forecast** was provided in March, with the final Student Loan Scheme valuation (to end of June 2020) on track to be completed in August.

### ***Managing School Transport***

The school bus procurement process has been revised to ensure opportunities for small regional businesses. A two tender approach has been agreed by the Government and will be executed over 2020 and early 2021, allowing sufficient transition time for operators to prepare prior to new contracts commencing in January 2022.



## Quality teaching and leadership – *Making the difference for learners and their whānau*

### **Developing an education workforce vision and strategy**



The draft **Education Workforce Strategy** was tested with the Accord Group. Targeted engagement with representatives from Māori Medium providers, the Pacific community, and

disability advocates, was postponed due to the lockdown.

### **Attracting and retaining teachers**

In the March quarter, we began work with the Teaching Council and initial teacher education (ITE) providers to develop alternative practical experience opportunities for trainee teachers, as the lockdown commenced; this work is ongoing.

The Teacher Aide Pay Equity Claim and the Secondary and Area School Ground staff Collective Agreement settlements have been delayed, due the impact of COVID-19.

### **Professional learning and development (PLD)**



Term 2 **Te Ahu o Te Reo Māori** delivery began with pōwhiri and orientation days in Te Waipounamu ki Ngāi Tahu, Te Tonga (Bulls to Wellington), Te Taiuru (Taranaki-Whanganui), and Waikato Tainui. Delivery in all areas was

suspended on 25 March, with online delivery expected to resume in May.

Resources for students, teachers and whānau were developed at the close of **Tuia Mātauranga** commemorations. Resources include a portfolio of 27 e-books telling the stories from the four landing sites, focusing on the encounters between Captain Cook and Māori and the impact of those encounters. We worked with iwi and hapū to get their accounts of those early encounters. All the content in the e-books link to Te Marautanga o Aotearoa and The New Zealand Curriculum, and include teacher notes.

The e-books will be housed on Kauwhata Reo for all ākonga, kaiako and whānau to access. A one-off print run of the stories will be produced (when lockdown provisions permit) to be gifted to Iwi and Trusts who contributed to the stories.

A pack of Māori medium activity cards has been developed and designed to inspire ākonga to consider local stories and histories of whānau, hapū and iwi at the Tuia landing sites. The cards reflect Te Marautanga o Aotearoa across all levels and are designed to prompt classroom discussion and inquiry learning projects. Each pack consists of 45 cards, and the inquiry

questions and activities are drawn from the Tuia Mātauranga themes under the framework of Te Takanga o te Wā – Māori History Guidelines Years 1 - 8.

Te Takanga o Te Wā themes are:

- Whakapapa
- Tūrangawaewae
- Mana Motuhake
- Kaitiakitanga
- Whanaungatanga.

Tuia Mātauranga themes are:

- globalisation
- enterprise,
- citizenship
- sustainability.

The activity cards will be distributed at a later date.





## Future of learning and work – *Learning that is relevant to the lives of New Zealanders today and throughout their lives*

### Ensuring the curriculum is relevant and responsive for diverse ākonga



**Te Kawa Matakura** was officially launched on February 4 in Kerikeri, and Te Tauranga Kōtuku Rerenga Tahī began delivering the course to 24 ākonga, with an orientation wānanga at Otiria marae in Moerewa. The Te Kawa

Matakura programme and Level 5 diploma qualification are now listed on the New Zealand Qualifications Framework.

The six **NCEA L1 on-line modules** are now available. Three Level 2 modules have also been developed, with a 4<sup>th</sup> (final module) on track for completion at the end of May. There are over 1,500 students actively using the modules (a significant increase since the COVID-19 disruption began).

The **National Digital Championship** contract was extended for 2020, to continue the programme's momentum and respond to increasing school interest. The 2020 programme has begun and IT Professionals New Zealand adapted it to continue under lockdown.

The **Raranga Matihiko | Weaving Digital Futures** Programme was adapted to operate under lockdown. Funded through the Digital Technologies for All Equity fund, the Raranga Matihiko programme delivers innovative digital technologies to those with limited digital learning opportunities, while increasing access to national and local museum exhibitions and collections. Online delivery of the technology programme includes bespoke programmes designed for each class, delivered in English and Māori mediums, with webinars and other resources available for teachers' PLD.

### Strengthening pathways through secondary education into further education and/or employment

As the need to support young people's pathway from education to employment increases (as COVID-19 impacts the workforce) the Ministry is:

- running virtual employment events in selected surge regions, in cooperation with willing schools and industry representatives,
- supporting GirlBoss to run virtual events to develop the 'work ready' skills of young people, and
- supporting GrowingNZ, the Primary / Food & Fibre industry organisation to run virtual employment events.

Over the quarter we provided **School Leavers' Toolkit** training workshops to kaiako. The Toolkit continues to grow; we completed a curriculum integration framework for Māori-medium settings, as well as a suite of English-medium civics education resources, which are now ready for publication.

Associate Education Minister Kelvin Davis hosted the annual **Ngārimu Scholarship awards** evening at Parliament which celebrated the achievements of seven recipients being awarded one doctoral, three Masters, one Honours and two undergraduate scholarships.

### Reforming vocational education and training



The Education (Vocational Education and Training Reform) Amendment Act 2020 (2020/1) received Royal Assent in February, and the **New Zealand Institute of Skill and Technology**

(NZIST) was launched on 1 April, establishing a single polytechnic with 16 subsidiaries.

Council members were appointed, Institutes and Polytechnics transitioned to subsidiaries and boards stood up. The NZIST name and brand are yet to be finalised.

The **Workforce Development Council** design group was established, and Construction and Infrastructure, and the Primary Industries working groups are being formed.

The Review of Vocational Education and Training and the NZIST can be useful levers in New Zealand's recovery from the economic impact of COVID-19.

The Ministry provided advice on the next steps for the **unified funding system** work programme, including priorities for early implementation, and began to engage with sector experts to design new funding categories.

### Internationally credible skills and institutions



Effort over the last quarter focused on ensuring international students and providers had the guidance and advice to manage COVID-19 impacts. This included standing up a cross-agency operational response to cover pastoral care matters for international students.

As COVID-19 emerged as a global pandemic, triggering long term border closures and economic impacts, the Ministry worked with Education New Zealand to develop a recovery plan for the sector. COVID-19 has had a significant impact on the sustainability of the Export Education Levy. Options to manage the shortfall, are being considered.

## World Class inclusive public education – New Zealand education is trusted and sustainable

### Improving Early Childhood Education services

Review of home based ECE

We reviewed the licensing and certification criteria for early learning services, to improve the way they manage **food-related choking risk**. We analysed, and responded to, more than 2,600 submissions on the proposed

changes. The proposed amendment is unlikely to be implemented before June 2020, to minimise the compliance burden on the sector, as they respond to COVID-19.

The Provider Assessment Group continued to identify and assess **high risk home-based ECE providers**, including detecting and addressing potential fraud and identifying improvements to the ECE Regulatory framework.

The first of nine new **service guides** were developed and digitised for licensing advisers. Each service guide sets out minimum required actions, considerations, and documentation to support professional decision-making. The guidelines are now available through the Ministry's Confluence platform and are supported by a video tutorial. Licensing staff can access the guidance while on site at an early learning service. Detailed guidance on granting probationary licences was also completed.

### Improving system governance

During the first quarter of 2020 progress was made on establishing a **Future Education Programme**, an external programme Governance Board, a small programme management office, and developing organisational design options for the creation of an **Education Services Agency** (ESA) within a re-designed Ministry of Education. With the focus of the Ministry being urgently reprioritised to the COVID-19 response and support of the broader education sector, progress on the re-design of the Ministry and establishment of an ESA has slowed and decisions on next steps are still pending.

Urgent changes were made to the Education Resourcing System (**ERS**) to make it easier for schools to request payment for COVID-19 related sick and domestic leave.

**International benchmark studies** are being reconsidered, including the Programme for the International Assessment of Adult Competencies (PIAAC) survey, which has been postponed for 12 months, while the OECD and PIAAC Board decide on future survey timing (as member states respond to the pandemic).

### Payroll services

Solutions for Holidays Act compliance breaches are being developed. Solutions identified to date are being discussed with the Sector Working Group and the Labour Inspectorate. We are amalgamating data from different sources so that we have a sound basis for remediation.

Initial scoping of Oracle database upgrade (a key component of the schools payroll 'engine' and part of the Education Payroll Development Programme), has shown the upgrade to be significantly more complex than originally envisaged. Education Payroll Limited (EPL) is pausing the upgrade while an independent review to identify options is undertaken.

Potential disruption from Covid-19 prompted an increased focus on EPL's business continuity plan, which was activated towards the end of the quarter. EPL successfully delivered the first pay in Alert Level Four lockdown.

### Managing the school property portfolio

Reform of school property

The National Education Growth Plan (**NEGP**) will manage school property development across the country's high growth regions. The plan has now been extended to cover all regions.

We developed a prioritisation framework, and used it to score all the schools in the **National School Rebuild Programme** pipeline. The framework considers condition, utilisation and equity to establish national and regional rankings. Regional workshops are currently underway to review the rankings and assess:

- the scale of need at each school
- deliverability options
- an indication of how the development can be staged and phased.

This information will then be used to plan which schools will be included in the first tranche of the rebuild programme.

The user survey, '**School Evaluation of the Physical Environment**', is ready to replace the 'Innovative Learning Environment Assessment Tool' for the 10 Year Property Plans that will be developed after July 2020.

Over the third quarter, the Ministry-led capital work programme delivered:

- seven completed redevelopment and roll growth projects (Gulf Harbour School, Kowhai School, Mellons Bay School, Rise UP Academy, Waiuku College, Wellington East Girls' College, Western Springs College), and
- two new completed schools (Te Kura O Take Karara (Wanaka South) and Taumata School).





Over 1,400 existing buildings have identified **weather-tightness** issues to date, of which 35% have been resolved, 34% have remedial work under way, and 31% of the buildings have work in pre-planning phase.

We are now in year seven of the **Christchurch Schools Rebuild** programme having expended 77% of the funding allocated; we expect the programme to be completed by the end of 2023.

In the third quarter we completed St Martins School, bringing the total to 46 complete. Construction continues at 29 of the 115 schools covered by the programme. Of the remaining schools, 38 are at various stages of planning and design, and only two are yet to enter the programme.

Two schools, currently under construction, have been selected to trial **optical networks**. The cost evaluation for the two trial sites was completed at the end of March 2020. Construction, including the networks, is due to be completed in mid-2020.

Ten schools are trialling improved network hardware, of which eight are fully operational. The schools have reported improved network performance. Installation for the remaining two proof of concept schools has been delayed, due to the lockdown.



## Building capability and managing responsibly

In March we provided you with an integrated view of the **Education Work Programme** initiatives and their month-by-month progress from March to December 2020 outlining:

- key decisions required by Ministers (Policy view),
- key design milestones and engagement activities (Design view), and
- key implementation and delivery milestones (Implementation and Delivery view).

To support **Budget 2020**, staff from across the Ministry provided information to update financial and performance measure information for inclusion in the 2020/21 Estimates and 2019/20 Supplementary Estimates.

The Leadership Team approved the Ministry's new **Tiriti o Waitangi | Treaty of Waitangi policy statement** and supporting documents for release to staff. Te Ao Māori group will continue to build on implementing the policy statement, linking to the Ministry's **Te Ara Whiti | Beyond Diversity** work programme.

We continue to run our **Te Ara Whiti | Beyond Diversity programme** and a **refreshed Te Tiriti programme**, however, planned face-to-face delivery has recently been interrupted by COVID-19 lockdown requirements. In June we are running our Te Tiriti programme via a virtual classroom to explore enduring ways to deliver, as we have done for other core Ministry capability development programmes supporting leadership and wellbeing outcomes.

We conducted an **employee survey** in February to check people's motivations and experience working in the Ministry. Results will be used to identify areas of success and where there is room to improve.

We continued to embed and expand our **Diversity & Inclusion (D&I) networks**, establishing executive sponsors from among the Ministry's Tier 2 leaders. The network groups include:

- Disability Working Group
- Māori Staff Network
- Pasifika Staff Network
- Pan Asian Networking Group
- Women's Network
- Rainbow Network, and the
- Young Professionals' Network (under 35 years).

The Ministry also ran a successful **Intern programme** for 18 interns from December through to February. The Ministry was voted the sixth best place to be an intern, overall, and the best public service organisation by 2,200 university students (GradNZ e-book.)

Throughout February and March, the Ministry's emergency management team convened a small quick-response team **to monitor and prepare for Covid-19 developments**. The Ministry's ICT infrastructure, remote working preparedness and high degree of resilience meant there was minimal service degradation when the government announced the nation was moving into Alert level 4 | Noho Rāhui on 23 March.

Over the third quarter the Ministry responded to 149 Departmental and Ministerial **OIA requests** within required timeframes 98.6% of the time. It was also pleasing to have the Chief Ombudsman Peter Boshier, in an interview with the New Zealand Herald, identify the Ministry as one of the standout agencies in meeting the OIA standards.

"Between 1 January and 31 March we responded to 357 **media queries**, issued 6 press releases and posted 7 statements to our website."

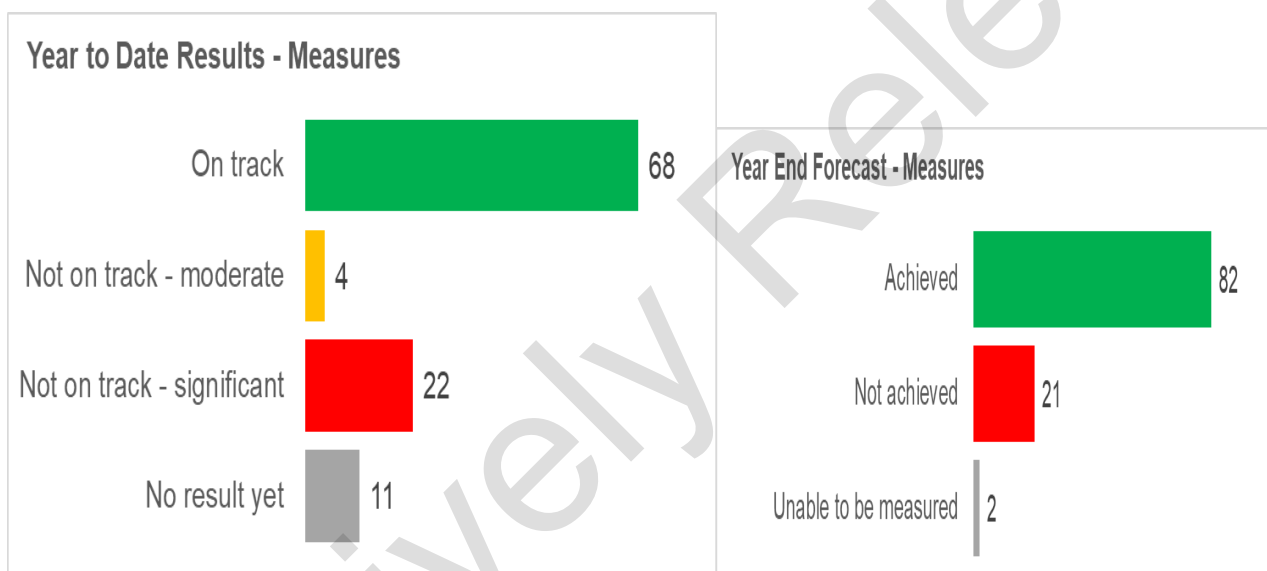


## Vote Education performance for the third quarter of 2019/20

### Vote Education

At 30 March 2020 the majority of performance measures were on track to be achieved at year end. However, measures will be affected by the COVID-19 lockdown response and two are currently not able to be reported at year-end.

Non-financial performance reporting below is on an exceptions basis only. Rows of non-departmental measures are shaded grey. Three output indicators (on page 19) shows a variation from forecast numbers. They are reported for context only, not as performance measures.



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

#### Appropriation: Outcomes for Target Student Groups (multi category appropriation)

#### ED-M02-1: Participation in early childhood education prior to starting school.

Students	Budget Standard	As at 31 March 2020	Current result	Year-end forecast	Commentary
All	98%	97.1%	●	●	Participation in early childhood education is primarily demand driven and influenced by a range of factors. The year end target of 98% is unlikely to be achieved, and will be affected by COVID-19.
Māori	98%	95.4%	●	●	
Pacific	98%	93.3%	●	●	
Deciles 1 to 3	98%	94.3%	●	●	These measures have been replaced for 2020/21 and will report improved measures showing the <u>intensity</u> of participation for the different groups, with the percentage of children attending for 10 or more hours a week at aged 3 and aged 4.



<b>ED-M02-2:</b> Participation in primary and secondary education: the percentage of students attending school regularly (Attending regularly is defined as attending at least 90% of half days. This is measured through an annual Term 2 survey that approximately 80% of schools complete.					
Students	Budget standard	As at Term 2 2019	Current result	Year-end forecast	Commentary
Overall	70%	58% (Final result)	●	●	Regular attendance fell in 2019 as noted in the recent Student Attendance Term 2, 2019 report. Ensuring students are enrolled in and attending school is a shared responsibility and non-attendance is influenced by a range of factors. We are exploring options for improving the Attendance Service, including how resources to manage attendance could be located closer to schools. Regional offices are reviewing and considering attendance as a particular focus in the continuous improvement work they do with schools. Gathering Term 2020 results for reporting in 2020/21 will be affected by COVID-19.
<b>Appropriation: Support and Resources for Education Providers</b>					
<b>ED-D03-1.1 and 1.2:</b> All resourcing payments will be accurate and timely in respect of payment amounts, payment to the correct providers, schedules advised to public education service providers or agreements with those providers, timeframes notified to payees, and fulfilling statutory requirements:					
	Budget standard	As at 31 March 2020	Current result	Year-end forecast	Commentary
Accuracy	100%	97%	●	●	The most recent quarterly instalment (January) was delivered with 100% accuracy to all eligible schools. The year-end forecast is not met due to an underpayment made in the July instalment which was subsequently corrected.
Timeliness	100%	97%	●	●	
<b>Appropriation: Outcomes for Target Student Groups (multi category appropriation) Interventions for Target Student Groups (category)</b>					
<b>ED-M02-4:</b> Average number of days eligible children and young people wait to receive support from the Early Intervention Service after the request for support:					
	Budget Standard	As at 31 March 2020	Current Result	Year-end forecast	Commentary
Average calendar days	90	104.72	●	●	Regions with high numbers of students waiting more than 90 days are implementing detailed action plans to address the issue of children waiting too long. This includes providing support to groups of children with similar needs and working directly with early learning services. Detailed planning to progress changes to the client management system (CMS) which records and supports the work of specialists is being implemented. This is likely to impact positively on waiting times, in particular by clarifying start of service time and how it should be recorded. Specialist Service Leads will continue working with the LS leadership teams in regions as requested to support improved practices and processes.
Within 45 days	25%	22.36%	●	●	
Within 60 days	40%	28.65%	●	●	



Appropriation: Support and Resources for Parents and the Community					
<b>ED-M02-5.2:</b> People are more confident in knowing how to support their child after Ministry learning support involvement, as reported by:					
	Budget standard	As at 31 December 2019	Current result-Second Quarter	Year-end forecast	Commentary
educators	72	● 67	●	●	This is the data from the 1st and 2nd quarterly survey for 2019/20. The 3rd quarter survey is due to be run at the start of Term 2 2020, however this will be delayed due to COVID-19.
<b>ED-M02-6.2:</b> Children and young people made progress in their learning and achievement as a result of specialist learning support, as reported by:					
	Budget standard	As at 31 December 2019	Current result	Year-end forecast	Commentary
educators	70	● 69	●	●	This is the data from the 1st and 2nd quarterly survey for 2019/20. The 3rd quarter survey is due to be run at the start of Term 2 2020, however this will be delayed due to COVID-19.

Non-departmental measures that are off track, and not forecast to be achieved at year end					
Appropriation: Support for Appropriation: Support for Early Childhood Education Providers					
<b>ED-N09-1:</b> Number of contracted early childhood education child places created to meet the needs of targeted communities as a result of the Targeted Assistance Programme.					
	Budget standard	Annual result	Current result	Year-end forecast	Commentary
Range	550-720	● No Result	●	● 320	<p>The 'market' interest in the Targeted Assistance Programme (TAP) funding has significantly decreased over the past two years. There are several factors for this, including:</p> <ul style="list-style-type: none"> <li>• service providers may not have the 50% capital contribution</li> <li>• a rise in construction costs over time, with no increase to the Ministry's maximum contribution</li> <li>• market saturation and low occupancy (enrolments) at existing services</li> <li>• smaller 'pockets' of non-participating children in geographical areas.</li> </ul> <p>For some services, it is uneconomical to build new centres or expand existing premises for a small increase in participation.</p> <p>The Ministry is exploring a range of direct procurement activities, including Kōhanga Reo and a Pacific hub initiative.</p>



Appropriation: Supporting Parenting					
ED-N10-1: Number of children enrolled in early childhood education as a result of the Engaging Priority Families programme.					
	Budget standard	Annual result	Current result	Year-end forecast	Commentary
Range	870-1,000	● No Result	●	● 502	To date approximately 782 children are engaged in the Engaging Priority Families programme (EPF), and 502 children have progressed to enroll in ECE. There is a lag between engaging in EPF and enrolling in ECE, which is likely to be exacerbated as a result of COVID-19. The Ministry is working with EPF providers to better understand the environment. EPF providers have discussed with us the challenges of a highly transient workforce, particularly in low-economic communities. The Ministry is currently pursuing two pilot initiatives to better understand how to connect with Māori and Pacific communities.
Appropriation: Primary Education					
ED-N03-1: Participation in primary education – the percentage of students attending school regularly, measured annually:					
Students	Budget standard	As at Term 2 2019 (Final result)	Current result	Year – end forecast	Commentary
All	70%	● 58%	●	●	Refer overall commentary on page 14 for associated ED-MO2-2 combined primary/secondary overall measure.  Gathering Term 2020 results for reporting in 2020/21 will be affected by COVID-19.
Māori	70%	● 47.6%	●	●	
Pacific	70%	● 46.5%	●	●	
Appropriation: Contribution to the Teaching Council of Aotearoa New Zealand.					
ED-N01-3: Teaching Council: the percentage of decisions on referrals to the Disciplinary Tribunal that are made within eight months of the referral to the Disciplinary Tribunal.					
	Budget Standard	As at 31 March 2020	Current Result	Year-end forecast	Commentary
Referrals	95%	46%	●	●	The number of cases reaching an outcome in Quarter 3 was 27, similar to the previous two quarters. The Teaching Council has recently appointed two new Chairs to the Disciplinary Tribunal and is looking to appoint a third. This will increase the number of referrals being processed and the number of decisions released. The COVID-19 restrictions have delayed progress on some 'in person' defended hearings.



**ED-N01-2:** The percentage of new registrations and renewals of practising certificates processed within 20 working days.

	Budget Standard	As at 31 March 2020	Current Result	Year-end forecast	Commentary
Practicing certificates	65%	43%	●	●	An arrangement with the New Zealand Police has increased the number of police vets returned within 5 working days, which assists improved processing times. However this has been offset by the impact of the COVID-19 pandemic delaying application processing. On balance the Council are unlikely to achieve the performance standard for the year.

**Appropriation: Outcomes for Target Student Groups (Multi Category appropriation). Student Attendance and Engagement category.**

**ED-M02-12:** Percentage of students who have been returned to schooling within:

Days following an exclusion:	Budget Standard	As at 31 March 2020	Current Result	Year-end forecast	Commentary
40 days	55%	46.36%	●	●	<p>The Ministry may see over the next few months a downwards trend as a result of the COVID-19 lockdown making it more difficult to carry out the usual processes around returning students to schooling.</p> <p>Work is continuing to ensure standards are met but the Ministry does not expect to meet the year-end standards.</p> <p>Data has been collated which shows that we are meeting the target for Pakeha students and are very close with Pacific students, however the target for our Māori students shows that it takes longer to re-engage them in education, 45% back into education in 40 days and 77% within 75 days.</p> <p>Engagement was initiated at the Building on Success for All forum and feedback on the SSEE<sup>1</sup> guidelines was collated from stakeholders who attended. Work is continuing with the Wellington regional office and Oranga Tamariki around students in care that need to get back into education, which is testing improved approaches. The Auckland regional office have also been in touch to find out more about this process which indicates they are looking to implement a similar process there.</p>
75 days	85%	80.00%	●	●	

<sup>1</sup> Stand downs, Suspensions, Exclusions and Expulsions





Departmental measures that are unable to be reported at year end					
Appropriation: Support and Resources for Parents and the Community					
ED-D04-2: Percentage of families who, after receiving targeted communications from schools, report:					
	Budget Standard	As at 31 March 2020	Current result	Year-end forecast	Commentary
- increased confidence in their ability to support their child's learning	80%	● No Result	● No Result	● Unable to Report	The Ministry had planned to survey parents in the pilot schools in May/June to measure increases in confidence and satisfaction. However, given the impacts of the COVID-19, it would not be appropriate to survey parents during this period. As a result, it will not be possible to quantify this measure. In addition, the work on the digital toolkit prototype has been delayed as our IT staff have had to reprioritise their workload to focus on the COVID-19 response.
- increased satisfaction with the quality of information they receive	80%	● No Result	● No Result	● Unable to Report	

Departmental measures that are off track but forecast to be achieved at year end					
Appropriation: Oversight of the Education System (multi category appropriation) Policy Advice (category)					
ED-M03-7: Internal assessment of the quality of the Ministry's policy advice					
	Budget Standard	As at 31 March 2020	Current result	Year – end forecast	Commentary
Internal quarterly assessment	Mean of 3.5 out of 5	3.25	●	●	The result for the first quarter places policy papers in the 'Adequate' measure, meeting most of Ministry's policy quality standards, but some elements are missing. This is an interim result. The final 2018/19 result was 3.14. Improvement processes are in place to address gaps and work towards achieving the target. There are no new results since the January interim results.

Appropriation: Outcomes for Target Student Groups (Multi Category appropriation). Interventions for Target Student Groups category.					
ED-M02-3: Average number of days eligible children and young people wait to receive support after the request for support:					
	Budget Standard Calendar Days	As at 31 March 2020	Current Result	Year-end forecast	Commentary
Behaviour Service	50	52.48	●	●	For the last two month, waiting times have slightly exceeded the Budget Standard. Regions have been asked to focus on reducing Early Intervention waiting times and this may be impacting provision as the Learning Support specialist workforce works across both early intervention and school based services.
Communication Service	75	76.17	●	●	





### Non-departmental measures that are off track, but are forecast to be achieved at year end.

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

**ED-N01-1:** The percentage of applications for issue and renewal of practising certificates submitted for appraisal by professional leaders that are reviewed under the auditing and moderation process (Teaching Council)

	Budget Standard	As at 31 March 2020	Current Result	Year-end forecast	Commentary
<b>Practicing certificates</b>	<b>10%</b>	<b>8%</b>	●	●	This is currently on track to achieving target by year end. The number of audits able to be undertaken in the remainder of the year may be impacted by COVID-19. The Council is currently exploring options with the Education Review Office.

### Output indicators - variations from expected results

**ED-N02-2.2 and 4:**

Subsidised hours provided by licensed and chartered early childhood education services:

	Budget Standard	As at March 2020	Current Result	Year-end forecast	Commentary
provided by certified playcentres	2.4 - 2.8 million hours	● 1,299,822	●	●	The July 2019 - January 2020 data shows subsidised hours for playcentres and home based services are tracking below target. Forecasts suggest that budget forecasts are not likely to be achieved by end of financial year. These are demand driven indicators, driven in part by parental choice.
home based	24 - 25 million hours	● 12,181,554	●	●	

**ED-N02-2.6:** Subsidised hours provided by licensed and chartered early childhood education services: hours of early childhood education provided by certified playgroups.

	Budget Standard	As at December 2019	Current Result	Year-end forecast	Commentary
<b>Subsidised hours</b>	<b>1.5-2 million</b>	656,423	●	●	The January - June 2020 funding round has now begun and an additional 133,975 hours of provision are currently being processed via ERS. The full year forecast is 1.3 million hours, which would represent a (6.7%) reduction on 2018/19 final results. This continues the ongoing decline in Playgroup hours that has been occurring since 2013/14.

## Vote Education Expenditure against Appropriations

	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget MBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Departmental Output Expenses</b>								
School Property Portfolio Management	1,461.8	1,465.6	3.8	0.3%	1,969.4	1,974.6	5.2	0.3%
Services to Other Agencies	1.6	1.6	-		2.6	1.8	(0.8)	(44.4%)
Support and Resources for Education Providers	83.8	87.6	3.8	4.3%	120.1	130.5	10.4	8.0%
Support and Resources for Parents and the Community	9.3	10.3	1.0	9.7%	13.0	13.5	0.5	3.7%
<b>Total Departmental Output Expenses</b>	<b>1,556.5</b>	<b>1,565.1</b>	<b>8.6</b>	<b>0.5%</b>	<b>2,105.1</b>	<b>2,120.4</b>	<b>15.3</b>	<b>0.7%</b>
<b>Departmental Capital Expenditure</b>	<b>842.8</b>	<b>734.5</b>	<b>(108.3)</b>	<b>(14.7%)</b>	<b>995.4</b>	<b>995.4</b>	<b>-</b>	
<b>Non-Departmental Output Expenses</b>								
Contribution to the Education Council of Aotearoa New Zealand	7.2	7.5	0.3	4.0%	10.8	10.8	-	
Early Childhood Education	1,486.0	1,489.0	3.0	0.2%	2,009.9	2,034.6	24.7	1.2 %
Primary Education	2,561.4	2,586.5	25.1	1.0%	3,507.0	3,515.1	8.1	0.2%
School Risk Management Scheme	1.2	3.8	2.6	68.4%	3.1	5.0	1.9	38.0%
School Managed Network Funding	21.6	21.6	-		28.8	28.8	-	
School Transport	161.0	158.2	(2.8)	(1.8%)	220.9	221.0	0.1	0.0%
Schooling Improvement	3.4	5.4	2.0	37.0%	7.6	9.5	1.9	20.0%
Secondary Education	1,732.9	1,769.6	36.7	2.1%	2,391.1	2,411.9	20.8	0.9%
Secondary - Tertiary Interface	60.4	69.6	9.2	13.2%	97.3	100.7	3.4	3.4%
Support for Early Childhood Education Providers	0.5	0.2	(0.3)	(150.0%)	5.1	11.2	6.1	54.5%
Supporting Parenting	7.8	8.4	0.6	7.1%	9.3	9.6	0.3	3.1%
UNESCO	1.9	2.0	0.1	5.0%	2.1	2.1	-	
<b>Total Non-Departmental Output Expenses</b>	<b>6,045.3</b>	<b>6,121.8</b>	<b>76.5</b>	<b>1.2%</b>	<b>8,293.0</b>	<b>8,360.3</b>	<b>67.3</b>	<b>0.8%</b>
<b>Benefits or Related Expenses</b>								
Home Schooling Allowances	4.2	3.6	(0.6)	(16.7%)	5.0	5.0	-	
Scholarships and Awards for Students	11.8	12.8	1.0	7.8%	15.8	16.6	0.8	4.8%
Scholarships and Awards for Teachers and Trainees	14.4	17.2	2.8	16.3%	20.1	25.8	5.7	22.1%
<b>Total Benefits or Related Expenses</b>	<b>30.4</b>	<b>33.6</b>	<b>3.2</b>	<b>9.5%</b>	<b>40.9</b>	<b>47.4</b>	<b>6.5</b>	<b>13.7%</b>
<b>Non-Departmental Other Expenses</b>								
Impairment of Debts and Assets and Debt Write-Offs	-	-	-		3.7	3.7	-	
Integrated Schools Property	50.2	50.2	-		76.2	76.2	-	
<b>Total Non-Departmental Other Expenses</b>	<b>50.2</b>	<b>50.2</b>	<b>-</b>		<b>79.9</b>	<b>79.9</b>	<b>-</b>	
<b>Non-Departmental Capital Expenditure</b>								
School Support Project	0.1	1.4	1.3	92.9%	0.2	1.9	1.7	89.5%
Schools Furniture & Equipment	21.8	32.3	10.5	32.5%	25.9	50.3	24.4	48.5%
<b>Total Non-Departmental Capital Expenditure</b>	<b>21.9</b>	<b>33.7</b>	<b>11.8</b>	<b>35.0%</b>	<b>26.1</b>	<b>52.2</b>	<b>26.1</b>	<b>50.0%</b>



	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget MBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Multi-Category Expenses and Capital Expenditure (MCA)</b>								
<b>Improved Quality Teaching and Learning MCA</b>								
Support and Resources for Teachers	74.9	76.8	1.9	2.5%	100.2	93.9	(6.3)	(6.7%)
Curriculum Support	39.1	39.0	(0.1)	(0.3%)	57.3	55.3	(2.0)	(3.6%)
Professional Development and Support	60.9	71.5	10.6	14.8%	89.0	99.2	10.2	10.3%
<b>Total Improved Quality Teaching and Learning MCA</b>	<b>174.9</b>	<b>187.3</b>	<b>12.4</b>	<b>6.6%</b>	<b>246.5</b>	<b>248.5</b>	<b>1.9</b>	<b>0.8%</b>
<b>Outcomes for Target Student Groups MCA</b>								
Interventions for Target Student Groups	241.0	243.8	2.8	1.1%	327.1	327.5	0.4	0.1%
Learning Support	365.0	372.3	7.3	2.0%	513.3	514.5	1.2	0.2%
School Lunch Programme	2.1	3.7	1.6	43.2%	4.4	6.1	1.7	27.9%
Service Academies	2.2	2.8	0.6	21.4%	3.4	3.8	0.4	10.5%
Students Attendance and Engagement	8.0	7.7	(0.3)	(3.9%)	10.3	10.3	-	
<b>Total Outcomes for Target Student Groups MCA</b>	<b>618.3</b>	<b>630.3</b>	<b>12.0</b>	<b>1.9%</b>	<b>858.5</b>	<b>862.2</b>	<b>3.7</b>	<b>0.4%</b>
<b>Oversight and Administration of the Qualifications System MCA</b>								
Provision of Communications and Advisory Services	2.4	2.4	-		3.4	3.4	-	
Qualifications Support Structures	4.5	4.7	0.2	4.3%	6.3	6.3	-	
Quality Assurance	4.6	4.2	(0.4)	(9.5%)	6.3	6.3	-	
Secondary School Assessments	46.7	46.7	-		55.3	55.3	-	
Developing Online Assessment Systems	-	-	-		6.4	6.4	-	
<b>Total Oversight and Administration of the Qualifications System MCA</b>	<b>58.2</b>	<b>58.0</b>	<b>(0.2)</b>	<b>(0.3%)</b>	<b>77.7</b>	<b>77.7</b>	<b>-</b>	
<b>Oversight of the Education System MCA</b>								
Ministerial Services	4.2	4.0	(0.2)	(5.0%)	5.4	4.4	(1.0)	(22.7%)
Monitoring the Education System	8.1	8.9	0.8	9.0%	13.1	14.5	1.4	9.7%
Policy Advice	14.1	13.9	(0.2)	(1.4%)	16.8	20.9	4.1	19.6%
Research and Analysis	20.4	20.3	(0.1)	(0.5%)	26.3	21.8	(4.5)	(20.6%)
Education Research Initiatives	2.6	2.3	(0.3)	(13.0%)	3.0	3.0	-	
Independent Advice on Government Priority Areas	-	0.3	0.3	100.0%	-	-	-	
<b>Total Oversight of the Education System MCA</b>	<b>49.4</b>	<b>49.7</b>	<b>0.3</b>	<b>0.6%</b>	<b>64.6</b>	<b>64.6</b>	<b>-</b>	
<b>Total Multi-Category Expenses and Capital Expenditure (MCA)</b>	<b>900.8</b>	<b>925.3</b>	<b>24.5</b>	<b>2.6%</b>	<b>1,247.3</b>	<b>1,252.9</b>	<b>5.6</b>	<b>0.4%</b>
<b>Multi-Year Appropriations</b>								
Teacher-Led Innovation Fund	-	0.1	0.1	100.0%	-	0.2	0.2	100.0%
Schools Payroll Sustainability Loan	4.0	4.0	-		9.2	9.2	-	
<b>Total Multi-Year Appropriations</b>	<b>4.0</b>	<b>4.1</b>	<b>0.1</b>	<b>2.4%</b>	<b>9.2</b>	<b>9.4</b>	<b>0.2</b>	<b>2.1%</b>
<b>Total Vote Education</b>	<b>9,451.9</b>	<b>9,468.3</b>	<b>16.4</b>	<b>0.2%</b>	<b>12,796.9</b>	<b>12,917.9</b>	<b>121.0</b>	<b>0.9%</b>



## Commentary

**Total year to date expenditure** for Vote Education is under budget by \$16.4 million (0.2%). Significant areas of underspend are:

- a. **Secondary Education** - \$36.7 million (2.1%), mainly due to underspends in teachers' salaries, along with costs associated with school donations, occurring later than expected.
- b. **Primary Education** - \$25.1 million (1.0%), mainly due to underspends in teachers' salaries, along with costs associated with school donations, occurring later than expected.
- c. **Improved Quality Teaching and Learning MCA** - \$12.4 million (6.6%), mainly due to Professional Development and Support (\$10.6 million) as a result of improvements made to the accrual methodology leading to a one-off \$5 million release of a prior year accrual, review of open purchase orders and a subsequent one-off release of goods received but not invoiced accruals (\$1.6 million). The full year forecast overspend in Support and Resources for Teachers will be funded by a fiscally neutral transfer from Support and Resources in Education Providers in the Supplementary Estimates to manage the cost pressure in this appropriation.
- d. **Outcomes for Target Student Groups MCA** - \$12 million (1.9%), mainly due to underspends in teachers' salaries within Learning Support.
- e. **Schools Furniture & Equipment** - \$10.5 million (32.5%), mainly due to timing in New Schools/Redevelopment projects. Whilst some costs are expected to be incurred later in the year, an in-principle transfer of \$9.2 million has been requested to 2020/21 and 2021/22 in the March Baseline Update (MBU).
- f. **Secondary - Tertiary Interface** - \$9.2 million (13.2%), primarily due to the timing of contracted payments now expected later in the financial year.

Partially offset by an overspend in:

- g. **Departmental Capital Expenditure** - \$108.3 million (14.7%) overspend, mainly because a number of Redevelopment and Roll growth projects in construction have progressed faster than expected. In addition, spend on non-pipeline projects such as 5YA, Unforeseen and Property Initiatives projects was higher than originally anticipated.

**Services to Other Agencies** – the full year forecast overspend is not an appropriation issue as the expenditure is limited to the revenue earned. An adjustment of \$850k to revenue is made in the Supplementary Estimates.

**The full year forecast** does not include COVID-19 related expenditure. There will be significant changes to the expenditure at year end as a consequence of COVID-19. Changes to appropriation were included in the Additional Supplementary Estimates provided to your office on 29 May 2020 (METIS 127366 refers). The year end report will include both COVID-19 initiatives and related expenditure.

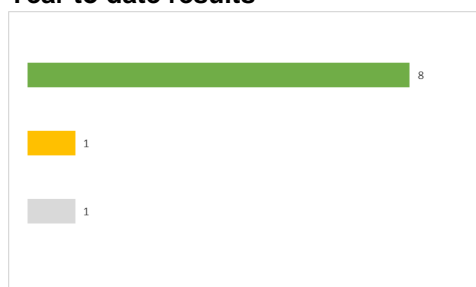


## Vote Tertiary Education performance for the third quarter of 2019/20

### Vote Tertiary Education

At 31 March 2020, the majority of performance measures were on track to be achieved at year end.

#### Year to date results



On track  
 Not on track – moderate  
 Not on track – significant  
 No result yet

#### Year end forecast



Achieved  
 Not achieved  
 Unable to be measured

**Departmental measure is off track but is forecast to be achieved at year end.**

**Appropriation: Oversight of the Education System (multi category appropriation)**  
**Policy Advice (category)**

**TE-M01.2: Internal assessment of the quality of the Ministry's policy advice**

	Budget Standard	As at March 2020	Current result	Year – end forecast	Commentary
Internal quarterly assessment	Mean of 3.5 out of 5	3.25			The result for the first quarter places policy papers in the 'Adequate' measure, meeting most of Ministry's policy quality standards, but some elements are missing. This is an interim result. The final 2018/19 result was 3.14. Improvement processes are in place to address gaps and work towards achieving the target. There are no new results since the January interim results.

## Vote Tertiary Education Expenditure against Appropriations

	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget MBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
<b>Departmental Output Expenses</b>								
Establishing a Single National Vocational Education Institution	4.9	5.9	1.0	16.9%	17.1	17.1	-	
<b>Total Departmental Output Expenses</b>	<b>4.9</b>	<b>5.9</b>	<b>1.0</b>	<b>16.9%</b>	<b>17.1</b>	<b>17.1</b>	<b>-</b>	
<b>Non-Departmental Output Expenses</b>								
Access to Tertiary Education	8.5	21.8	13.3	61.0%	26.6	29.5	2.9	9.8%
Administration of and Support for the Tertiary Education and Careers Systems	52.0	53.8	1.8	3.3%	70.6	72.2	1.6	2.2%
Centres of Research Excellence	37.3	37.4	0.1	0.3%	24.9	49.8	24.9	50.0%
International Education Programmes	23.0	25.0	2.0	8.0%	30.8	32.5	1.7	5.2%
Tertiary Education Research and Research-Based Teaching	250.4	245.7	(4.7)	(1.9%)	321.0	328.8	7.8	2.4%
Tertiary Sector / Industry Collaboration Projects	15.4	24.2	8.8	36.4%	26.3	31.2	4.9	15.7%
University-led Innovation	5.3	6.9	1.6	23.2%	7.6	10.0	2.4	24.0%
<b>Total Non-Departmental Output Expenses</b>	<b>391.9</b>	<b>414.8</b>	<b>22.9</b>	<b>5.5%</b>	<b>507.8</b>	<b>554.0</b>	<b>46.2</b>	<b>8.3%</b>
<b>Benefits or Related Expenses</b>								
Awards for Outbound New Zealand Students	2.8	3.0	0.2	6.7%	3.8	4.0	0.2	5.0%
Scholarships for Inbound International Students	0.5	0.5	-		0.6	0.6	-	
Tertiary Scholarships and Awards	10.7	12.4	1.7	13.7%	15.9	15.9	-	
<b>Total Benefits or Related Expenses</b>	<b>14.0</b>	<b>15.9</b>	<b>1.9</b>	<b>11.9%</b>	<b>20.3</b>	<b>20.5</b>	<b>0.2</b>	<b>1.0%</b>
<b>Non-Departmental Capital Expenditure</b>								
Support for Whitireia New Zealand	5.0	5.0	-		5.0	5.0	-	
Support for Lincoln University	-	-	-		5.0	5.0	-	
Support for Tai Poutini Polytechnic	7.3	7.3	-		7.3	7.3	-	
Support for Unitec Institute of Technology	5.0	5.0	-		15.0	15.0	-	
<b>Total Non-Departmental Capital Expenditure</b>	<b>17.3</b>	<b>17.3</b>	<b>-</b>		<b>32.3</b>	<b>32.3</b>	<b>-</b>	
<b>Multi-Category Expenses and Capital Expenditure (MCA)</b>								
<b>Stewardship of the Tertiary Education System MCA</b>								
Policy Advice	8.5	7.5	(1.0)	(13.3%)	11.1	8.3	(2.8)	(33.7%)
Research, Data Analysis and Monitoring	5.3	5.9	0.6	10.2%	6.8	10.2	3.4	33.3%
<b>Total Stewardship of the Tertiary Education System MCA</b>	<b>13.8</b>	<b>13.4</b>	<b>(0.4)</b>	<b>(3.0%)</b>	<b>17.9</b>	<b>18.5</b>	<b>0.6</b>	<b>3.2%</b>
<b>Tertiary Tuition and Training MCA</b>								
Community Education	51.7	58.3	6.6	11.3%	76.6	78.1	1.5	1.9%
Tertiary Education: Student Achievement Component	1,505.1	1,581.9	76.8	4.9%	2,146.7	2,108.5	(38.2)	(1.8%)
Training for Designated Groups	212.6	225.9	13.3	5.9%	300.7	299.0	(1.7)	(0.6%)
Fees-free Payments	279.8	297.5	17.7	5.9%	276.9	342.1	65.2	19.1%
<b>Total Tertiary Tuition and Training MCA</b>	<b>2,049.2</b>	<b>2,163.6</b>	<b>114.4</b>	<b>5.3%</b>	<b>2,800.9</b>	<b>2,827.7</b>	<b>26.8</b>	<b>0.9%</b>
<b>Total Multi-Category Expenses and Capital Expenditure (MCA)</b>	<b>2,063.0</b>	<b>2,177.0</b>	<b>114.0</b>	<b>5.2%</b>	<b>2,818.8</b>	<b>2,846.2</b>	<b>27.4</b>	<b>1.0%</b>
<b>Total Vote Tertiary Education</b>	<b>2,491.1</b>	<b>2,630.9</b>	<b>139.8</b>	<b>5.3%</b>	<b>3,396.3</b>	<b>3,470.1</b>	<b>73.8</b>	<b>2.1%</b>



## Commentary

**Total year to date expenditure** for Vote Tertiary Education is below budget by \$139.8 million (5.3%). Significant areas of underspend are:

- a. **Tertiary Training and Tuition - Multi-Category Appropriation (MCA)**
  - **Tertiary Education: Student Achievement Component** - currently underspent by \$76.8 million (4.9%), however additional costs due to a change in accrual methodology will bring the spend over budget at year end by \$38 million.
    - **Fees-free Payments** - \$17.7 million (5.9%) underspent due to ongoing lower uptake, with \$65 million underspending by end of June 2020.
    - **Training for Designated Groups** - \$13.3 million (5.9%) underspent mainly driven by winding down of Industry Training Fund Direct Access programmes.
    - **Community Education Groups** - \$6.6 million (11.3%) underspent due to costs being incurred later than anticipated. Full year we are expected to be underspent by \$1.5 million.
- b. **Access to Tertiary Education** - \$13.3 million (61.0%), primarily due to lower demand in Māori Pasifika Trades Training and Equity Funding area.
- c. **Tertiary Sector / Industry Collaboration Projects** - \$8.8 million (36.4%), primarily driven by COVID-19 impacts including:
  - a decrease in demand for Māori and Pasifika Trades Training funds
  - Centres of Vocational Excellence (CoVE) experiencing disrupted processes working with external parties.
- d. **Centre of Research Excellence** - the full year forecast underspend of \$24.9 million is due to the signing of the next round of contracts for the Centres of Research Excellence occurring after 30 June 2020 and the expense therefore being recognised in 2020/21, rather than 2019/20. Cash flow to the Centres of Research Excellence in 2020 is unaffected. A technical adjustment is sought in Budget 20 to transfer the underspend to 2020/21.

**The full year forecast** does not include COVID-19 related expenditure. There will be significant changes to the expenditure at year end as a consequence of COVID-19. Changes to appropriation were included in the Additional Supplementary Estimates provided to your office on 29 May 2020 (METIS 1227366 refers). The year end report will include both COVID-19 initiatives and related expenditure.