



Education Report: Ministry of Education 2019/20 Second Quarter Report (1 October to 30 December 2019)

To:	Hon Chris Hipkins, Minister of Education		
Date:	2 March 2020	Priority:	Low
Security Level:	In Confidence	METIS No:	1219117
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Messaging seen by Communications Team:	No	Round Robin:	No

Purpose

The paper provides a quarterly update on Ministry performance with financial and non-financial performance reporting against agreed 2019/20 Budget standards. It also seeks approval for some additional/revised measures to ensure we can meet 2019/20 year-end reporting expectations.

Summary

The attached Ministry of Education 2019/20 Second Quarter Report (Appendix A) provides a narrative report on progress, framed in terms of how the work has contributed to the Government's five objectives. It shows how we are progressing 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.

As at 31 December 2019, we forecast that the Ministry will achieve the majority of our performance measures. Reporting is on an exceptions basis with explanations on variances for those measures that are **not on track** set out on pages 12 to 20.

The financial results for the year to 31 December 2019 show:

- total Vote Education expenditure was \$54.4 million (0.8%) under budget.
- total Vote Tertiary Education expenditure was \$92.2 million (5.5%) under budget.

The report also seek approval for some additional/revised measures for 2019/20.

Recommended Actions

The Ministry of Education recommends that you:

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

Noted

- b. **approve** the additional/revised measures for 2019/20 set out in paragraphs 7 to 10

Except for the change I've noted in para 9

Approved

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

Agree/Disagree

- d. **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

02/03/2020



Hon Chris Hipkins
Minister of Education

6/5/2020

See notes re ECE participation measure.

Education Report: Ministry of Education 2019/20 Second Quarter Report (1 October to 31 December 2019)

Background

1. This report provides a record of performance for the 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 Second Quarter Report as set out in Appendix A provides an update on:
 - progress against the Ministry's work priorities and contribution to the Government's five objectives for education (pages 3 to 11). 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,¹
 - Vote Education (pages 12 to 16) and Vote Tertiary Education (page 20) performance measures, reporting on an exceptions basis,
 - Departmental and non-departmental expenditure to 31 December 2019 for Vote Education (pages 17 to 19) and Vote Tertiary Education (pages 21 to 22).

Quarterly Performance Information

Work programme highlights

4. The following highlights are examples of how we have progressed the Government's five objectives for education and responded to the key themes identified in the Education Conversation | Kōrero Mātauranga over the last quarter:
 - Our *Schooling Futures, Stronger Together* was released in November, responding to the Independent Taskforce' review of Tomorrow's Schools
 - we released *He taonga te tamaiti – Every child a taonga: Early Learning Action Plan 2019-2029*
 - we consulted on the draft *National Education and Learning Priorities (NELP)* and *Tertiary Education Strategy (TES)*
 - we established over 600 Learning Support Coordinator (LSC) roles
 - we hosted 28 fono to co-design an Action Plan for Pacific Education
 - we delivered the Tuia Mātauranga traveling road show to 25 communities
 - we provided te reo Māori training for over 500 frontline teaching staff.

Performance measures

5. The **majority of Estimates performance measures are on track**, with 15 Vote 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. The measures at risk are a mix of Departmental and Non-departmental measures summarised in the following table.

¹ We are discussing progress against the Government's Education Work Programme with you at a Strategy Session on Wednesday 4 March 2020.

Measures at risk at year end	
Departmental	Non-departmental
<ul style="list-style-type: none"> • participation in early childhood education prior to starting school (four measures with equity breakdown) • students attending primary and secondary school regularly (one overall measure) • accurate and timely resourcing payments to providers (two measures) • 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) • Ministerial servicing timeliness (one measure). 	<ul style="list-style-type: none"> • students attending primary school regularly (three measures with equity breakdown) • timeliness of Teaching Council Disciplinary Tribunal decisions (one measure). • Timeliness of new teacher registrations and practising certificate renewals (one measure).

Financial reporting

6. Total expenditure for the year to 31 December 2019 was:
- \$54.4 million (0.8%) under budget for Vote Education, mainly due to underspends in teachers' salaries, along with costs associated with school donations occurring later than anticipated.
 - \$92.2 million (5.5%) under budget for Vote Tertiary Education, mainly due to low uptake for Fees Free payments.

Updating measures for 2019/20

7. Budget decisions in 2019 have **added appropriations or categories within appropriations for 2019/20** which need supporting performance measures for year-end reporting. To ensure monitoring and reporting processes are put in place we are seeking your approval for the following measures for 2019/20, which will be updated through the Supplementary Estimates:

Appropriation and scope statement	Proposed Intention Statement and Measures
Vote Education	
School Lunch Programme <i>(Category in Support for Targeted Student Groups MCA – Non Departmental Output Expense)</i> This category is limited to providing lunches to students in schools and kura with high concentrations of disadvantage.	Intention Statement: This category is intended to improve learners' levels of concentration, engagement, school achievement and behaviour by providing access to a healthy lunch every day. Proposed performance measure: Number of students receiving free and healthy school lunches. Budget Standard: 13,000

<p>Developing Online Assessment Systems (Category in Oversight and Administration of the Qualifications System MCA – Non-Departmental Capital Expenditure)</p> <p>This category is limited to development and delivery of the National Certificate of Education Achievement (NCEA) Online assessment solution and associated changes required to the New Zealand Qualifications Authority infrastructure.</p>	<p>Intention Statement: This category is intended to achieve completion of the NCEA Online assessment solution and associated changes to existing New Zealand Qualifications Authority business processes and information technology infrastructure.</p> <p>Proposed performance measure: The percentage of NCEA examinations available in 2019 in a digital 'substitution' mode (see Note 1).</p> <p>Note 1: Availability in a digital 'substitution' mode means the examination has the same content as the equivalent paper-based examination.</p> <p>Budget Standard: 33%</p>
<p>Vote Tertiary Education</p>	
<p>Support for Whitireia New Zealand School (Appropriation – Non-Departmental Capital Expense)</p> <p>This appropriation is limited to providing a capital injection for Whitireia New Zealand to support its cash flow and manage normal operations and organisational change.</p>	<p>Intention Statement: This appropriation is intended to achieve the continued operation of Whitireia New Zealand, providing continuity for students and staff while reviewing the options for the future.</p> <p>Proposed performance measure: Whitireia New Zealand submits quarterly reports which show that it is meeting the Required Actions and Performance Targets that were agreed as part of the capital injection agreement with the Crown.</p> <p>Budget Standard: Achieved</p>
<p>Support for Tai Poutini Polytechnic (Appropriation – Non-Departmental Capital Expense)</p> <p>This category is limited to a capital injection for Tai Poutini Polytechnic to support its cash flow.</p>	<p>Intention Statement: This appropriation is intended to achieve the continued operation of the Tai Poutini Polytechnic.</p> <p>Proposed performance measure: Tai Poutini Polytechnic submits milestone reports as described in its funding agreement that show it is meeting the targets from its funding agreement.</p> <p>Budget Standard: Achieved</p>

8. When preparing the Estimates for 2019/20, Central agencies were in the process of reviewing the performance measures for **Ministerial satisfaction with the quality of policy advice**. This has resulted in wording changes for both Vote Education and Vote Tertiary Education which it was envisaged would be updated through the Supplementary Estimates. The guidance from the Department of Prime Minister and Cabinet indicates that including a target is optional and we propose using the result for 2019/20 to set a baseline year for future reporting.

Performance Measure		Budget Standard
Policy Advice – Vote Education and Vote Tertiary Education (Departmental Output Expense)		
Discontinued measure and Note	<p>The satisfaction rating given by Ministers for the quality and timeliness of policy advice (as per the Common Satisfaction Survey) (see Note 3).</p> <p>Note 3 - The Common Satisfaction Survey rating measures Ministers' satisfaction with the quality, timeliness and value for money of policy advice on a scale from 1 to 10, where 1 means unsatisfied and 10 means extremely satisfied. All agencies are required to use the refined Ministerial Satisfaction Survey from 2019/20 to assess Ministerial satisfaction with the policy service. The survey is currently under review and the refined survey and guidance will be released before 30 June 2019 and the measure updated in the Supplementary Estimates.</p>	7

Replacement measure and Note	Satisfaction of the portfolio Minister with the policy advice service (see Note 3). Note 3 - The Ministerial Policy Satisfaction Survey assesses Ministers' satisfaction with the services provided by the policy function on a scale from 1 to 5, where 1 means unsatisfied and 5 means extremely satisfied. The survey contains a common set of questions to be used by all policy agencies from 1 July 2019, with guidance available on the Department of Prime Minister and Cabinet Policy Project website.	Baseline year
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9. The Ministry is also seeking your approval to change several **Teaching and Learning measures** in Vote Education as set out below.

Performance Measure		Budget Standard
Improved Quality Teaching and Learning MCA		
Support and Resources for Teachers (Departmental Output Expense)		
Discontinued measures	Percentage of school teachers/kaiako who are satisfied that:	
	<ul style="list-style-type: none">English-medium teaching and learning online resources provided support curriculum delivery	Baseline year
	<ul style="list-style-type: none">Māori-medium teaching and learning online resources provided support curriculum delivery.	Baseline year
Replacement measures	Usage of the Te Kete Ipurangi (TKI) portal:	
	<ul style="list-style-type: none">Overall number of page views	Maintain or improve
	<ul style="list-style-type: none">Total number of unique users.	Maintain or improve
Explanation	The new measures incorporate data from a greater number of teachers/Kaiako. Currently these are the best indicators of usage available.	
Curriculum Support (Non-Departmental Output Expense)		
Discontinued measures	Percentage of schools aware and engaged with the:	
	<ul style="list-style-type: none">Digital Technology curriculum change	75%
	<ul style="list-style-type: none">Hangarau Matihiko curriculum change.	75%
Revised measures	Percentage of schools and kura engaged in curriculum supports for:	
	<ul style="list-style-type: none">Digital Technology curriculum content	Baseline year
	<ul style="list-style-type: none">Hangarau Matihiko curriculum content.	Baseline year
Explanation	As shown by the Education Review Office report, the percentage of schools/kura 'aware' of curriculum content changes is not a good proxy for readiness to effectively implement.	
Professional Development and Support (Non-Departmental Output Expense)		
Discontinued measure	Percent of Communities of Learning Kāhui Ako and schools/kura who have accessed professional support for Digital Technology and Hangarau Matihiko and have reported a positive shift in the capability of teachers and leaders.	Maintain or improve
Replacement measure	Total number of schools, kura and kāhui ako receiving centrally-funded locally-focused allocations of professional learning and development	Maintain or improve
Explanation	As reported in the Ministry's 2019 Annual Report, during the course of 2018/19 it was decided not to directly survey schools as originally planned but we have used other available information to monitor and refine the support we provide. To avoid reporting for 2019/20 that information is not available we are seeking your approval to replace the measure.	

I'm not convinced on this one. Number of page views is not a proxy for quality/satisfaction.

10. For the **Fees-free payment** category of the Tertiary Tuition MCA, the **Tertiary Education Commission** had initially included participation measures but in agreement with our policy team it has agreed a better measure is the financial benefit for students as part of the focus on barrier free education. As a result they are seeking the following change for 2019/20.

	Performance Measure	Budget Standard
	Fees-free Payments	
Discontinued measures	Percentage increase in first-time domestic learners (including industry training) at Level 3 and above (see Note 1 and 11):	
	<ul style="list-style-type: none"> All learners 	Improve on previous year's results
	<ul style="list-style-type: none"> Māori learners (relative to combined non-Māori and non-Pacific learners' results) (see Note 12) 	Improve on previous year's results
	<ul style="list-style-type: none"> Pacific learners (relative to combined non-Māori and non-Pacific learners' results) (see Note 13). 	Improve on previous year's results
Replacement measure	Average fees-free payment per learner for first year of education or training (see Notes 1 and 3).	At least \$5,759

DISCONTINUED NOTES:

Note 11 - First-time learners as defined by current learner eligibility criteria for fees-free (see www.feesfree.govt.nz/faqs/)

Note 12 - This is a measure of the percentage point gap between the percentage increase in Māori first-time domestic learners and the percentage increase of combined non-Māori and non-Pacific first-time domestic learners – the desired trend is for the percentage point gap to decrease.

Note 13 - This is a measure of the percentage point gap between the percentage increase in Pacific first-time domestic learners and the percentage of combined non-Māori and non-Pacific first-time domestic learners – the desired trend is for the percentage point gap to decrease.

REPLACEMENT NOTES:

Note 1 - 2018/19 Final Budgeted Standard and 2018/19 Estimated Actual refer to the 2018 calendar year. 2019/20 Budget Standard refers to the 2019 calendar year.

Note 2 - The performance measure for Fees Free is the average benefit to the learner from Fees-free payments. This is the fee payment for education or training that they no longer need to meet through their own finances, or from student support. As fees charged by tertiary education organisations to learners are inclusive of GST, this average fee payment figure also includes GST.

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

Ministry of Education

Performance Report

For the second quarter ending
31 December 2019

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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. Reporting is framed in terms of how the work has contributed to the Government's five objectives for education:

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

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

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

We released *He taonga te tamaiti – Every child a taonga: Early Learning Action Plan 2019–2029*. The Plan sets the high-level direction and vision for early learning for the next ten years, outlining objectives and actions to raise quality, improve equity and enable choice of service type. Working with the early learning sector, parents and whānau, hapū, iwi, communities and agencies, we will implement the Plan over the next ten years, phasing actions in response to Cabinet decisions and Budget processes.

Early Learning Strategy

NELP

Tertiary Education Strategy

From 17 September until 25 November we undertook public consultation on the draft **National Education and Learning Priorities (NELP)** and draft **Tertiary Education Strategy (TES)**. Consultation included 25 community hui across the country, in addition to targeted engagements with the sector.

Preliminary themes emerging from the NELP consultation indicate that the sector responded positively to the whole of system approach, but suggested acknowledging the diverse make up of New Zealand society, and narrowing and clarifying the focus, with realistic outcomes appropriately funded.

Strengthening the curriculum

During 2019 we worked with regional offices to help roll out the Progress and Consistency Tools (PaCT) and Te Waharoa Ararau (TWA) progression tool. Tool development is complete and the focus is now on increasing the user base and embedding the tool.

Curriculum, Progress and Achievement

Think pieces to inform the future development of Te Marautanga o Aotearoa were completed over the quarter covering:

- shaping the development of marau ā-kura
- Te Marautanga o Aotearoa and Marau ā-kura, and
- critical transition point for Māori medium education.

The first **Curriculum Progress Map** engagement was held in Manukau. Diverse Pacific voices were included (teachers, schools, families and representatives of

PowerUp); together we co-created a prototype that ensures all learners and their families are valued, safe, and equipped to achieve their educational aspirations through social and emotional learning.

The prototype will be reviewed by the group, to ensure that all voices have been captured appropriately, and then piloted in schools.

We worked with Manatū Taonga and Creative New Zealand to allocate the first round of **Creatives in Schools**. Thirty four projects from a wide range of disciplines were chosen to take place in schools and kura across the country. Applications for the second round will be open from June to August 2020, for 2021 projects.

ERO released their report on the early learning sector, *Te Whāriki (2017) Awareness Towards implementation*, which found while half of services had taken some steps to engage with *Te Whāriki (2017)*, around half of services struggled in designing and implementing local curriculum. We continue to develop new resources on *Te Whāriki Online*, including spotlights, stories of practice, videos and teaching strategies to help services to engage with *Te Whāriki*. The Early Learning Action Plan sets out a sustained and planned approach to professional learning and development (PLD) including a review.

NCEA Review

We appointed over 200 teaching and industry experts to the groups that will establish NCEA Achievement Standards. These groups reflect the diverse needs of our learners, so Māori and Pacific communities are represented as well as a range of locations, school types and deciles.

This process runs alongside the *Ākonga Māori NCEA* development stream to ensure that the new standards incorporate *Mana ōrite o mātauranga Māori*. Over the quarter we engaged with 10 kura to inform the review of *Te Marautanga o Aotearoa (TMOA)* standards.

Working with others to enhance hauora | wellbeing

We worked with the Ministry of Justice to report on the impact of racism, discrimination and stigma across government and within the education system (in November). The report sets out the next steps for addressing the issue.

We also worked with cross government groups to

- progress specific programmes of action under the *Child and Youth Wellbeing Strategy*, for example work to address racism and discrimination, supporting development in the Early Years (0-6) and trialling free and healthy lunches in schools to



mitigate the impact of socio-economic disadvantage.

- develop initiatives in schools to improve mental health,
- support young people with learning needs to plan transitions from school, and
- provide input to the Royal Commission of Inquiry into Historical Abuse in State Care and in the Care of Faith Based Institutions.

The **Education (Pastoral Care) Amendment Act**, passed in December and an Interim Code of Practice was put in place. The Code (developed in collaboration with the tertiary sector advisory group and NZQA), ensures there is a consistent approach to the safety, wellbeing, support and pastoral care of domestic tertiary students, including specific requirements for those in tertiary accommodation.

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

Supporting Māori to succeed as Māori



We completed draft **Ka Hikitia** and **Tau Mai Te Reo** documents as the basis for public consultation. These documents include key actions to

support Māori Education and Māori Language in Education Work Programme work-streams.

Design and implementation work is underway on **Te Hurihanganui** to support more equitable outcomes for Māori learners. The core team has been established and we have completed an initial stocktake of existing products and services and are working with the Education Council and the Education Review Office to ensure the coherence of work underway in the three agencies.

We established contracts with a group of iwi to develop case studies of iwi and/or Mana Whenua work alongside schools, kura, and Kāhui Ako to build and cultivate educationally powerful relationships in partnership, in their takiwā. This initiative is part of a wider initiative: **E Ranga Kōkiri!** which will monitor progress in school practices, kaiako capability and learner outcomes in areas such as cultural capability, Mātauranga Māori, and place based learning. Lessons learnt for the project will flow through the PLD system, including informing of how non-traditional providers (such as iwi) are brought into the PLD service.

We also released *Reading Together® Te Pānui Ngātahi at Ngāti Moko Marae: A school-iwi partnership* in te reo Māori and English, which provides an exemplar of teaching excellence.

We have 55 funding agreements with in place, with 70% of the Toikuranui fund committed (further agreements are being negotiated). Iwi activities focus on building educationally powerful relationships that contribute to improving education outcomes for Māori learners. These include:

- Iwi Education Strategies – development and implementation activities
- Iwi engagement - establishing partnerships with ECEs, schools, kura and wharekura
- Iwi Engagement – curriculum support and resource development
- Iwi Engagement – supporting whānau, hapū and iwi members engage in the education experiences of their children.

We also developed an agreement with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, to support professional capability building for whanau, leadership

and kura kaupapa Māori workforce. The scope includes evaluation capability and curriculum resources (local, Te Aho Matua and specialist PLD).

Supporting Pacific peoples to succeed



A series of 28 fono were held from August to October 2019 to co-design an Action Plan for Pacific Education.

Outcomes of the fono will underpin a vision and key system shifts needed to transform outcomes for Pacific learners and their families. Summaries of the fono have now been published and shared with attendees.

Outcomes from the fono also informed the:

- Early Learning Action Plan
- Tertiary Education Strategy
- Review of Vocational Education
- Teacher and Kaiako Attraction and Retention Strategy.

We tested two new PowerUP models: PowerUP FlexiPlus and PowerUP Au Lotu, which were delivered through 39 PowerStations across Aotearoa. Early findings from the evaluation indicate that the programme supports Pacific parents to develop confidence and capability, and builds the capability of community providers to establish strong networks. The 2020 programme will be delivered from 65 locations, testing a new Principal/Board of Trustee-led approach to embed key features.

The PowerUP programme was awarded the Pacific Service Excellence award at the 2019 SunPix Pacific awards in November. The award celebrates and recognises an organisation whose work makes an important contribution to Pacific families and communities.

Supporting those with extra learning needs

We are continuing to work with clusters of early learning services, schools and kura to progressively implement the Learning Support Delivery Model (LSDM). More than 1,300 early learning services and 2,000 schools are developing (or have already formed) 250 clusters to implement the LSDM.

The second stage of Te Kōhanga Reo National Trust awareness campaign was rolled out across the South Island in the last quarter. The campaign includes a series of workshops to help parents, whanau and kaiako to access resources to support tamariki with additional learning needs.

Learning Support Coordinators



Over 600 Learning Support Coordinator (LSC) roles have been established, of which (>500) positions have been filled. The LSCs build the capability of teachers and kaiāko to meet the

learning support needs of ākonga, promoting learning environments where all children and young people are welcomed, and their achievements, wellbeing and participation are valued and supported.

We delivered resources and training about the LSC role to Boards of Trustees and principals in more than 35 workshop events all over the country.

The impact of the LSC role will be evaluated over the next three years, with a specific focus on Māori and Pacific perspectives and priorities.

Standardised Learning Support Register

We ran workshops with stakeholders to establish a standardised Learning Support Register. The Register will define, record, and report learning support information consistently throughout New Zealand, providing a comprehensive view of the needs within a cluster. Over time, it will become a source of information for regional and national investment planning.

Strengthening screening and early identification of learning support needs.

We provided screening and early identification tools, including the *New Zealand Dyslexia Handbook*, to every school and LSC. The priority is to raise teachers' awareness of dyslexia, and build schools' ability to identify learning needs and effective responses, rather than formal diagnosis of particular conditions.

Over the first and second quarters Early Intervention Services supported nearly 11,000 children, a 7.2% increase over the same period last year.

Flexible supports and services for neurodiverse children and young people

We hosted a Neurodiversity Day in mid-November, which included stakeholders from the Dyslexia Foundation, Autism NZ, the Foetal Alcohol Syndrome Network, and the Office of the Children's Commissioner.

Two primary schools in the Wellington region are piloting a self-regulation Alert Program with support from the Ministries of Education and Health. The programme promotes strategies to improve students' self-regulation, helping children to improve their ability to articulate stress or anxiety. Self-regulation skills can help support children's social relationships and wellbeing, leading to increased engagement in learning.

Meeting the learning needs of gifted children and young people

We established a Māori Advisory Group to support our work to develop culturally specific services and approaches to support gifted ākonga. The Advisory Group has met to explore the Māori cultural context for gifted ākonga.

The Ministry made awards to 65 gifted learners to extend and challenge their learning. We also approved 18 awards for Teachers of Gifted Students, enabling teachers to increase their capability to support gifted learners or learners with exceptional abilities.

We created a set of gifted learners webpages on the Te Kete Ipurangi website at <https://gifted.tki.org.nz/>. Te Kete Ipurangi is New Zealand's bilingual education portal, which provides schools and students with a wealth of information, resources, and curriculum materials to enhance teaching and learning.

Providing extra targeted support

We developed implementation options and costings for redesigning **alternative education**, including options to strengthen in-school supports and to implement a new system of intensive provision for at-risk learners.

Attendance Service contracts were extended to the end of 2020. The service is being redesigned to place resources closer to schools, and reshape the response to recurrent non-attendance. Redesigned services will be in place across the country by 2023.

Addressing financial barriers

We worked with Statistics New Zealand to refine the proposed **Equity Index**, and sought feedback from the sector. This included meeting with principal groups, unions and peak bodies across New Zealand.

We helped families with the cost of essentials by offering decile 1-7 schools an alternative to **voluntary donations**. Over 92% of decile 1-7 schools opted-in to the scheme and donations funding was paid to schools in January. A second payment will occur on 1 April, following the completion of the decile review process and incorporating schools who opted-in after the deadline.

Managing School Transport

Bus service contracts were due to expire later this year, but have been extended by one year to allow more time to design a procurement approach that meets the needs of the students and communities.

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

Developing an education workforce vision and strategy



We analysed and published results from the Teacher Demand and Supply Planning Tool in October. The results will form the basis of a strategic response.

Results from the 2019 ECE Census showed that the number of teaching staff at licensed ECE services increased (primarily led by an increase at Education & Care services). While the number of qualified teaching staff continues to increase, the proportion of qualified to non-qualified staff remained the same between 2018 and 2019.

Attracting and retaining teachers

We worked with the Teaching Council to remove teacher appraisal requirements, as agreed in the Accord signed by the Secretary for Education, the NZEI and the PPTA.

Professional learning and development (PLD)

Training is underway for the new cloud-based PLD Learning System. The system provides a single portal for implementing and monitoring PLD, supporting evaluative capability within schools, kura and Kāhui Ako.

Promoting active teaching of hauora/wellbeing in schools

The *Behaviour and Learning Guide* has been rewritten and can be found at the Inclusive Education website. The rewrite provides digital access to the Ministry's *Teaching for Positive Behaviour: supporting engagement, participation and learning* book. New information about supporting language and communication skills, emotional wellbeing and positive mental health have been added to the Guide.

He Māpuna te Tamaiti: Supporting Social and Emotional Competence in Early Learning was developed with input from kaiako and the early learning sector, specifically for New Zealand early learning settings. This resource was sent to all early childhood education providers and primary schools. Each section discusses a range of strategies that have been shown to promote social and emotional competence, alongside a self-assessment tool. A series of five, two-minute video clips, and other digital resources will also be available on Te Whāriki Online to support the use of He Māpuna te Tamaiti materials.

Building a culturally responsive workforce



Te Ahu o Te Reo Māori delivered te reo Māori training to 576 members of the education workforce (from four regions). The course was well received, with participants reporting that:

- course content was relevant,
- facilitation was excellent, with a good mix of expert Māori, non-Māori and former teachers delivering the programme,
- providers created flexible, safe and inclusive learning environments, and
- the majority of participants increased their daily use of te reo Māori in the classroom.

Based on the positive response, the course will be continued through 2020.

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

We delivered the **Tuia Mātauranga** travelling roadshow to 25 communities; holding 43 events and hosting over 27,000 people. We provided an overview of NZ histories, through written, visual and interactive content and activities. Resources were provided to enhance learning opportunities at the roadshow, in both te reo Māori and English; we handed out over 20,000 activity booklets, and 5000 He Meka! He Meka! conversation starter cards (all resources are downloadable on the Tuia Mātauranga website – tuiaeducation.org.nz).

Specific community-led activity guidelines are available on the Tuia website. These were designed to complement the themes of Tuia, such as holding story sharing evenings, learning about local taonga, exploring their community to know more about local history and place.

National stakeholder groups are being established to collaboratively guide New Zealand history curriculum content development. We are also curating existing rauemi/resources and curriculum supports. When this is complete we will work alongside local communities, to develop local history content aligned to the national curriculum.

We also hosted the first ever **Geocaching GeoTour**, a free family-friendly activity that brings participants to local sites of interest in and around the communities that the roadshow visited. Website analytics show high engagement, with over 3,000 unique hits.



NZQA approved and listed a diploma qualification for **Te Kawa Matakura**, proving a pathway for rangatahi to become future role models of Māori excellence. At the end of the quarter 24 ākonga had been accepted to the course.

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

This quarter we hosted the Education to Employment Matters Meeting with a range of employer, business and industry stakeholders. The meeting enabled interest groups to form, including an Aviation Hub, which will be led by the New Zealand Defence Force.

We established a contestable fund for schools and a fund for employers and communities to support events to help ākonga transition to the work force. A total of 343 schools received funding, and 72 applications from

employers and community providers are currently being assessed.

We held information sessions for schools on the Review of Vocational Education (RoVE) changes and sought initial feedback from them on current secondary-tertiary programmes and initiatives to inform future policy advice.

We promoted the School Leavers' Toolkits websites to increase awareness of products available. We are maintaining and expanding products available to strengthen pathways through secondary education into further education and/or employment.

Reforming vocational education and training



The Education (Vocational Education and Training Reform) Amendment Bill select committee process was completed in December and the Bill was referred back to the House.

Eight members of Te Taumata Aronui were agreed by Cabinet and announced in December to provide independent advice on how tertiary education can respond better to the needs of Māori learners and communities. The members will work with officials to develop a tertiary education system that works with Māori to improve learner and community outcomes.

Internationally credible skills and institutions

This quarter we selected a total of 21 initiatives to be funded under the **International Student Wellbeing Strategy** funding in 2020. The initiatives cover legal advice, peer support and mentoring programmes, leadership training, mental health resources, and inclusive activities with a focus on bringing international students together with their local community in New Zealand.



Work to support digital literacy continued, with over 6,000 students participating in 123Tech in 2019. Online learning modules (in English and te reo) were published, providing NCEA Level 1 digital technology/hangarau matahiko content.

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

Improving Early Childhood Education services



We identified high priority areas within the current regulatory framework that require change to strengthen accountability. These have been included in the draft Terms of Reference for the ECE Regulatory Review.

We worked with the Education Review Office (ERO) to set out each agency's role in responding to ECE service non-compliance, (including unacceptable risk). The protocols are being tested with Ministry and ERO staff over the next three months.

The Provider Assessment Group continue to identify and assess high-risk home-based ECE providers, including detecting and addressing potential fraud.

This quarter we undertook public consultation on the proposed amendments to the licensing and certification criteria to minimise food-related choking risk in early learning services. Amendments to the criteria are expected to be implemented in the fourth quarter.

Improving system governance



Our Schooling Futures, Stronger Together was released in November, responding to the Independent Taskforce' review of Tomorrow's Schools.

Responses included establishing an **Education Service Agency** to provide integrated and locally responsive support to early learning and school teachers, leaders and boards. The agencies will bring decision-making powers and resources closer to the frontline. Key initiatives include disputes tribunals, enabling a mandatory code of conduct for Boards of Trustees, enabling minimum eligibility criteria for principals and transferring enrolment scheme management to the Ministry.

Consultation on **strengthening the student voice in tertiary education** concluded in October, attracting 329 survey responses, 18 written submissions, and nine face-to-face meetings. A summary of the responses and options to enhance tertiary student voice will be provided in the third quarter.

Better information for decision making

Te Rito went live in late December, enabling data from school student management systems to be hosted on a centralised platform. Access is currently restricted to a few project team members for testing, but we expect to roll it out for Pūtauaki Ki Rangitaiki (a Kāhui Ako) in the Bay of Plenty in the third quarter.

We released three Programme for International Student Assessment (PISA) 2018 national reports:

- Summary Report - System performance and equity
- New Zealand Students' Wellbeing - School climate & student mindsets of 15-year-olds
- Reading in New Zealand - Reading achievement and experiences of 15-year-olds

Findings indicate that compared to international benchmarks New Zealand students do well in reading and science, but less well in mathematics. Across all three domains, national performance has remained above the OECD average. There was a slight decrease compared to 2015 results, but the difference is not statistically significant. Over a longer timeframe performance fell across all three domains. The results also identified increased incidence of bullying.

We completed Trends in International Mathematics and Science Study (TIMSS) scoring for 7000 Year 9 students, their principals and teachers. Data collected for year 5 and year 9 will be released in Dec 2020.

We released reports from the National Monitoring Study of Student Achievement (NMSSA) for Maths and Social Studies, which assessed students in year 4 and 8. Consistent with previous cycles, proportionally more Year 4 students than Year 8 students achieved at their expected curriculum levels.

We published **Disabled People and Tertiary Education: An analysis of the 2013 Disability Survey**. The report provides an evidence base for policies to support disabled people to participate and achieve in tertiary education, including reviewing learner-based funding for disabled students and opportunities in the Review of Vocational Education (RoVE).

We successfully developed home access technology using the mobile network in partnership with Spark and N4L. This will extend the options available to provide home connectivity to students as well as supporting Education Outside the Classroom.

Managing the school property portfolio



The **National Education Growth Plan (NEGP)** is now complete and available on our website. We are working on growth response plans to manage change and development.

We piloted processes to assess building condition and survey classroom users. Revised tools and processes, based on the pilot, will be rolled out as part of future planning processes to lift the quality of school property.

One new school (Te Kura Kaupapa Māori o Te Tonga o Hokianga) was completed over the quarter, as well as six redevelopment and roll growth projects (Dairy Flat School, Mt Albert Grammar School, Omokoroa Point School, Redhill School, Southern Cross Campus and Wadestown School).



Payroll

All schools have access to some EdPay functionality and new functionality is being tested by a small group of schools before release to remaining schools. Early indications are that EdPay is making a positive difference to schools.

Proactively Released



Building capability and managing responsibly

We held **Te Hui** in November, the first Māori staff hui in nearly 14 years. Our kaimahi Māori valued the connections they made with each other and the work they do, and advocated for a focus on building cultural competency of all staff to ensure that we, as a Ministry, are 'walking the walk', leaders committed to bringing Māori staff together more regularly in their offices and regions, taking the time to focus on career and development planning. We also took the opportunity of Te Hui to welcome Daryn Bean, our new Deputy Secretary - Māori Education.

We continued to plan training for a culturally responsive organisation and ultimately a culturally responsive education system. The **Te Ara Whiti** programme covers **Racial Equity** and **Te Tiriti o Waitangi** training with approximately 1,678 of Ministry staff having already attended these courses. We are planning for a further 1,500 staff to attend the Racial Equity courses this financial year, (over 220 staff from Education Infrastructure Services attending Te Tiriti o Waitangi training during the quarter).

The refreshed **People Strategy, He Huarahi Pai** – a good path for our people, with the expected behaviours at the centre (Tāngata – putting our people first) has been further reinforced with the behaviours now incorporated into the new performance templates and tools available for staff and managers to use.

Building from the last quarter 61 managers attended **Leading through Conversations**, a workshop which provides them with skills to have meaningful conversations with their staff to motivate, develop and support them in their work. These workshops will continue to be available throughout 2020.

The Ministry's new **Human Resource Information System (HRIS)** was rolled out to managers for self-service access. The HRIS provides real time access to detailed workforce information, giving managers a view of their team's information online. Training and support was delivered to over 173 managers. The next phase is to roll out the HRIS to all employees, making a number of self-service functions available.

We improved Employment Relations (ER) reporting; in response to increasing interest and external reporting requirements, which we believe will grow as the State Services Commission leads implementation on a wide range of workplace standards.

Managing conflicts of interest (COI) is a critical accountability for our managers. Staff and contractors were asked to complete the online Conflict of Interest declaration in September 2019 which included online learning. The proportion of Ministry staff who complete

the declaration continues to increase, up to 98.5% this year from 97.7% in 2018 and 79.3% in 2017.

During the quarter, the Ministry completed the 2019 round of **Ministerial appointments** to Boards, such as the UNESCO National Commission; the Tertiary Education Commission, New Zealand Qualifications Authority, Education New Zealand, the Teaching Council, and Te Kura (the Correspondence School). This round we introduced an informal Challenge Group to provide an "equity lens" on Board appointments and New Zealand Royal Honours recommendations. We are seeing gender, ethnic and geographical representation increase across our Board nominations.

In October we tabled the Ministry's **Annual Report** and Ministerial Non-Department Reports on Appropriation, and work commenced answering Select Committee Questions and preparing for the Financial Review.

Between 1 October and 31 December we responded to 288 **media queries**, issued 12 press releases and posted 9 statements to our website.

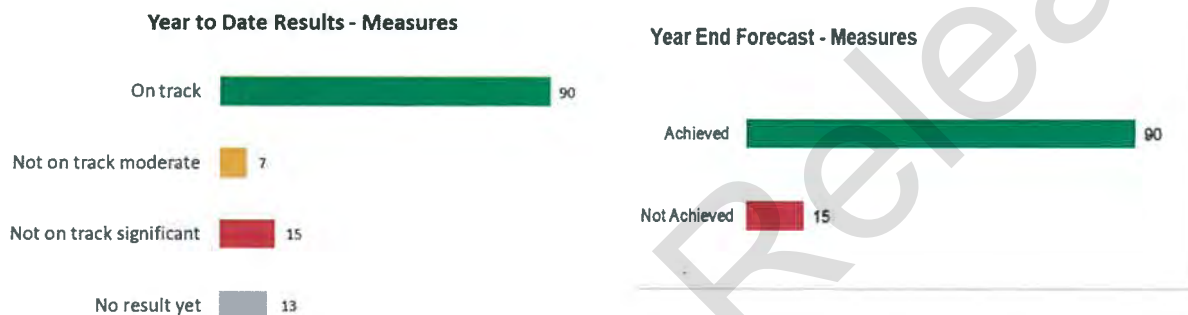
Over the second quarter the Ministry responded to 201 **Departmental and Ministerial OIA requests** within required timeframes 99.5% of the time.



Vote Education performance for the first quarter of 2019/20

Vote Education

The majority of performance measures are on track. Non-financial performance reporting below is on an exceptions basis only. Rows of non-departmental measures are shaded grey. One output indicator (on page 18) shows a variation from expected numbers. It is reported for context only, not as a performance measure.



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 December 2019	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. Overall ECE prior participation for children who entered school in the fourth quarter of 2019 was 97.1%, slightly increased from December 2018 (96.9%). The Early Learning Strategy He taonga te tamati, and associated initiatives, support participation of target populations.
Māori	98%	95.6%	●	●	
Pacific	98%	93.3%	●	●	
Deciles 1 to 3	98%	94.4%	●	●	

This measure needs to change to reflect the work we've done in this area.

CH.

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

ED-M02-2: 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%	●	●	<p>Regular attendance of New Zealand students fell in 2019 as noted in the recent Student Attendance Term 2, 2019 report.</p> <p>Ensuring students are enrolled in and attending school is a shared responsibility and non-attendance is influenced by a range of factors.</p> <p>We are exploring options for improving the Attendance Service, including how resources to manage attendance could be located closer to schools.</p> <p>Regional offices are reviewing and considering attendance as a particular focus in the continuous improvement work they do with schools.</p> <p>Every Day Matters is the term-by-term collection of schools' attendance data. Before the recently-announced change in the attendance collection, around 500 schools were participating in this voluntary initiative. For each school we created a summary report of attendance at the school, showing trends in attendance and breakdowns by gender, year level and ethnicity. The Ministry's attendance collection has recently changed from Term 2 only to term-by-term, effectively making Every Day Matters the Ministry's approach to attendance data collection.</p>

Appropriation: Support and Resources for Education Providers

ED-D03-1.1 and 1.2: 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 December 2019	Current result	Year-end forecast	Commentary
Accuracy	100%	97%	●	●	The most recent quarterly instalment (October) 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%	●	●	

Appropriation: Support and Resources for Parents and the Community					
ED-M02-5.2: People are more confident in knowing how to support their child after Ministry learning support involvement, as reported by:					
	Budget standard	As at December 2019	Current result	Year-end forecast	Commentary
educators	72	● 67	●	●	The next quarterly survey for 2019/20 will occur at the start of Term 1 2020. This will include feedback from those that received service during Term 4 2019.
ED-M02-6.2: 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 December 2019	Current result	Year-end forecast	Commentary
educators	70	● 69	●	●	The next quarterly survey for 2019/20 will occur at the start of Term 1 2020. This will include feedback from those that received service during Term 4 2019.
Departmental measures that are off track, and not forecast to be achieved at year end.					
Appropriation: Oversight of the Education System (multi category appropriation); Ministerial Services category.					
ED-M03-2: Percentage of replies to Ministerial correspondence replies, Parliamentary question replies and Ministerial Official Information Act replies completed within the timeframes agreed between the Ministry and the Office of the Minister.					
	Budget Standard	As at December 2019	Current result	Year – end forecast	Commentary
Overall	95%	89%	●	●	A focus on Written Parliamentary Questions timeliness has resulted in a performance increase over the previous two months and should continue to improve over the remainder of the year.

Non-departmental measures that are off track, and not forecast to be achieved at year end					
Appropriation: Primary Education					
ED-N03-1: Participation in primary education – the percentage of students attending school regularly, measured annually:					
Students	Budget standard	As at Term 2 2019	Current result	Year – end forecast	Commentary
All	70%	TBC	●	●	Refer overall commentary on page 13 for associated ED-MO2-2 combined primary/secondary overall measure. Regional offices are reviewing and considering attendance as a particular focus in the continuous improvement work they do with schools.
Māori	70%	TBC	●	●	
Pacific	70%	TBC	●	●	

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 December 2019	Current Result	Year-end forecast	Commentary
Referrals	95%	35%	●	●	The number of pending cases remains high and will continue to adversely impact on this measure. To ensure these cases are addressed, the Professional Responsibility team is in the process of recruiting at least two more Disciplinary Tribunal chairs. A review of legislation and procedures is also underway to ensure natural justice is achieved.

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

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

	Budget Standard	As at December 2019	Current Result	Year-end forecast	Commentary
Practicing certificates	65%	35%	●	●	The impact of the loss of the expedited Police vetting service is taking effect. The median vet time is 15 days up from 5 days for the same period in the previous year. As a result, it is now taking 25 days to process 65% of registrations and renewals. The Council has held discussions with Police about reinstating a priority vetting service, however for this year, it is irrecoverable.

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 December 2019	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.



Appropriation: Outcomes for Target Student Groups (Multi Category appropriation). Interventions for Target Student Groups category.

ED-M02-4: 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 December 2019	Current Result	Year-end forecast	Commentary
Average calendar days	90	100.33	●	●	Regions continue to review and implement practice to further improve the timeliness of quality, effective support. As fewer children wait a long time for service, and support can be prioritised to other children waiting, we anticipate reaching the budget standard by the end of the year.
Within 45 days	25%	24.08%	●	●	
Within 60 days	40%	30.81%	●	●	

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

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 December 2019	Current Result	Year-end forecast	Commentary
40 days	55%	50.80%	●	●	<p>Work is continuing to ensure standards are met. This includes:</p> <ul style="list-style-type: none"> ensuring schools are notifying the Ministry within the required time frames. national consistency around best practice for directed enrolments. developing a shared approach to enrolling excluded students into Te Kura. sharing 'best practice' from the regions. Work is being done in collaboration with the regions to ensure what content they currently use in the desk files is translated to Confluence so they have the best information at hand. <p>Work is also being done with the ENROL team to ensure that schools are able to access the right tools when filling out students information.</p>
75 days	85%	80.92%	●	●	

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 December 2019	Current Result	Year-end forecast	Commentary
Practicing certificates	10%	5.4%	●	●	Currently on track to achieving the target of 4,000 audits with just over half of all required audits completed at the end of the period.



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 December 2019	Current Result	Year-end forecast	Commentary
provided by certified playcentres	2.4 - 2.8 million hours	● 1,000,000	● 47,816	●	We have not yet confirmed data for the period ended 30 November. This month's year to date is a mix of actual and forecast, and we are presently forecasting a year end result of 2.31 million.
home based	24 - 25 million hours	● 9,000,000	● 5,123,377	●	We are presently forecasting a year end result of 21 million. The outcome of the home based review may impact participation in home based services.

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
Subsidised hours	1.5-2 million	656,423	●	●	The full year forecast is 1.3m 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. We understand this ongoing reduction is partially driven by parental preferences. We continue to engage with regional offices to explore opportunities and send reminder notices to playgroups with outstanding hours.

Vote Education Expenditure against Appropriations

	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget OBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Departmental Output Expenses								
School Property Portfolio Management	970.4	970.1	(0.3)	(0.0%)	1,953.9	1,962.2	8.3	0.4%
Services to Other Agencies	1.1	0.9	(0.2)	(22.2%)	1.8	1.8	-	
Support and Resources for Education Providers	56.3	60.1	3.8	6.3%	119.2	136.3	17.1	12.5%
Support and Resources for Parents and the Community	5.8	5.8	-		13.3	13.5	0.2	1.5%
Total Departmental Output Expenses	1,033.6	1,036.9	3.3	0.3%	2,088.2	2,113.8	25.6	1.2%
Departmental Capital Expenditure	585.1	509.0	(76.1)	(15.0%)	890.7	890.7	-	
Non-Departmental Output Expenses								
Contribution to the Education Council of Aotearoa New Zealand	4.7	4.5	(0.2)	(4.4%)	10.8	10.8	-	
Early Childhood Education	1,021.5	1,023.4	1.9	0.2%	2,032.7	2,047.5	14.8	0.7%
Primary Education	1,803.2	1,854.6	51.4	2.8%	3,482.6	3,502.7	20.1	0.6%
School Risk Management Scheme	0.5	2.5	2.0	80.0%	2.9	5.0	2.1	42.0%
School Managed Network Funding	14.4	14.4	-		28.8	28.8	-	
School Transport	108.5	108.8	0.3	0.3%	220.9	216.0	(4.9)	(2.3%)
Schooling Improvement	1.8	6.1	4.3	70.5%	9.1	10.3	1.2	11.7%
Secondary Education	1,171.3	1,215.7	44.4	3.7%	2,404.5	2,424.8	20.3	0.8%
Secondary - Tertiary Interface	40.6	42.3	1.7	4.0%	97.4	100.7	3.3	3.3%
Support for Early Childhood Education Providers	0.5	0.1	(0.4)	(400.0%)	11.2	11.2	-	
Supporting Parenting	6.9	6.8	(0.1)	(1.5%)	9.6	9.6	-	
UNESCO	0.3	0.3	-		2.1	2.1	-	
Total Non-Departmental Output Expenses	4,174.2	4,279.5	105.3	2.5%	8,312.6	8,369.5	56.9	0.7%
Benefits or Related Expenses								
Home Schooling Allowances	2.5	2.9	0.4	13.8%	5.4	4.9	(0.5)	(10.2%)
Scholarships and Awards for Students	7.9	8.4	0.5	6.0%	16.0	16.6	0.6	3.6%
Scholarships and Awards for Teachers and Trainees	10.5	12.1	1.6	13.2%	24.0	25.8	1.8	7.0%
Total Benefits or Related Expenses	20.9	23.4	2.5	10.7%	45.4	47.3	1.9	4.0%
Non-Departmental Other Expenses								
Integrated Schools Property	33.0	41.6	8.6	20.7%	71.5	75.9	4.4	5.8%
Total Non-Departmental Other Expenses	33.0	41.6	8.6	20.7%	71.5	75.9	4.4	5.8%
Non-Departmental Capital Expenditure								
School Support Project	0.2	0.9	0.7	77.8%	1.1	1.9	0.8	42.1%
Schools Furniture & Equipment	17.4	20.6	3.2	15.5%	56.8	59.4	2.6	4.4%
Total Non-Departmental Capital Expenditure	17.6	21.5	3.9	18.1%	57.9	61.3	3.4	5.5%



	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget OBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Multi-Category Expenses and Capital Expenditure (MCA)								
Improved Quality Teaching and Learning MCA								
Support and Resources for Teachers	51.9	52.0	0.1	0.2%	102.1	93.9	(8.2)	(8.7%)
Curriculum Support	29.2	24.7	(4.5)	(18.2%)	56.1	55.2	(0.9)	(1.6%)
Professional Development and Support	48.2	46.6	(1.6)	(3.4%)	98.2	99.2	1.0	1.0%
Total Improved Quality Teaching and Learning MCA	129.3	123.3	(6.0)	(4.9%)	256.4	248.3	(8.1)	(3.3%)
Outcomes for Target Student Groups MCA								
Interventions for Target Student Groups	159.9	161.8	1.9	1.2%	323.8	324.0	0.2	0.1%
Learning Support	246.0	256.7	10.7	4.2%	514.6	526.1	11.5	2.2%
School Lunch Programme	-	-	-		6.1	6.1	-	
Service Academies	1.6	2.0	0.4	20.0%	3.3	3.8	0.5	13.2%
Students Attendance and Engagement	5.9	5.1	(0.8)	(15.7%)	10.3	10.3	-	
Total Outcomes for Target Student Groups MCA	413.4	425.6	12.2	2.9%	858.1	870.3	12.2	1.4%
Oversight and Administration of the Qualifications System MCA								
Provision of Communications and Advisory Services	1.7	1.7	-		3.4	3.4	-	
Qualifications Support Structures	3.0	3.1	0.1	3.2%	6.3	6.3	-	
Quality Assurance	2.8	2.8	-		5.6	5.6	-	
Secondary School Assessments	36.0	36.0	-		55.3	55.3	-	
Developing Online Assessment Systems	-	-	-		-	6.4	6.4	100.0%
Total Oversight and Administration of the Qualifications System MCA	43.5	43.6	0.1	0.2%	70.6	77.0	6.4	8.3%
Oversight of the Education System MCA								
Ministerial Services	2.8	2.6	(0.2)	(7.7%)	5.9	4.4	(1.5)	(34.1%)
Monitoring the Education System	5.0	5.9	0.9	15.3%	10.1	14.5	4.4	30.3%
Policy Advice	11.0	10.6	(0.4)	(3.8%)	21.1	20.4	(0.7)	(3.4%)
Research and Analysis	14.5	14.3	(0.2)	(1.4%)	29.1	21.8	(7.3)	(33.5%)
Education Research Initiatives	1.3	1.4	0.1	7.1%	2.9	3.0	0.1	3.3%
Independent Advice on Government Priority Areas	-	0.3	0.3	100.0%	-	0.5	0.5	100.0%
Total Oversight of the Education System MCA	34.6	35.1	0.5	1.4%	69.1	64.6	(4.5)	(7.0%)
Total Multi-Category Expenses and Capital Expenditure (MCA)	620.8	627.6	6.8	1.1%	1,254.2	1,260.2	6.0	0.5%
Multi-Year Appropriations								
Teacher-Led Innovation Fund	-	0.1	0.1	100.0%	-	0.2	0.2	100.0%
Schools Payroll Sustainability Loan	4.0	4.0	-		6.2	6.2	-	
Total Multi-Year Appropriations	4.0	4.1	0.1	2.4%	6.2	6.4	0.2	3.1%
Total Vote Education	6,489.2	6,543.6	54.4	0.8%	12,726.7	12,825.1	98.4	0.8%



Commentary

Total year to date expenditure for Vote Education is under budget by \$54.4 million (0.8%). Significant areas of underspend are:

- a. **Primary Education** – \$51.4 million (2.8%), mainly due underspends in teachers' salaries, along with costs associated with school donations occurring later than anticipated. A portion of funding for teachers' salaries will be returned at the March Baseline Update (MBU), and expenditure in relation to school donations will be incurred in January.
- b. **Secondary Education** - \$44.4 million (3.7%), mainly due underspends in teachers' salaries along with costs associated with school donations occurring later than anticipated. A portion of funding for teachers' salaries will be returned at MBU, and expenditure in relation to school donations will be incurred in January.
- c. **Total Outcomes for Target Student Groups MCA** - \$12.2 million (2.9%), mainly due to underspend in salaries in the Learning Support category.
- d. **Integrated Schools Property** - \$8.6 million (20.7%), mainly due to deferral of payments for integrated school property expansions. Funding for Waatea School (\$4.3m) will be reviewed at MBU, which is most likely to be needed in the FY 2020/21. The remaining variance is mainly due to timing.

Partially offset by overspend in:

- e. **Departmental Capital Expenditure** – \$76.1 million (15.0%) overspend, mainly because a number of Redevelopment, Roll growth, New Schools and Canterbury Schools Rebuild projects in construction have progressed faster than expected. In addition, over the last two years, 10 Year Property Plan agreements have been signed off ahead of the usual timeframes leading to an earlier start for 5YA projects and an increase in expenditure.
- f. **Improved Quality Teaching and Learning MCA** \$6.0 million (4.9%) overspend is mainly in Curriculum Support (\$4.5m) due to costs being incurred earlier than anticipated. The appropriation is expected to be close to appropriation at the end of the year.

Vote Tertiary Education performance for the first quarter of 2019/20

Vote Tertiary Education

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 December 2019	Current result	Year – end forecast	Commentary
Internal quarterly assessment	Mean of 3.5 out of 5	3.25	●	●	The results 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.

Vote Tertiary Education Expenditure against Appropriations

	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget OBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Departmental Output Expenses								
Establishing a Single National Vocational Education Institution	1.7	3.3	1.6	48.5%	17.1	17.1	-	
Total Departmental Output Expenses	1.7	3.3	1.6	48.5%	17.1	17.1	-	
Non-Departmental Output Expenses								
Access to Tertiary Education	12.6	14.1	1.5	10.6%	29.3	29.5	0.2	0.7%
Administration of and Support for the Tertiary Education and Careers Systems	31.5	34.8	3.3	9.5%	69.5	72.8	3.3	4.5%
Centres of Research Excellence	24.9	24.9	-		49.8	49.8	-	
International Education Programmes	15.1	15.4	0.3	1.9%	32.5	32.8	0.3	0.9%
Tertiary Education Research and Research-Based Teaching	168.3	162.7	(5.6)	(3.4%)	328.6	328.8	0.2	0.1%
Tertiary Sector / Industry Collaboration Projects	13.1	15.4	2.3	14.9%	28.9	31.2	2.3	7.4%
University-led Innovation	2.6	4.7	2.1	44.7%	7.9	10.0	2.1	21.0%
Total Non-Departmental Output Expenses	268.1	272.0	3.9	1.4%	546.5	554.9	8.4	1.5%
Benefits or Related Expenses								
Awards for Outbound New Zealand Students	1.8	2.0	0.2	10.0%	3.9	4.0	0.1	2.5%
Scholarships for Inbound International Students	0.3	0.3	-		0.6	0.6	-	
Tertiary Scholarships and Awards	6.8	7.4	0.6	8.1%	15.6	15.9	0.3	1.9%
Total Benefits or Related Expenses	8.9	9.7	0.8	8.2%	20.1	20.5	0.4	2.0%
Non-Departmental Capital Expenditure								
Support for Whitireia New Zealand	5.0	-	(5.0)		-	-	-	
Support for Lincoln University	-	-	-		65.0	65.0	-	
Support for Tai Poutini Polytechnic	2.3	2.3	-		2.3	2.3	-	
Support for Unitec Institute of Technology	5.0	5.0	-		15.0	15.0	-	
Total Non-Departmental Capital Expenditure	12.3	7.3	(5.0)	(68.5%)	82.3	82.3	-	
Multi-Category Expenses and Capital Expenditure (MCA)								
Stewardship of the Tertiary Education System MCA								
Policy Advice	6.0	4.9	(1.1)	(22.4%)	11.6	7.7	(3.9)	(50.6%)
Research, Data Analysis and Monitoring	3.5	4.2	0.7	16.7%	7.0	9.9	2.9	29.3%
Total Stewardship of the Tertiary Education System MCA	9.5	9.1	(0.4)	(4.4%)	18.6	17.6	(1.0)	(5.7%)



	Year to Date				Full Year			
	Actual	Budget	Variance		Forecast	Budget OBU	Variance	
	\$m	\$m	\$m	%	\$m	\$m	\$m	%
Tertiary Tuition and Training MCA								
Community Education	35.8	38.5	2.7	7.0%	70.3	78.1	7.8	10.0%
Tertiary Education: Student Achievement Component	1,060.2	1,055.4	(4.8)	(0.5%)	2,096.4	2,108.5	12.1	0.6%
Training for Designated Groups	136.0	151.4	15.4	10.2%	285.1	300.5	15.4	5.1%
Fees-free Payments	56.3	134.3	78.0	58.1%	260.6	342.1	81.5	23.8%
Total Tertiary Tuition and Training MCA	1,288.3	1,379.6	91.3	6.6%	2,712.4	2,829.2	116.8	4.1%
Total Multi-Category Expenses and Capital Expenditure (MCA)	1,297.8	1,388.7	90.9	6.5%	2,731.0	2,846.8	115.8	4.1%
Total Vote Tertiary Education	1,588.8	1,681.0	92.2	5.5%	3,397.0	3,521.6	124.6	3.5%

Commentary

Total year to date expenditure for Vote Tertiary Education is below budget by \$92.2 million (5.5%). Significant areas of under-spend are:

a. Tertiary Training and Tuition - Multi-Category Appropriation (MCA)

- *Fees-Free Payments* - \$78.0 million (58.1%) underspent due to ongoing lower uptake. It is expected that underspends in Fees Free will be transferred at MBU to help fund the setup of the new NZ Institute of Skills & Technology.
- *Training for Designated Groups* – \$15.4 million (10.2%) underspent due to costs being incurred later than anticipated. Full year we expect to be underspent.

Partially offset by overspend in:

- Tertiary Education Research and Research-Based Teaching** – \$5.6 million (3.4%) overspend due to costs being incurred earlier than anticipated.
- Support for Whitireia New Zealand** – \$5.0 million overspend is due to a further capital injection to Whitireia New Zealand to support the financial viability of this institution. This was approved by Joint Ministers on 24 October (TEC Metis B-19-01284), and baseline will be adjusted in MBU 2020. This funding is additional to the \$15 million provided in 2018/19.