

INTENT

MINISTRY OF EDUCATION STATEMENT OF INTENT

2011/12-2016/17

*Presented to the House of Representatives
pursuant to section 39 of the Public Finance Act 1989*

Published by the Ministry of Education, New Zealand, May 2011.

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ISSN: 1176-2489 (Print)
1178-914X (Online)

This publication is printed on environmentally responsible paper, manufactured using pulp harvested from sustainable well-managed forests and bleached using an elemental chlorine-free process and printed using vegetable-based inks.

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Foreword

Minister of Education

In order to support this Government's economic growth and prosperity goals, we need to build on the considerable progress that has already been made across the education system in recent years, spread it more widely, and support all students to achieve. To get the shifts in achievement that we seek, we must target our resources and activity particularly to those groups for whom the system is not currently performing. These students are more likely to be Māori or Pasifika, be from low socio-economic communities or have special education needs.

The September 2010 and February 2011 earthquakes in Canterbury have had a significant impact on education provision in that area. Considerable resource and support will be required in this area for the foreseeable future. I expect the Ministry of Education to continue to do everything it can to support early childhood education services, schools, students, parents and communities in the affected areas.

We know that participating in early childhood education before starting school has considerable benefits for children, particularly those from vulnerable families. This Government is committed to focusing our resources and activities on increasing participation rates in targeted communities and improving the performance of the early childhood education system. I established the Early Childhood Education Taskforce, which will report to me with recommendations for improving the early childhood education system. I will consider what changes should be made as a result of these recommendations.

Literacy and numeracy skills are essential for students to be able to access all learning areas at school, and gain useful qualifications in senior secondary school. National Standards for literacy and numeracy (for English-medium settings) and Ngā Whanaketanga Rumaki Māori (National Standards for Māori-medium settings) are now being implemented. The Student Achievement Function is providing enhanced support to schools identified by the Education Review Office as needing to improve the literacy and numeracy achievement of their students.

Schools and kura are reporting to parents in plain language about their children's progress. Through the two sector groups I have established, we are continuing to engage on and discuss the National Standards and how they are being implemented. I am committed to these ongoing discussions as we refine the National Standards and continually improve their implementation.

This Government has a goal of every young person achieving NCEA Level 2 or an equivalent qualification. This will enable them to participate in further education and training, and to be productive members of the workforce. Effective teaching and enhanced engagement and retention practices are vital to ensure students are present and achieving in the schooling sector. The Youth Guarantee will clarify and strengthen education and training options for 16- and 17-year-olds so that all young people achieve a useful qualification.

I expect the Ministry of Education to continue to identify ways to work more efficiently and effectively, to make better use of current expenditure, and identify areas where further savings can be made. The Ministry has a key role in leading the education sector, and working with education providers and the sector to lift student achievement.

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent and in the Information Supporting the Estimates is in accordance with sections 38, 40 and 41 of the Public Finance Act 1989 and is consistent with the policies and performance expectations of the Government.

Hon Anne Tolley

Minister of Education

Foreword

Minister for Tertiary Education

The Tertiary Education Strategy 2010-15 has the vision of a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st-century.

The Canterbury earthquakes of September 2010 and February 2011 have had a significant impact on New Zealand's education system. A total of 71 international students either have been confirmed as deceased or have been reported as missing in the February quake.

Nationally, we are focused on making the tertiary education system more responsive to changes in demand and improving the value of government investment in student support. We are working to drive better value from existing expenditure, ensuring that young people have skills that meet the needs of the labour market and economy. A more responsive system requires more accurate and timely information, and we are committed to making more tertiary education information publicly available to further inform student choices.

We are committed to ensuring that all young people achieve NCEA Level 2 or an equivalent qualification, to enable them to engage in further education or training and the workforce. To support this goal, we are implementing the Youth Guarantee, which will open up more education and training options for 16- and 17-year-olds. Our activity to implement the Youth Guarantee sits across the senior secondary school and tertiary sectors.

We are working to see more young people (aged under 25) achieving qualifications at level 4 and above on the New Zealand Qualifications Framework (NZQF), especially degrees. We are particularly focused on increasing the number of Māori and Pasifika students achieving at higher levels of study.

International education is already a substantial contributor to the national economy. Currently, almost 100,000 international fee-paying students contribute at least \$2,300 million to the economy, support around 32,000 jobs and provide around \$345 million in tuition fees to our tertiary providers. Canterbury generates the second-highest export education earnings in New Zealand. Some international students returned home following the earthquake and it is anticipated that enrolments in the Canterbury region will be lower than projected for a period of time.

Our goal for international education is to increase its value to at least \$5,000 million in real terms over the next 15 years. To do this, I am establishing a new Crown agent to coordinate New Zealand's international education efforts, to increase the value of this sector to the economy.

We are operating in a constrained financial environment and we must drive better value from existing expenditure on tertiary education. We must maximise the contribution that it makes to our economic growth and productivity.

I expect the Ministry of Education to lead work towards achieving the priorities in the Tertiary Education Strategy. This will require working with the other agencies that have a role in the tertiary sector in innovative and aligned ways that deliver value for money. I also expect the Ministry and the other education agencies to work with tertiary education providers, innovation agencies, business, industry and communities in ways that ensure the priorities of the Government are achieved.

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent and in the Information Supporting the Estimates is in accordance with sections 38, 40 and 41 of the Public Finance Act 1989 and is consistent with the policies and performance expectations of the Government.

Hon Steven Joyce
Minister for Tertiary Education

Introduction from the Secretary for Education

Ma mahi, ka ora

By work we prosper

The Ministry of Education remains focused on lifting achievement for all students in our system. We deliver a world-class education system for most students. But we also know that the spread of achievement of our students is too wide. Too many of our students do not achieve their potential because the system does not provide them with learning that supports and engages them.

Our priorities for the education system focus our activity on making the greatest difference possible for our target groups – Māori students, Pasifika students, students from low socio-economic communities and students with special education needs. Our key strategies provide us with the direction to make improvements for these groups. We must ensure the education system is fully inclusive and supports every student from all backgrounds and communities to engage, to learn and to achieve.

We must set the highest expectations for ourselves in the Ministry and for the whole education sector. To achieve these expectations, we are committed to improving our efforts to make continued and real differences in the lives of New Zealanders. In early childhood education, this means focusing on increasing participation while looking more broadly at the system and how it can perform better. In schooling, this means ensuring that all students achieve the foundation literacy and numeracy skills required to succeed, and making sure they gain useful qualifications. In tertiary education, this means increasing course completion and attainment of qualifications at higher levels of study.

The Government's expectations of the Ministry are clear. We need to support the sector to improve its performance to spread gains in participation and achievement more widely, while continuing to identify ways to improve our effectiveness and efficiency. We are continually reviewing our business processes and functions to ensure that we are delivering quality services to students, their families and communities, and to educators.

We are determined and committed to improving the service we provide to the sector and our leadership role in driving system change, and to becoming a more responsive and agile organisation. Our aim remains clear – a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st-century.

In signing this statement, I acknowledge that I am responsible for the information contained in the Statement of Intent for the Ministry of Education. This information has been prepared in accordance with the Public Finance Act 1989. It is also consistent with the proposed appropriations set out in the Appropriations (2011/12 Estimates) Bill, as presented to the House of Representatives in accordance with section 13 of the Public Finance Act 1989, and with existing appropriations and financial authorities.

Counter-signed by

Karen Sewell
Secretary for Education

Tina Cornelius
Chief Financial Officer

Nature and scope of our functions

The Ministry of Education is the lead advisor to the Government on the education system, across the early childhood education, schooling and tertiary education sectors.

This advisory role is complemented by a substantial operational role that includes:

- ▲ providing funding to state and state-integrated schools to enable them to deliver high-quality education to their students
- ▲ managing the school property portfolio, which is the Government's second-largest property portfolio
- ▲ providing special education services to children and young people with disabilities and other special education needs
- ▲ developing national guidelines and curriculum statements
- ▲ providing services to and supporting students, communities, early childhood education services and schools.

New Zealand's education system is highly devolved, with much of the operational decision-making resting with early childhood education providers, school boards of trustees and tertiary education providers. Through our funding and policy decisions, and provision of tools and information, we support education providers to focus their efforts to deliver high-quality teaching and learning programmes to every student.

Our contribution to tertiary education includes our role as lead agency for the Student Loan Scheme, in which we work with the Treasury, Inland Revenue and the Ministry of Social Development to improve the value for money of student loans.

The six agencies directly involved in the education sector are:

- ▲ Ministry of Education
- ▲ Education Review Office
- ▲ New Zealand Qualifications Authority
- ▲ Tertiary Education Commission
- ▲ New Zealand Teachers Council
- ▲ Career Services Rapuara.

We lead cross-agency activity on our shared strategic direction for the education sector. Joint and individual delivery of key programmes and services by education agencies supports the Government's core goals.

We support and monitor the performance of the four education Crown entities on behalf of the Minister of Education and the Minister for Tertiary Education. These are the New Zealand Qualifications Authority, the Tertiary Education Commission, the New Zealand Teachers Council and Career Services Rapuara.

Profile of the Ministry

On 31 March 2011, the Ministry had:

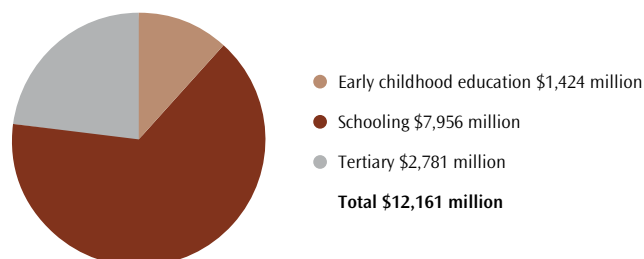
- ▲ 2,463 full-time equivalent staff
 - ▶ 1,494 based in the regions and 969 in national office. Of these staff, 1,287 provide services to children with special education needs
- ▲ 42 local, district and regional offices across New Zealand.

Profile of the education system

On 31 March 2011, there were around:

- ▲ 211,000 enrolments in over 5,100 early childhood education services, employing 19,800 teachers
- ▲ 764,000 students in 2,370 schools, employing 52,000 teachers
- ▲ 470,000 enrolments in tertiary education providers and 200,000 enrolments in industry-based training.

Government expenditure on education



ALLOCATION OF VOTE EDUCATION FUNDING

Vote Education 2011/12 \$9,380 million

DEPARTMENTAL FUNDING

For the purchase of services from the Ministry and capital expenditure
\$2,360 million

Major areas of expenditure:

- ▶ \$1,354 million – managing the school property portfolio (managing, maintaining and upgrading existing property, purchasing and constructing new property, identifying and disposing of surplus property and managing teacher and caretaker housing)
- ▶ \$547 million – capital expenditure (such as property, plant and equipment, and information and communications technology)
- ▶ \$257 million – interventions for target student groups (particularly supporting students with disabilities or special education needs)
- ▶ \$168 million – developing support and resources for providers, teachers and communities (including policy development, engagement and information programmes, licensing and regulating providers)
- ▶ \$34 million – providing leadership of the education sector (including support for the Government and other agencies, research, monitoring and evaluation, and providing policy advice on the education system)

NON-DEPARTMENTAL FUNDING

Payments made by the Ministry on behalf of the Crown for services supplied by other providers, including teacher salaries
\$7,020 million

Major areas of expenditure:

- ▶ \$2,730 million – primary school operations funding, salaries, support costs and supplementary funding programmes
- ▶ \$2,007 million – secondary school operations funding, salaries, support costs and supplementary funding programmes
- ▶ \$1,395 million – early childhood education subsidies for children under six years of age
- ▶ \$318 million – providing additional resources to enable students with special education needs to participate in education
- ▶ \$172 million – purchasing school transport services
- ▶ \$88 million – delivery of professional development and support programmes to staff in early childhood education and schools

ALLOCATION OF VOTE TERTIARY EDUCATION FUNDING

Vote Tertiary Education 2011/12 \$2,781 million

DEPARTMENTAL FUNDING

\$16 million

Major areas of expenditure:

- ▶ \$16 million – providing leadership of the tertiary education sector (including support for the Government and other agencies, research, monitoring and evaluation, and providing policy advice on the education system)

NON-DEPARTMENTAL FUNDING

\$2,765 million

Major areas of expenditure:

- ▶ \$2,006 million – tertiary education student achievement component funding to tertiary education organisations
- ▶ \$381 million – funding to tertiary education organisations for maintaining and enhancing their capability to deliver quality and relevant services to students, research initiatives, provision of grants, adult education and centres of research excellence
- ▶ \$297 million – funding for training programmes for students, linked to the New Zealand Qualifications Framework (NZQF)

Our operating context

Why education is important

Success in education is an essential contribution to the Government's overall goals of:

- ▲ economic growth that delivers greater prosperity, security and opportunities for New Zealanders
- ▲ developing the skills to enable citizens to reach their full potential and contribute to the economy and society.

Education system performance at a glance

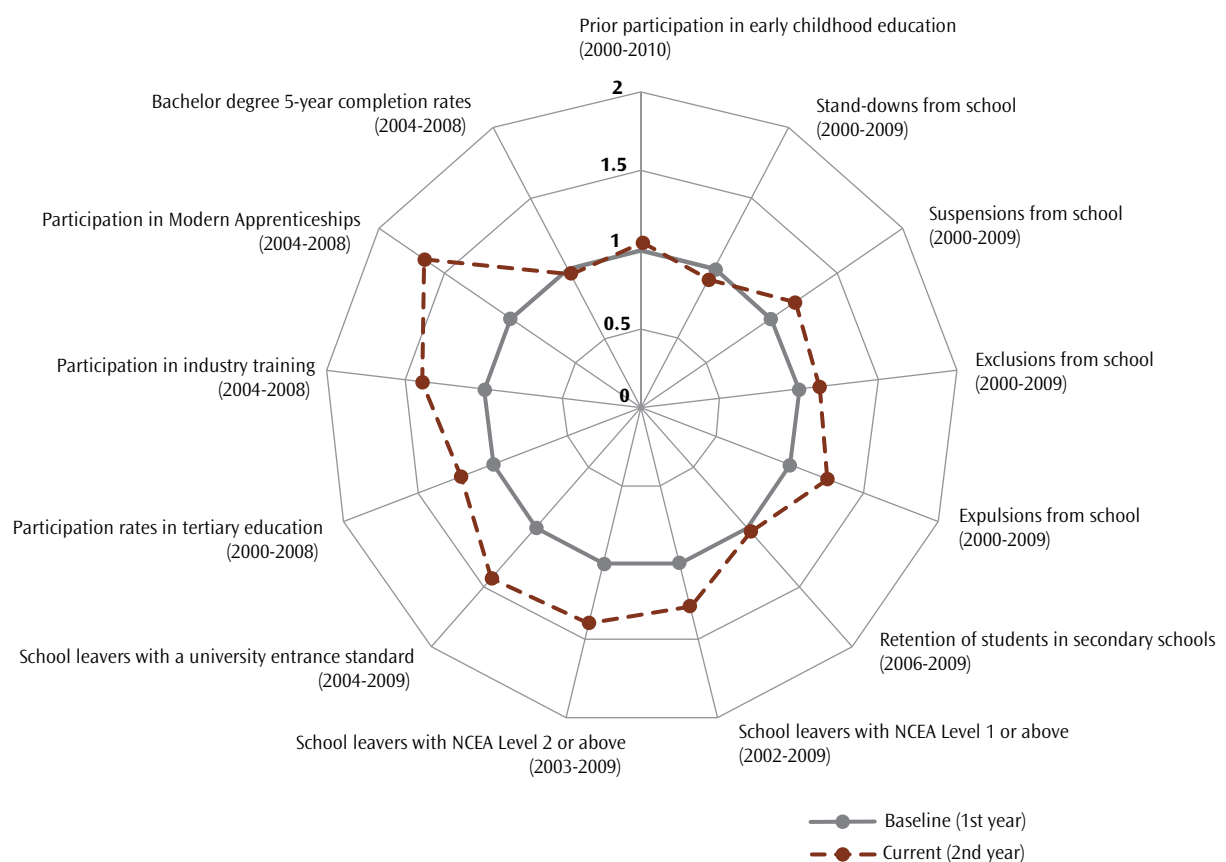
Over recent years we have seen:

- ▲ a slow, but steady growth in the number of children participating in early childhood education
- ▲ a significant increase in achievement of school leavers, stimulated by the introduction of the National Certificate of Educational Achievement (NCEA) in 2003
- ▲ overall reductions in suspensions, exclusions and expulsions, resulting from strategies to support students to engage effectively in education, although rates for Māori students and Pasifika students remain higher than for other ethnicities
- ▲ increases in participation in tertiary education.

In **diagram 1** below, the **dark grey, solid line** represents baseline data, and the **brown, dashed line** shows current data, demonstrating progress across each system indicator.

When the brown, dashed line is outside the dark grey, solid line, the performance of the indicator has improved over time.

Diagram 1

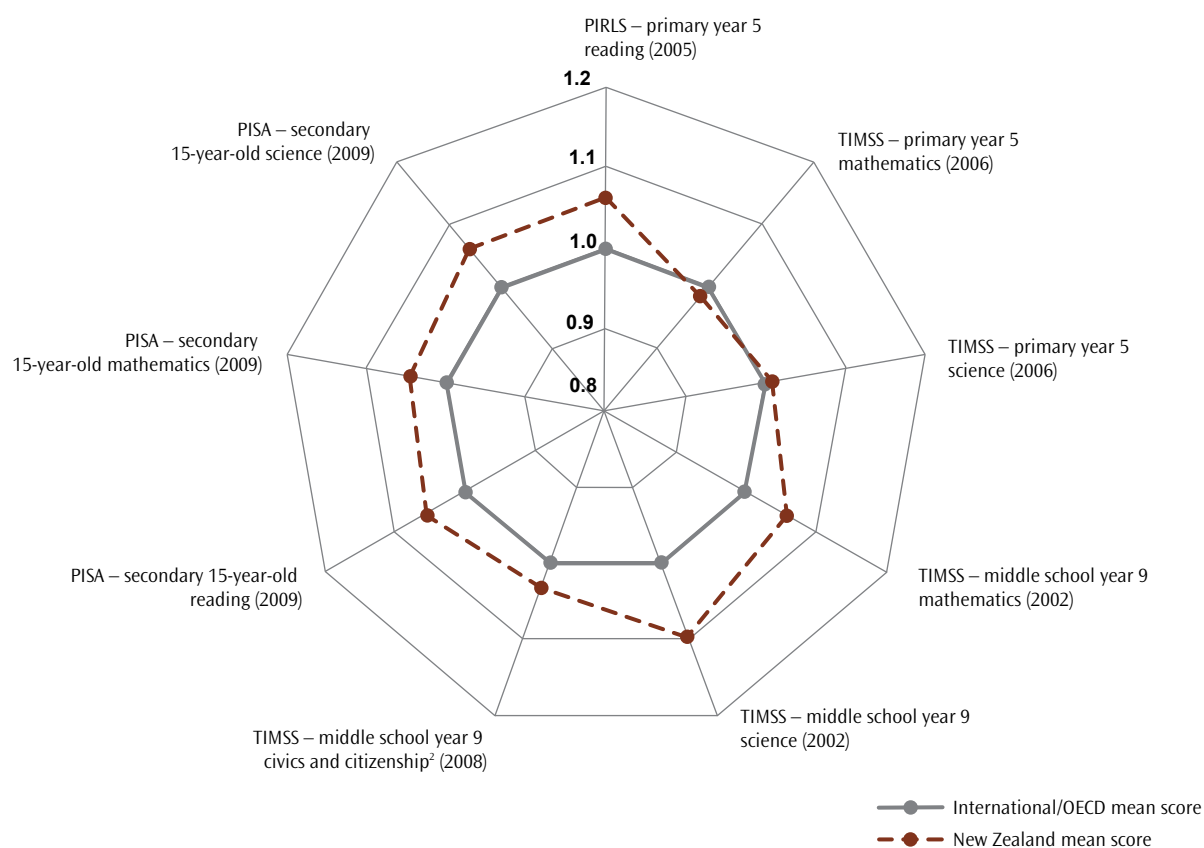


In **diagram 2** below, the **dark grey, solid line** represents the international or the Organisation for Economic Co-operation and Development (OECD) mean score of international assessments¹ for the latest available year, while the **brown, dashed line** represents the New Zealand mean score. When the brown, dashed line is outside the dark grey, solid line, New Zealand's mean score is better than the OECD mean score.

In the international studies in which New Zealand participates, we have seen:

- ▲ a consistently strong performance in a range of international assessments of literacy, numeracy and science
- ▲ New Zealand students performing better than the majority of other participating countries and above the OECD average
- ▲ continuing wide disparities in performance for some groups of students.

Diagram 2



We have a high-performing system...

New Zealand has a world-class, high-performing education system. International studies show that our highest-achieving students are among the best in the world. The system performs well for the majority of students, particularly those in higher decile schools, and tends to perform better for European/Pākehā students and Asian students.

Education in New Zealand aims to be highly inclusive, centred around an excellent system that intends to deliver high-quality education to every student regardless of the school they attend or their ethnicity. Strong principles of equity are among the driving forces for education policy and practice. These include high expectations of all students, respecting the Treaty of Waitangi and the bicultural foundations of New Zealand, and valuing cultural diversity and the inclusion of all students.

...yet a proportion of our population continues to be under-served by the system...

Across the sectors the education system continues to persistently under-perform for some of our students. These students are proportionally more likely to be Māori or Pasifika, be from low socio-economic communities or have special education needs.

¹ New Zealand participates in a range of international assessments including the Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS).

² Civic knowledge, embedded in the New Zealand Curriculum, includes a wide range of topics from political institutions and concepts, such as human rights, through to topics covering social and community cohesion, diversity, the environment, communications and global society.

Disparities in education appear early and persist throughout learning. These students are:

- ▲ less likely to participate consistently in high-quality, sustained early childhood education before starting school
- ▲ less likely to achieve foundation literacy and numeracy skills in line with appropriate levels in primary school
- ▲ more likely to disengage from education, to be frequent truants, or to be suspended, excluded or expelled
- ▲ less likely to leave school with useful qualifications
- ▲ more likely to be participating in lower levels of tertiary education, or in courses that will not provide them with useful qualifications and skills
- ▲ less likely to complete higher-level tertiary education qualifications
- ▲ less likely to be in education, training or employment.

...and the spread of achievement is too wide

The spread of achievement is not isolated to particular areas, communities or institutions, but is evident within most schools. This suggests that one of our significant challenges is ensuring that all students receive an equitable education.

But we will do better...

To improve the performance of the education system, we need to improve the educational experience of each student, wherever and whoever they are.

We need to build on the considerable progress that has been made in recent years in student achievement for some, spreading it more widely to all students, particularly students in our target groups. The growth and improvement of engagement and achievement must be accelerated to ensure equitable results for all students.

Education today is much more about new ways of thinking which involve creative and critical approaches to problem-solving and decision-making. Educational success is increasingly about taking what we know and applying that knowledge to new and changing situations. The use of modern technologies is critical to support shifts in teaching and learning practice, and improvements in student achievement.

Approaches will be based on the evidence of what makes the most difference for students. We know the critical factors in educational success are:

- ▲ a strong focus on improving the effectiveness of teaching, so that it is high-quality and culturally responsive
- ▲ leadership across the system focused on effective educational practices and curriculum leadership
- ▲ educational institutions striving to constantly improve and strengthen their engagement and relationships with their students, parents, families, whānau and communities.

The evidence shows that achievement levels for all learners increase when these factors are present in a learning environment, particularly for students from our target groups. We have clear evidence that teaching and learning programmes that validate and enhance the identity, language and culture of Māori students and Pasifika students improve their educational success.

Through our key strategies, we are focusing on what, according to the best evidence, improves the performance of the system for these target student groups.

Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012 focuses on high-quality, culturally responsive education that incorporates the identity, language and culture of Māori students, and engages their parents, families and whānau.

The Pasifika Education Plan 2009-2012 focuses us on ensuring that Pasifika students and young people are present, engaged and achieving in education, recognising also the role that language and culture play in educational success.

Success for All – Every School, Every Child sets the overall direction for special education for the next five to 10 years. It describes actions the Ministry will take to achieve the aim of a fully inclusive education system. Traditionally the focus has been on getting children ready for school. We want to shift this focus to getting schools ready for students with special education needs. This will mean that attending their local school will be a genuine option for every student.

We also need to continue to ensure the Government's expenditure on education is providing value for money. This is in line with the Government's overall goal of driving better value from public services across the sector. We will need to continue to adapt to operating in a constrained fiscal environment, providing more and better services with current or less funding and resource.

Other influencing factors and their implications

External drivers in the broader operating environment influence and impact on our operating context. We will continue to examine and analyse influencing factors and their implications for what we do and how we operate. We will do this through regular reviews and interactions with individuals, groups, providers and organisations in the education sector.

Canterbury earthquakes

The earthquakes that struck Canterbury on 4 September 2010 and 22 February 2011 caused significant property damage and disruption to early childhood education, schooling and tertiary education for thousands of students.

Efforts to restore education in Christchurch will take up a considerable amount of our resources and time for the foreseeable future. Through this work, we have an opportunity to explore better ways to provide education and support for learning.

Other regional influences

The advent of the single Auckland Council and its goals for social cohesion, economic growth and improving the quality of life for learners and their communities will affect Ministry activity.

The Auckland governance reforms have identified the need for greater coordination of government activities, and government agencies will need to work with the Council to negotiate priority areas to work on together. For the Ministry, this means ensuring the availability of early childhood education services that meet the needs of their communities, making sure education is contributing to wider social cohesion goals, planning the future education network in Auckland, and maximising education's contribution to Auckland's economic development.

Treaty of Waitangi

The Treaty of Waitangi is New Zealand's founding document and sets out the obligations of the Crown and Māori with respect to each other.

We aim to demonstrate our commitment to the Treaty of Waitangi through all our work. We are focused on ensuring quality education for Māori learners, according to their right as citizens of New Zealand and their right to live and learn as Māori.

The principle of partnership enshrined in the Treaty is evident through the many relationships we have with iwi and Māori education organisations around the country. Through these relationships, we support iwi and Māori education organisation aspirations in education and use these to guide our thinking and practice.

Changing demographics

New Zealand's population of 4.3 million people is increasingly ethnically diverse. In 2009, 68% of the population identified as New Zealand European, 15% as Māori, nine per cent as Asian and seven per cent as Pasifika. Population projections show that over half of the school-age population will identify with multiple and non-European ethnic heritages within the next five years.

This has implications for education policy and practice. The growing diversity of the population means that the education system's effectiveness will increasingly be measured by how it performs for all population groups. We will need to increase and improve the education system's response to the demand for culturally responsive teaching and learning environments that support diverse learners' identity, language and culture.

Improving value

In 2011/12 Vote Education and Vote Tertiary Education total \$12,161 million. Together, these votes represent the third-largest item of government expenditure after social security and welfare, and health. Government expenditure on education has increased steadily over recent years and has remained relatively stable as a proportion of our gross domestic product (GDP).

Economic growth is a critical driver for government policy and activity. The focus on growth, as well as greater value for money and efficiency in public services, will affect the way the Ministry operates for the foreseeable future. It will also impact on system costs as we continue to examine performance of the sector and identify the most effective way to spend money that leads to better educational results.

We are working differently, adapting to operate in a constrained fiscal environment. We have a strong focus on ensuring value for money in all our expenditure. Implementing strategies that improve the Ministry's capability and performance will ensure that the services we deliver are cost-effective. We will continue to examine and review our business processes, and identify areas where savings and efficiencies can be made.

Modern technologies

Today, because of rapid economic and social change, education has to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we do not yet know will arise. Children and young people are now more technologically connected and able than ever before. They operate in a world where technologies are developing rapidly based on the ability to connect and network instantly using a range of media and devices.

We are enabling education providers and students to take advantage of the opportunities made available through modern technologies. Examples include:

- ▲ access to ultra-fast broadband
- ▲ targeting professional development to ensure teachers are confident and competent in using modern technologies
- ▲ providing educational materials that are fit for use with, and through, new media
- ▲ providing assistive technology for disabled students, the educational benefits of which are significant for those students who need them.

These technologies are changing where, and how, people learn. We need to be able to adapt and respond to the pressures, demands and opportunities that this creates. We need to think of the education system in a more integrated way – considering how education property, ultra-fast broadband and clusters of schools can work together more effectively to make the most of the opportunities afforded by modern technologies and an increasingly connected world.

Better support for families

Government departments continue to explore ways to deliver social services more effectively. A healthy population, public safety, good education and a well-functioning social safety net underpin a thriving economy and community. Social issues seldom occur in isolation and often cannot be resolved without considering people's wider welfare needs.

Increasingly, government agencies are working together to deliver more effective social services. These joint approaches, such as Family Start, Whānau Ora and the Community Response Fund, aim to improve the service provided to vulnerable families and communities. As a result of the 2010 Review of Special Education, government agencies in the education, health and social development sectors are exploring further opportunities to improve how they work together to support families of children with special education needs.

We must design and deliver coordinated services that support vulnerable families. The services we provide for children with special education needs and their families must be aligned, coordinated and integrated with other social services being delivered to those families.

Shared public sector services

In a drive to improve the efficiency and effectiveness of the public sector, the Government is identifying and combining similar services. The Government will continue to ask departments and agencies to identify administrative and business functions that could be consolidated and shared, for example in the areas of information technology, contract management, financial administration and human resources. This will affect how the Ministry operates as options for consolidating functions are explored.

We already provide a range of shared services for schools and education sector agencies. We have moved to a number of All-of-Government information and communications technology products and services.

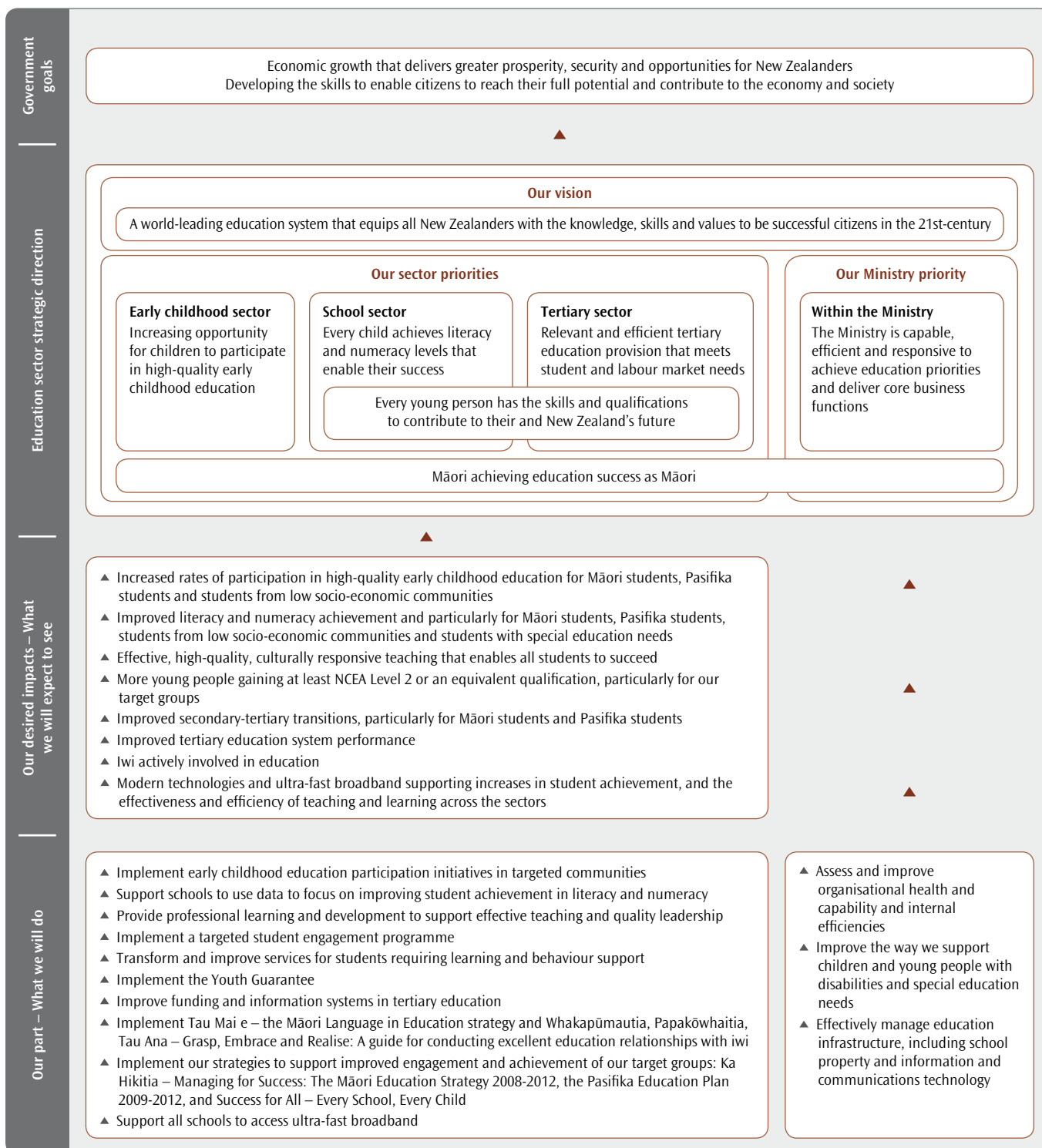
Strategic direction

The Ministry will continue to focus on improving education system performance for all students, and in particular for those groups of students currently under-served by the system – Māori students, Pasifika students, students from low socio-economic communities and students with special education needs.

We will need to do this in a way that delivers greater results for current levels of government expenditure. The sector and the public expect better services. We will need to balance everything we do with the need to operate with current, or less, funding and resource.

Our strategic direction for 2011/12 to 2016/17

The following diagram shows the links between the Ministry's actions and priorities and the Government's two key goals.



Operating intentions

This section sets out our operating intentions for the coming year and beyond. For each of the priorities, we present an overview of the outcomes we are seeking to achieve, the desired impacts of our work and our high-impact activity in these areas.

We then provide a number of performance measures that give an overall picture of how we will measure success for each priority. Trends indicated are based on at least five years of historical data up to the most current data available.

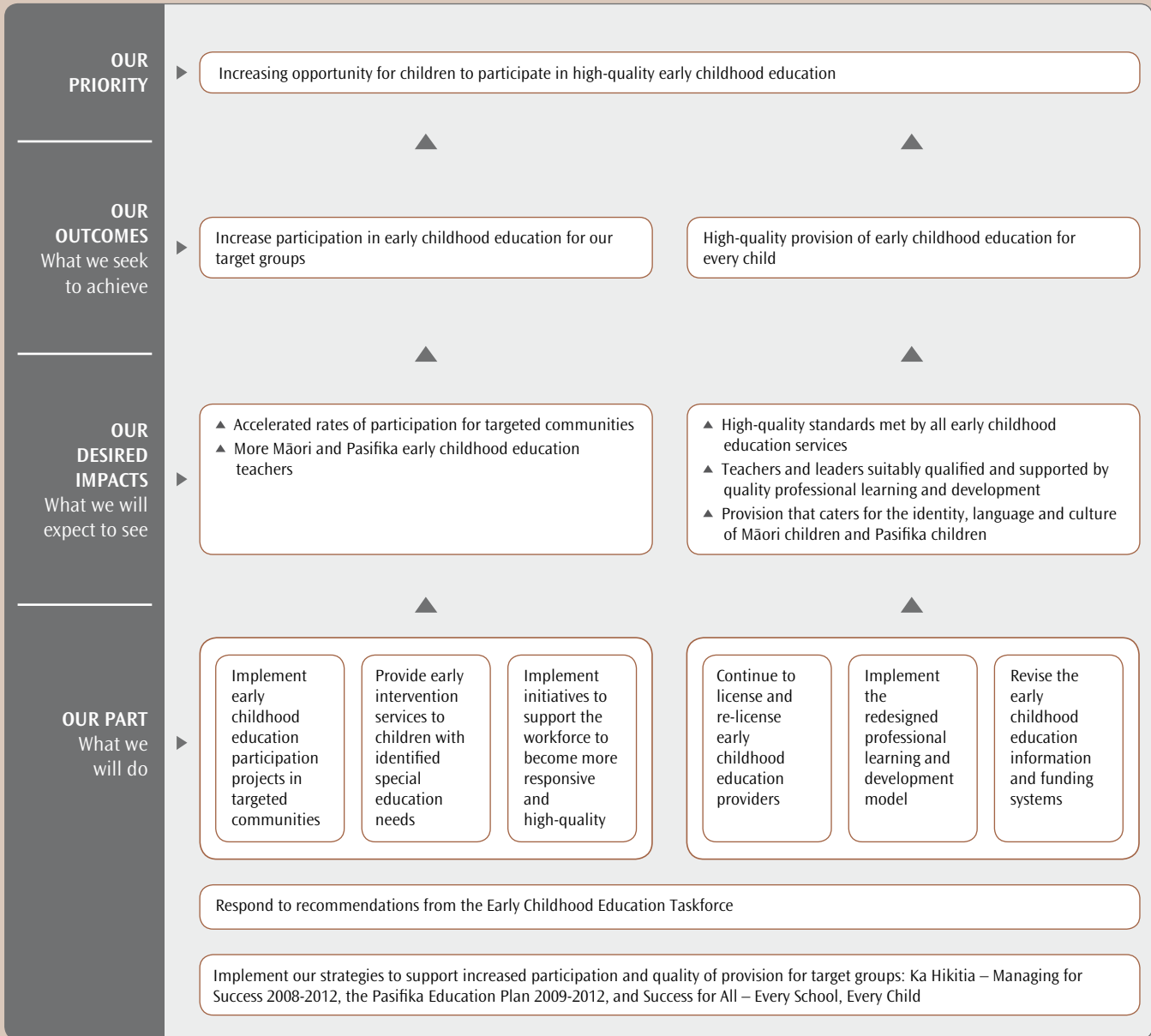
Supporting information for our priorities is then presented, outlining what we will do to effect change, and the funding that is allocated to achieving the outcomes for those priorities.

We will continue to improve our performance measures so we have better information on the performance of the Ministry, and our impact on system-level change.

Our six priorities and why they are important

<p>1. Increasing opportunity for children to participate in high-quality early childhood education</p>	<p>Regular participation in high-quality early childhood education significantly increases a child's likelihood of future educational success, particularly for children from vulnerable families.</p> <p>Over the past 10 years, participation in early childhood education has grown rapidly, along with the number of qualified teachers and the amount of government funding provided for the sector. The benefits of this expansion have not been shared equitably across all population groups and communities.</p>
<p>2. Every child achieves literacy and numeracy levels that enable their success</p>	<p>Literacy and numeracy are foundation knowledge and skills that all children need in order to engage in education and access all curriculum learning areas. These skills need to be taught well in years 1 to 8 so all students can achieve useful qualifications.</p> <p>Effective teaching and learning of literacy and numeracy enables students to gain these required skills at, or in advance of, the appropriate age.</p> <p>Ensuring that all students achieve at these levels when they are first taught enables them to achieve and reduces the need for corrective interventions.</p>
<p>3. Every young person has the skills and qualifications to contribute to their and New Zealand's future</p>	<p>Gaining foundation literacy and numeracy skills and knowledge, and a useful qualification, is the platform upon which young people base their next steps into employment, further training and higher-level education.</p> <p>Effective, culturally responsive teaching in secondary schooling supported by strong educational leadership has significant positive impacts on students' engagement and achievement.</p> <p>The Government has set a goal of all young people achieving NCEA Level 2 or an equivalent qualification. This goal requires flexibility in senior secondary and tertiary education to provide a wider range of high-quality pathways for all students to gain useful qualifications.</p>
<p>4. Relevant and efficient tertiary education provision that meets student and labour market needs</p>	<p>Tertiary education has significant economic and social benefits for individuals and the country as a whole. A workforce with relevant skills and knowledge will contribute to a stronger economy and a more resilient society.</p> <p>Innovation and research are critically important for New Zealand's economy as drivers of productivity and growth.</p> <p>International education contributes well over \$2,000 million a year to the New Zealand economy and has positive flow-on effects for tourism, trade links and the labour market from skilled international graduates.</p>
<p>5. Māori achieving education success as Māori</p>	<p>Māori learners' educational success is critical to their wellbeing, as well as to New Zealand's future economy and productivity. It is the right of every learner to be educationally successful, and it is the education system's responsibility to provide effective teaching.</p> <p>Not receiving a high-quality education affects the preparedness of Māori youth to participate to their full potential in society and to enjoy a high quality of life.</p>
<p>6. The Ministry is capable, efficient and responsive to achieve education priorities and deliver core business functions</p>	<p>Our core functions support students to engage and succeed in education, and maintain the infrastructure of the education system. To improve the performance of the system, we must be capable, efficient and effective in our role, functions and activities. We must improve the cost-effectiveness of our services.</p> <p>It is important that we deliver our core functions and structure Ministry business and spending efficiently and effectively, to have the greatest impact on education results for students. We must improve the performance of the system for our target groups – Māori students, Pasifika students, students from low socio-economic communities and students with special education needs.</p>

Increasing opportunity for children to participate in high-quality early childhood education



How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
More children participating in early childhood education overall, and particularly in areas with currently low participation rates (targeted participation groups include Māori children, Pasifika children and children from low socio-economic communities)					
INCREASE the percentage of children who have attended early childhood education prior to starting school	↑	CURRENT PERFORMANCE (2009/10): TOTAL 94.5%, MĀORI 89.4%, PASIFIKA 85.3%			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	94.8%	95.6%	96.0%
		MĀORI	90.0%	92.0%	92.6%
INCREASE the number of children accessing early childhood education as a result of targeted participation projects	↑	TARGET	2010/11	2011/12	2012/13
		Total number of new participants (cumulative numbers)	665	1,720	2,706
		Improved cultural responsiveness			
		CURRENT PERFORMANCE (2009/10): MĀORI 948, PASIFIKA 919			
INCREASE the number of Māori and Pasifika early childhood education teachers	↑	TARGET	2010/11	2011/12	2012/13
		MĀORI	1,012	1,107	1,202
		PASIFIKA	1,026	1,133	1,208
High-quality provision of early childhood education					
RE-LICENSE early childhood education services that meet new licensing quality standards	New measure	TARGET (2011/12): At least 50% of all providers will be re-licensed. All providers will be re-licensed by November 2014.			
KEY ↑ Overall improvement ↑↓ Mixed results ■ No change ↓ Overall decline					

What we will do to effect change

We will bring about change directly through policy settings, the teaching and learning framework, and the way we fund services. We will look to improve the value of government expenditure on early childhood education, supporting all children to participate before starting school. Based on the evidence of where it is needed most, we will provide targeted support and funding to address specific participation challenges.

Implement early childhood education participation projects in targeted communities

We will continue to implement and deliver the Early Childhood Education Participation Programme to accelerate the growth of participation rates in targeted communities. This programme consists of a range of initiatives based on the unique needs of the families in those communities with the highest number of children not participating in early childhood education. These initiatives are based on what we learned from the Counties-Manukau Participation Project.

We will set up intensive community-led participation projects in selected communities with the highest need. Projects have already begun in Waitakere, Kaikohe and Tamaki, and two further projects will begin in other communities during 2011/12. Resources will be passed directly to a community worker to help communities set their own priorities to raise participation, while the Ministry and other agencies work in support.

The Targeted Assistance for Participation fund will be available to establish new child places and early childhood education services in areas of high priority. This fund replaces the Discretionary Grants Scheme and Establishment Fund.

We will fund and help set up supported playgroups over the next three years in communities with large numbers of children not participating or where there are significant barriers to the setting up and running of an early childhood education service. By 2011/12 there will be over 25 supported playgroups running in Whangarei, Huntly/Ngaruawahia, Kawerau, Maniapoto, Tamaki and Counties-Manukau. There will be a strong emphasis on quality learning and ensuring the playgroups are responsive to communities' language and cultural requirements.

The Engaging Priority Families initiative funds providers to engage with priority families to provide intensive support for those not currently participating in early childhood education.

We have designed a flexible, home-based initiative to respond to the diverse needs of children and families in priority communities. It will offer early childhood education to small numbers of children, allowing a wider range of culturally appropriate approaches and flexibility in hours of operation. Communities targeted include Papakura, Tamaki, Waitomo and Manukau.

Through our Identity, Language, Culture and Community Engagement initiative, we will support early childhood services to be more responsive to the language and cultural needs of communities.

Provide early intervention services to children with identified special education needs

Early intervention services support 0- to 5-year-olds with special education needs to build foundations for future learning.

We will continue to focus on identifying more Māori and Pasifika children with special needs so they can access appropriate early intervention services.

We will continue to implement professional development and professional practice support for our specialist staff to make sure our services are culturally responsive.

Implement initiatives to support the workforce to become more responsive and high-quality

We will implement new TeachNZ initiatives, including a new promotion strategy, to attract and retain high-quality teachers focused on teaching Māori students, Pasifika students and children with special education needs. We will lift the profile of teaching to become a career of choice, lifting the quality of teacher recruits, supporting the recommendations made by the Education Workforce Advisory Group in 2010.

We will continue to work with initial teacher education providers to refine a merit-based approach so that TeachNZ scholarships help to lift the quality of teaching recruits and reflect government priorities for the teaching workforce.

We will develop and implement a model to more accurately forecast and match the demand and supply for teachers across all sectors and regions for the next five to 10 years.

Together with the New Zealand Teachers Council, we will promote the use of the Teacher Competencies for Māori Learners framework to support and strengthen ongoing workforce initiatives so that the profession is more culturally responsive. This framework will inform work on our priority programmes such as professional development and learning for teachers, principals and aspiring principals, and the support for schools provided through the Student Achievement Function.

Our activity in this area applies across the early childhood education and schooling sectors.

Continue to license and re-license early childhood education providers

The current regulatory framework for early childhood education providers came into force in 2009. This framework increases the focus on high-quality provision, while reducing compliance requirements for services. We are required to re-license all existing services by 2014 and will prioritise licensing additional services in areas of low participation.

Implement the redesigned professional learning and development model

Professional development is an effective mechanism for improving the quality of early childhood education teaching and learning outcomes for children.

We will provide targeted professional learning and development programmes for:

- ▲ communities with low rates of participation
- ▲ services that are likely to enrol children who have the greatest potential to benefit from participation – Māori children, Pasifika children and children from low socio-economic communities.

These programmes will provide innovative and evidence-based approaches to improve learning outcomes for children through culturally responsive teaching.

Revise the early childhood education information and funding systems

We will explore options for new information and funding systems so we can more clearly identify children not participating in early childhood education and target resources to encourage them to enrol.

Respond to recommendations from the Early Childhood Education Taskforce

The Minister of Education set up the independent Early Childhood Education Taskforce to identify a desired future state for early childhood education over the next three to five years, and to outline the broad mechanisms to support that vision.

The taskforce undertook a full review of the value gained from different types of government investment in early childhood education, and considered the efficiency and effectiveness of that investment.

The taskforce will present its report to the Minister of Education. We will analyse and respond to the recommendations of the taskforce to develop future actions.

Funding

The Ministry will spend around \$41 million allocated to targeted early childhood education participation initiatives during 2011/12.

This programme is mostly funded through the following Vote Education appropriations:

Departmental Output Expenses

- Output Class 3: Support and Resources for Education Providers
- Output Class 5: Support and Resources for Teachers
- Output Class 6: Interventions for Target Student Groups

Non-Departmental Appropriations

- Professional Development and Support
- Supporting Parenting
- Early Childhood Education
- Support for Early Childhood Education Providers

Every child achieves literacy and numeracy levels that enable their success

OUR PRIORITY

▶ Every child achieves literacy and numeracy levels that enable their success

OUR OUTCOMES
What we seek to achieve

- ▶ Literacy and numeracy achievement that enables students to successfully access the New Zealand Curriculum and Te Marautanga o Aotearoa
- ▶ Accelerated literacy and numeracy achievement in years 1 to 8 for those students who are currently under-served by the education system

OUR DESIRED IMPACTS
What we will expect to see

- ▶ Improved literacy and numeracy achievement for students in years 1 to 8, particularly for Māori students, Pasifika students, students with special education needs, students from low socio-economic communities, and boys
- ▶ Teachers, principals and schools having the skills and knowledge to respond more quickly and effectively to the literacy and numeracy learning needs of students who are not achieving to their potential
- ▶ Effective, high-quality culturally responsive teaching that enables all students to achieve the desired literacy and numeracy skills
- ▶ Schools demonstrating good inclusive practice for students with special education needs
- ▶ Greater levels of understanding and participation among teachers, parents and whānau in working collaboratively with the child to support literacy and numeracy achievement

OUR PART
What we will do

Support ongoing implementation of the National Curriculum (the New Zealand Curriculum and Te Marautanga o Aotearoa)

Implement the National Standards (English-medium) and Ngā Whanaketanga Rumaki Māori (Māori-medium)	Implement initiatives to support the workforce to become more responsive and high-quality	Provide support to lift leadership quality within schools
Support and increase effective teaching and learning of literacy and numeracy	Implement the Student Achievement Function	Support ongoing sector engagement to guide implementation of the National Standards
	Transform and improve the Resource Teachers: Learning and Behaviour service	Support students with special education needs and disabilities

Accelerate progress and achievement for our target groups using established strategies: Ka Hikitia – Managing for Success 2008-2012, the Pasifika Education Plan 2009-2012, and Success for All – Every School, Every Child

Support schools to use modern technologies and access ultra-fast broadband to enable lifts in student achievement

How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE
Reduced disparity gap between our top-achieving students and lower-achieving students		
Proportion of students ACHIEVING the National Standards or Ngā Whanaketanga Rumaki Māori	New measure	Between 2011 and 2013 we will develop benchmarks to assess performance against the National Standards and Ngā Whanaketanga Rumaki Māori for students including Māori students, Pasifika students, students from schools in low socio-economic communities, and boys. An individual education plan process will be developed to help measure literacy and numeracy achievement for children with special needs. The project includes surveying parents regularly to measure their satisfaction with the quality of reporting in years 1 to 8. TARGET (2012/13): Evidence of increasing proportions of students achieving 'at' or 'above' 2011/12 benchmarks (National Standards) TARGET (2013/14): Evidence of increasing proportions of students achieving 'at' or 'above' 2012/13 benchmarks (Ngā Whanaketanga Rumaki Māori)
National monitoring information for literacy and numeracy ACHIEVEMENT	New measure	Between 2011 and 2014 we will develop and implement a new national monitoring project which will assess literacy and numeracy achievement in years 4 and 8. This replaces the discontinued National Education Monitoring Project.
Improved support for teachers, principals and schools to lift student literacy and numeracy achievement through the Student Achievement Function		
STUDENT ACHIEVEMENT PRACTITIONERS will work with selected schools	New measure	TARGET (2011/12): 50 student achievement practitioners working with 600 schools
The successful implementation of sustainable solutions for students will see an ACCELERATED RATE OF PROGRESS	New measure	TARGET (2011/12): Evidence of improved student outcomes measured through identified local measurement processes – as measured against valued social, cultural and academic student outcomes
Schools demonstrate inclusive practice		
Schools will demonstrate INCLUSIVE PRACTICE for students with special needs	New measure	TARGET (2014): 80% of schools will demonstrate highly inclusive practice with 20% demonstrating good practice as measured through Education Review Office assessments
Teachers, parents and whānau working collaboratively to support child achievement		
Participants receiving the parents and whānau programmes report that they are more CONFIDENT AND BETTER EQUIPPED to support their children, as a result of the programme	New measure	TARGET (2011/12): At least 95% of participants surveyed on completion of their programme show a rating of 'positive' or higher
Improved student literacy and numeracy achievement compared with other countries		
IMPROVE year 5 New Zealand students' achievement in the PIRLS and TIMSS international studies	■	LATEST RESULTS (2005/06): Mean reading score 532 Mean mathematics score 492 TARGET PIRLS (2015 STUDY – RESULTS RELEASED IN 2017): Improved mean score TIMSS (2014 STUDY – RESULTS RELEASED IN 2016): Improved mean score
IMPROVE achievement in the PISA international reading and mathematics study for 15-year-old New Zealand students	■	LATEST RESULTS (2009): Mean reading score 521 (OECD average 493) Mean mathematics score 519 (OECD average 496) TARGET (2012 STUDY – RESULTS RELEASED IN 2013): Improved mean scores
REDUCE the proportion of year 5 students who do not reach the lowest level of proficiency in the PIRLS and TIMSS international studies	■	LATEST RESULTS (2005/06): 8% (reading), 13% (mathematics) TARGET PIRLS (2015 STUDY – RESULTS RELEASED IN 2017): Lower proportions overall TIMSS (2014 STUDY – RESULTS RELEASED IN 2016): Lower proportions overall
REDUCE the proportion of 15-year-old students who do not reach the lowest level of proficiency in the PISA international study	■	LATEST RESULTS (2009): 14% (reading), 15% (mathematics) TARGET (2012 STUDY – RESULTS RELEASED IN 2013): Lower proportions overall
KEY	↑ Overall improvement	↕ Mixed results
	■ No change	↓ Overall decline

What we will do to effect change

We will bring about change by supporting the teaching profession to improve the effectiveness of its teaching of foundation literacy and numeracy skills to all students. We know that the components of effective teaching and learning will remain largely unchanged in the future. However, the ways in which students are taught will change to adapt to and make the most of opportunities offered by modern technologies.

By helping more students to gain these critical skills when first taught, the pressure on and demand for corrective targeted interventions will reduce. It is anticipated that this in turn will free up resource currently being spent on these targeted interventions, and improve overall cost-effectiveness of expenditure in the schooling sector.

Support ongoing implementation of the National Curriculum

New Zealand's national schooling curriculum comprises two documents which set the teaching and learning framework:

- ▲ the New Zealand Curriculum for English-medium schools
- ▲ Te Marautanga o Aotearoa for Māori-medium kura.

We will continue to support schools to use these frameworks to develop their own school- and kura-specific curricula. These curricula are developed in consultation with their local community, and set the teaching and learning programme for their students.

Implement the National Standards (English-medium) and Ngā Whanaketanga Rumaki Māori (Māori-medium)

We will continue to support schools to lift student achievement by being clear about what students should achieve and by when, through implementation of:

- ▲ the New Zealand Curriculum National Standards in literacy and numeracy (in English-medium schools)
- ▲ Ngā Whanaketanga Rumaki Māori (in Māori-medium kura).

Support and increase effective teaching and learning of literacy and numeracy

Effective, culturally responsive professional learning and development will help principals and teachers to improve their leadership and teaching of literacy and numeracy learning. This will enable them to provide high-quality learning programmes for all students to engage in all learning areas and make the most of their opportunities to succeed.

We will further develop assessment tools in reading, writing and mathematics to support effective teaching and drive improved performance. The rollout of ultra-fast broadband to all schools will support the use and further development of these tools, as well as collation of data and information generated by the use of these tools in schools.

Implement the Student Achievement Function

Implementing the Student Achievement Function will reshape the way we work with schools to support them to strengthen their self-review practices, professional knowledge and accountability for the literacy and numeracy achievement of their students. Up to 50 student achievement practitioners will work with identified schools, supporting them to lift achievement for Māori students, Pasifika students and students with special education needs. This will also support state and state-integrated schools to more effectively use the operational funding they receive from government, which will provide greater return on investment in terms of student achievement.

Advisors will work with the schools to develop local measurement processes that will enable school leadership teams to measure progress.

Support ongoing sector engagement to guide implementation of the National Standards

The Minister of Education has set up two advisory groups to inform the ongoing development and implementation of the National Standards. Effective implementation of the National Standards will be strengthened by learning from experience and refining the process to focus on what is working. The advice and lessons from these two advisory groups will guide our support for schools.

The National Standards Sector Advisory Group focuses on sector issues, including making practical suggestions for schools to implement the National Standards.

The National Standards Independent Advisory Group is a technical advisory group that provides advice on assessment practices in schools, and on any refinements that will enhance the effectiveness of the National Standards.

Provide support to lift leadership quality within schools

We will lift the quality and depth of school leadership, as evidence shows this has a significant influence on student achievement in schools, second only to high-quality teaching. Initiatives that will lift leadership quality include:

- ▲ building the capability of middle leaders
- ▲ continuing a national programme to develop aspiring principals
- ▲ supporting and mentoring first-time principals
- ▲ continuing leadership development with experienced principals.

We will ensure that schools can access quality leadership support and advice to focus their efforts on improving their teaching for Māori children and Pasifika children, and to fulfil their responsibility to include children with special education needs.

Support students with special education needs and disabilities

The recent review of special education found that there was a gap in support for some students entering school and agreed additional investment at this time would improve their engagement in education and long-term learning outcomes.

From 2011 an extension to the current early intervention service will provide support annually for an additional 1,000 students aged between five and eight years who are not eligible for the Ongoing Resourcing Scheme but have high-level communication needs. The initiative will provide an initial intensive communication and specialist service to smooth the transition to school and support student learning.

This service will particularly benefit Māori students and Pasifika students, because their needs are often only identified once they start school. It will likely increase early identification of children with Autism Spectrum Disorder. It will also reduce waiting lists for a number of services, including speech language therapy.

Funding

The Ministry will spend an additional \$49 million over three years to support students to meet the National Standards and Ngā Whanaketanga Rumaki Māori, around \$44 million over four years to implement the Student Achievement Function and around \$6 million per annum to extend early intervention service support for students with special education needs. This priority will be supported by existing departmental budget for curriculum resources and assessment tools, and existing non-departmental budget for professional development and support for literacy and numeracy, assessment and leadership.

These programmes are mostly funded through the following Vote Education appropriations:

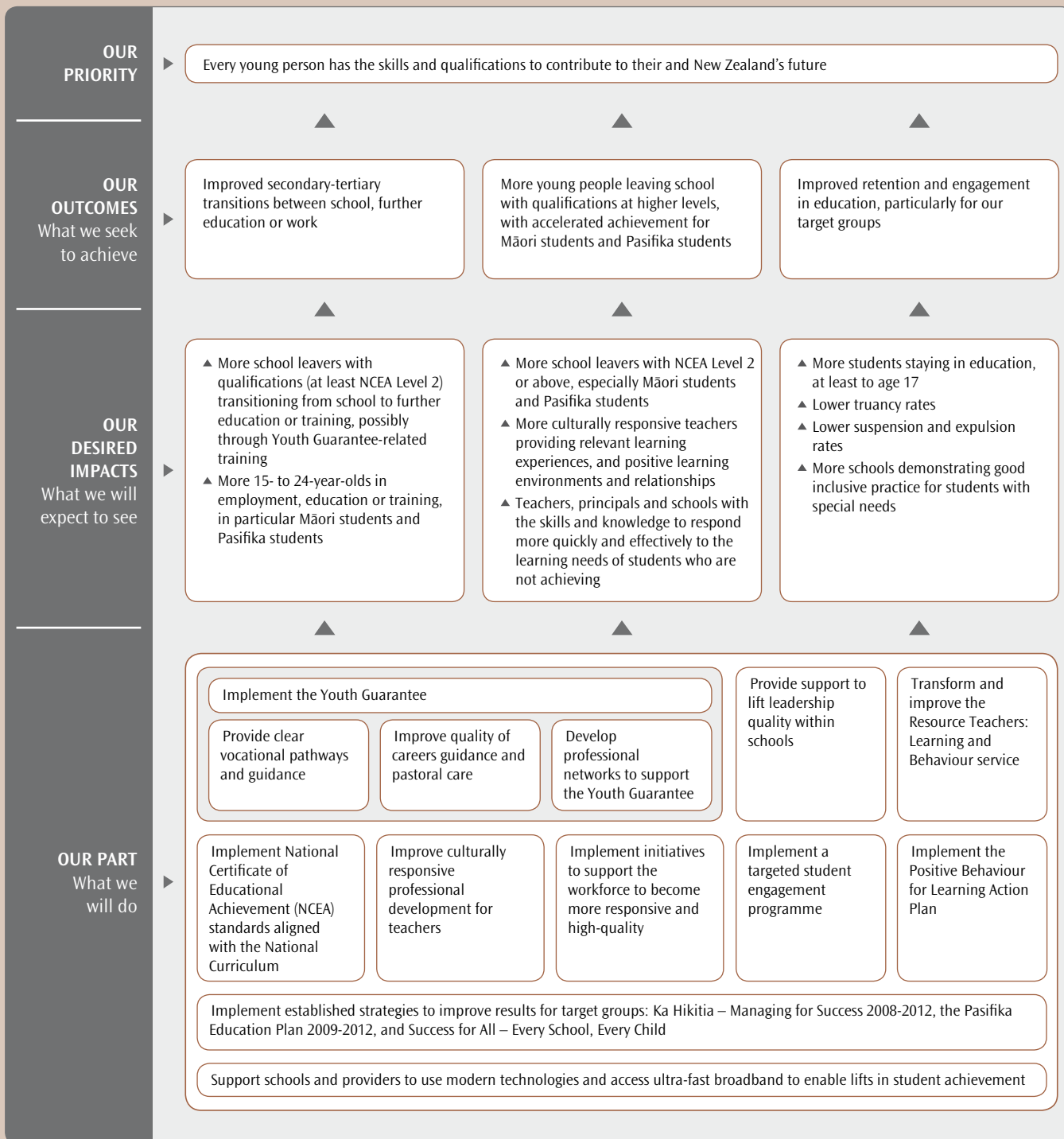
Departmental Output Expenses

- Output Class 2: Support and Resources for the Community
- Output Class 5: Support and Resources for Teachers
- Output Class 6: Interventions for Target Student Groups

Non-Departmental Appropriations

- Professional Development and Support
- Primary Education

Every young person has the skills and qualifications to contribute to their and New Zealand's future



How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
More students with high-level qualifications, with accelerated achievement for Māori students and Pasifika students					
INCREASE the percentage of school leavers with NCEA Level 2 or above	↑	CURRENT PERFORMANCE (2009/10): TOTAL 69.8%, MĀORI 47.9%, PASIFIKA 59.7%			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	72.0%	74.0%	75.0%
		MĀORI	51.0%	53.0%	54.0%
		PASIFIKA	62.0%	64.0%	65.0%
INCREASE the percentage of school leavers with university entrance	↑	CURRENT PERFORMANCE (2009/10): TOTAL 43.5%, MĀORI 20.1%, PASIFIKA 24.6%			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	46.0%	48.0%	49.0%
		MĀORI	21.0%	22.0%	23.0%
		PASIFIKA	27.0%	28.0%	30.0%
Improved cultural responsiveness of teaching					
INCREASE the number of registered Māori and Pasifika school teachers	↑	CURRENT PERFORMANCE (2009/10): MĀORI 4,943, PASIFIKA 1,310			
		TARGET	2010/11	2011/12	2012/13
		MĀORI	5,047	5,280	5,600
		PASIFIKA	1,368	1,431	1,520
Improved student engagement and retention					
INCREASE the percentage of students staying on in education to age 17	↑	CURRENT PERFORMANCE (2009/10): TOTAL 81.1%, MĀORI 65.8%, PASIFIKA 85.3%			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	82.0%	84.0%	85.0%
		MĀORI	67.0%	68.0%	69.0%
REDUCE truancy rates for years 9 and 10 – per day per 100 students	■	CURRENT PERFORMANCE (2009/10): TOTAL 1.3, MĀORI 2.8, PASIFIKA 1.8			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	1.2	1.1	1.0
		MĀORI	2.7	2.6	2.5
REDUCE suspension rates (removed from school until the board of trustees makes a decision) – per 1,000 students	↕	CURRENT PERFORMANCE (2009/10): TOTAL 6.7, MĀORI 14.6, PASIFIKA 8.0			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	6.0	5.0	4.0
		MĀORI	14.0	12.0	11.0
REDUCE suspension rates (removed from school until the board of trustees makes a decision) – per 1,000 students	↕	CURRENT PERFORMANCE (2009/10): TOTAL 6.7, MĀORI 14.6, PASIFIKA 8.0			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	6.0	5.0	4.0
		MĀORI	14.0	12.0	11.0
REDUCE suspension rates (removed from school until the board of trustees makes a decision) – per 1,000 students	↕	CURRENT PERFORMANCE (2009/10): TOTAL 6.7, MĀORI 14.6, PASIFIKA 8.0			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	6.0	5.0	4.0
		MĀORI	14.0	12.0	11.0
REDUCE suspension rates (removed from school until the board of trustees makes a decision) – per 1,000 students	↕	CURRENT PERFORMANCE (2009/10): TOTAL 6.7, MĀORI 14.6, PASIFIKA 8.0			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	6.0	5.0	4.0
		MĀORI	14.0	12.0	11.0
Improved transitions between secondary school, further study and work					
INCREASE the percentage of 19-year-olds who have attained a level 2 or higher New Zealand Qualifications Framework (NZQF) qualification through school or tertiary study	↑	CURRENT PERFORMANCE (2009/10): TOTAL 62.6%			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	63.6%	64.6%	65.6%
REDUCE the percentage of 15- to 24-year-olds not in education, employment or training	↑	CURRENT PERFORMANCE (2009/10): TOTAL 9.8%, MĀORI 14.5%, PASIFIKA 12.8%			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	9.6%	9.7%	8.3%
		MĀORI	15.3%	15.6%	13.3%
		PASIFIKA	10.6%	10.7%	9.1%
KEY ↑ Overall improvement ↕ Mixed results ■ No change ↓ Overall decline					

What we will do to effect change

We will bring about change by supporting effective, culturally responsive teaching that enables all students to gain useful qualifications. This will include a greater recognition of, and placing higher value on, the range of pathways students can take to gain these qualifications. Modern technologies and ultra-fast broadband will become increasingly important in the way schools and providers deliver a broad curriculum and a range of pathways and qualifications.

We will improve the support we provide to schools as they strive to be more responsive to the needs of all their students. By increasing the number of young people gaining qualifications, we will improve the value of government's investment in education. A workforce which has useful skills that meet the needs of employers is critical to economic growth.

Implement the Youth Guarantee

The Government's vision for the Youth Guarantee is that all young people will achieve a minimum of National Certificate of Educational Achievement (NCEA) Level 2 or an equivalent tertiary qualification. The Youth Guarantee will clarify and extend education and training options for 16- and 17-year-olds, increasing opportunities for students to gain NCEA qualifications. Our activity to implement the Youth Guarantee sits across the senior secondary school and tertiary sectors.

Provide clear vocational pathways and guidance

While the university entrance pathway is clear, equally clear and high-quality pathways for students not wanting to progress to degree study are needed. Working with the Industry Training Federation, secondary schools and foundation-level tertiary providers, we are developing sector-based vocational pathways for this purpose. These pathways will provide a clear route to a career in a particular sector of the economy, while also leading students towards gaining NCEA Level 2 as the critical qualification that provides a universal platform for further study or work.

We are initially developing five pathways that cover the major sectors of the economy, likely to be defined as manufacturing and technology; construction and infrastructure; primary industries; social and community services; and service industries.

The content for these pathways will be developed in collaboration with industry and education providers. The pathways will be offered through schools, tertiary providers, or in a combination of both.

Improve the quality of careers guidance and pastoral care

Improvements are needed to careers guidance and pastoral care to support students in both school and tertiary settings. Students need to be equipped with the skills to navigate the multiple pathways and learning options available to them to gain NCEA Level 2 or an equivalent qualification. We will ensure that policy settings promote learning environments that are culturally responsive, and support parental, family, whānau and iwi involvement in students' career decision-making. We will also work to ensure that tertiary providers taking on increasing numbers of 16- and 17-year-olds under the Youth Guarantee are prepared to meet the pastoral care needs of these students.

Develop professional networks to support the Youth Guarantee

Leadership in school communities plays an important role in improving student achievement through sharing and learning from existing effective practice. We will set up networked learning communities to help implement the Youth Guarantee by creating and sharing data and knowledge about student achievement, and teaching and leadership practice.

Implement NCEA standards aligned with the National Curriculum

We will continue to implement ongoing changes and improvements to NCEA so that more students gain at least NCEA Level 2 or an equivalent qualification. Changes include aligning all achievement standards with the National Curriculum (the New Zealand Curriculum and Te Marautanga o Aotearoa) to support the implementation of these frameworks. We will implement the newly aligned achievement standards for NCEA and support secondary teachers with teaching and learning guides, assessment resources and examples of student work.

Improve culturally responsive professional development for teachers

Quality teaching is the most significant influence on student learning in schools and significantly affects the engagement and retention of students, achievement of qualifications, and transition to further study or work. Professional learning and development programmes for teachers are being redesigned to focus on improving cultural responsiveness and the use of assessment data to improve teacher practice.

Implement a targeted student engagement programme

We will provide new and enhanced support for schools to better manage the engagement of their students so they have the opportunity to achieve useful qualifications. We will redesign truancy services, which locate and return truant students to schools. Schools will receive funding to give parents online access to information to support their children's engagement and learning.

Implement the Positive Behaviour for Learning Action Plan

The Positive Behaviour for Learning Action Plan provides proactive support for parents, teachers and schools to address challenging student behaviour. This will result in better learning environments for all students and staff, and improve parents' and teachers' ability to support children's behaviour and emotional needs. Student engagement in learning and achievement will increase, as will teacher confidence and satisfaction.

Students with severe behaviour needs will receive intensive behaviour services to improve their retention and engagement in learning.

We will provide training and support through the Incredible Years programmes to both parents and teachers to give them practical strategies to improve students' behaviour and increase their confidence in dealing with behaviour issues.

Through a school-wide programme, we will support over 300 schools to improve student behaviour and learning. Special education practitioners will work with schools to develop and implement effective school-wide and evidenced-based practices, interventions and systems.

Implement Success for All – Every School, Every Child

Success for All – Every School, Every Child will increase support for students and improve teacher and school responsiveness to students with special education needs and disabilities. We will provide advice to schools and students on effective transitions throughout education and monitor how well transitions are being achieved.

We will ensure better use of specialist teachers, encouraging them to reach out and provide support to regular schools. We will be more efficient in the support we provide to parents and families, and the processes they engage in, to ease the burden on them.

Support schools and providers to use modern technologies and access ultra-fast broadband to enable lifts in student achievement

Over the next five years all schools will have access to ultra-fast broadband, delivered either through the fibre network or via satellite technology. Rather than just learning to read, 21st-century literacy is about reading to learn, and developing the capacity and motivation to identify, create and communicate knowledge.

We will enable schools and providers to make the most of the opportunities offered by ultra-fast broadband and modern technologies to improve the effectiveness and efficiency of teaching and learning. This will enable schools, providers and the Ministry to have a clearer picture of choices that students are making, and therefore enable the system to support all students to continue their education.

Technology is a powerful tool to support effective teaching and learning. The generation, sharing and interrogation of information and data are crucial to supporting and challenging schools to perform. Improved information for school leaders, boards of trustees, the Education Review Office and the Ministry is important for a broader view of successful performance that considers factors such as student achievement, results for target groups, inclusive education and financial management.

Funding

The Ministry will spend around \$10 million over three years facilitating networks of leaders to support the Youth Guarantee, around \$30 million over three years on improving student engagement and reducing truancy in schools, around \$25 million implementing the Positive Behaviour for Learning Action Plan and around \$51 million over four years to continue to build the infrastructure to support ultra-fast broadband in schools.

These programmes are mostly funded through the following Vote Education and Vote Tertiary Education appropriations:

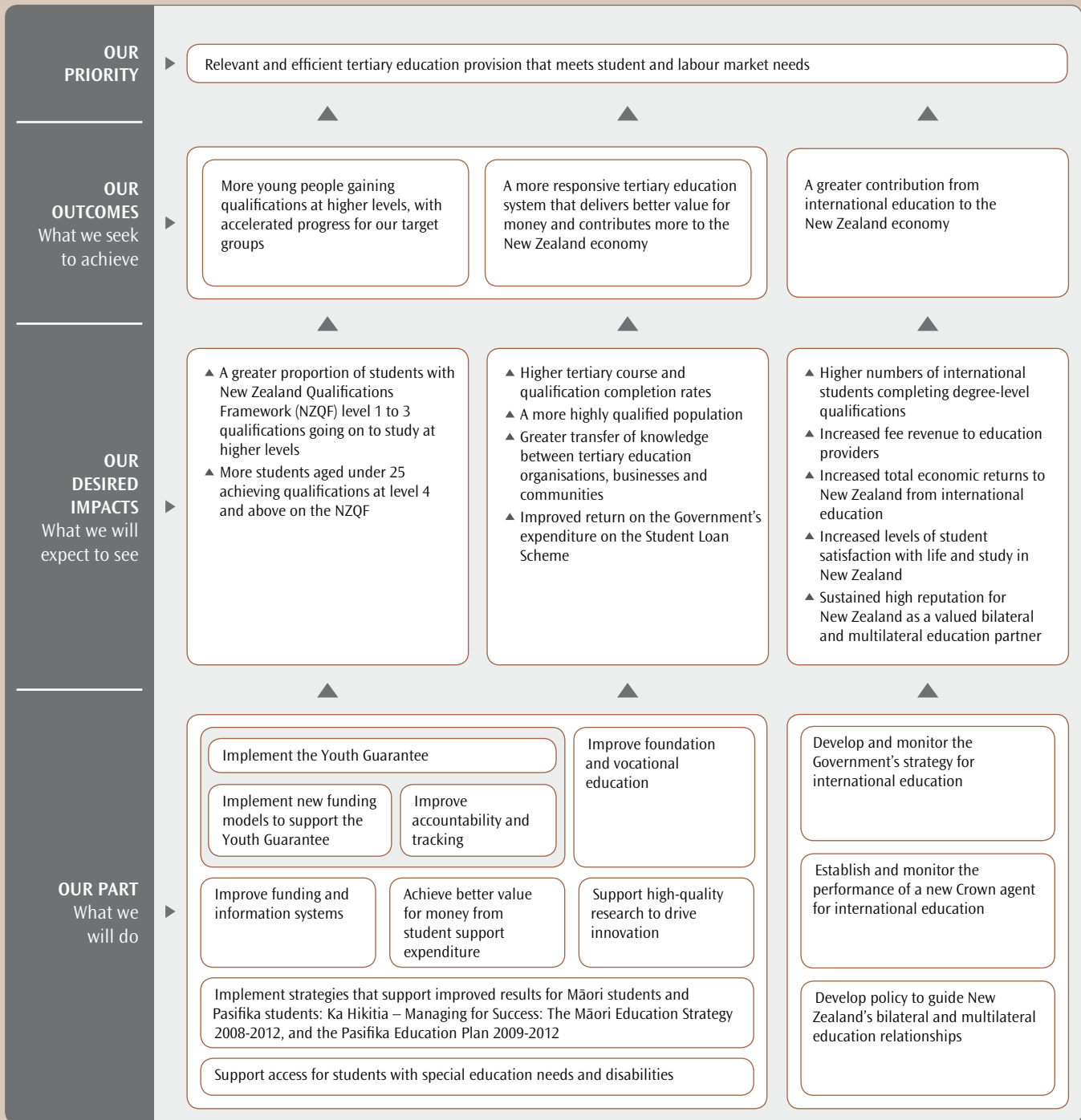
Departmental Output Expenses

- Output Class 1: Strategic Leadership in the Sector
- Output Class 5: Support and Resources for Teachers
- Output Class 6: Interventions for Target Student Groups
- Output Class 7: Strategic Leadership in the Tertiary Sector

Non-Departmental Appropriations

- Professional Development and Support
- Curriculum Support
- Secondary Education
- Provision of Information and Advisory Services
- Special Needs Support

Relevant and efficient tertiary education provision that meets student and labour market needs



How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
More students progressing to higher-level qualifications					
INCREASE the percentage of students with level 1 to 3 NZQF qualifications going on to study at higher levels	↑	CURRENT PERFORMANCE (2009/10): TOTAL 24.0%, MĀORI 27.0%, PASIFIKA 26.0%			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	26.0%	27.0%	27.5%
		MĀORI	29.0%	30.0%	30.5%
		PASIFIKA	28.0%	29.0%	29.5%
More young people gaining qualifications at higher levels					
INCREASE the number of students aged 18 to 24 completing NZQF qualifications at level 4 and above	↑	CURRENT PERFORMANCE (2009/10): TOTAL 32,010, MĀORI 12,456, PASIFIKA 5,136			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	32,800	33,600	34,400
		MĀORI	14,000	15,000	15,300
		PASIFIKA	5,700	5,900	6,100
Higher course and qualification completion rates					
HIGHER course completion rates	↑	CURRENT PERFORMANCE (2009/10): LEVEL 3-4 69.0%, LEVEL 5-6 69.0%, LEVEL 7-8 84.0%			
		TARGET	2010/11	2011/12	2012/13
		LEVEL 3-4	70.0%	72.0%	73.0%
		LEVEL 5-6	70.0%	71.0%	72.0%
		LEVEL 7-8	85.0%	86.0%	86.0%
A more highly qualified population					
INCREASE the proportion of the New Zealand population holding a qualification at degree level or higher	↑	CURRENT PERFORMANCE (2009/10): 30.1%			
		TARGET	2010/11	2012/13	2014/15
		TOTAL	30.1%	31.5%	32.8%
Greater transfer of knowledge between universities and businesses					
GREATER research in universities funded by businesses	↑	CURRENT PERFORMANCE (2009/10): \$41 million in research contracts funded by business (figures in 2009 dollars)			
		TARGET	2010/11	2012/13	2014/15
		TOTAL	\$43 million	\$46 million	\$48 million
Greater value for money in the Student Loan Scheme					
REDUCE the cost of lending under the Student Loan Scheme	↑	CURRENT PERFORMANCE (2009/10): 45.3 cents in the dollar lent			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	44.2 cents	43.6 cents	43.2 cents
International education benefits for New Zealand					
INCREASE the number of international students studying to degree level in New Zealand	↑	CURRENT PERFORMANCE (2009/10): 39,304			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	42,100	43,900	46,500
INCREASE fee revenue to New Zealand education providers	↑	CURRENT PERFORMANCE (2009/10): \$650 million			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	\$700 million	\$750 million	\$800 million
INCREASE total economic returns for New Zealand from international education	■	CURRENT PERFORMANCE (2009/10): \$2,300 million			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	\$2,500 million	\$2,650 million	\$2,800 million
International students studying in New Zealand are SATISFIED with their experience of living and studying in New Zealand	New measure	TARGET (2011/12): Regular international student surveys report positive overall satisfaction rating			
Bilateral partners are SATISFIED with the quality of the Ministry's role in the relationship partnership	New measure	TARGET (2011/12): Positive feedback received from Ministry of Foreign Affairs and Trade posts and partner governments			
KEY	↑ Overall improvement	↑ ↓ Mixed results	■ No change	↓ Overall decline	

What we will do to effect change

We will bring about change through our role in setting the policy conditions within which the tertiary education system operates. We will continue to manage tertiary education policy to strengthen the contribution of tertiary and international education to the Government's economic growth priorities.

Tertiary education

Implement the Youth Guarantee

The Government's vision for the Youth Guarantee is that all young people will achieve a minimum of National Certificate of Educational Achievement (NCEA) Level 2 or an equivalent tertiary qualification. Our activity to implement the Youth Guarantee sits across the senior secondary school and tertiary sectors. This will include work to increase the number of available fees-free places in tertiary education and work to merge the Youth Guarantee with youth training to broaden its reach.

Implement new funding models to support the Youth Guarantee

The Youth Guarantee will require development of a sustainable funding model for secondary-tertiary programmes (including trades and service academies). In conjunction with this work, we will develop a longer-term model for funding Youth Guarantee places in tertiary education.

Improve accountability and tracking

Successfully implementing the Youth Guarantee will require changes to current school and foundation-level tertiary accountability systems, including changes to expectations on providers and monitoring mechanisms to ensure providers are meeting these expectations. It will also require us to develop better ways to find, connect with and deliver educational services to young people aged 16 and 17.

Youth Guarantee provision in schools and tertiary education will need to support the uptake of the new vocational pathways and to provide incentives for any proposed changes to career education and guidance.

Once students leave school, neither the Ministry of Education nor the Ministry of Social Development holds contact details for them unless they are entitled to a benefit. To address this, we are working with the Ministry of Social Development to set up a national system that captures, stores and shares the data needed to track at-risk young people post-school. It will build on systems we have previously put in place for tracking younger children.

Improve foundation and vocational education

Foundation education provides an important pathway to further study for second-chance learners and students who leave school with low or no qualifications. The Government has recently established clear access criteria and performance expectations for New Zealand Qualifications Framework (NZQF) level 1 and 2 foundation education. We will provide policy advice on changes needed to support the implementation of these criteria and performance expectations, and to ensure that foundation education supports the Youth Guarantee and work occurring on the secondary-tertiary interface.

We will undertake a first-principles review of industry training within the wider context of vocational education, providing advice on how best to encourage provision that delivers high-quality qualifications and is more responsive to employers' demand for skills. This will include work to clarify the respective roles of institutes of technology and polytechnics and industry training organisations in delivering vocational education.

Improve funding and information systems

We will continue to provide advice on changes to tertiary policy settings to deliver improved tertiary performance within current levels of government expenditure. This will include a focus on making the tertiary system more efficient. It will also focus on ensuring that more students gain higher-level qualifications, with accelerated progress for our target groups. We will provide policy advice on meeting demand for higher-value study by allocating funding away from low-demand and lower-value provision. Better-aligned tertiary funding systems will promote government qualifications priorities more effectively.

Tuition subsidies will be reviewed to assess the merits of greater differentiation between qualification levels, including assessing the advantages and disadvantages of using subsidies to support courses or areas of study of particular national significance. We will also review the effectiveness of existing funding approaches to ensure increased access and higher achievement for target groups, particularly Māori students and Pasifika students.

We will work with other agencies to improve systems so that accurate and timely (near real-time) information is available to monitor the performance of tertiary education providers. We will examine ways to make more tertiary performance information publicly available to help students and providers improve their decision-making.

We will advise on how best to publish information for students about the outcomes of tertiary graduates. This information will complement the provider-level educational performance information already published by the Tertiary Education Commission.

Achieve better value for money from student support expenditure

The management of the interest-free student loan scheme will be improved, increasing personal responsibility and accountability for student loan debt, and improving the sustainability of the scheme while allowing students from target groups to gain access to tertiary education.

We will explore a range of changes to the scheme, including initiatives to:

- ▲ ensure that money lent contributes to the Government's objectives for tertiary education
- ▲ broaden obligations to repay loans and increase opportunities for borrowers to manage their own loans
- ▲ improve repayment rates.

Support high-quality research to drive innovation

Innovation is an important driver of economic growth, and we need to harness the potential of tertiary education to contribute to innovation through the Government's economic growth agenda. We recognise that iwi and Māori need appropriate research and applied knowledge bases to develop their cultural and economic assets.

We will investigate how tertiary education policy can contribute more to research excellence and economic growth. This will include considering results from the Performance-Based Research Fund and ensuring that policy settings recognise the Government's research and innovation priorities, as well as wider priorities such as Māori development.

Support access for students with special education needs and disabilities

The Tertiary Education Strategy 2010-15 sets the Government's expectation that the tertiary education sector should respond to the diverse needs of all the groups it serves. This includes providing services to create an inclusive environment for students with disabilities.

Over 2011/12 we will review policy settings to ensure that we assist tertiary education providers to meet the needs of students with disabilities. In addition, following on from the review of special education, we will work with other government agencies to determine how students with disabilities can be better supported to make the transition from schools into other settings – including tertiary education.

International education

Develop and monitor the Government's strategy for international education

We will provide the Government with policy advice on the strategy for international education over the next five years to increase the sector's contribution to the Government's economic growth agenda. This will include:

- ▲ providing advice on measures to achieve higher numbers of international students completing degree-level qualifications with New Zealand providers
- ▲ analysing international student satisfaction and factors that enhance New Zealand's attractiveness as a provider country
- ▲ monitoring enrolment patterns and fee revenue to education providers
- ▲ diversifying key aspects of the international education sector, including:
 - ▶ delivery of export education (all forms of education activity which generates foreign revenue)
 - ▶ associated and flow-on business and spending (for example, opportunities to exploit connections between the tourism and education sectors)
 - ▶ talent capture (attracting top student and academic talent to New Zealand and retaining foreign graduates who can make a strong contribution to the economy).

We will administer the Code of Practice for the Pastoral Care of International Students to improve the standard of provider care for international students in New Zealand.

We will also provide policy advice on how to improve the international knowledge and skills of New Zealand students, and on the development of education partnerships internationally to support New Zealand's education, economic and foreign affairs interests.

Establish and monitor the performance of a new Crown agent for international education

A new Crown agency will be set up to improve coordination and increase value for money from the Government's investment in international education. It will draw together resources and programmes from the Ministry and two other bodies, and will focus on promoting New Zealand as an education provider and building education relationships across the world. It will include both an onshore establishment and an offshore network spread across key markets and partner countries.

We will plan and manage interim arrangements which may need to apply from 1 July 2011 until the agency is established.

Develop policy to guide New Zealand's bilateral and multilateral education relationships

Bilateral and multilateral education relationships contribute to improved education and economic outcomes through comparative research and analysis, policy, and the creation of frameworks and agreements that foster student and academic mobility.

While permanent education representation offshore will be managed by the new Crown agency, we will continue to develop policy to guide New Zealand's formal bilateral education relationships. We will provide both policy and direct support for multilateral education relationships as a key plan of NZ Inc³ representation offshore. Examples include the support we provide to the Organisation for Economic Co-operation and Development's education directorate and the Asia-Pacific Economic Co-operation (APEC) Human Resource Development Working Group.

³ NZ Inc refers to interagency cooperation for New Zealand representation and activities offshore.

Funding

The Ministry will spend around \$79 million over four years across the schooling and tertiary sectors on expanding trades academies and service academies and developing sector-based vocational pathways for the Youth Guarantee. This priority will be supported by existing departmental budget to establish a new Crown entity for international education.

These programmes are mostly funded through the following Vote Tertiary Education and Vote Education appropriations:

Departmental Output Expenses

Output Class 1: Strategic Leadership in the Sector

Output Class 7: Strategic Leadership in the Tertiary Sector

Non-Departmental Appropriations

Tertiary Education: Student Achievement Component

Training for Designated Groups

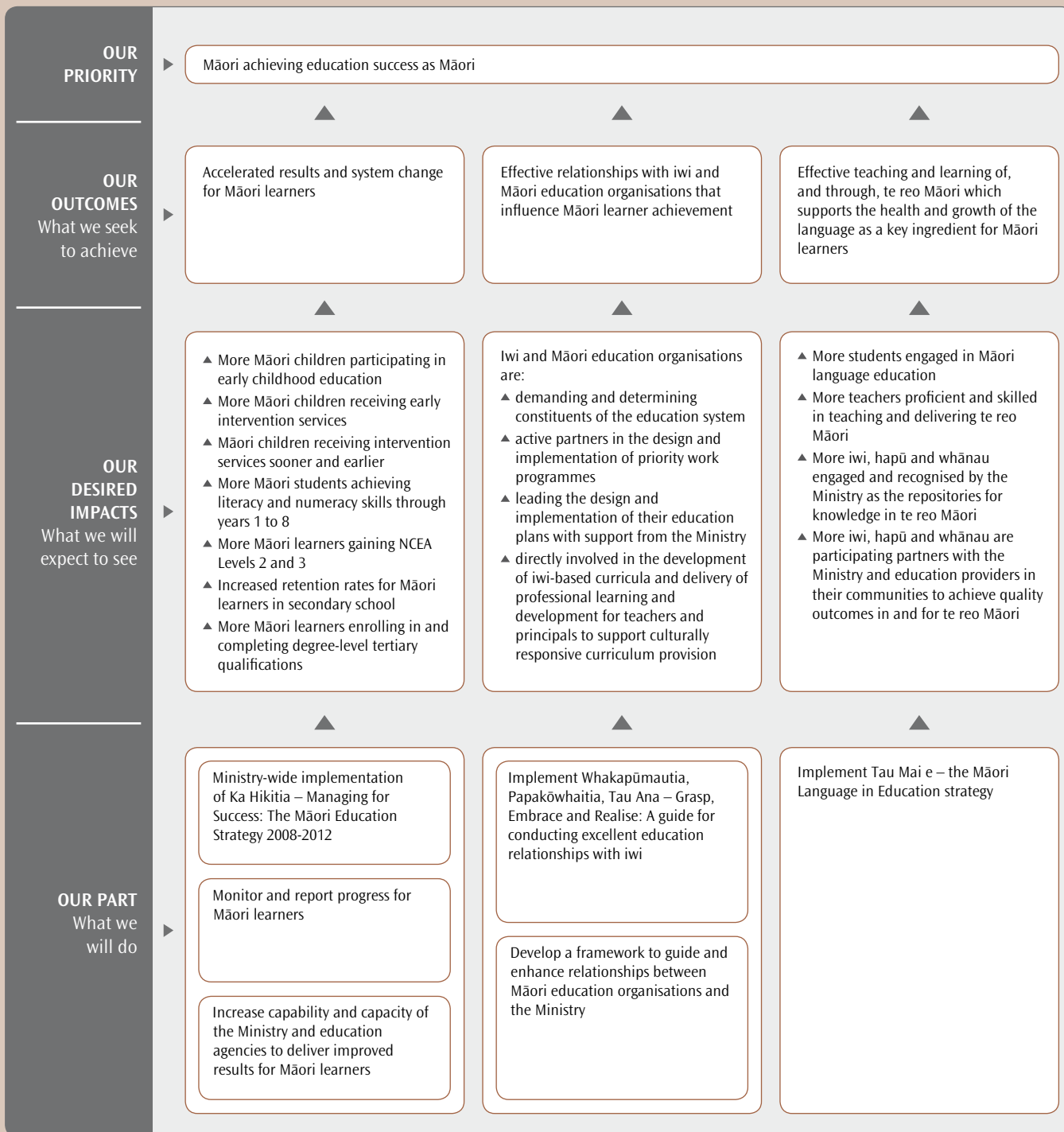
Provision of Information and Advisory Services

Service Academies

Tertiary Education Grants and Other Funding

International Education Programmes

Māori achieving education success as Māori



How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE								
<p>Measures of success and desired performance for 'Māori achieving education success as Māori' are specified in each of our priorities relating to:</p> <ul style="list-style-type: none"> ▲ early childhood education ▲ schooling ▲ tertiary and international education. <p>In addition, we will monitor our progress using the following system indicators specific to student achievement in learning of, and through, te reo Māori.</p>										
Success in learning of, and through, te reo Māori										
<p>INCREASE the participation rate of all primary and secondary students (not exclusively Māori students) engaged in Māori language education</p>	■	<p>CURRENT PERFORMANCE (2009/10): 19.5%</p> <table border="1"> <tr> <td>TARGET</td> <td>2010/11</td> <td>2011/12</td> <td>2012/13</td> </tr> <tr> <td>TOTAL</td> <td>20.3%</td> <td>21.0%</td> <td>21.0%</td> </tr> </table>	TARGET	2010/11	2011/12	2012/13	TOTAL	20.3%	21.0%	21.0%
		TARGET	2010/11	2011/12	2012/13					
		TOTAL	20.3%	21.0%	21.0%					
↑ ⋮ ↓	<p>CURRENT PERFORMANCE (2009/10): TOTAL 51.0%, MĀORI IMMERSION/BILINGUAL 49.7%</p> <table border="1"> <tr> <td>TARGET</td> <td>2010/11</td> <td>2011/12</td> <td>2012/13</td> </tr> <tr> <td>TOTAL</td> <td>50.1%</td> <td>50.6%</td> <td>51.0%</td> </tr> </table>	TARGET	2010/11	2011/12	2012/13	TOTAL	50.1%	50.6%	51.0%	
	TARGET	2010/11	2011/12	2012/13						
	TOTAL	50.1%	50.6%	51.0%						
Effective relationships with iwi, whānau and education organisations										
<p>Participants in community and whānau programmes report that they are more CONFIDENT AND BETTER EQUIPPED to support their children, as a result of the programme</p>	New measure	<p>TARGET (2011/12): At least 95% of participants surveyed on completion of their programme showed a rating of 'positive' or higher</p>								
<p>All community-based programmes align with the goals of Ka Hikitia – Managing for Success, the Pasifika Education Plan, and Success for All – Every School, Every Child to IMPROVE OUTCOMES for Māori and Pasifika and learners with special education needs</p>	New measure	<p>TARGET (2011/12): Confirmed by Ministry evaluation of programme contracts prior to commencement</p>								
<p>KEY ↑ Overall improvement ↑⋮↓ Mixed results ■ No change ↓ Overall decline</p>										

What we will do to effect change

We will consolidate and focus our activity in areas where our data and evidence show we will make the greatest difference for and with Māori learners. This includes understanding the importance of Māori identity, language and culture in effective teaching and learning, and including this in all programmes, policies and activities that we lead. We will increase understanding of the need for culturally responsive contexts across all education providers. Our relationships with iwi and Māori education organisations will support them to realise their aspirations for education. Improving system performance for Māori learners will support greater value for money from government expenditure on education.

Ministry-wide implementation of Ka Hikitia – Managing for Success

Implementing Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012 is the responsibility of everyone in the Ministry. We will ensure that everyone working in the Ministry is:

- ▲ clear about their responsibilities and accountabilities for improving results for Māori learners
- ▲ supported to increase their capability to deliver improved education results for Māori learners that attends to their identity, language and culture.

Targeting national flagship policy programmes to meet the needs of Māori learners, their families and whānau will substantially increase education gains for Māori learners. We will consolidate early childhood education and schooling initiatives that are delivering gains for Māori learners. This will include better coordination of investment, particularly across secondary schooling and the Māori-medium sector through key Budget and policy initiatives.

Monitor and report progress for Māori learners

We will strengthen monitoring of our own performance in implementing priority actions. Ngā Haeata Mātauranga: the Annual Report on Māori Education will continue tracking progress against our targets and will demonstrate activity that the Ministry and sector are undertaking to improve education results for and with Māori learners.

The Measurable Gains Framework will be implemented to gather robust and comprehensive data, charting progress against our targets. This data will enable us to focus our activity and channel our investment to where it will be most effective. We will report to Cabinet in 2012 on progress that has been made against targets set in early 2011.

Increase capability and capacity of the Ministry and education agencies to deliver improved results for Māori learners

We will improve accountability across the Ministry and education sector agencies for improving results for Māori learners. This will include implementing a plan that focuses each of the agencies collectively and individually on driving a faster rate of change for and with Māori learners. The progress these programmes make in improving results for Māori learners and the resulting impacts on Māori learner engagement and achievement will be monitored and reported.

Staff in the Ministry will receive support and professional development opportunities to build their capability and capacity to contribute to improved education results for Māori. Central to this capability is ensuring that all staff understand the importance of identity, language and culture for the educational success of Māori learners, and know how to attend to those factors through their work.

Implement Whakapūmautia, Papakōwhaitia, Tau Ana – Grasp, Embrace and Realise

Whakapūmautia, Papakōwhaitia, Tau Ana – Grasp, Embrace and Realise is a guide to conducting excellent education relationships with iwi. We know that identity, language and culture are critical ingredients in the educational success of Māori learners. Iwi and whānau are uniquely placed as the repositories of this knowledge, and have a critical role in contributing to policy and programme design, and education provision.

We will work with and create opportunities for iwi to be active partners in designing and implementing priority work programmes, contributing their skills, expertise and community knowledge. Iwi will be supported to design and implement their education plans, and to develop appropriate teaching and learning resources to support the inclusion of their identity, language and culture in education provision.

We will support iwi and Māori education organisations to participate more directly in developing iwi-based curricula and assessment tools, to support culturally responsive curriculum provision. These curricula will work within the broader framework provided by the National Curriculum (the New Zealand Curriculum and Te Marautanga o Aotearoa).

Ensuring our staff are supported to conduct productive relationships with iwi will be critical to the successful implementation of Whakapūmautia, Papakōwhaitia, Tau Ana – Grasp, Embrace and Realise. We will provide professional development for staff supported by ongoing communications of progress and examples of good practice. Central to this framework is the development of useful and relevant tools that our staff can use when working with iwi.

Develop a framework for our relationships with Māori education organisations

We will develop a framework to guide our relationships with Māori education organisations. This will include ways to support these organisations to:

- ▲ achieve the goals outlined in their education plan
- ▲ participate in developing curricula and assessment tools
- ▲ support local language planning within and across communities.

Implement Tau Mai e – the Māori Language in Education strategy

We will implement Tau Mai e – the Māori Language in Education strategy. This strategy provides the framework for deliberate, informed and proactive policy and investment and will improve the quality of the Government's expenditure in this area.

The strategy describes the Government's interests and desired outcomes, role and responsibilities, creating the conditions for local strategies that respond to local needs, and informs Government's decisions on investment in and through te reo Māori. It identifies priorities, logic and investment plans and clarifies how we will know that the investment is making a positive difference.

It will deliver on the Ministry's responsibilities following the Government's review of the Māori language sector, and the strategy developed as a result of that review. This will include coordinating and providing education sector information and evidence.

We will take a more deliberate approach to the provision of and investment in Māori language in education. We will ensure that policy, workforce development, and curriculum teaching and learning resources are aligned to maximise this investment and ensure high-quality teaching of, and through, te reo Māori. This will be supported by the New Zealand Curriculum National Standards and Ngā Whanaketanga Rumaki Māori.

Funding

The Ministry will spend around \$9 million over four years to support iwi to develop school- and community-based language initiatives and around \$3 million over three years to support Te Rūnanga Nui to develop a Te Aho Matua curriculum and associated resources. This priority will be supported by existing departmental budget to implement Tau Mai e – the Māori Language in Education strategy and Whakapūmautia, Papakōwhaitia, Tau Ana – Grasp, Embrace and Realise.

These programmes are mostly funded through the following Vote Education appropriations:

Departmental Output Expenses

Output Class 2: Support and Resources for the Community

Output Class 5: Support and Resources for Teachers

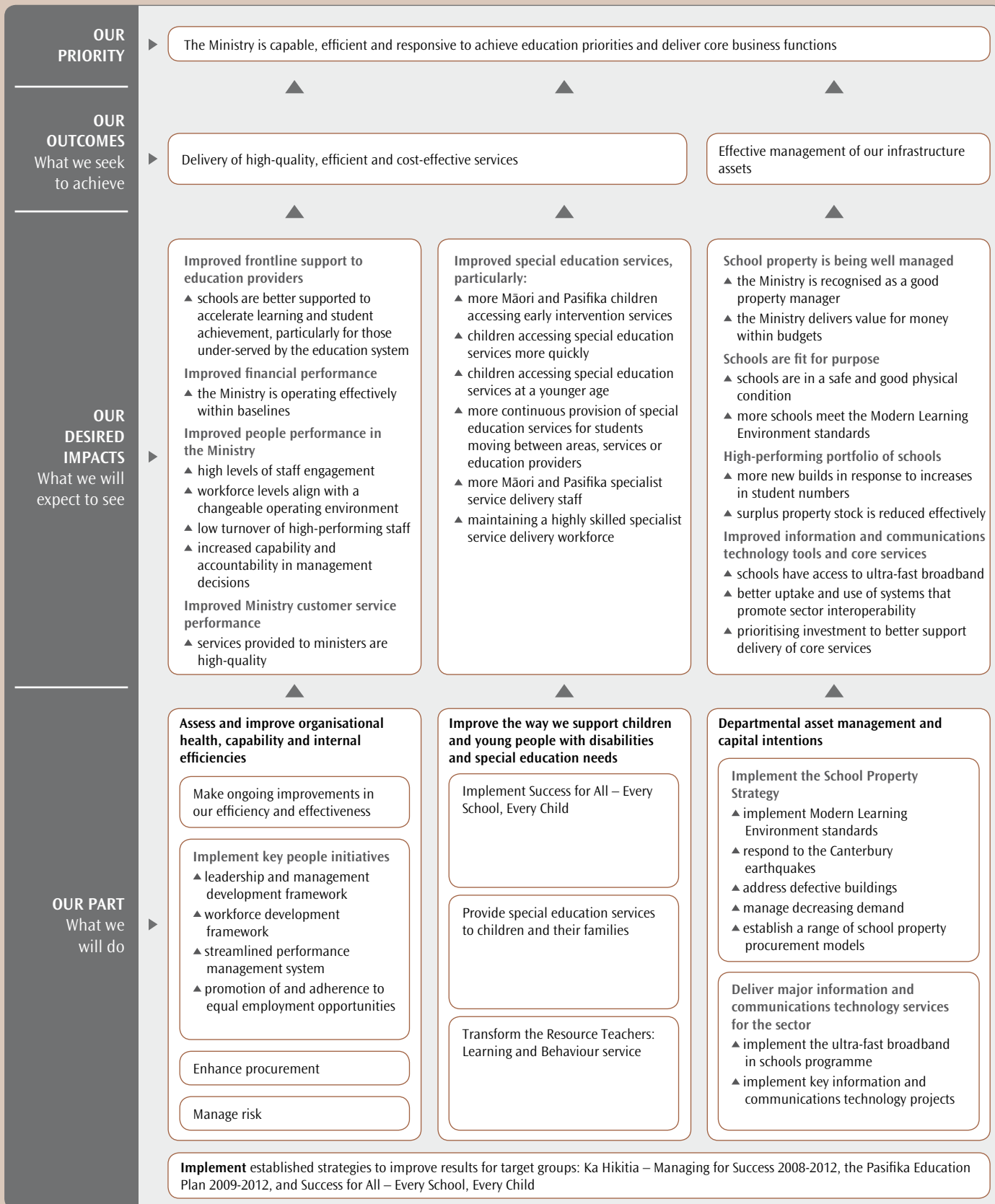
Output Class 6: Interventions for Target Student Groups

Non-Departmental Appropriations

Professional Development and Support

Schooling Improvement

The Ministry is capable, efficient and responsive to achieve education priorities and deliver core business functions



How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE												
Delivery of high-quality, efficient and more cost-effective services														
IMPROVED frontline support to education providers														
Student achievement practitioners will work with selected schools	New measure	TARGET (2011/12): 50 student achievement practitioners working with 600 schools												
IMPROVED financial performance														
Departmental and Crown expenditure variances are within appropriations	↑ : ↓	CURRENT PERFORMANCE (2010/11 FULL YEAR): Departmental expenditure variance – favourable, Crown expenditure variance – unfavourable TARGET (2011/12): Departmental and Crown expenditure variances are favourable												
IMPROVED people performance														
Total staffing establishment tracks lower than forecast (includes actual and vacancy full-time equivalent data)	↑ : ↓	CURRENT PERFORMANCE (2009/10): 2,710 full-time equivalents TARGET (2010/11): 2,610 full-time equivalents												
Core unplanned turnover does not exceed upper limit	↑ : ↓	CURRENT PERFORMANCE (AS AT MARCH 2011): 14% TARGET (2011/12): Turnover does not exceed 16%												
Annual leave liability lower than the current published public sector average (67% of public sector had an outstanding leave balance of 19 days or less as at 30 June 2010)	↑ : ↓	CURRENT PERFORMANCE (2009/10): 12.1 days TARGET (2011/12): Less than the public sector average												
Increase the level of staff engagement in the Ministry	↑ : ↓	CURRENT PERFORMANCE (2010): Staff engagement survey grand mean 3.58 TARGET: Next staff engagement survey grand mean 3.68 or higher												
IMPROVED customer service performance														
The Ministry's policy advice is high-quality	New measure	TARGET (2011/12): External assessment of a sample of Ministry policy papers by the New Zealand Institute of Economic Research rates at least 7 out of 10												
Services provided to ministers are high-quality	■	CURRENT PERFORMANCE (2010/11): 2% rejection rate TARGET (2011/12): No more than 2% of support and ministerial services sent to the ministers' offices will be rejected												
IMPROVED special education service delivery														
Increase the percentage of Māori children and Pasifika children aged 0-5 years accessing early intervention services	↑	CURRENT PERFORMANCE (2009/10): Māori 21.1%, Pasifika 6.1%												
		<table border="1"> <thead> <tr> <th>TARGET</th> <th>2010/11</th> <th>2011/12</th> <th>2012/13</th> </tr> </thead> <tbody> <tr> <td>MĀORI</td> <td>22.0%</td> <td>23.0%</td> <td>24.0%</td> </tr> <tr> <td>PASIFIKA</td> <td>7.0%</td> <td>9.0%</td> <td>10.0%</td> </tr> </tbody> </table>	TARGET	2010/11	2011/12	2012/13	MĀORI	22.0%	23.0%	24.0%	PASIFIKA	7.0%	9.0%	10.0%
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MĀORI	22.0%	23.0%	24.0%											
PASIFIKA	7.0%	9.0%	10.0%											
Percentage of eligible children seen within 90 days of referral for communications, behavioural, early intervention and Ongoing Resourcing Scheme (ORS) services	New measure	TARGET (2010/11 – 2012/13): At least 95% for each service												
Reduce the average age at which Māori children and Pasifika children start accessing special education services	↑	CURRENT PERFORMANCE (2009/10): Māori – 3 years 5 months, Pasifika – 3 years 4 months, European/Pākehā – 2 years TARGET (2010/11): 2 months younger for Māori children and Pasifika children												
A more continuous provision of special education services for children and students moving between areas, services or education providers	New measure	During 2011/12, we will develop measures to track transition times when children and students are provided with a service from the Ministry after moving between areas, services or education providers. We will develop measures for students transitioning from special education services to Resource Teachers: Learning and Behaviour (RTLB) as part of the RTLB transformation project.												
Increase the proportion of Māori and Pasifika specialist service delivery staff	New measure	CURRENT PERFORMANCE (2009/10): Māori 10.4%, Pasifika 1.1%												
		<table border="1"> <thead> <tr> <th>TARGET</th> <th>2010/11</th> <th>2011/12</th> <th>2012/13</th> </tr> </thead> <tbody> <tr> <td>MĀORI</td> <td>10.6%</td> <td>11.0%</td> <td>13.0%</td> </tr> <tr> <td>PASIFIKA</td> <td>1.1%</td> <td>1.5%</td> <td>2.0%</td> </tr> </tbody> </table>	TARGET	2010/11	2011/12	2012/13	MĀORI	10.6%	11.0%	13.0%	PASIFIKA	1.1%	1.5%	2.0%
TARGET	2010/11	2011/12	2012/13											
MĀORI	10.6%	11.0%	13.0%											
PASIFIKA	1.1%	1.5%	2.0%											
Maintain a highly skilled specialist service delivery workforce	■	CURRENT WORKFORCE (AS AT MARCH 2011): 817 full-time equivalents – including speech language therapists, psychologists, special education advisors, early intervention teachers, occupational therapists and physiotherapists. TARGET (2011/12): All specialist staff: ▲ meet continuing professional development requirements ▲ have professional supervision to promote high standards of professional work practice that is culturally appropriate and evidence-based												
KEY	↑ Overall improvement	↑ : ↓ Mixed results												
	■ No change	↓ Overall decline												

How we will measure success

MEASURE	TREND to date	CONTEXT AND DESIRED PERFORMANCE			
Effective management of our infrastructure assets					
HIGH-QUALITY school property portfolio management					
The Ministry delivers its school property capital plan (to budget)	New measure	TARGET (2011/12): Variance (\$) across the entire school property capital plan will be less than 20%			
Schools use the Ministry's procurement models and processes for new builds	New measure	TARGET (2011/12): 90% of schools use the Ministry's procurement model and processes for new build projects			
The Ministry will move towards condition-based funding to determine allocation of school property baseline funding	New measure	TARGET (2012/13): A condition-based funding model is being developed			
Programmed maintenance for school buildings ensures they remain in a safe condition for students	New measure	TARGET (2011/12): Percentage of maintenance costs spent on health and safety and high operational risk reduces over time			
Defective school buildings (weather-tightness problems) are identified and repaired in a timely manner	New measure	TARGET (2011/12): 80% of schools with defective buildings complete the remediation process within 18 months of formal notification			
Existing school property will meet the Ministry's Modern Learning Environment standard	New measure	TARGET (2011/12): 10% of schools meet the 'core' Modern Learning Environment standard			
The Ministry has regional property plans in place to identify and address capacity issues (over- and under-supply of school property)	New measure	TARGET (2012/13): Evidence of plans in each region			
Surplus property in open schools is rationalised in a timely manner	New measure	TARGET (2011/12): Surplus property is reduced to 15%			
ACCESS to ultra-fast broadband					
The Ministry will upgrade schools to be ready to access ultra-fast broadband	New measure	TARGET (2011/12): Connect up to 102 schools to a national education network trial extension; manage the upgrade of schools' infrastructure cabling to prepare for broadband connection for 240 schools By 2016, 97% of schools will have access to ultra-fast broadband with the remainder of schools receiving faster broadband via satellite or other technology			
BETTER uptake and use of systems that promote sector interoperability					
Increase the number of student management system (SMS in schools) to Ministry data exchange service (DEX) transactions, this being the main automated integration point between school-based student data systems and those in the Ministry	Data less than five years	CURRENT PERFORMANCE (2009/10): 350,000 SMS-to-DEX transactions			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	750,000	1,000,000	1,250,000
Increase the number of schools and users who have access to a single sign-on experience (using compliant identity provider and authentication services)	New measure	TARGET	2010/11	2011/12	2012/13
		TOTAL	100 schools and 80,000 users	250 schools and 175,000 users	500 schools and 300,000 users
Increase the number of schools using approved learning platforms or learning management systems	New measure	CURRENT PERFORMANCE (2009/10): 250 schools using approved systems			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	500	650	800
Increase the number of users of the approved e-portfolio national service	Data less than five years	CURRENT PERFORMANCE (2009/10): 5,000 users			
		TARGET	2010/11	2011/12	2012/13
		TOTAL	20,000	40,000	100,000
PRIORITISED investment to better support delivery of core services					
The Ministry will have in place a prioritisation framework for allocating information and communications technology investment which will give a high priority to supporting delivery of core services	New intent	During 2011/12 we will develop a prioritisation framework which will be a pre-requisite to developing specific measures in this area			
KEY ↑ Overall improvement ↕ Mixed results ■ No change ↓ Overall decline					

What we will do to effect change

As well as setting the direction for education policy and activity, the Ministry has a significant operational role in the education system. By delivering customer-focused, efficient and effective services, we will provide greater value for money. We are shifting the Ministry towards a stronger sector leadership role and greater responsibility for improving sector performance.

Delivery of high-quality, efficient and cost-effective services

Assess and improve organisational health, capability and internal efficiencies

Effective leadership and workforce capability are critical to the Ministry's success. We will continue to challenge ourselves to operate in an environment of significant change and fiscal restraint, growing and developing current and future leadership and workforce capability.

Make ongoing improvements in our efficiency and effectiveness

We will continue to drive changes in the way we work so the Ministry is increasingly effective and efficient. We will consider how best to work with the sector and providers, the capability and capacity of staff required to effectively manage these relationships, and the best location and distribution of resources.

The recommendations of the recent Performance Improvement Framework review of the Ministry will complement and inform the development work we already have underway. The aim of this work is to improve both the performance of the education system and the performance of the Ministry, and result in a better-aligned and more cost-effective organisation.

Our key focus areas will be:

- ▲ outlining the future direction for the Ministry and the education sector
- ▲ changing and adapting how we exercise our leadership in the sector to support our accountability for system performance
- ▲ making changes to our processes, capability and structure to become a more agile and responsive organisation
- ▲ improving our engagement with key groups in the education sector, to make better use of their expertise and view points.

We will make long-term efficiency gains in our processes and use of resources – in terms of the functions we are responsible for, the services we provide the sector, and the management of the organisation. We are systematically examining the effectiveness of our business functions and exploring and implementing approaches to increase our productivity and improve customer service. In response to the Government's aim of a smaller, more efficient public sector, we will continue to identify savings and to reduce our overall full-time equivalents.

Examples of improvements to delivery of our core services include:

- ▲ developing a new schools payroll system, responsible for making payments to over 110,000 staff in schools, which is designed to provide schools with a modern, online, future-proof payroll service. This will deliver more functionality and better access to information for its users and provides a long-term replacement for currently reliable, but ageing, technology.
- ▲ making ongoing improvements to our resourcing services, which make instalments of operational funding to schools and provide school transport funding, by improving our forecasting of school rolls to minimise the financial risk to the Crown and to support schools with their planning
- ▲ focusing on accurate and timely resourcing payments to schools and conducting resource allocation audits to check and validate claims
- ▲ making ongoing improvements to contracting and monitoring of school transport services so that students are delivered to school safely and on time.

Implement key people initiatives

Leadership and management development framework

We will develop and implement a leadership and management development framework that aligns management development with our strategic direction and priorities. The framework will outline the unique leadership competencies, responsibilities and accountabilities required at every level of leadership in the Ministry.

Workforce development framework

We will implement an integrated workforce development framework to improve the capability and responsiveness of our people, and will provide continuous professional development opportunities to ensure staff are adding to their skills and knowledge.

Streamlined performance management system

A more robust and streamlined performance management system will be developed to help staff easily connect their work to the Ministry's strategic direction and priorities, and will support managers to maximise the contribution of their staff in delivering core business.

Promotion of and adherence to equal employment opportunities

Working with iwi, Māori communities, Pasifika communities and the disabilities sector enhances our ability to influence organisational results. We will continue to support our diverse workforce and the communities we work with, through ongoing promotion of and adherence to equal employment opportunities.

We will continue to act on the recommendations of the Pay and Employment Equity Committee whilst supporting the Government's priorities in this area.

Enhance procurement

Procurement and contracting are significant components of our activity. In the next financial year, we will write approximately 2,000 new contracts, with a total value of \$1,000 million. This work will be conducted by procurement specialists and a number of other staff across the organisation. The scope of the work will cover almost everything the Ministry does, including professional learning and development for the sector, truancy services and early childhood education participation initiatives.

Many of our contracts are non-contestable agreements with government agencies (including school boards of trustees) and non-government providers. However, there are also many contestable arrangements across a wide range of education, information and communications technology, and general goods and services categories.

We will continue to improve our procurement processes, including introducing new planning and tender documents to support the goals of Ka Hikitia – Managing for Success, and training staff across the organisation to use those goals effectively. We are implementing new professional development training for staff, and adopting new guidelines, tools and contracts developed for government agencies by the Ministry of Economic Development.

During 2011/12 we will develop a procurement strategy that sets out the overall strategic approach for our procurement and contracting activity over the next five years.

Manage risk

The Ministry has a risk management process designed to raise risk awareness and promote routine risk management. This is supported by a simple and consistent reporting approach.

- ▲ Ministry managers regularly identify strategic, operational and fiscal risks they are facing at a group and programme level, and rank these using a risk ranking matrix.
- ▲ Managers and deputy secretaries identify which of these risks need to be escalated to the Ministry Leadership Team and the Secretary for Education – either because of the seriousness of the risk or because of the potential for the risk to impact on the whole of the Ministry.
- ▲ Key risks are discussed regularly by the Leadership Team with feedback circulated to managers and risks assessed as needing more intensive management or monitoring are assigned an owner and reported on individually to the Leadership Team.
- ▲ The Audit and Assurance Committee, an independent committee of the Ministry, monitors the risk process regularly and provides advice on our risk management approach.

The Ministry has identified four broad categories of risk that have the potential to affect the achievement of the priorities set out in this Statement of Intent. These are outlined below with a summary of the mitigation strategies.

AREA OF RISK	MITIGATION APPROACH
Ability to directly influence educational outcomes	<p>Design and deliver high-quality programmes by:</p> <ul style="list-style-type: none"> ▲ using evidence and best practice to direct our activity to where it is most effective ▲ continually monitoring and assessing the effectiveness of our activity ▲ ensuring the implementation of programmes is managed well and aligned with other work <p>Provide leadership and guidance to the education sector by:</p> <ul style="list-style-type: none"> ▲ strengthening our role as sector leader and ensuring the agreed collective work programme is delivered ▲ proactively providing quality advice, information and support to the education sector ▲ working with the sector to improve our understanding of issues
Ability to deliver the required work programme for education within static or reducing baselines	<p>Use our resources in the most effective way by:</p> <ul style="list-style-type: none"> ▲ monitoring baselines and setting explicit targets for each area of the business ▲ communicating required reductions to managers early to support planning ▲ developing and implementing a budgeting methodology for allocating resources ▲ providing advice to the Government on what work is priority and what work could be reprioritised or delayed
Capability and capacity to maintain high levels of productivity and to meet government expectations across all work programmes	<p>Provide high-quality services to the Government by:</p> <ul style="list-style-type: none"> ▲ building capacity and expertise within the Ministry to progress key government strategies ▲ continually improving the quality of our information and analysis through support and development of staff and monitoring of work ▲ implementing effective leadership and development frameworks and strategies across the Ministry ▲ continually assessing requirements and realigning our resources to focus on priority activities and frontline services
Ability to manage the consequences of emerging issues (such as the Canterbury earthquakes)	<p>Build our risk management and mitigation capacity by:</p> <ul style="list-style-type: none"> ▲ continuing to enhance our systems to identify, assess and respond to emerging issues appropriately and efficiently ▲ monitoring and refining internal governance, risk management and quality assurance processes ▲ making greater use of contingency planning and forecasting to anticipate issues and develop solutions ▲ using strategies and processes from past successes in planning for future critical events and issues

Improve the way we support children and young people with disabilities and special education needs

One of our core functions is to provide special education services to children, their parents, families and whānau, and to support schools to enable those with special education needs to participate fully in education.

Implement Success for All – Every School, Every Child

The Government wants a fully inclusive education system in which students with special education needs have the opportunity to learn in their local school or school of choice, as outlined in the Government's plan for the special education sector, Success for All – Every School, Every Child. This will require new approaches and more effective practice across all our education and special education services.

Much of the required change is in schools and we will ensure that we better support schools through changes to professional learning and development, funding and information. This plan will also drive ongoing improvements in our services as we strive to deliver better support to as many children with special education needs as possible.

The Government has a set performance target for schools so that, by the end of 2014, 80% of schools should be doing a good job, and none doing a poor job, of including and supporting students with disabilities. Boards of trustees will be asked to include evidence in their planning and reporting that demonstrates that their schools are supporting students with special education needs.

Provide special education services to children and their families

We will continue to provide special education services to children, their parents, families and whānau in response to identified need. Over half of our staff (1,287 full-time equivalents) work to support more than 30,000 children and young people with special education needs. These services include complex needs services, communication services, behavioural services and early intervention services.

We will expand access to our services and support more children and young people to engage in education and succeed. We will provide Ongoing Resourcing Scheme support for an additional 1,100 children and young people and implement an extended communication and learning service for 1,000 students aged five to eight years.

We will reduce the bureaucracy of the Ongoing Resourcing Scheme, simplifying the process and developing options for mediation and disputes resolution to help resolve issues between parents, schools and the Ministry more quickly.

We will improve and increase the support we provide to teachers, schools and boards of trustees to be more inclusive of students with special education needs. This will involve:

- ▲ strengthening initial teacher education
- ▲ lifting teacher capability in schools
- ▲ revising development and training programmes for school boards of trustees and principals
- ▲ aggregating specialist teacher and teacher aide resources for vision and hearing impaired students
- ▲ encouraging special schools to provide outreach specialist teaching services.

Transform the Resource Teachers: Learning and Behaviour service

The Resource Teachers: Learning and Behaviour (RTLB) service has been essential in supporting students that have substantial barriers to learning, and has enhanced teacher and school capability. We are transforming the structure and practice of the service so it delivers improved support for schools and students with significant barriers to learning.

We will address known issues identified in a 2009 Education Review Office report. This report found that over half of the clusters of teachers reviewed were not well governed and managed. The improved service will complement the Student Achievement Function and implementation of the Positive Behaviour for Learning Action Plan.

We will work with sector groups to improve the Resource Teachers: Learning and Behaviour service so it delivers better support for students, teachers and leaders within schools. This will:

- ▲ strengthen governance, management and practice quality
- ▲ target funding and resources to where they are most needed
- ▲ improve the quality of advice and interventions to students and schools
- ▲ enable stronger professional leadership for Resource Teachers: Learning and Behaviour
- ▲ create a career pathway and opportunities for Resource Teachers: Learning and Behaviour to specialise in support areas.

When the service works well, there are positive impacts for students at risk of low achievement, and for teachers. We want to make sure that this happens more widely across the country.

The improved service will be more accessible, responsive and understanding of local concerns as well as national priorities. Resource Teachers: Learning and Behaviour will work to build teacher and school capability so that every child, whatever the educational need, is able to actively participate in all the educational and social opportunities their school provides. The revised service will be in place from the beginning of 2012.

We will also explore a range of options to improve other critical aspects of our special education services. These include getting better value for money from special education school transport, supporting more effective transitions from school to further study or work, amalgamating existing programmes and funding packages, and reducing stress on parents.

The Ministry of Social Development is leading a cross-government campaign to improve attitudes and behaviour towards disabled people and we will support this campaign.

Effective management of our infrastructure assets

As a steward of state schools, the Ministry is focused on being a high-quality property manager that provides leadership and guidance to the sector, and expert property advice to government.

Information and communications technology is increasingly integral to education, and increasingly complex to manage. On behalf of the Crown, we manage the substantial public investment in education sector assets. We are committed to continuing improvements in the way we do this, within the context of a rapidly changing technological environment.

Departmental asset management and capital intentions

The Ministry is categorised as a capital-intensive agency. The Ministry's total approved capital expenditure over the next four years is expected to be \$2,002 million, of which \$1,898 million is to be spent on the school property portfolio and the balance on information and communications technology and other chattels.

The following table outlines the Ministry's intended capital expenditure programme.

DEPARTMENTAL CAPITAL INTENTIONS	2010/11 (\$ million)	2011/12 (\$ million)	2012/13 (\$ million)	2013/14 (\$ million)	2014/15 (\$ million)
PROPERTY, PLANT AND EQUIPMENT					
School sector property and housing:					
School land	8.000	31.460	17.000	17.000	17.000
School buildings	627.475	480.223	462.001	436.182	435.978
Residential buildings	0.653	0.300	0.300	0.300	0.300
Ministry chattels:					
Computer hardware	8.153	5.000	5.000	5.000	5.000
Furniture and fittings	3.812	3.812	3.812	3.812	3.812
Plant and equipment	0.010	0.250	0.250	0.250	0.250
Motor vehicles	2.224	3.144	3.144	3.144	3.144
Total property, plant and equipment	650.327	524.189	491.507	465.688	465.484
Intangibles:					
Computer software	13.477	23.082	14.254	9.796	8.000
Total intangibles	13.477	23.082	14.254	9.796	8.000
Total property, plant and equipment, and intangibles	663.804	547.271	505.761	475.484	473.484

Expenditure is incurred only after approval of the capital programme for the year, and for larger information and communications technology projects on approval of a detailed business case. A report is provided to Cabinet for approving new school projects with a whole-of-life value greater than \$25 million, and to the Ministers of Education and Finance for new school projects with a value greater than \$7 million. In addition:

- ▲ project boards monitor all significant capital programmes
- ▲ governance boards oversee information and communications technology and property capital programmes
- ▲ strong project management disciplines are applied to all significant projects, and capital programmes are monitored and managed throughout the development and implementation cycle, including monitoring progress against milestones and budgets at each stage.

Implement the School Property Strategy

The state school property portfolio is the second-largest publicly owned property portfolio in the country. Comprising approximately 2,370 primary, secondary, composite and special needs schools, located on 18,000 hectares of land, it had a net book value of \$10,046 million as at 30 June 2010.

Over 20,000 buildings and 38,000 classrooms make up the portfolio and these improvements had a net book value of \$7,307 million as at 30 June 2010. The buildings that make up the portfolio range in age from over 100 years old to those that have been built recently. The majority are between 40 and 60 years old and cost approximately \$600 million per annum to improve and maintain.

Being a high-quality property manager means having an excellent reputation on issues associated with the management and maintenance of school property. To achieve this we are placing greater emphasis on the asset management aspects of property management. Looking ahead, we will strengthen our capability around assessing the condition of assets, forecasting whole-of-life costs and implementing life cycle replacement strategies.

The state school property portfolio is strategically important because decisions made today have long-lasting effects and impacts on subsequent choices that are available to meet the future needs of the education sector. To this end, we have developed and will implement the New Zealand School Property Strategy, which sets the direction for the state-owned school property portfolio so that investment decisions target the needs of a modern education system.

Implementing this strategy will include:

- ▲ developing property standards and an assurance framework
- ▲ building our capability in asset and property management
- ▲ fostering cohesive relationships with boards of trustees through flexible governance arrangements
- ▲ developing an intervention and escalation framework for addressing issues.

In 2011/12 the following significant school property capital expenditure is planned:

- ▲ \$218 million to support the ongoing five-year property programme
- ▲ \$63 million capital expenditure to build capacity in the school portfolio to support roll growth in high-demand areas (through new school construction and site purchases)
- ▲ \$81 million for rectifying defective buildings
- ▲ \$53 million for providing classrooms for roll growth
- ▲ \$37 million for demand-driven programmes, including modifications for students with special education needs
- ▲ \$30 million for kura kaupapa Māori and wharekura
- ▲ \$18 million for special schools and satellites.

Implement Modern Learning Environment standards

The learning environment is changing rapidly, with the use of technology increasingly critical in daily teaching and learning. Classrooms are still the most highly used areas in schools, and the performance of these teaching spaces is central to the delivery of modern education. With over 38,000 classrooms across the portfolio, providing modern teaching spaces is a priority.

Schools that lack the range and quality of teaching spaces to support educational outcomes will need to upgrade these spaces before they undertake other projects. Focusing expenditure on classroom upgrades will be a high priority over the coming years. In 2010 we introduced a Modern Learning Environment standard that schools will adopt as they become due for their next round of property funding.

Standards for the condition of school property will be developed to support the maintenance of essential assets critical to the operation of schools. These standards will help schools to prioritise maintenance funding to address health and safety issues or issues that pose a high risk to school operations as a matter of urgency. Data on the condition of school property will be collected through a centralised condition assessment system that will provide school boards of trustees and the Ministry with better understanding of the condition of the portfolio and the cost implications of maintaining schools in line with these standards.

An audit regime will be introduced to ensure schools are compliant with the standards for school property and to ensure the work they are undertaking is high-quality.

Respond to the Canterbury earthquakes

As a result of the September 2010 and February 2011 Canterbury earthquakes, there will be significant activity focused on restoring education provision in that region. This will have implications for our capital and human resources.

The earthquakes have affected the school property portfolio and how we prioritise existing property work. We will investigate the implications fully and develop a plan for restoring the education network in the region.

Address defective buildings

For the next 10 years, we will focus on carrying out remedial repairs on defective buildings to protect school property against structural failure. Repairing these buildings is a high priority to retain their value and prevent these assets from deteriorating further. While some of the worst-affected schools are already undergoing remedial repairs, a national survey of buildings will commence in the later part of 2011 to help identify buildings that may be affected by weather-tightness issues. Buildings will then undergo destructive testing so that the best remedy can be implemented in each situation.

Manage decreasing demand

While overall demand for school property is increasing, some property in state schools is surplus to requirements because the property is located in the wrong place. Surplus property is inefficient and schools with surplus property will be required to develop plans for reducing their buildings over a period of time. Alternatively, we may instruct a school board of trustees to remove buildings that are no longer economical to maintain.

Establish a range of school property procurement models

This year we will consider public-private partnerships for two new schools. Public-private partnerships have been used successfully overseas to reduce the total cost of ownership and improve the use of assets through increased local involvement. They have the potential to free up school staff to focus on student achievement and will transfer the risks associated with ownership to the private sector.

Work on public-private partnerships has also highlighted potential improvements to the current Guaranteed Maximum Price procurement method, such as increasing price competition and the use of output specifications.

More work will be undertaken to establish a range of procurement models for school property to ensure we get the best value for money for the school property portfolio. This will require better planning across the portfolio to assess how to get the most effective outcomes for the long-term at a regional and national level, rather than focusing on short-term decisions for individual schools.

Deliver major information and communications technology services for the sector

This year, we will continue to drive capital initiatives to strengthen connectivity initiatives across the education sector. Major investments are being made in broadband-related technologies for schools to realise the full educational benefits of these technologies.

Implement the Ultra-fast Broadband in Schools programme

The Government has committed to providing 97% of schools with ultra-fast broadband access delivered via fibre over the next five years, with the remainder of schools receiving faster broadband via satellite or other technology. We will continue to provide information and advice to schools to prepare them for connection to the Government's fibre network. This will be supported by an ongoing sector engagement programme to share and receive feedback on how this technology can be used to enhance learning, particularly for Māori students, Pasifika students and students with special education needs.

We will do this through the Ultra-fast Broadband in Schools programme so schools can use ultra-fast broadband to improve outcomes for all students. This includes investigating the viability of a managed network for all New Zealand schools.

A new information and communications technology professional development programme will be implemented by 2012 to help all schools to make the best use of this technology. We will continue to provide leased laptops to most New Zealand principals and teachers through the Laptops for Teachers initiative.

By 2012 more than a third of schools will have had their internal networks upgraded through the School Network Upgrade Project.

Implement key information and communications technology projects

Key information and communications technology projects for the year include:

- ▲ technologies to enhance the use of the national student number system – including replacing the existing identifier system to ensure more efficient processes
- ▲ further disaster recovery upgrades – including upgrades for the core systems we use (for example, systems that provide schools funding)
- ▲ server consolidation and virtualisation technology – supporting our move towards reducing numbers of physical servers, thereby lowering ongoing investment costs
- ▲ education sector authentication and authorisation replacement – including work to determine what support the sector will need in relation to this.

