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Statement of Intent

2009–2014 

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Foreword

Minister of Education

This Government's vision and ambition for a strong New Zealand economy requires a productive labour market underpinned by skilled workers. The first step is a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st-century.

As Minister of Education and for Tertiary Education I am privileged to oversee the complete education system. I am aware how critical it is in determining education, economic and social outcomes for all New Zealanders.

The Government wants to raise education standards at all levels to ensure equality of opportunity for all our young people, and to develop a skilled workforce. In order to achieve this we have developed six areas of priority to ensure a clear focus on raising standards across the education system.

The importance of high quality early childhood education services to provide a foundation for success at school is well recognised and backed by research. This means extra attention must be given to geographic and demographic areas where participation rates are low and inconsistent, particularly for Māori and Pasifika children.

Every child needs to achieve literacy and numeracy levels that enable their success. At primary, middle and intermediate school levels the Government is committed to setting clear expectations of what students should be able to achieve in literacy and numeracy, effective assessment, and upfront reporting to parents in plain language. These are all part of our flagship National Standards policy.

We want to ensure that all students stay engaged in learning so that they are able to leave secondary school ready for work, training or further study. This means raising levels of achievement, but it also means helping to provide a wider range of opportunities for students to access trades and industry-based education.

School is still the best place for young people to get their education, but we recognise that traditional study may not necessarily be relevant for all students. This is why we will work with schools, tertiary organisations, wānanga and industry training organisations to provide more flexibility for students to learn beyond the school gates. Our Trades Academies and Trades in Schools policies will ensure that there are clear pathways to skills training and qualifications,

and the Youth Guarantee will help those young people aged 16 and 17 who have left school and not continued with their education to gain key skills. This Government wants every young person to have the skills and qualifications to contribute to their and New Zealand's future.

The Government wants to see all children and young people achieve in education. We need to move away from the concept of failure of particular groups of learners within the system and work on how the system can maximise success for every student. Ka Hikitia – Managing for Success is the plan for change to see the system step up its performance for Māori. This is an urgent issue for New Zealand. I am seeking a professional response from principals, teachers, boards of trustees, specialists and government so that Māori enjoy education success as Māori.

Our Pasifika students deserve nothing less than a focus on improving their achievements and a step-up from the system to ensure their success. The Pasifika Education Plan will ensure our young students achieve the skills and qualifications they need, and that New Zealand needs them to have, to live full and rewarding lives.

The Government is committed to ensuring that every child has the opportunity of an excellent education, and that students with disabilities or special education needs have the opportunity to fully reach their potential. This commitment is the responsibility of all those involved in the education sector.

Excellent schools are created by excellent teachers and principals. I expect the Ministry of Education to run a high-trust system that frees schools from bureaucracy and backs boards of trustees, principals and teachers to make good decisions about how best to improve the education provided for our children and young people. I expect the Ministry to improve the efficiency of its operations while strengthening support for schools. It must be capable, and responsive to deliver education priorities.

Access to high-quality tertiary education enriches people's lives and increases their employment prospects. It also strengthens our economy by helping to build New Zealand's productive skills base. We must have a tertiary education system that is relevant and efficient in meeting the needs of students and the labour market, and is dynamic and responsive, ensuring that students have opportunities to gain world-class skills and knowledge.

Ministerial Statement of Responsibility

We need to find a better balance between tertiary education providers being innovative and responding to the needs of the economy and communities, with a simple and clear funding system that assures Government of the value of its investment.

This Statement of Intent describes how the Ministry of Education will deliver on the Government's education priority outcomes in the coming three to five years.

Hon Anne Tolley
Minister of Education
Minister for Tertiary Education

I am satisfied that the information on future operating intentions provided by my department in this Statement of Intent and 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
Responsible Minister for Ministry of Education

Introduction from the Chief Executive

I am pleased to present the Ministry of Education's Statement of Intent for the next five years.

We are facing change in education in New Zealand. Knowledge is expanding at a breathtaking pace. The education system must support every child to learn so that they can manage the demands of changing information, technology, work and social conditions. Children and young people need to live and learn in an environment that is caring, challenging and safe, where values are clear and diversity is respected, and where they learn to care and stand up for what is good in our society and recognise and change what is wrong.

To achieve this we need to focus on policies and programmes that raise student achievement in a cost effective way. The Government has determined priority outcomes for the education sector which will see us focus our work on areas that we know will make the greatest difference.

We know participation in high quality early childhood education gives children the foundation skills they require to succeed at school and later in life. We are concerned that some groups are not accessing early childhood education. Improving participation for these groups will continue to be a focus for the Ministry.

We also know that good literacy and numeracy skills are essential for the success of students. We want every child to reach National Standards of literacy and numeracy and to receive help when they are having difficulties. We also want parents to have access to clear information about how their children are progressing towards achieving the National Standards so they can become more involved in, and informed about, their children's learning.

As part of our focus on having every student under the age of 18 in work, education or training, we need a wide range of learning opportunities in schools. We want schools developing partnerships with training and tertiary providers and local businesses to ensure that all students, including those with special education needs, leave education with a meaningful qualification.

The tertiary education sector has a key role in ensuring that the programmes it provides are responsive to meeting demand from students and the needs of the economy. We will be renewing the strategy for the tertiary education system to ensure it maintains high quality tertiary education for a broad group of New Zealanders at a price Government can afford.

Woven throughout all the Ministry's work is the strategy for improving equity in the education system for and with Māori, Ka Hikitia – Managing for Success. It is a broad reaching programme of action spanning the entire education sector, with demanding goals to be achieved by the Ministry and across the sector by 2012. Raising the achievement of Māori students continues to be a major focus for the Ministry, from early childhood education through to the tertiary sector.

The Ministry has a key role in ensuring children and young people with disabilities and special education needs enjoy access to participation in educational opportunities. This will be achieved by improving the management of the system as a whole and by the support from our specialist services. We must also address issues in the education system that do not support achievement in education for Pasifika.

We will manage the implementation of the new National Curriculum and of National Standards in literacy and numeracy, the implementation of the new Māori curriculum, a review of the National Education Guidelines, triennial board elections, fine tuning of NCEA and the implementation of the Youth Guarantee policy. We need to work together to support these key initiatives.

Karen Sewell
Secretary for Education

Chief Executive Statement of Responsibility

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 (2009/10 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.

Karen Sewell
Secretary for Education

Tina Cornelius
Chief Financial Officer

Nature and Scope of Functions

The Ministry of Education is the Government's lead advisor on the education system, providing advice on improving education outcomes, delivering support and services, and monitoring education agencies and the performance of the system.

The Minister of Education is the Responsible Minister who oversees the Government's ownership interest in the Ministry. This includes administering education legislation and exercising discretionary powers. In the early childhood education and schooling sectors the Ministry has responsibility for strategic leadership and policy development, as well as a substantial operational role. This includes responsibility for education property, developing national guidelines and curriculum statements, allocating funding, and providing services to students and support to whānau, communities and schools.

The Ministry also manages the non-departmental appropriations in Vote Education. The Ministry's role in this area is primarily the disbursement of funding to providers of education services (including teachers' salaries), purchasing of services on behalf of the Crown and monitoring those arrangements, and providing ownership advice in respect of education Crown entities.

The Ministry supports the Minister for Tertiary Education in purchasing tertiary education. The Ministry focuses on leadership and governance, and monitoring and evaluation of the sector. Education Crown entities, primarily the Tertiary Education Commission (TEC) and the New Zealand Qualifications Authority (NZQA), have a more direct interface with the tertiary education sector.

The Ministry fulfils its roles through the seven departmental output classes of Vote Education described on page 19. These categories are pre-existing and are not specifically aligned with the education priority outcomes. A table showing the links between the education priority outcomes and the departmental and non-departmental output classes is provided on page 20.

Education Sector Information:

Early childhood education

- ▲ Around \$1.1 billion of Vote Education is spent on early childhood education.

- ▲ As at 1 July 2008 there were 198,784 enrolments in early childhood education¹ at 4,649 early childhood education services, with a workforce including 16,861 usual teaching staff at teacher-led services.
- ▲ The early childhood education sector includes a range of private and community providers: kindergartens, kōhanga reo, playcentres, centre-based services, home-based services and playgroups.
- ▲ On average, each child was enrolled for 18.9 hours a week (this does not include kōhanga reo, The Correspondence School and casual education and care services as hours of attendance are not collected for these centres).

Schooling

- ▲ About \$5.1 billion of Vote Education is spent on primary and secondary schooling.
- ▲ There were 758,094 students attending school at 1 July 2008.
- ▲ New Zealand had 2,034 primary schools and 336 secondary schools in 2008.
- ▲ There were 50,950 teaching staff at state and state integrated schools as at April 2008.

Tertiary

- ▲ Within Vote Education, about \$2.4 billion is spent on direct funding to tertiary providers and around \$388 million for skills and training programmes.
- ▲ In 2007 there were 484,000 students enrolled in formal tertiary education, studying at universities, wānanga, institutes of technology and polytechnics, private training establishments and other providers, and 186,000 in industry training.
- ▲ In 2007 there were 12,758 full-time equivalent academic staff employed in public tertiary education providers.

Kaupapa Māori education

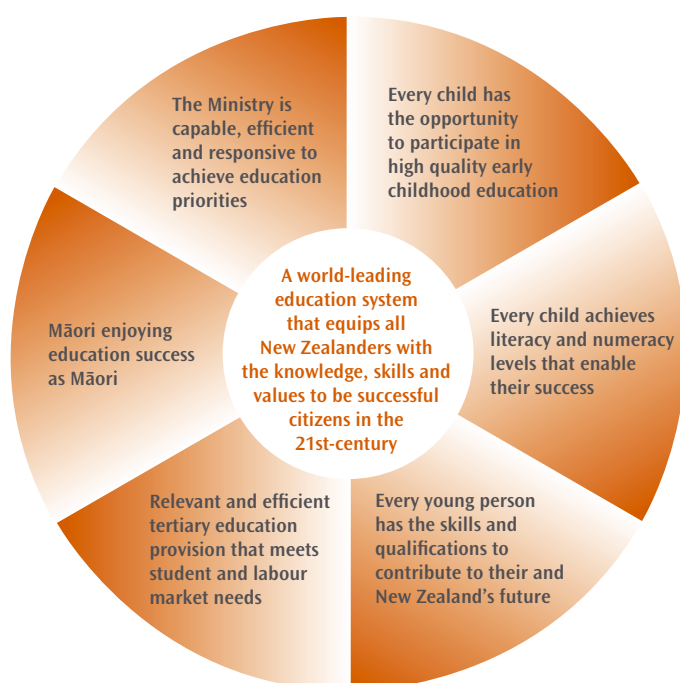
The kaupapa Māori education sector is a network of early childhood, schooling and tertiary education providers whose curriculum is based upon Māori and iwi-specific knowledge and world views, and specific values, beliefs and philosophies of teaching and learning. In many cases these providers deliver education through te reo Māori. Approximately 28,500 students participate in kaupapa Māori education.

¹ These statistics provide a headcount of enrolments. If a child is enrolled at more than one early childhood education service, he or she will be counted more than once.

Strategic Direction

The New Zealand education system leads the world in many areas and performs well for most students. However, it does not fully meet the needs of some students, including a disproportionate number of Māori and Pasifika students, students from poorer communities and students with disabilities or special education needs. By lifting achievement for these students, the overall performance of the education system will improve.

For 2009/10 the Government has identified six priority outcomes on which the Ministry of Education will focus its resources and funding. These are outlined below:



The Chief Executives of all six government education agencies are committed to collective strategic leadership to ensure that priority outcomes for education are achieved². The priority outcomes inform the operating intentions of each agency, with more specific direction, focus and performance measures provided through Letters of Expectation and dialogue between individual Chief Executives and Ministers.

The six education agencies are:

- ▲ Ministry of Education.
- ▲ Education Review Office.
- ▲ Career Services.
- ▲ New Zealand Qualifications Authority.

- ▲ New Zealand Teachers Council.
- ▲ Tertiary Education Commission.

The Ministry leads and participates in a number of sector and cross-government forums, ensuring that education's contribution is linked to wider social and economic outcomes. As an example, the education agencies collaborate with the National Library, The Correspondence School and the Ministry of Research, Science and Technology, to develop and use information and communications technologies (ICT) across the education sector.

Achieving Success and Measuring Progress:

The Ministry will be guided in how best to ensure educational achievement for every student by:

- ▲ using new and emerging data and evidence: national and international studies such as PISA, PIRLS and NEMP³, and research such as Best Evidence Synthesis
- ▲ building and using an evidence base of best practice models for our specialist services such as Early Intervention, speech language therapy and behaviour services
- ▲ learning from successful programmes that have been shown to have a positive impact on education outcomes: Te Kotahitanga, Assess-to-Learn, the Literacy Professional Development Project and Numeracy projects
- ▲ using existing frameworks and strategies: Ka Hikitia – Managing for Success, the Pasifika Education Plan, and the New Zealand Disability Strategy
- ▲ obtaining feedback from students, parents and education providers.

The Ministry has identified a number of system-level indicators to help track progress for the priority outcomes in the long term. Some of these indicators are only updated on a four- or five-year cycle but provide a useful picture of how New Zealand students compare internationally. We have identified medium-term performance measures to monitor Ministry progress on each priority outcome. Performance in these areas will have an effect on system-level indicators, but in some cases the direct causal relationship will be difficult to assess. In the coming year, further work will improve and refine the measures. A summary of the indicators we will use is provided in the table on the next page.

² The priority outcome 'The Ministry is capable, efficient and responsive to achieve education priorities' relates solely to the Ministry of Education.

³ Refer to Glossary

PRIORITY OUTCOMES	MEASURE OF SUCCESS	MINISTRY ACTIONS
Every child has the opportunity to participate in high quality early childhood education	<ul style="list-style-type: none"> • The proportion of children from targeted groups attending high quality early childhood education rising to levels consistent with the general population • Increases in the consistency and length of attendance in early childhood education for children from target groups • Fewer children starting primary school with previously unidentified and unsupported special education needs 	<ul style="list-style-type: none"> • Targeting for participation
Every child achieves literacy and numeracy levels that enable their success	<ul style="list-style-type: none"> • Every child making progress to reach National Standards, regardless of where they go to school, their ethnicity, if they have a disability or have special education needs • Teachers, principals and schools responding more quickly and effectively to the learning needs of students who are not achieving • Greater levels of understanding and participation among parents in working with the teacher and their child to support the child's literacy and numeracy 	<ul style="list-style-type: none"> • Implementing National Standards • Supporting effective teaching • Ensuring parents are informed and involved
Every young person has the skills and qualifications to contribute to their and New Zealand's future	<ul style="list-style-type: none"> • Increased student engagement and retention in education for target groups • Fewer young people from target groups leaving education without worthwhile qualifications • Reduced numbers of young people who are not in education, training or employment 	<ul style="list-style-type: none"> • Developing a Workforce Strategy • Using support and interventions better • Advancing the Youth Guarantee • Improving secondary-tertiary transitions • Developing a 21st-century school infrastructure
Relevant and efficient tertiary education provision that meets student and labour market needs	<ul style="list-style-type: none"> • New Zealand maintaining comparability with other OECD countries on a set of indicators for high quality tertiary education • Greater levels of achievement for those learners who are currently leaving school without level 2 NCEA • Increased numbers of students from target groups completing tertiary qualifications at higher levels • Tertiary education providers working in partnership with industry and employers • Ongoing increases in the levels of student achievement per dollar invested in tertiary education • Increasing numbers of international students and higher quality links between New Zealand and foreign tertiary and research providers 	<ul style="list-style-type: none"> • Providing strategic tertiary education advice • Researching, monitoring and evaluating the performance of tertiary education • Providing strategic policy advice and support for international education
Māori enjoying education success as Māori	<ul style="list-style-type: none"> • Māori students achieving their potential through education • Policy development and implementation tailored to Māori needs and approaches • Increasing numbers of high quality te reo teachers entering the teaching profession 	<ul style="list-style-type: none"> • Supporting high quality teaching for Māori • Increasing accountability for Māori achievement • Supporting the Māori-medium network • Ensuring informed decision-making
The Ministry is capable, efficient and responsive to achieve education priorities	<ul style="list-style-type: none"> • The Ministry's efforts concentrated on effective targeting of interventions and levers in order to bring about system change • Ongoing efficiencies in Ministry expenditure and greater assurance of cost benefits on significant expenditure • Effective use of evidence in policy development • A better integration of policy advice, operational policy and implementation • Ministers and central agencies expressing confidence in the Ministry's advice 	<ul style="list-style-type: none"> • Improving value for money • Increasing internal efficiencies • Improving responsiveness • Reducing compliance costs

Operating Intentions

Priority Outcome 1:

Every child has the opportunity to participate in high quality early childhood education

What are we seeking to achieve?

Regular participation in high quality early childhood education for a sustained period before primary school has been shown to positively influence a child's future educational achievement. We need to increase participation, and the quality of participation, in early childhood education in certain geographical areas, and among groups with traditionally low participation rates. We need to work in partnership with parents, communities and local services to identify children with disabilities and special education needs as early as possible and ensure they are provided with support that enables them to achieve educational success.

How will we demonstrate success in achieving this?

We will know we have achieved this when we see changes such as:

- ▲ the proportion of children from targeted groups attending high quality early childhood education rising to levels consistent with the general population
- ▲ increases in the consistency and length of attendance in early childhood education for children from target groups
- ▲ fewer children starting primary school with previously unidentified and unsupported special education needs.

System indicators⁴:

- ▲ Participation in early childhood education (ECE).
- ▲ Hours of participation in ECE.
- ▲ Percentage of children attending an ECE service prior to starting school.
- ▲ Hours of Early Intervention services⁵ provided and participation rates.

What will we do to achieve this?

Targeting for participation:

The Ministry will focus on increasing participation for groups with low participation rates. This will include analysis of how

early childhood education funding, subsidies, licensing controls, teacher regulations and participation initiatives could be better directed to increase participation in early childhood education for Māori and Pasifika children, and children from poorer communities. The Ministry will work with early childhood education providers, parents, whānau, iwi, community groups and local government to develop local solutions that best meet the early childhood education needs of communities, in order to increase access to ECE and Early Intervention services.

Ministry performance will be measured by:

- ▲ the success of new and adjusted initiatives designed to increase participation in early childhood education for target groups, measured through monitoring data and evaluation
- ▲ the quality of relationships and the timeliness of progress made in local planning to increase participation
- ▲ the proportion of Māori and Pasifika children receiving Early Intervention services being in line with population representation.

Priority Outcome 2:

Every child achieves literacy and numeracy levels that enable their success

What are we seeking to achieve?

The New Zealand Curriculum, and Te Marautanga for Māori-medium education, provide the framework for what students need to learn during school in order to achieve their potential and participate fully in adult life. Literacy and numeracy skills are the foundation for continuing learning and provide access to other parts of the curriculum, for example, literacy and numeracy are needed to interpret and interrogate scientific concepts.

National and international studies show that some New Zealand children are not developing the requisite literacy and numeracy skills during primary school and are not progressing in line with their peers. There is a high proportion of Māori children, Pasifika children and children from poorer communities who are not developing these skills. Children with disabilities or special education needs are also less likely to achieve basic literacy and numeracy levels, or to progress at the same speed as their peers, but for many this is possible with the right support.

⁴ We will use these indicators to identify change over time, and to identify the quality and effect of that change. Most recent status and historical trends in these indicators are available on the Ministry's Education Counts website: www.educationcounts.govt.nz

⁵ See Glossary – Early Intervention services.

Principals and boards of trustees are responsible for the educational achievement of every student in their school. Teachers need to have the skills and tools required to address the needs of every child in developing literacy and numeracy skills and to see this as the key measure of their teaching success. Children who are behind their peers in literacy and numeracy development on entry to primary school can often catch up when the right support and teaching is provided.

Parents need to know what literacy and numeracy skills their child requires to continue their learning, what the school and teachers are doing to address any issues and how they as parents can provide support. Where students are not achieving, schools need to identify options to better support and engage those children.

How will we demonstrate success in achieving this?

We will know we have achieved this when we see changes such as:

- ▲ every child making progress to reach National Standards, regardless of where they go to school, their ethnicity, if they have a disability or have special education needs
- ▲ teachers, principals and schools responding more quickly and effectively to the learning needs of students who are not achieving
- ▲ greater levels of understanding and participation among parents in working with the teacher and their child to support the child's literacy and numeracy.

System indicators⁶:

- ▲ Reading literacy achievement in primary and senior secondary schooling.
- ▲ Mathematics achievement in primary, middle and senior secondary schooling.

What will we do to achieve this?

Implementing National Standards:

The Ministry will implement National Standards in literacy and numeracy to describe what every child should be able to do by a particular age or year at school. This will include providing guidance for teachers on rates of progression so that every child can be assessed and recognised for progress, wherever they are in relation to the Standards.

Ministry performance will be measured by:

- ▲ National Standards being in place by 2010
- ▲ National Standards being assessed as good practice by international education professionals
- ▲ National Standards and guidance being used by schools and teachers.

Supporting effective teaching:

The Ministry will support teachers to use a range of assessment tools to make an overall judgement of every child's levels of literacy and numeracy against the National Standards. This will enable teachers to clearly identify and support students at risk of underachieving. Our special education services and resources will support students with disabilities or special education needs, and their teachers to develop education plans that set challenging goals in literacy and numeracy appropriate to each individual.

As part of a wider workforce strategy, the Ministry will work with teacher education providers to ensure that the skills required for effective literacy and numeracy teaching are an integral part of initial teacher education. We will target our teaching professional development resources to support literacy and numeracy teaching excellence. This will assist teachers to have the confidence and competence to adapt their teaching practices to meet the individual needs of students, ensuring that they are appropriately supported and challenged to achieve their potential.

Ministry performance will be measured by:

- ▲ teachers using a range of tools to assess against National Standards
- ▲ teachers' feedback on their understanding of effective assessment practice
- ▲ reports from the Education Review Office (ERO) evaluating the use of assessment to inform teaching and learning
- ▲ data being available for schools to support teaching excellence
- ▲ the proportion of resources developed to support literacy and numeracy teaching, which are used by teachers
- ▲ feedback from principals on the capability of their staff in literacy and numeracy teaching following their participation in professional development
- ▲ effective use of individual education plans for children with special education needs.

⁶ We will use these indicators to identify change over time, and to identify the quality and effect of that change. Most recent status and historical trends in these indicators are available on the Ministry's Education Counts website: www.educationcounts.govt.nz

Ensuring parents are informed and involved:

The Ministry will implement the Government's requirements that primary and intermediate schools report to parents in plain language on how their children are progressing against the National Standards, and compared with other children of the same age. Schools will be expected to identify every student's strengths and weaknesses in literacy and numeracy, and to ensure that teachers, parents and specialists are clear about what they will do to help the child meet the National Standards. This will mean schools providing reports and developing relationships with parents that are relevant and appropriate to the needs of their communities.

Ministry performance will be measured by:

- ▲ clarity of reports to parents
- ▲ feedback from ERO about how well schools are reporting to parents.

Priority Outcome 3:

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

What are we seeking to achieve?

At present, one in five students leaves secondary school without worthwhile qualifications. Students who are Māori, Pasifika, from poorer communities, or with disabilities or special education needs are over-represented in this group. The Ministry needs to work with principals, teachers and communities to ensure that schools are responsive to the needs of every student, and that they shape and deliver education accordingly.

Schools need to work with parents, other schools and specialist agencies to address poor attendance and truancy, behavioural issues and lack of progress in learning. Students who are Māori, Pasifika or from poorer communities are more at risk. This means ensuring that schools are engaging with at-risk students in ways that are appropriate and supportive.

The Government expects all young people under the age of 18 to be in education, training or work. To keep young people engaged in education, the Ministry needs to develop a wider range of relevant learning options within schools, through partnerships between schools, training and tertiary education providers, and local businesses.

The education system needs to respond to New Zealand's economic, social and cultural context, developing new models

that support every student to achieve their potential, and building clearer links between school and future education and career paths. This includes ensuring that New Zealand students are well equipped to succeed in an increasingly globally connected society and economy, and that international students are supported to contribute both during their study here and in the future.

How will we demonstrate success in achieving this?

We will know we have achieved this when we see changes such as:

- ▲ increased student engagement and retention in education for target groups
- ▲ fewer young people from target groups leaving education without worthwhile qualifications
- ▲ reduced numbers of young people who are not in education, training or employment.

System Indicators⁷:

- ▲ Retention rates.
- ▲ Achievement levels of school leavers.
- ▲ Percentage of school leavers with NCEA level 2 or above.
- ▲ Percentage of school leavers with a university entrance qualification.
- ▲ Percentage of school leavers continuing in to tertiary education.
- ▲ Percentage of the youth population not in employment, formal study or a care-giving role.

What will we do to achieve this?

Developing a Workforce Strategy:

The key to student engagement and achievement is the teacher-student relationship. The Ministry will provide a consistent approach to ensure schools are fully staffed, ably led and have a high quality and productive teaching and non-teaching workforce. To do this, we need to address aspects of teacher supply, including attracting and retaining good teachers, developing and supporting good leaders and principals, strengthening initial teacher education, and ensuring professional development for teachers and principals is effective and targeted. This will include having expectations that teachers are capable and confident in teaching students from a variety of backgrounds and working with every student to support them to realise their potential.

⁷ We will use these indicators to identify change over time, and to identify the quality and effect of that change. Most recent status and historical trends in these indicators are available on the Ministry's Education Counts website: www.educationcounts.govt.nz

The Workforce Strategy will include advice to Government on terms and conditions of employment that support education outcomes, and working with teacher unions and associations to ensure an unrelenting focus on achievement in education for every student.

Ministry performance will be measured by:

- ▲ feedback from principals on staff supply and capability
- ▲ evaluations of professional development showing improved teaching quality and student achievement
- ▲ developing industrial relations agreements that support Government's education priorities.

Using support and interventions better:

The Ministry will respond as quickly as possible to lift the performance of schools that are not performing well. Through regional and district offices, the Ministry will support schools to focus on educational achievement for every student. This will include schools developing programmes that address underperformance, truancy and the needs of disruptive students so they stay engaged and are successful in school. These programmes will need to be relevant and appropriate to the needs of students most at risk.

The Ministry will focus interventions on those schools that are underperforming and ensure they are provided with the additional advice and support they need to improve quickly. We will identify schools that are performing consistently well and, accordingly, minimise the compliance and constraints imposed on them by government agencies, using their success as an example for other schools. We will encourage special schools to work with mainstream schools to share effective practice, resolve issues and provide expanded options for parents of children with special education needs.

Ministry performance will be measured by:

- ▲ having information and benchmarking systems that accurately and quickly identify poorly performing schools
- ▲ Ministry interventions that are timely, well targeted and effective in addressing poor performance
- ▲ reports prepared by ERO on the performance of schools
- ▲ timely provision of support and resources to schools that need assistance in dealing with disruptive behaviour
- ▲ schools taking responsibility for finding solutions to support disruptive students, while keeping them in school
- ▲ stronger relationships between specialist services and mainstream schools.

Advancing the Youth Guarantee:

For 16- to 17-year-olds who have left school, the Government will provide a Youth Guarantee. The Ministry will work to improve the educational achievement of these 16- to 17-year-olds, identifying opportunities for students to attain level one to three qualifications in other educational environments.

Ministry performance will be measured by:

- ▲ a greater proportion of young people completing school-level qualifications (level one to three)
- ▲ increased participation in education by 16- to 17-year-olds.

Improving secondary-tertiary transitions:

The Ministry will work with schools, training and tertiary providers, businesses and industry, to ensure that young people can study towards worthwhile qualifications in a range of educational settings. This will include working with the New Zealand Qualifications Authority (NZQA) to fine-tune the school qualifications system (NCEA) to ensure that the system is relevant, fair, and encourages development of core skills and competencies for every student. It will also include expanding the range of vocational and industry-based education available to students, both within and outside school, and increasing flexibility for schools in the use of resources. The Ministry will work with schools to ensure students with special education needs have a transition plan out of school before they reach age 21.

The Government is committed to establishing at least five Trades Academies in the next three years, specialising in providing students with learning opportunities that are relevant to careers in trades or industry.

Ministry performance will be measured by:

- ▲ improved participation in higher-level qualifications for students aged under 20 from target groups
- ▲ the range of opportunities available for trades experience in schools
- ▲ feedback from students and parents on the choices available
- ▲ the quality and timeliness of policy and implementation guidance for the establishment of Trades Academies
- ▲ feedback from industry and employers on changes in the quality and relevance of the skills of young people leaving education.

Developing a 21st-century school infrastructure:

The capacity and type of school buildings must meet future demand in terms of student numbers and requirements, and teaching methods and subjects. This includes ensuring that schools are accessible and suitable for students with a range of disabilities and special education needs. The Ministry will implement a work programme to improve facilities in existing schools and plan and build new schools. This programme supports the Government's infrastructure investment package, designed to inject a stimulus into the New Zealand economy.

Ministry performance will be measured by:

- ▲ new school buildings delivered on time and within budget
- ▲ the quality of forecasting and advice to Government on the need for re-organisation and development of school property.

Priority Outcome 4:

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

What are we seeking to achieve?

The Ministry is seeking to ensure that tertiary education makes the greatest possible contribution to New Zealand's economy and society. Individuals benefit economically from tertiary education through greater employment opportunities and higher earnings. Tertiary education helps to improve industry productivity by creating a highly skilled workforce and supporting the development of innovative ideas and processes. This has led to an increasing focus on the relevance of the skills and knowledge developed in tertiary education.

Education providers should deliver programmes and qualifications that meet the current and future needs of industries and employers. This requires a strong relationship between tertiary education organisations and relevant industry sectors to align the skills and knowledge taught in tertiary education with what is required by the labour market. It means that providers, and the funding systems supporting their education provision, must be flexible, with a focus on timeliness and quality.

Part of the function of tertiary education organisations is to conduct research across a wide variety of subject areas. The Government provides mechanisms to promote excellence in research and to support tertiary education organisations to attract and retain highly skilled researchers. As well as being high quality, it is also important that new knowledge produced by research can be applied by industry and firms and be used to develop innovative products and services that will boost economic growth and improve productivity.

Students need to be informed and supported to choose and complete high quality and work-relevant tertiary education programmes. Māori and Pasifika students need to be supported to gain high-level qualifications to ensure that they realise their potential. Students with disabilities and special education needs should have access to relevant and high quality tertiary education, with appropriate support to enable them to achieve. Workers having difficulty with the literacy, language and numeracy requirements of their jobs need opportunities to improve these skills.

The international dimension of education is increasingly important, both in terms of export revenues and the strengthening of New Zealand institutions through enhanced research and learning links, and increased international understanding for New Zealand students.

How will we demonstrate success in achieving this?

We will know we have achieved this when we see changes such as:

- ▲ New Zealand maintaining comparability with other Organisation for Economic Cooperation and Development (OECD) countries on a set of indicators for high quality tertiary education
- ▲ greater levels of achievement for those learners who are currently leaving school without level 2 NCEA
- ▲ increased numbers of students from target groups completing tertiary qualifications at higher levels
- ▲ tertiary education providers working in partnership with industry and employers
- ▲ ongoing increases in the levels of student achievement per dollar invested in tertiary education
- ▲ increasing numbers of international students and higher quality links between New Zealand and foreign tertiary and research providers.

System Indicators⁸:

- ▲ Participation and completion rates in industry training.
- ▲ Participation and completion rates at higher levels in provider-based tertiary education.
- ▲ International student numbers enrolled in and completing formal tertiary education qualifications.
- ▲ Labour market returns to tertiary education qualifications.
- ▲ Non-financial outcome indicators such as well-being and health.

⁸ We will use these indicators to identify change over time, and to identify the quality and effect of that change. Most recent status and historical trends in these indicators are available on the Ministry's Education Counts website: www.educationcounts.govt.nz

What will we do to achieve this?

Providing strategic tertiary education advice:

The Ministry will provide the Government with advice on the strategic direction for tertiary education and develop a new Tertiary Education Strategy. This will be informed by the Government's commitments for the tertiary education system to ensure that policy settings are as efficient as possible, and will include a review of student support mechanisms to ensure they are achieving the Government's policy objectives for participation, access and equity. We will support the introduction of a new quality assurance system in tertiary education and work with education sector Crown entities to ensure that they are implementing Government policy and acting decisively where education achievement is at risk.

We will work with the TEC and NZQA to improve the relevance and responsiveness of the tertiary education system to industry and employers. This will include improving qualifications so that students and employers can easily understand the skills and knowledge they convey. We will help schools to connect with tertiary education providers, local businesses and industries to ensure smooth transitions from schools to tertiary education, training and work.

Ministry performance will be measured by:

- ▲ ongoing improvements in the efficiency and effectiveness of the tertiary education system
- ▲ more information being available to students, employers and the public on the outcomes of tertiary education
- ▲ better understanding of the value and relevance of tertiary qualifications
- ▲ simplifying funding and accountability processes for tertiary education providers
- ▲ working relationships between education agencies.

Researching, monitoring and evaluating the performance of tertiary education:

The Ministry will continue to develop and communicate statistics on, analysis of, and research into, the performance of the sector. Monitoring and evaluation will provide information on the progress tertiary education organisations have made in improving access and outcomes for students, the overall performance of tertiary education and the performance of Crown entities. One focus of our analysis and research programme will be adult literacy, language and numeracy.

Ministry performance will be measured by:

- ▲ timely, well-targeted research into, and analysis of, the performance of the tertiary education system.

Providing strategic policy advice and support for international education:

The Ministry will undertake or commission key pieces of research on international students and the international engagement of providers to advise Government on the strategic direction, funding and quality of international education.

The Ministry will continue to build and maintain relationships with overseas governments and education agencies bilaterally and multilaterally. This work assists in establishing and maintaining the international reputation of New Zealand as a high quality and safe study destination, and as a source of innovative and high quality education products and services. It also assists in keeping New Zealand agencies and providers updated on significant trends and developments overseas.

The Ministry will undertake a range of initiatives including:

- ▲ promote understanding of New Zealand as a high quality study destination and provider of education services
- ▲ gathering and providing intelligence on international trends for the education sector
- ▲ providing liaison services and support to enhance student mobility and international cooperation
- ▲ working with the Department of Labour to remove barriers and inconsistencies in immigration policy and practice that inhibit enrolment of international fee-paying students
- ▲ implementing changes to the Code of Practice for the Pastoral Care of International Students to ensure that providers offer safe and effective study destinations for international students.

Ministry performance will be measured by:

- ▲ the quality and relevance of information and advice available to international students, sponsors and providers
- ▲ the quality of working relationships between Government and sector agencies with roles affecting international education
- ▲ the quality of links between New Zealand and foreign tertiary and research providers.

Priority Outcome 5:

Māori enjoying education success as Māori

What are we seeking to achieve?

The Ministry and education providers need to ensure that every Māori student is supported to achieve to their full potential. This is the aim of Ka Hikitia – Managing for Success. The strengthening of identity, culture and Māori language are critical ingredients for the success of Māori students in education. Most Māori students access education through the medium of English with a small proportion accessing Māori-medium education.

In order to improve the success of Māori students in mainstream education, teachers need to have high expectations of their students, and engage them through cooperative and interactive teaching relationships that respond to the needs and capabilities of every student. As part of the wider workforce strategy, teachers and specialists need to have the skills and knowledge to work with Māori students in ways that enable them to succeed in education.

Teaching and learning of and through te reo are recognised as vital to the maintenance and enhancement of te reo as an official language of New Zealand, as well as playing a key part in education success for Māori. The Ministry has a key role in ensuring that Māori and non-Māori students have access to learn te reo, as well as in supporting the Māori-medium education network.

Māori-medium education provides choice for parents and students. High quality Māori-medium education is dependent on teachers who strive for teaching excellence alongside lingual and cultural fluency. This means ensuring that Māori-medium education is well managed, supported and monitored to ensure that students achieve.

Māori and iwi are the repositories of expertise and excellence in te reo Māori, with a key role in informing, designing and supporting the implementation of initiatives to advance Māori education.

Māori students need to be well informed and supported to make effective transitions from school to tertiary education and to complete higher level qualifications. Tertiary education providers need active relationships with iwi, and to consult with iwi when developing education and research programmes. Although Māori have the highest tertiary participation rate of any ethnic group, they are more likely to be engaged in non-degree level courses than other ethnic groups.

How will we demonstrate success in achieving this?

We will know we have achieved this when we see changes such as:

- ▲ Māori students achieving their potential through education
- ▲ policy development and implementation tailored to Māori needs and approaches
- ▲ increasing numbers of high quality te reo teachers entering the teaching profession.

What will we do to achieve this?

Supporting high quality teaching for Māori:

The Ministry will identify those schools where achievement levels for Māori are high to find out what is making a difference and encourage collaboration between schools to share this practice. The Ministry will focus on professional development for effective teaching and leadership practices, including extending the reach of the professional development programme, Te Kotahitanga, to achieve a lift in education performance for Māori. We will ensure that all professional development for principals and teachers incorporates the principles underpinning Ka Hikitia – Managing for Success.

The Ministry will maintain a strong focus on te reo when addressing teaching supply and professional development issues. Wānanga and iwi may be able to support the teaching, education, language and professional development of Māori and non-Māori teachers. We will explore options to increase the accessibility to te reo for students, looking at distance learning and the use of ICT.

Ministry performance will be measured by:

- ▲ increasing applications for initial teacher education from appropriately qualified te reo speakers
- ▲ feedback from principals on staff capability following professional development
- ▲ increased access to te reo for every student, regardless of their school or location
- ▲ increased engagement and achievement of Māori students in English-medium schools.

Increasing accountability for Māori achievement:

The Ministry will ensure schooling accountability frameworks and governance arrangements identify the need for strengthened provision of education to Māori. We will work with the TEC to strengthen the focus on Māori participation and achievement at higher levels of tertiary education.

Ministry performance will be measured by:

- ▲ quicker, more focused support to schools through better information and clearer identification of need
- ▲ more responsive training for boards of trustees
- ▲ increased participation and completion rates for Māori in tertiary education in qualifications at level four and above.

Supporting the Māori-medium network:

The Ministry will develop and monitor high quality Māori education provision to assist Māori to achieve educational success as Māori. This will involve careful consideration of network provision, effective teaching, curriculum, assessment and qualifications, engaged families and whānau, and school leadership.

Ministry performance will be measured by:

- ▲ the completion of a review of current network provision, value for money and current governance and management structures
- ▲ the completion of a review of Initial Teacher Education (ITE) and in-service professional development provision and financial incentives
- ▲ the implementation of Te Marautanga o Aotearoa to support schools to develop a curriculum that reflects the local and regional needs and aspirations of communities
- ▲ the development of Māori-medium National Standards and tools to support literacy and numeracy in years one to eight
- ▲ the expansion of effective parents, whānau and iwi programmes that support the teaching and learning of literacy and numeracy
- ▲ the development of a leadership programme for Māori-medium principals and aspiring principals that runs parallel to the Kiwi Leadership Framework for English-medium.

Ensuring informed decision-making:

The Ministry will work with Māori and iwi to ensure that policy development and implementation of education initiatives increase Māori educational achievement.

Ministry performance will be measured by:

- ▲ feedback from Māori and iwi on relationships with the Ministry and schools.

Priority Outcome 6:

The Ministry is capable, efficient and responsive to achieve education priorities

What are we seeking to achieve?

The Ministry leads the education sector, administering funds, advising on regulations and legislation, providing services to support learning, developing policy to support the Government's commitments and gathering evidence. To lead the sector effectively, the Ministry needs to focus on excellence and results, and particularly to use evidence and information to respond quickly where equality of opportunity in education is at risk.

Vote Education funds a number of high-cost services, for example, paying teacher salaries, managing school transport and building new school property. Most of these services and expenses are necessary for the maintenance of the education system. We need to be assured that these services represent ongoing value in terms of: the price paid; the quality and impact of services provided; the role of the Ministry in funding the services; and the priority given to these services over other uses for the funding.

We need to ensure that the system works for every student, providing them with the knowledge, skills and training they require, in the best ways and in the shortest time. We need to use the resources and expertise within the Ministry to identify why particular groups of students are not well served by the system, and ensure education providers afford every student the opportunity to achieve their potential. This means ensuring that we have strong relationships with education providers and that policy and programme development is informed by evidence about what works best and how to implement change effectively.

How will we demonstrate success in achieving this?

We will know we have achieved this when we see changes such as:

- ▲ the Ministry's efforts concentrated on effective targeting of interventions and levers in order to bring about system change
- ▲ ongoing efficiencies in Ministry expenditure and greater assurance of cost benefits on significant expenditure
- ▲ effective use of evidence in policy development
- ▲ a better integration of policy advice, operational policy and implementation
- ▲ Ministers and central agencies expressing confidence in the Ministry's advice.

What will we do to achieve this?

Improving value for money:

The Ministry will continue to review the key areas of expenditure in the education system to provide high quality advice to Government on how to improve the value from education expenditure. This will include work in the tertiary sector to look at options for maximising returns from funding and simplifying the systems in place to distribute and monitor that funding. We will also continue to develop internal systems to identify and use better measures of cost and cost-effectiveness in policy development and advice.

Ministry performance will be measured by:

- ▲ the quality of our advice to Government on how to simultaneously improve value for money in education and advance its priorities.

Increasing internal efficiencies:

We will continue to review Ministry expenditure and systems to identify and implement savings in corporate spending and to focus policy development and resources on Government priorities. This will include implementing the decisions made through the Budget process and line-by-line review, and reducing expenditure and effort on non-priority areas. As part of this work, we will continue to develop particular areas of Ministry capability (the section on Organisational Health and Capability provides further information on this).

Ministry performance will be measured by:

- ▲ improvement in the performance of Ministry functions, within reduced baselines
- ▲ ongoing efficiency of Ministry expenditure, ensuring that productivity and quality improve, while implementing savings.

Improving responsiveness:

The Ministry will focus on improving its services, delivery models and responsiveness to underperformance. We will refine our criteria for identifying poorly performing education providers and determine how best to intervene to ensure that educational achievement of students is not at risk. This will include considering opportunities to devolve funding and decision-making to front-line staff – either in our regional or district offices – or to clusters of schools or boards of trustees.

The Ministry is reviewing its regional presence to determine how to work best with education providers to improve education performance, and to ensure that the professional capability of staff in regional and district offices is of a high standard and well supported by policy and corporate

processes. The Ministry has developed specialist service standards for special education services to ensure our own staff and other providers are delivering a consistent and high standard of specialist services to children. Monitoring against those standards will begin in the 2009/10 year.

Ministry performance will be measured by:

- ▲ the speed at which we identify instances of low educational achievement and poor management
- ▲ the quality of our advice to Government on where interventions are required and how best to achieve improvements
- ▲ having an agreed basis for intervention, and acting quickly and effectively as appropriate
- ▲ the proportion of interventions where only one intervention is required to resolve issues.

Reducing compliance costs:

Unnecessary compliance costs can distract education providers from their focus on educational achievement, either by taking them away from teaching or by delaying or restricting approaches to resolving issues. We need to agree where accountabilities and corresponding compliance requirements sit across the system, and determine where compliance costs can be minimised and streamlined so that principals and teachers can focus their attention on providing students with the skills they need. We will evaluate the success of discrete programmes, their alignment with Government priorities, and explore options for giving greater discretion to schools on the use of resources.

Ministry performance will be measured by:

- ▲ schools reporting less of a compliance burden
- ▲ schools having more flexibility in the way they direct funding to their priorities
- ▲ a reduction in costs of administering discrete funds for the Ministry of Education.

Managing in a Changeable Operating Environment

The Ministry has identified four broad categories of risk which have the potential to affect the achievement of the priority outcomes set out in this Statement of Intent. These are outlined on the next page with a summary of the mitigation strategies.

Area of risk	Mitigation Approach
Ability to directly influence educational outcomes (effectiveness of programmes to achieve priorities)	<p>Building:</p> <ul style="list-style-type: none"> ▲ alignment and focus, through business planning, use of the evidence base and prioritisation ▲ communication, consultation and feedback processes ▲ understanding of and responsiveness to sector issues.
Ability to manage and implement key government strategies	<p>Further developing and strengthening:</p> <ul style="list-style-type: none"> ▲ policy planning, implementation and programme management capabilities and processes ▲ risk management capability ▲ quality frameworks for core business processes.
Ability to manage internal organisational issues	<p>Continuing to improve a number of core internal business processes, including:</p> <ul style="list-style-type: none"> ▲ management planning and reporting, processes and support ▲ internal communication practices ▲ performance management system and skills ▲ the relevance and effectiveness of policies.
Ability to manage emerging issues	<p>Continuing to strengthen the ability to identify and respond to emerging issues, in order to manage them earlier and more effectively.</p>

Assessing Organisational Health and Capability

What are we seeking to achieve?

The Ministry must have the right skills and resources in place to deliver what is required by Government, including strong change management and implementation skills. That means retaining top performing staff and attracting high calibre applicants, with the Ministry recognised as a workplace in which achievement, challenge and results are expected and delivered.

The Ministry needs to maximise the level of resources deployed to front-line services by ensuring that all our support functions are efficient and able to deliver the right outcome in the shortest possible timeframe with the least number of transactions.

The Ministry provides IT solutions to support the work on assessment in schools and to enable the Ministry to deliver funding.

How will we demonstrate success in achieving this?

We will know we have achieved this when we see changes such as:

- ▲ improved employee engagement
- ▲ evidence of increased leadership capability of managers
- ▲ evidence of more effective use and implementation of key strategies that support improvements in educational achievement and system performance
- ▲ staffing numbers and costs remaining within levels agreed by Government
- ▲ levels of staff turnover
- ▲ efficacy of IT systems.

What will we do to achieve this?

Maintain high quality staff

The Ministry will implement a leadership development process and programme to ensure that all Ministry managers have the core management skills and knowledge to sustain and build employee engagement in the workforce. This will include ensuring that managers understand how to use the tools and evidence available to achieve the lift in educational achievement and system performance required.

For specialists this includes aligning practice models to evidence. The Ministry is improving the information collected on employee engagement, including information on staff turnover, health and safety and exit data.

Maximise value from resource use

The Ministry will maximise and monitor departmental resources by undertaking the actions outlined in the Operating Intentions section, implementing decisions made through Budget 2009 and the line-by-line review, and managing staffing numbers using improved Human Resources coordination and reporting.

Provide infrastructure and support

The Ministry will continue IT support for the implementation of assessment tools for teachers, the development of data stores for special education to enable improvements in service support and IT support for the early childhood education funding and regulatory system. The Ministry is continuing to upgrade internal infrastructure to ensure we have the IT systems and business continuance capability required to deliver core services in the event of a disaster or adverse event.

Ministry performance in these three areas will be measured by:

- ▲ levels of employee engagement
- ▲ assessment of the leadership capability of managers
- ▲ feedback on the capability of the workforce to deliver on key strategies
- ▲ monitoring staffing numbers and costs
- ▲ monitoring of turnover, health and safety and exit information
- ▲ monitoring the delivery and implementation of IT projects.

Departmental Capital Intentions

The Ministry manages almost \$10.7 billion of Crown assets across New Zealand, including approximately \$10.6 billion of school property assets. The Ministry is categorised as a capital-intensive agency for Capital Asset Management purposes.

School Sector Property expenditure must meet performance standards in respect of the quantity of activities achieved. School property asset management includes both management of the existing property assets to ensure they support 21st-century learning environments, and planning for future schooling requirements in areas of population growth. The Ministry works with boards of trustees to prioritise capital funded through five-year agreements for the modernisation of their schools.

In 2009/10 the following significant school property capital expenditure is planned:

- ▲ \$199 million to support the ongoing five-year property programme
- ▲ \$149 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)
- ▲ \$55 million for demand driven programmes, including special needs modifications and rectification of 'leaky buildings'
- ▲ \$35 million for the provision of classrooms for roll growth
- ▲ \$30 million expenditure for kura kaupapa Māori and wharekura
- ▲ \$29 million for replacement buildings
- ▲ \$24 million for the School Property Guide programme for non-teaching spaces
- ▲ \$13 million for special schools and satellites.

Information and communications technologies (ICT) related capital expenditure includes projects that maintain the core infrastructure, support the wider education sector, and are focused on improving and sharing information, linking agencies and meeting Government priorities. The key projects currently proposed or under way include:

- ▲ maintaining the core funding application for schools
- ▲ refreshing core infrastructure to support the operation of the Ministry and education sector
- ▲ enhancing disaster recover capability.

Expenditure is incurred only after approval of the capital programme for the year and for larger ICT projects upon approval of a detailed business case. An education report is provided to Cabinet for new school projects with a value greater than \$15 million and to the Ministers of Education and Finance for new school projects with a value greater than \$7 million. In addition:

- ▲ Project Management Boards monitor all significant capital programmes
- ▲ ICT and property capital programmes are overseen by governance boards
- ▲ strong project management disciplines are applied to all significant projects, whereby capital programmes are monitored and managed across the development and implementation cycle, including monitoring progress against milestones and against budgets at each stage.

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

Department capital intentions	2008/09 (\$M)	2009/10 (\$M)	2010/11 (\$M)	2011/12 (\$M)	2012/13 (\$M)
Property, Plant and Equipment					
School Sector Property and Housing:					
▲ School Land	28.049	28.000	28.000	17.800	25.000
▲ School Buildings	523.441	583.700	542.988	451.881	432.304
▲ Residential Buildings	0.347	0.300	0.300	0.300	0.300
Ministry Chattels:					
▲ Computer Hardware	5.000	5.000	5.000	5.000	5.000
▲ Furniture and Fittings	3.812	3.812	3.812	3.812	3.812
▲ Plant and Equipment	0.350	0.250	0.250	0.250	0.250
▲ Motor Vehicles	3.144	3.144	3.144	3.144	3.144
Total Property, Plant and Equipment	564.143	624.206	583.494	482.187	469.810
Intangibles					
▲ Computer Software	17.189	13.477	13.000	8.000	13.000
Total Intangibles	17.189	13.477	13.000	8.000	13.000
Total Property, Plant, Equipment and Intangibles	581.332	637.683	596.494	490.187	482.810

Vote Education Appropriations

Departmental Output Classes

Strategic leadership in the sector

The Ministry delivers policies and services that focus on the leadership of the education sector. This includes coordination with other sector and government agencies; undertaking research and analysis; monitoring the sector; and providing strategic policy advice and support to the Minister of Education. As part of its sector leadership, the Ministry is responsible for monitoring the performance and capability of the central education Crown entities.

Support and resources for the community

The Ministry delivers programmes and services focused on improving the community's knowledge of, and participation in, the early childhood education and schooling sectors. This includes working with parents, iwi and Pasifika community groups; providing information about education options; supporting and delivering programmes and providing policy advice to the Minister of Education. (Career Services also provides career and further education advice to students, potential students and their families.)

Support and resources for education providers

The Ministry provides resources and services to support early childhood education providers and schools to deliver education services. This includes providing policy advice; administration of legislation and regulations; services supporting the governance, management and operation of early childhood education providers and schools; monitoring, and intervening where financial viability, participation or achievement are at risk. (The TEC performs a parallel and complementary role for tertiary education.)

School property portfolio management

The Ministry manages the Government's ownership interests in school property. This is the largest departmental expense. It includes managing the existing property portfolio; focusing on upgrades and improvements to sustain the quality of the portfolio; purchasing and constructing new property to expand the portfolio's capacity to meet the demands of schooling or demographic changes; identifying and disposing of surplus property; and the management of teacher and caretaker housing.

Support and resources for teachers

The Ministry provides support and resources to teachers and principals to support professional leadership, learning and

teaching. This includes providing the curriculum and achievement standards; providing resources and professional development programmes to educators; providing scholarships and awards to teachers and principals; and the delivery of timely and relevant policy advice to the Minister of Education. (The New Zealand Teachers Council supports the teaching profession through its management of registration and discipline functions and through professional leadership, while the NZQA works to support assessment by teachers.)

Interventions for target student groups

The Ministry delivers interventions, specialist support services, funding and other resources to assist students and target groups to participate in meaningful early childhood and schooling education. The Ministry has 2,000 employees providing special education services to over 35,000 children and families, and support and services to schools, early childhood education centres, parents and whānau. The Ministry provides policy advice and support to the Minister of Education.

Strategic leadership in the tertiary system

The Ministry delivers policies and services that focus on the leadership of the tertiary education system. This includes coordination with other sector and government agencies; undertaking research and analysis; and developing strategic policy related to tertiary and international education. The Ministry monitors system-level outcomes, including the performance and capacity of the TEC. The Ministry also provides information on tertiary and international education services. The Ministry represents the Government on education issues internationally; supporting the care of international students in New Zealand; supporting the development of the international education industry; and providing ministerial support to the Minister for Tertiary Education.

Most of the funding administered by the Ministry of Education for the Crown is under 'other expenses' categories, which align well with priority outcomes one to five. The Ministry's work and its non-departmental expenditure are intentionally cross-cutting, with activity funded by each appropriation serving to advance more than one of the priorities.

Links between Priority Outcomes and Appropriations

Priority Outcome	Departmental Appropriations	Non-departmental Appropriations
Every child has the opportunity to participate in high quality early childhood education	Strategic Leadership of the Sector	Professional Development Support
	Support and Resources for the Community	Provision of Information and Advisory Services
	Support and Resources for Education Providers	Supporting Parenting
	Support and Resources for Teachers	
	Interventions for Target Student Groups	
Every child achieves literacy and numeracy levels that enable their success	Strategic Leadership of the Sector	Curriculum Support
	Support and Resources for the Community	Education Research Initiatives
	Support and Resources for Education Providers	Professional Development Support
	Support and Resources for Teachers	Provision of Information and Advisory Services
	School Property Portfolio Management	School Transport
	Interventions for Target Student Groups	Supporting Parenting
		Qualifications Support Structures
		Training for Designated Groups
	Quality Assurance	

Priority Outcome	Departmental Appropriations	Non-departmental Appropriations
Every young person has the skills and qualifications to contribute to their and New Zealand's future	Strategic Leadership of the Sector Support and Resources for the Community Support and Resources for Education Providers Support and Resources for Teachers School Property Portfolio Management Interventions for Target Student Groups	Curriculum Support Education Research Initiatives Professional Development Support Provision of Information and Advisory Services School Transport Supporting Parenting Training for Designated Groups Qualifications Support Structures Quality Assurance Secondary School Examinations Managing the Government's Investment in the Tertiary Education Sector
Relevant and efficient tertiary education provision that meets student and labour market needs	Strategic Leadership in the Tertiary Sector	Centres of Research Excellence Education Research Initiatives Managing the Government's Investment in the Tertiary Education Sector Ownership Monitoring of Tertiary Education Institutions Quality Assurance Tertiary and International Advisory Services Tertiary Education and Training Policy Advice Tertiary Education: Student Achievement Component Training for Designated Groups Developing Strategic Coherence Across the Tertiary Sector Management of Grants and Contracts
Māori enjoying education success as Māori	Strategic Leadership of the Sector Support and Resources for the Community Support and Resources for Education Providers Support and Resources for Teachers School Property Portfolio Management Interventions for Target Student Groups	Curriculum Support Education Research Initiatives Supporting Parenting Training for Designated Groups Provision of Information and Advisory Services School Transport
The Ministry is capable, efficient and responsive to achieve education priorities	Strategic Leadership of the Sector Support and Resources for the Community Support and Resources for Education Providers Support and Resources for Teachers School Property Portfolio Management Interventions for Target Student Groups	Curriculum Support Education Research Initiatives Ownership Monitoring of Tertiary Education Institutions Provision of Information and Advisory Services Qualifications Support Structures Quality Assurance Secondary School Examinations Tertiary and International Advisory Services Managing the Government's Investment in the Tertiary Education Sector

Key Documents

Selection of the outcomes, objectives and measures outlined in the Operating Intentions section was informed by a range of evidence, research and indicator information. Examples include:

- ▲ The Evaluation of the Early Childhood Strategic Plan implementation reported that positive gains have been found in those outcomes that were the target for the Early Childhood Strategic Plan initiatives, particularly more registered teachers in ECE, quality teaching and learning practices, effective implementation of Te Whāriki, and collaborative relationships between ECE and families and whānau. However, there is some way to go to get to 'very good' levels of quality across the ECE sector, and improvements in both children's participation and the quality of services was found to be uneven.
- ▲ The study of the Transition from Primary to Secondary Schooling confirmed that many students quickly adapted to the more immediate changes inherent in a move from primary to secondary school. On the whole, student achievement levels continued to improve, but the study found that students in general became less engaged in aspects of learning at school over the 18 months of the study. According to students, reasons for this included having to cope with work that was at an inappropriate level of difficulty, finding subject content uninteresting and finding how they were learning boring.
- ▲ Findings from the Competent Learners @ 16: Competent Learners on the Edge of Adulthood are consistent with results from previous phases of the Competent Children, Competent Learners study, which highlights the importance of developing early numeracy and literacy skills for later success. At 16, students' enjoyment of classes was found to be closely linked to how students engage in learning, and engagement in learning was in turn positively linked to performance in literacy, numeracy and NCEA.
- ▲ Research publications from a range of international school-based comparative studies that New Zealand participates in have helped to benchmark New Zealand student and system-level performance in an international context. This portfolio of work highlights New Zealand's relative strengths and identifies areas for improvement. The Research Division has recently published findings from the following major international studies: Progress in International Reading Literacy Study (PIRLS), which studies Year 5 students' outcomes in reading; Trends in Mathematics and Science Study (TIMSS), which studies Year 5 students' outcomes in mathematics and science; and Programme for International Student Assessment (PISA), which studies 15-year-old students' outcomes in reading, mathematical and scientific literacy.

- ▲ A series of publications from the 2006 Adult Literacy and Life Skills (ALL) survey analyses 16- to 64-year-old New Zealanders' skills in relation to demographic, educational and labour force characteristics, and compare these to the results from the 1996 International Adult Literacy Survey (IALS) and with other ALL-participating countries.

The documents referred to above, and a wide range of further documents including statistical, research and evaluation publications and education sector indicator information, are available on the Ministry's website for statistics and research – Education Counts (www.educationcounts.govt.nz).

Early childhood education

- ▲ Pathways to the Future: Ngā Huarahi Arataki – A 10-year Strategic Plan for Early Childhood Education 2002-2012

Schooling sector

- ▲ The New Zealand Curriculum for English-medium teaching and learning in Years 1-13
- ▲ Te Marautanga o Aotearoa curriculum for Māori-medium teaching, learning and assessment
- ▲ 2007 New Zealand Schools Ngā Kura O Aotearoa – A report on the Compulsory School Sector in New Zealand

Tertiary sector

- ▲ Tertiary Education Strategy 2007-2012
- ▲ Tertiary Education Strategy monitoring reports
- ▲ Profile and Trends 2007: New Zealand's Tertiary Education Sector

Strengthening Māori educational achievement

- ▲ Ka Hikitia – Managing for Success: Māori Education Strategy 2008-2012
- ▲ Ngā Haeata Mātauranga: Annual Report on Māori Education 2007/08

Strengthening Pasifika educational achievement

- ▲ Pasifika Education Plan 2008-2012

Strengthening outcomes for students with special education needs

- ▲ Special Education Action Plan: Better Outcomes for Children 2006-2011
- ▲ The New Zealand Disability Strategy – Making a World of Difference: Whakanui Oranga

Strengthening outcomes for all ethnic groups

- ▲ Ethnic Perspectives in Policy – Helping Ethnic People be Seen, Heard, Included and Accepted

International education

- ▲ International Education Agenda: A Strategy for 2007-2012

Glossary

Term	Definition
Best Evidence Syntheses (BES)	The best evidence synthesis iterations draw together, explain and illustrate through accounts and case studies, bodies of evidence about what makes a difference to improve education outcomes.
Career Services	Career Services assists in the achievement of Government education, training and employment goals through the provision of high quality career information, advice and guidance services.
Early Intervention services	Specialists and support staff provide Early Intervention support for children with special education needs who require additional support from the time they are born until they are settled in school. The need may be a physical disability, a sensory impairment, a learning or communication delay, a social, emotional or behavioural difficulty, or a combination of these.
Education Counts	Education Counts is an online resource to increase the availability and accessibility of information about education statistics and research. Education Counts can be considered a 'one-stop shop' for such information, including demographic, contextual and statistical analysis, and technical information to support the use and interpretation of data.
Education Review Office (ERO)	The ERO is the government department that reviews and reports publicly on the quality of education in all New Zealand schools and early childhood education services, including private schools, kura kaupapa Māori (Māori language immersion schools), special schools and kōhanga reo (Māori language early childhood education groups).
Information and Communications Technologies (ICT)	ICT includes any communication device or application encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as video-conferencing and distance learning.
Kaupapa Māori education	Kura kaupapa Māori are schools in which the principal language of instruction is te reo Māori and education is based on Māori culture and values. Most kura kaupapa Māori cater for students from Years one to eight, and a few (wharekura) cater for students up to Year 13.
National Administration Guidelines	National Administration Guidelines are guidelines and/or requirements relating to school administration.
National Certificate of Educational Achievement (NCEA)	NCEA is the senior secondary school national qualification, which was introduced in all New Zealand schools in 2002.
National Education Goals	National Education Goals are goals set by the Government for the education system of New Zealand.
National Education Monitoring Project (NEMP)	NEMP aims to obtain a broad picture of the achievement and other educational outcomes of representative samples of students in New Zealand schools at Years 4 and 8. Each year, over a four-year period, different areas related to the curriculum are assessed.
National Standards	National Standards will set clear expectations on what students should be able to achieve in literacy and numeracy, and by when. These will be reported to parents in plain language.
New Zealand Curriculum	The New Zealand Curriculum sets the direction for teaching and learning in the 21st-century. It was launched in November 2007 and will be progressively implemented until February 2010, when it will become mandatory and replace current curriculum documents.
New Zealand Qualifications Authority (NZQA)	NZQA provides national and international leadership in assessment and qualifications. NZQA provides quality assurance for secondary and tertiary qualifications and education providers; recognition of qualifications, including from overseas; administration of national assessment for secondary qualifications; administration of the New Zealand Register of Quality Assured Qualifications; and stewardship of the National Qualifications System.
New Zealand Teachers Council	The New Zealand Teachers Council is the professional body for all registered teachers working in early childhood education, primary, secondary, tertiary and other teaching situations. It has responsibility for teacher registration and oversight of teacher education, and has a role in teacher conduct and performance issues.
Programme for International Student Assessment (PISA)	PISA is an international study of reading literacy, mathematical literacy and scientific literacy among 15-year-olds.
Progress in International Reading Literacy Study (PIRLS)	PIRLS is an international comparative study of reading achievement.

Term	Definition
Te Kotahitanga	Te Kotahitanga is a research project and professional development programme that supports teachers to build more effective teaching and learning relationships to improve the educational achievement of Year 9 and 10 Māori students in English-medium secondary schools.
Te Marautanga o Aotearoa	Te Marautanga o Aotearoa is the new curriculum for Māori-medium teaching, learning and assessment launched in September 2008. It is New Zealand's first curriculum to be developed and written in te reo Māori and sets the direction for teaching and learning in Māori-medium schools and settings.
Te Whāriki	Te Whāriki is the Ministry of Education's early childhood curriculum policy statement and provides a framework for children's early learning and development, emphasising the learning partnership between teachers, parents and families.
Tertiary Education Commission (TEC)	The Tertiary Education Commission (TEC) gives effect to the Government's priorities for tertiary education, and funds post-compulsory education and training offered by universities, institutes of technology and polytechnics, colleges of education, wānanga, private training establishments, foundation education agencies, industry training organisations, and adult and community education providers.
Trades Academies	Trades Academies will be centres of excellence that specialise in providing school pupils with learning opportunities relevant to a career in trades or industry.