

# New Zealand Schools

Ngā Kura o Aotearoa

# 04



A Report on the Compulsory  
Schools Sector in New Zealand

MINISTER OF EDUCATION

# 2004





NEW ZEALAND SCHOOLS | *Ngā Kura o Aotearoa*

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New Zealand Schools  
Ngā Kura o Aotearoa

Report of the  
**Minister of Education**

on the compulsory schools sector in  
New Zealand, 2004

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*Presented to the House of Representatives Pursuant to Section 44B of the  
Public Finance Act 1989*

# Contents

<b>Foreword</b>	<b>4</b>	<b>Chapter Two: Student, Family and Community Engagement</b>	<b>22</b>
<b>Key Findings</b>	<b>6</b>	Student Engagement	22
Student Achievement	6	Engagement with Learning	22
Engaging Students, Families and Communities	7	Engagement with the Classroom	25
Effective Teaching	8	Engagement with School	25
Quality of Schooling	9	Engaging Families and Communities	28
<b>Chapter One: Student Achievement</b>	<b>10</b>	Special Education Engagement Process	29
Focusing on Student Diversity	10	Tū Tangata	30
Achievement at Primary and Junior Secondary Level	12	Home–School Partnership Programme	31
International Comparison	12	Conclusion	31
Performance within Curriculum Areas	12		
Achievement at Secondary Level	13		
International Comparison	13		
National Certificate of Educational Achievement 2004	13		
2004 School Leavers	17		
School Leavers with Little or No Formal Attainment	17		
School Leavers with University Entrance or Higher	19		
Enrolling in Tertiary Education	19		
Conclusion	19		
<div style="border: 1px solid black; padding: 5px;">           The Cohort of 2002:            What Did They Achieve in 2003 and 2004?         </div>			20

<b>Chapter Three: Effective Teaching</b>	<b>32</b>	<b>Chapter Four: Quality of Schooling</b>	<b>50</b>
Selection	34	School Governance	50
Teacher Education	34	Board Composition	50
Induction	35	Strategic Focus	50
Curriculum and Support	36	Quality of Governance	52
Assessment	36	School Leadership	52
Numeracy and Mathematics	38	Network of Schools	53
Science	38	Resourcing Schools	54
Health and Physical Education	39	Management of School Property	54
The Arts	39	Schools' Financial Accounts	56
Information Communication Technologies	40	Conclusion	61
Māori-medium Education	41	<b>Appendix One: Plans to Address Pressures on School Capacity</b>	<b>62</b>
Professional Learning	42	Northern Region	62
Strengthening Teaching in Literacy and Numeracy	42	Central Northern Region	63
Effective Teaching for Pasifika Students	43	Central Southern Region	63
Effective Teaching for Māori Students	45	Southern Region	64
Gifted and Talented Students	46	Integrated Schools	64
Students with Special Educational Needs	46	Schools with Enrolment Schemes in Place for Part or All of 2004	65
Employment Conditions	47	<b>Appendix Two: Statistical Tables</b>	<b>69</b>
2004 Teacher Collective Agreement Bargaining	48	<b>Index</b>	<b>93</b>
Conclusion	48		

# Foreword

Ensuring that all students achieve their potential is the key goal for everyone involved in education. This report reviews the progress made towards that goal by New Zealand schools during 2004. It shows that New Zealand students are performing well, on average, and that we can be proud of having a world-class education system. Our students consistently perform at or significantly above international means. What is more, the results for 2004 show that our results are continuing to improve.

Over recent years, this government has had a strong focus on literacy. This focus is now starting to pay off, with NEMP results showing that the performance of primary children in this area is improving.

What is even more exciting are the changes we are seeing in secondary achievement. For each of the last two years, we have seen an increasing number of children leave school with qualifications. The success these children have experienced in their schooling will serve them well in the future as they grow into adults.

Of course, 2004 hasn't been without its challenges for schools. The implementation of the new scholarship system was not carried out in a way that adequately helped schools to prepare their students, nor did it produce results that were fair to students. This has been acknowledged and accepted, and systems have been revised for next year. However, the general picture is, on balance, overwhelmingly positive – NCEA is having a very positive impact in exactly the way intended, and this conclusion is endorsed by the vast majority of teaching professionals. The implementation of NCEA has been a challenge for schools. However, schools have responded constructively

and positively, both to their credit and to the benefit of our students' learning and futures.

As we look to the future, we will be guided by the goal of the new schooling strategy, that of ensuring that all students achieve to their potential. While we have many students performing extremely well, our schooling system is not doing well enough for many others. We know that the most powerful thing we can do for these children is to ensure that they experience effective teaching. Effective teaching can make a difference to each and every student, regardless of their gender, socio-economic status, ethnic or cultural background or current level of achievement.

Effective teaching is the single most important influence over student success, and as a consequence, one of the three key priorities of the schooling strategy is to ensure that all students experience effective teaching.

Our second key priority is to ensure that children's learning is nurtured by family and whānau. We recognise the vital role that family and whānau play in their children's learning and that the linkages between schools and families are critically important.



Our third priority is to ensure that, in education, we are driven by evidence. This means thinking about what we want to achieve and about what will work best for each individual child and then monitoring and evaluating what we do to ensure that it is successful. For government, a key part of monitoring is to regularly assess the performance of the schooling sector as a whole and to use this knowledge to better support families, teachers and schools. This report forms a key part of the assessment of our schooling system.

I am pleased to present *New Zealand Schools Ngā Kura o Aotearoa 2004* to Parliament and to the people of New Zealand.

**Hon. Trevor Mallard**  
*Minister of Education*

# Key Findings



## STUDENT ACHIEVEMENT

The critical challenge facing schools is to continue to address underachievement. Māori and Pasifika students, those students with English as their second language and students in low decile schools tend to be over-represented among low achievers. Research is clear that the achievement of these students can be lifted through effective teaching practices.

Results from the Trends in International Mathematics and Science Study (TIMSS) show significant improvements in the performance of Year 5 students between 1994 and 2002 in both mathematics and science. Year 5 students now perform at about the international mean in mathematics and significantly above the international mean in science.

TIMSS results show that Year 9 students have maintained their high level of performance, achieving above the international mean in both mathematics and science.

The National Education Monitoring Project (NEMP) results for Year 4 students show significant improvements in oral reading, slight improvements in technology and performing music and stable performance in understanding music and reading comprehension.

NEMP results for Year 8 students also show significant improvements in oral reading, stable performance in performing and understanding music and in technology and slight declines in performance in reading comprehension.

At the secondary level, 15-year-olds performed significantly above the international mean in all four areas (reading, mathematical and scientific literacy and problem solving) of the Programme for International Student Assessment (PISA). The achievement of 15-year-olds did not change significantly between 2000 and 2003 in reading, mathematics or science.

An increasing proportion of senior secondary students are participating in the National Certificate of Educational Achievement (NCEA), with around 90 percent of all Year 11–13 students attaining at least one credit on the National Qualifications Framework (NQF).

The proportion of senior secondary students gaining a Level 1, 2 or 3 qualification has increased each year since 2002. In 2004, 61 percent of Year 11 students, 74 percent of Year 12 students and 70 percent of Year 13 students gained an NCEA qualification.



School leaver data shows that students are now less likely to leave school with little or no attainment. In 2004, 13 percent of school leavers left school with little or no attainment compared with 18 percent in 2002.

Students are now more likely to leave school with University Entrance, a Level 3 qualification or Scholarship. In 2004, 32 percent of school leavers left school with these qualifications compared with 27 percent in 2002.

#### **ENGAGING STUDENTS, FAMILIES AND COMMUNITIES**

NEMP results show that students are generally positive about reading, music and technology. However, Year 8 students are less positive than Year 4 students. This decline in enjoyment of subjects as students get older is also found in TIMSS.

TIMSS shows that New Zealand students have levels of self-confidence in mathematics that are similar or higher than those of their international counterparts and that this has increased since 1994. Students were less likely to report positive attitudes to science, both at the Year 5 and Year 9 level.

Most 15-year-old students feel positive about their teachers, more so than their international counterparts do. Likewise, most students feel positive about working with their peers.

Indicators of engagement with school, including attendance, retention, belonging at school and believing that school has a value, show that around 80 to 90 percent of students are effectively engaged in learning. However, bullying remains a significant issue for many students, with between 63 and 75 percent reporting being bullied and international studies showing that New Zealand students have a higher rate of feeling unsafe than their international counterparts do.

There is a small group of students who can become severely disengaged in learning. Students from all backgrounds feature in this group, with Māori students and males being over-represented.

A small proportion of students (less than 1 percent in 2004) are either suspended or stood-down from school during the year. The Suspension Reduction Initiative has been successful in helping schools to find alternative ways to re-engage these students in learning.



The involvement of parents in their children’s education, both at home and at school, has been shown to raise the achievement of their children. The Progress in Reading Literacy Study has shown that children with greater levels of educational resources in the home, those who have been engaged in a range of interactive early literacy activities in the home before they begin school and those whose parents hold positive attitudes to reading all have higher mean reading scores than children who have not had the benefit of these experiences.

**EFFECTIVE TEACHING**

Effective teaching results in students achieving academically, developing socially and gaining positive attitudes to education and learning.

Effective teachers tailor their practice to the learning needs of their students, provide learning environments that are welcoming, caring and linked culturally to the home life of students and ensure that all students have sufficient and effective opportunities to learn.

Good assessment practice is a critical element of effective teaching. The Assess to Learn (AtoL) programme focuses on assisting teachers to improve the

quality of teaching and learning through formative assessment. Those participating in AtoL have found that greater use of assessment strategies need not be time-consuming as assessment becomes embedded as part of the learning process for the student.

A review by the Education Review Office (ERO) of the quality of teaching of reading in Years 4 and 8 found that over 80 percent of teachers were effective or highly effective in the use of teaching and learning resources, assessment of student achievement and engaging students with learning in reading. Areas where teachers were slightly less effective included the design and implementation of reading programmes (62 percent of teachers being effective or highly effective) and subject and pedagogical knowledge (71 percent being effective or highly effective).

ERO found that over 80 percent of Years 4 and 8 science teachers were effective or highly effective in the use of teaching and learning resources, the design and implementation of science programmes and assessment processes. They were less effective, however, in the use of assessment information (50 percent of teachers being effective or highly effective).



Professional learning opportunities enable teachers to maintain and develop their teaching skills. In 2004, 90 percent of teachers undertook some form of professional learning, with literacy being the most common area for both primary and secondary teachers.

### QUALITY OF SCHOOLING

Boards of trustees are responsible for the governance of schools and, in particular, for establishing the strategic focus and specific student outcome targets. The two most common curriculum areas where schools had student outcome targets during 2004 were languages and mathematics. Eighty-four percent of schools had a target in the language curriculum area (mainly literacy targets), and 54 percent of schools had a target in the mathematics curriculum area (mainly numeracy targets). Less than 5 percent of schools had targets in the other curriculum areas.

The proportion of schools experiencing major governance issues remained small during 2004. Around 3.5 percent of schools were subject to some form of statutory intervention during 2004.

High-quality professional leadership is a critical factor in

determining whether schools are effective. During 2004, around 92 percent of new principals took part in the First-time Principals Induction programme, providing focused support and professional development. Around 70 percent of all principals undertook some form of leadership professional development.

During 2004, there were considerable changes to the network of schools as a result of ongoing roll change. Primary rolls continued to decline, while secondary rolls grew in most areas of the country.

Government funding of schools continued to increase in 2004, both in nominal and real terms. The government spent \$4162 million during 2004.

Most schools are in a healthy financial position, with 92 percent of schools having a healthy working capital ratio that would allow them to meet their short-term financial obligations from existing resources. Other financial indicators include the level of operating expenditure (57 percent of schools were in surplus), the level of public equity (68 percent of schools showed increases in public equity) and keeping within staffing limits (89 percent of schools did so).

# Student Achievement

# 01

During 2004, schools continued to make good progress in developing young people's skills and knowledge and raising achievement overall. Many New Zealand students are developing the ability to use the high-level skills and knowledge that help them to achieve success at school and later. But a significant number of others are not as yet in this position.

This chapter analyses information made available in 2004 or early 2005, including that from the Trends in International Mathematics and Science Study (TIMSS), the Programme for International Student Assessment (PISA), the National Education Monitoring Project (NEMP) and, in particular, performance on the National Qualifications Framework (NQF).

There is now a wealth of information focused on student achievement. The challenge is to strengthen how that evidence is analysed and used to focus and enrich teaching practice.

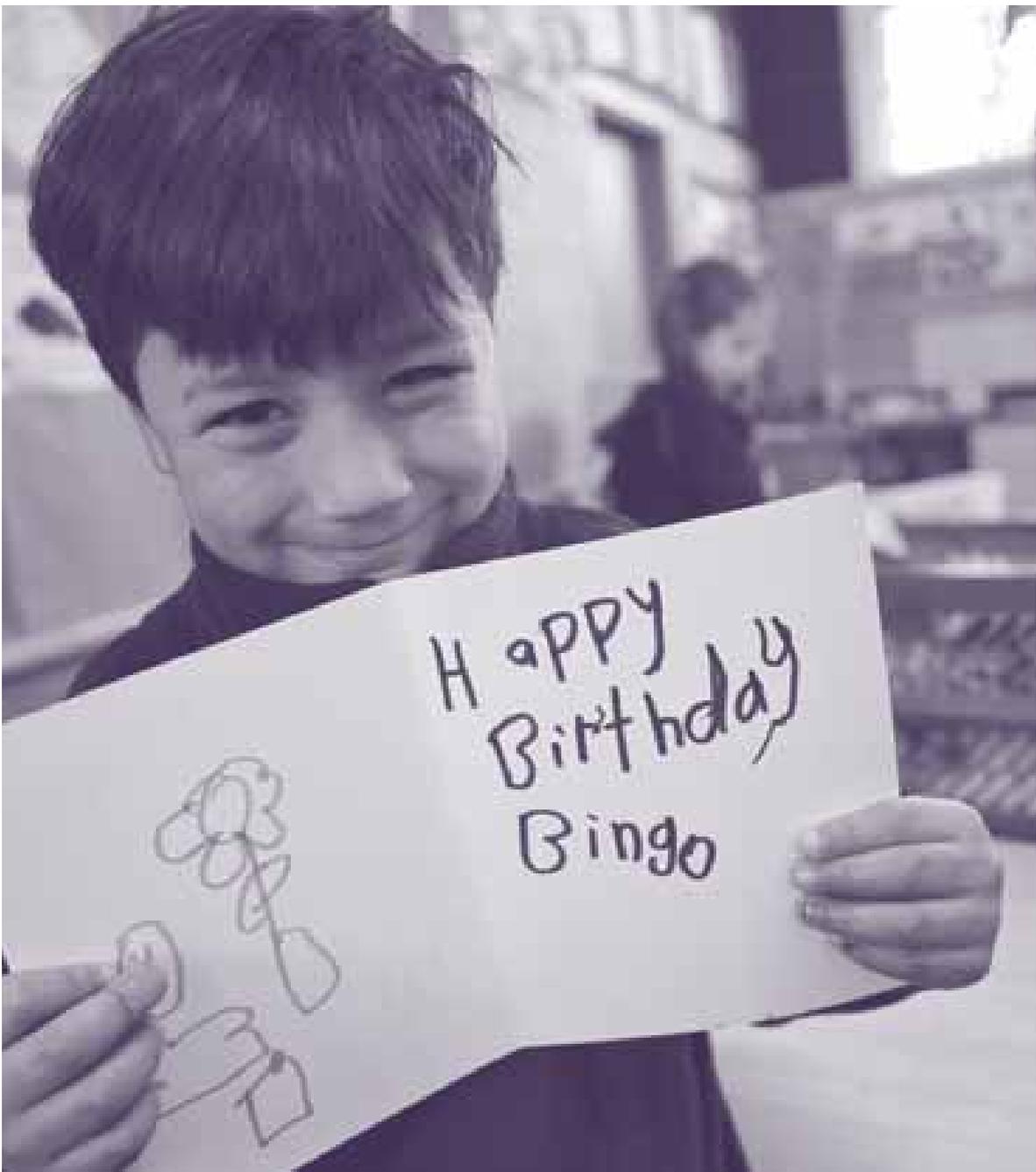
This chapter begins with an overview of student diversity and its implications for New Zealand schools. Then it focuses on the evidence that has emerged in 2004 regarding achievement in primary schools. An analysis of achievement in secondary schools follows, with a focus on the National Certificate of Educational Achievement (NCEA) results for 2004 and for the full three years since the introduction of NCEA. Finally, comment is made on the qualifications that students have when they leave school and their transition from school into tertiary study.

## FOCUSING ON STUDENT DIVERSITY

By international comparison, New Zealand schools are producing good results on average. However, addressing underachievement remains the critical challenge facing schools. Persistent achievement disparities are evident between particular groups of New Zealand students, in most curriculum areas:

- > In every international study in which New Zealand participates, the spread of achievement between New Zealand's top and bottom performers is wide.
- > High-achieving and poorly-performing students are present within all subgroups of New Zealand students.
- > Māori and Pasifika students, those students with English as their second language and students in low decile schools tend to be over-represented among low achievers.

The evidence is clear that these challenges can be met and overcome. Proven teaching approaches can lift achievement for all students, high and low achievers alike (see the chapter headed *Effective Teaching*).



## ACHIEVEMENT AT PRIMARY AND JUNIOR SECONDARY LEVEL

### International Comparison

In November 2002, New Zealand Year 5 and Year 9 students participated in TIMSS-02/03.<sup>1, 2</sup> This study was the third in a cycle of studies designed to measure trends in mathematics and science.

The major findings, which were reported in 2004, include the following:

- > At middle primary, New Zealand's Year 5 students performed at about the international mean for mathematics, with New Zealand being one of only six countries to report a significant improvement in mathematics achievement between 1994 and 2002.
- > Year 5 students in New Zealand performed significantly above the international mean for science, with New Zealand being one of nine countries to report a significant improvement in science achievement between 1994 and 2002.
- > At the lower secondary level, the mean performance of Year 9 students in mathematics and science was significantly higher than the international means for these two learning areas. No significant changes in Year 9 students' overall performance were observed for either mathematics or science from 1994 to 2002.

National initiatives currently in place are likely to lead to further improvements in these results. These initiatives include: professional development for mathematics and science teachers, new curriculum resources such as the Figure It Out series and the Making Better Sense of Science series, and numeracy projects for teachers of Years 1 to 6 students.

### Performance within Curriculum Areas

NEMP assessments of Year 4 and Year 8 students were conducted in 2004 in the areas of:

- > music (making, understanding and responding to music)
- > reading and speaking (constructing and communicating meaning, both orally and from a range of texts, for a variety of purposes)
- > technology (knowing about technology in society and using opportunities to solve technological



problems in contexts that are appropriate to students' world experience).

Some highlights in areas where trend comparisons are available are summarised here. The results generally show either stable or improved performance.

In performing music, Year 4 students did slightly better than those in 2000, although there was no improvement for Year 8 students. Both Year 4 and Year 8 students showed no change with respect to understanding music.

For oral reading, a comparison of 2004 results with those for 2000 and 1996 shows a pattern of worthwhile improvement:

- > Year 4 students have improved in performance by 8 percent from 2000 and have improved by 24 percent from 1996, and there were also fewer Year 4 students in 2004 at the lower levels of achievement.
- > Year 8 students have improved in performance by 8 percent from 2000 and have improved by 13 percent from 1996.

For reading comprehension, a comparison of the 2004 results with the 2000 results shows:

- > no change in performance for Year 4 students
- > a small (3 percent) decline in performance for Year 8 students.

Comparing the 2004 technology results with the results from the year 2000 assessment, there was a slight performance increase (3 percent) for Year 4 students and no change in performance for Year 8 students.

<sup>1</sup> Ministry of Education (2004). *Mathematics and Science Achievement in New Zealand (Year 5)*. Wellington: Ministry of Education.

<sup>2</sup> Ministry of Education (2004). *Mathematics and Science Achievement in New Zealand (Year 9)*. Wellington: Ministry of Education.



## ACHIEVEMENT AT SECONDARY LEVEL

### International Comparison

In August 2003, New Zealand 15-year-old students participated in PISA 2003,<sup>3</sup> which was reported during 2004. This study is the second in a cycle of studies designed to assess the knowledge and skills of 15-year-olds in the key areas of reading, mathematical and scientific literacy and, in this cycle, problem solving.

The major findings included the following:

- > In terms of mean scores, New Zealand was significantly higher than the Organisation for Economic Co-operation and Development (OECD) mean for each of the four areas assessed.
- > New Zealand has a wide distribution of achievement scores in each of reading, mathematics, science and problem solving.
- > The achievement of New Zealand students did not change significantly between 2000 and 2003 in reading, mathematics or science.

Improvements in results should be seen in future years, with a range of initiatives in place such as: Assessment for Learning, the Effective Literacy Strategies in Years 9 to 13 and the Secondary Numeracy Project.

### National Certificate of Educational Achievement 2004

The main qualifications that students work towards are those on the NQF, which defines the standards-based qualifications that can be awarded by New Zealand educational institutions. The main qualification on the NQF that is available to secondary school students is

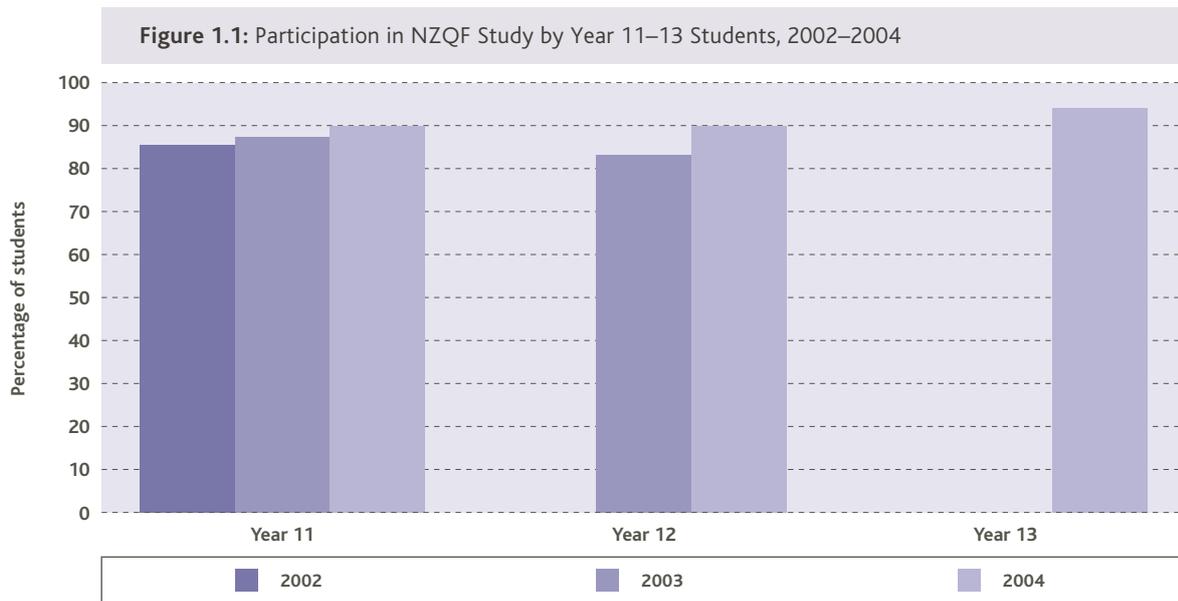
NCEA, which encompasses a wide range of learning. NCEA Level 1 was fully implemented in 2002, Level 2 in 2003 and Level 3 in 2004.

NCEA enables students to undertake multilevel study to attain credits, perhaps at different levels in any one year, towards an NCEA qualification. Students can attain credits through internal and external assessment, and they can accumulate these credits both within and across years.

This overview of NCEA results in 2004 begins by looking at *all* students in a particular year of schooling (i.e., Year 11, Year 12 and Year 13) to determine what proportion of those students participated in gaining credits on the NQF. Participation in NCEA is defined here as having attained at least one NQF credit; students who do so are thereafter referred to as 'candidates'. Students who are not participating in NCEA are not discussed here. Some of these students will be working towards other qualifications, such as Cambridge exams. The outcomes for these students are recorded in school leaver data, which is discussed later.



<sup>3</sup> OECD (2004). *Learning for Tomorrow's World*. Paris: OECD.



**Student Participation**

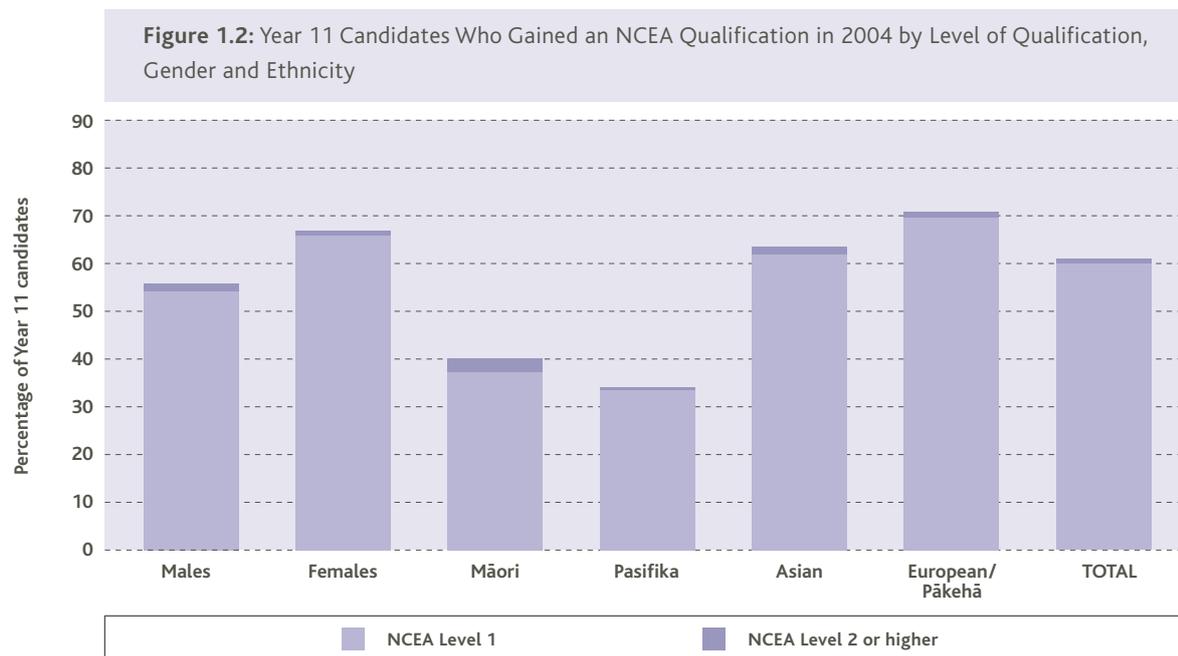
Participation in study on the NQF has increased each year since the introduction of NCEA (Figure 1.1). In 2004, at least 90 percent of students in each of Years 11, 12 and 13 participated in study on the NQF. Participation rates by gender are similar, but there are some differences between ethnic groups.

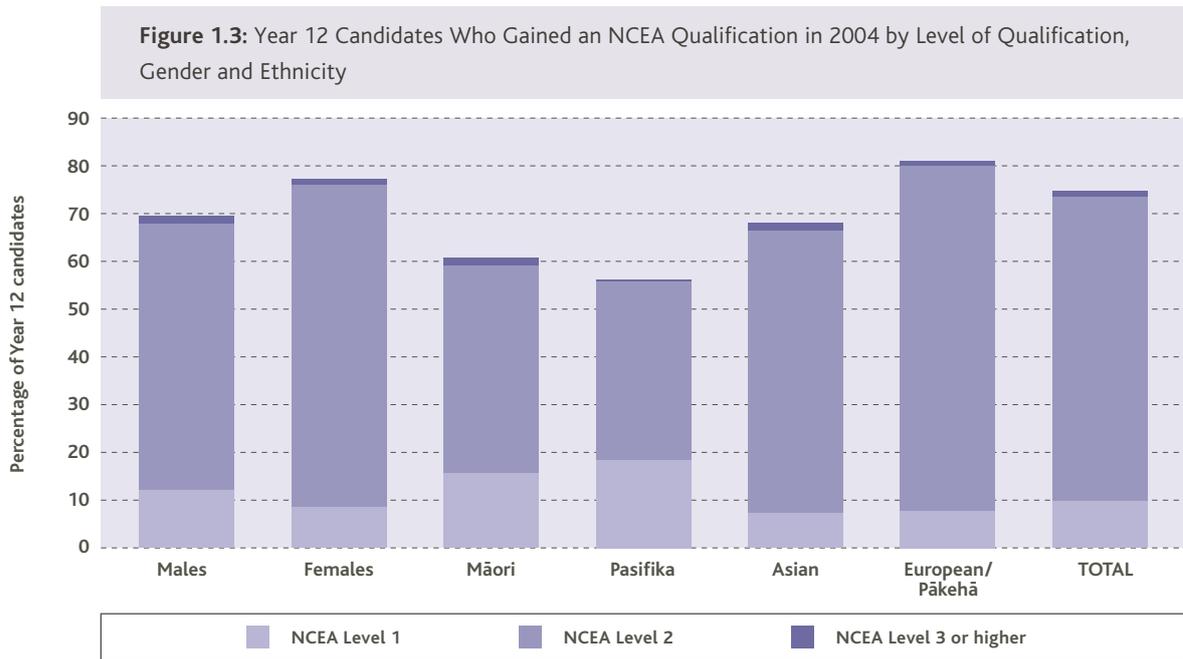
**Achievement by Year 11 Candidates**

In 2004, 61 percent of Year 11 candidates gained an NCEA qualification, a slight increase from 2002 (59 percent). Level 1 was the main qualification gained by Year 11 candidates (Figure 1.2).

In order to achieve NCEA Level 1, candidates need to meet literacy and numeracy requirements as well as gaining the requisite number of credits. In 2004, almost three-quarters (73 percent) of Year 11 candidates met the literacy and numeracy requirements. This is a slight increase since 2002 (68 percent).

Females are more likely than males to meet both the literacy and the numeracy requirements. European/Pākehā candidates were more likely than other ethnic groups to meet both requirements. Overall, candidates were more likely to meet the numeracy requirement than the literacy requirement.





#### *Achievement by Year 12 Candidates*

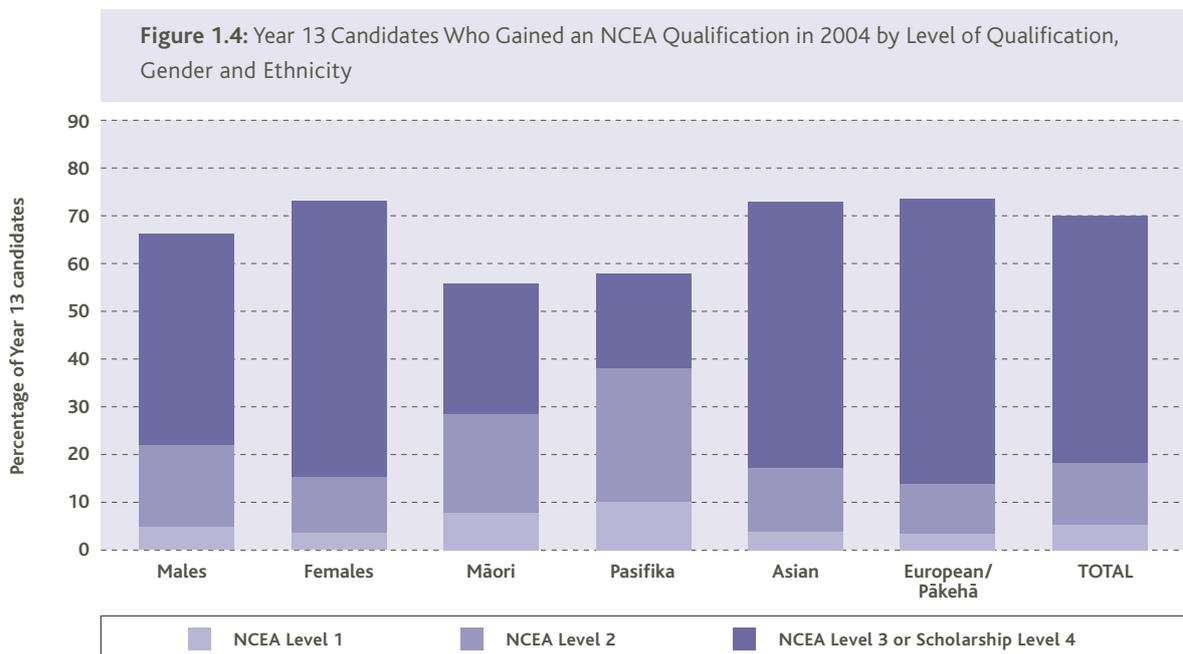
In 2004, 74 percent of Year 12 candidates gained an NCEA qualification (Figure 1.3), an increase of 4 percentage points from 2003. Level 2 was the main qualification gained by Year 12 candidates, with a small proportion gaining the Level 3 qualification (1 percent).

Some Year 12 candidates took more than one year to complete a qualification, with 10 percent gaining NCEA Level 1. Males were slightly more likely than females to do so. Māori and Pasifika candidates were about twice as likely as other ethnic groups to do so.

Under the previous qualifications regime, if a Year 11 student did not achieve School Certificate (the equivalent of Level 1), they would have had to repeat the whole year, even if they had performed well in certain aspects of a subject. Many students left school rather than repeating the full year. Under the new qualifications system, these students can continue to accumulate credits towards a Level 1 qualification.

#### *Achievement by Year 13 Candidates*

Seventy percent of Year 13 candidates gained a qualification in 2004 (Figure 1.4), with females more



likely to do so than males. However, males were twice as likely as females to gain a Scholarship qualification, though the numbers to do so overall were very small.

Year 13 candidates were more likely than those at other year levels to gain a National Certificate other than NCEA, though the numbers were small – around 3 percent of candidates.

University Entrance (UE) was awarded using NQF standards for the first time in 2004. Half of all Year 13 candidates gained UE, with females more likely to do so than males. European/Pākehā and Asian candidates were more likely to gain UE than Māori and Pasifika candidates.

### *Scholarship*

In 2004, Scholarship was a stand-alone qualification on Level 4 of the NQF, set up as a means of extending high-achieving students. To attain a Scholarship qualification, candidates needed to gain 72 credits (or three Scholarship standards). Any Scholarship credits achieved could also be counted towards a Level 3 NCEA qualification.

The proportion of candidates achieving Scholarship or outstanding results in Scholarship assessment varied considerably between subjects. The achievement rates were typically higher in language subjects (e.g., German, Japanese, Chinese and French) and lower in new subject areas and the sciences (e.g., physical education, media studies and biology).

From 2005, Scholarship will be a monetary award and will no longer be credit-bearing or a recognised qualification, although if a candidate attains a Scholarship, this will be documented on their record of learning.

### *The First Cohort – Accumulation of Credits between 2002 and 2004*

With the availability of 2004 NCEA data, it is now possible to compare the achievement of candidates



across three consecutive years for the first time. Here, all Year 11 students who participated on the NQF during 2002 (the 2002 cohort) are followed through 2003 and 2004 to assess their overall achievement. More detailed discussion of these results can be found at the end of the chapter.

From looking at the progress of the 2002 cohort through to 2004, it is apparent that students and schools are already utilising the flexibility of the NQF system. This range of different approaches to gaining qualifications is likely to increase in future years.

Over three-quarters of the 47,500 Year 11 candidates in 2002 had achieved at least one NQF qualification (including NCEA, non-NCEA or Scholarship) by the end of 2004. The remainder had achieved some credits on the NQF. The pathways taken by candidates to their results differ. Around one-quarter of the cohort followed a 'linear' study path, gaining Level 1 in 2002, Level 2 in 2003 and Level 3 in 2004. Fifty-three percent of the cohort continued to study but took a less linear approach, choosing to participate at different levels and different times over the three years. The remaining 21 percent of the cohort did not participate further on the NQF after 2002. Most likely these students left school to either seek employment or continue study at a tertiary institution.

The range of pathways taken by females and males was similar, with larger differences being apparent amongst ethnic groups. Asian and European/Pākehā candidates were most likely (when compared with other groups) to follow the more linear study path. Pasifika candidates were more likely than those in other groups to take more than one year to complete a qualification. Māori candidates were more likely than those in other groups to cease being candidates after 2002.

Not surprisingly, students who were successful in gaining an NCEA qualification in 2002 were most likely to gain qualifications in subsequent years. Eighty-one percent of those gaining a qualification in 2002 went on to gain a further qualification in 2003 or 2004. In comparison, of those students who didn't gain a qualification in 2002, only 43 percent went on to gain qualifications in 2003 or 2004.

The strength of the NQF system in allowing candidates to work at their own pace to achieve is apparent even in the first cohort to work through this new system. It is likely that the diversity of study paths will increase in later years as students and their teachers have greater

Table 1.1: Highest Attainment of School Leavers, 2004

Highest Attainment	European/ Pākehā %	Māori %	Pasifika %	Asian %	Other %	All School Leavers %
UE, Level 3 qualification or higher	37	12	14	56	30	32
Half-way to a Level 3 qualification <sup>1</sup>	8	6	11	12	13	8
Level 2 qualification	21	19	26	14	22	21
Half-way to a Level 2 qualification <sup>2</sup>	7	10	9	5	8	8
Level 1 qualification	10	14	11	5	9	10
Half-way to a Level 1 qualification <sup>3</sup>	4	6	4	1	2	4
Less than half-way to a Level 1 qualification <sup>4</sup>	3	7	7	2	2	4
Little or no formal attainment <sup>5</sup>	10	25	16	5	13	13
<b>Total*</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

<sup>1</sup> 30+ credits at Level 3 or above.

<sup>2</sup> 30+ credits at Level 2 or above.

<sup>3</sup> 40+ credits at Level 1 or above.

<sup>4</sup> 14–39 credits at Level 1 or above.

<sup>5</sup> 0 credits or 1–13 at Level 1.

\* Totals may not add up due to rounding.

understanding of how to best meet individual student abilities within the NQF. We may see an increase in candidates not seeing a need to achieve a lower level qualification in favour of achieving higher level qualifications or possibly an increase in those gaining other National Certificates. Of concern, though, are those who still leave school with no qualifications. However, since the implementation of NCEA, the size of this group has been decreasing.

### 2004 SCHOOL LEAVERS

The previous sections on NCEA discussed the performance of students at each level of the NQF and provided some insight into the cumulative performance of the 2002 cohort of students. School leaver data provides another way of measuring the cumulative performance of students. It shows the overall success of schools in ensuring that students are adequately equipped to participate in society, the labour market and further education. Unlike that in previous sections, this data also includes students who are gaining qualifications outside of the NQF.

The overall picture for 2004 school leavers is positive, with the evidence showing raised levels of achievement.

Changes to the qualification system and, consequently, the way in which school leaver data is recorded make comparison over time difficult. The detailed analysis



shown here is therefore restricted to school leavers with very low levels of attainment and school leavers with high levels of attainment, both of which are considered to be more comparable over time. These key indicators suggest that NCEA has had a positive impact, with a greater proportion of leavers attaining NCEA Level 3/UE and fewer leaving with no qualification since its introduction.

### School Leavers with Little or No Formal Attainment<sup>4</sup>

The success of an education system is manifested in, among other things, the success of individuals in finding sustainable employment. A formal school qualification is a measure of the extent to which young adults have completed a basic prerequisite for higher education and training or many entry-level jobs.

<sup>4</sup> From 2002, this includes students with between 0 and 13 credits at Level 1. Prior to 2002, this included students who had not attained at least School Certificate or had less than 12 credits at Level 1 of the NQF.



People with no qualifications have high unemployment rates. In New Zealand in 2004, people with no qualifications had an unemployment rate that was over 60 percent higher than the rate for those whose highest qualification was a Year 12 (sixth form) school qualification or above.

Educational qualifications are also linked to labour force status and incomes. For example, wage and salary earners with no qualification earn 56 percent of the income of those with a bachelor’s degree or higher.

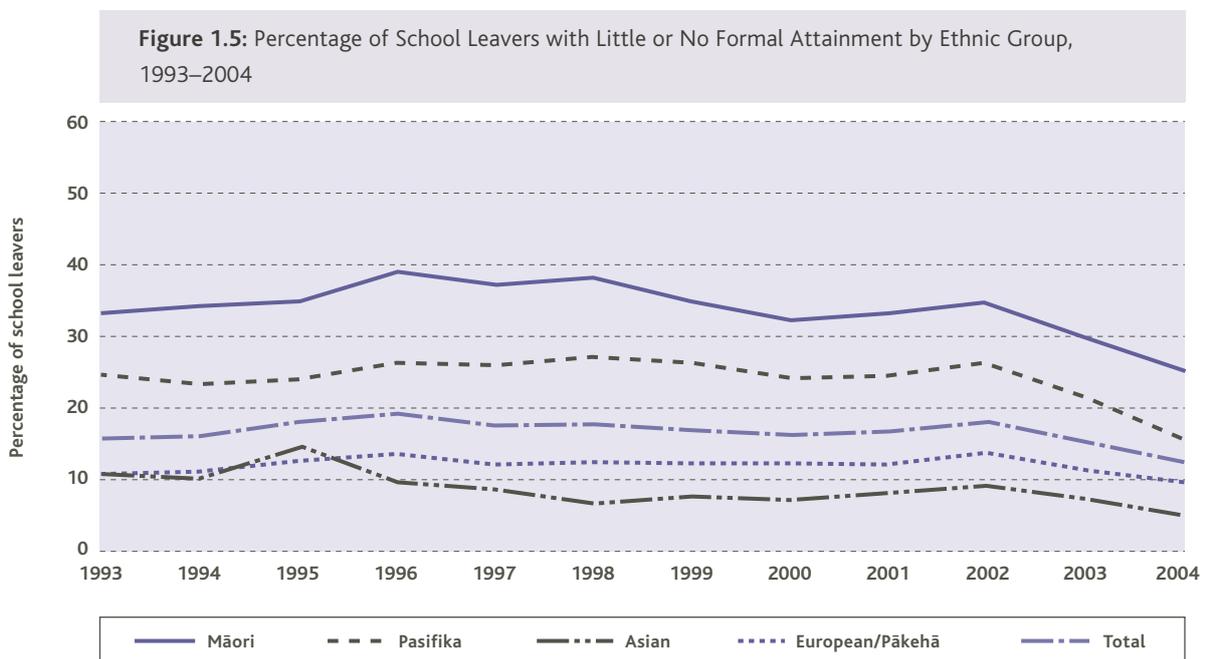
In 2004, 13 percent of all school leavers left school with little or no formal attainment (Table 1.2). Some of these school leavers are likely to continue their learning through tertiary education providers in preference to pursuing secondary school qualifications. However, a number will attempt to become part of the workforce. These individuals may experience difficulties both in gaining employment and in sustaining this over the long term.

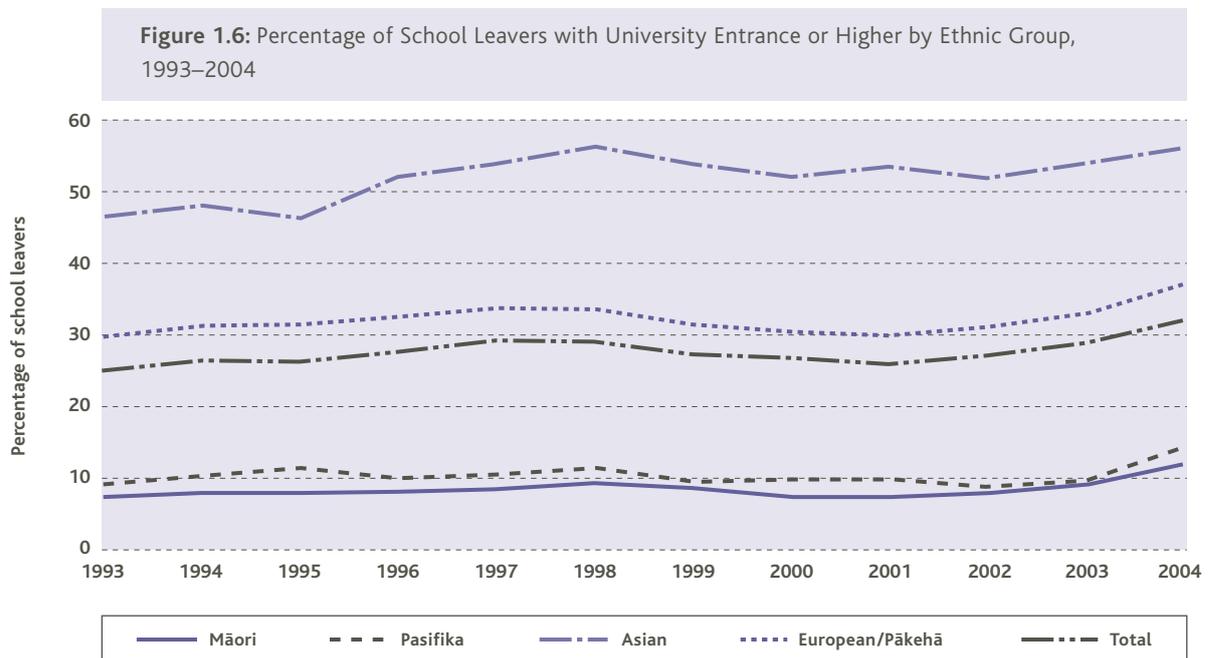
**Table 1.2: Percentage of School Leavers with Little or No Formal Attainment, 2004**

Group		Percentage
<b>All students</b>		<b>13</b>
Gender	Male	14
	Female	11
School decile	Decile 1–3	21
	Decile 4–7	12
	Decile 8–10	6
Ethnic group	European/Pākehā	10
	Māori	25
	Pasifika	16
	Asian	5
	Other	13

The results for 2004 show a significant improvement in the proportion of school leavers with little or no formal attainment. After close to 20 years of little change, the last two years have shown declines in the proportion of school leavers in this group (from 18 percent in 2002 to 13 percent in 2004).

The proportion of Māori and Pasifika students leaving with little or no formal attainment has also improved considerably. In 2002, 35 percent of Māori and 26 percent of Pasifika school leavers left with little or no formal attainment, but by 2004, this had improved to





25 percent for Māori and 16 percent for Pasifika school leavers. Historically the schooling system has been less effective for Māori and Pasifika students, and so this reduction in disparity is promising.

### School Leavers with University Entrance or Higher

Students with University Entrance or higher are able to enter directly into further tertiary study.

In 2004, 32 percent of school leavers achieved at least an entrance qualification compared with 27 percent in 2002 (Figure 1.6). Females achieved at higher rates than males, with 37 percent attaining at least an entrance qualification compared with 27 percent of males.

### ENROLLING IN TERTIARY EDUCATION

Working to raise achievement for all school students includes encouraging and supporting those who leave school with a qualification and proceed into tertiary education. By obtaining tertiary qualifications, students are likely to enhance their employment prospects and social outcomes.

As has been the pattern over many years, students from high decile schools are considerably more likely to proceed directly to tertiary education after leaving school and to enrol in a degree course. Of the 2003 school leavers, 35 percent from high decile schools, 18 percent from medium decile schools and 8 percent from low decile schools enrolled in a degree course in 2004. This represents a similar picture to that seen in 2003.

Of the 2003 leavers who went directly into tertiary education in 2004, 52 percent were female. Only in certificate courses did first-year enrolments of males outnumber those of females.

### CONCLUSION

The student achievement data for 2004 reveals, as in previous years, complex patterns of achievement between and within groups of students. International studies show that New Zealand students, on average, continue to achieve at high levels. However, these studies also show that New Zealand has a wide spread of achievement, with many students achieving at high levels but also significant numbers at low levels. The schooling system continues to be less effective for some groups of students.

The results for 2004 show improvements in the overall achievement of students. Many students who do not achieve a Level 1 qualification in their first year of NCEA are staying on at school and continuing to accumulate credits towards their first qualification. The level of qualifications students have when they leave school has also improved, with fewer students leaving school with no or little formal attainment. These improvements have been greater for Māori and Pasifika students. Such results are promising, but there is a continuing need to focus on ensuring that all students, regardless of their backgrounds, are encouraged and helped to achieve their full potential.

# The Cohort of 2002: What Did They Achieve in 2003 and 2004?

This section discusses the progress over time of students who were in Year 11 in 2002 and who also participated on the NQF. These students are referred to as the 'cohort'. The analysis has been broken down into two groups: those who gained a qualification in 2002 and those who did not gain a qualification in 2002.

### Those Who Gained a Qualification in 2002

Fifty-nine percent of the cohort gained NCEA Level 1 in 2002. Most of this group continued to participate in two more years of study on the NQF (Figure 1.7). Many gained additional qualifications, with 69 percent of these students gaining a second qualification in 2003. In 2004, 44 percent gained their third qualification and a small proportion their second qualification.

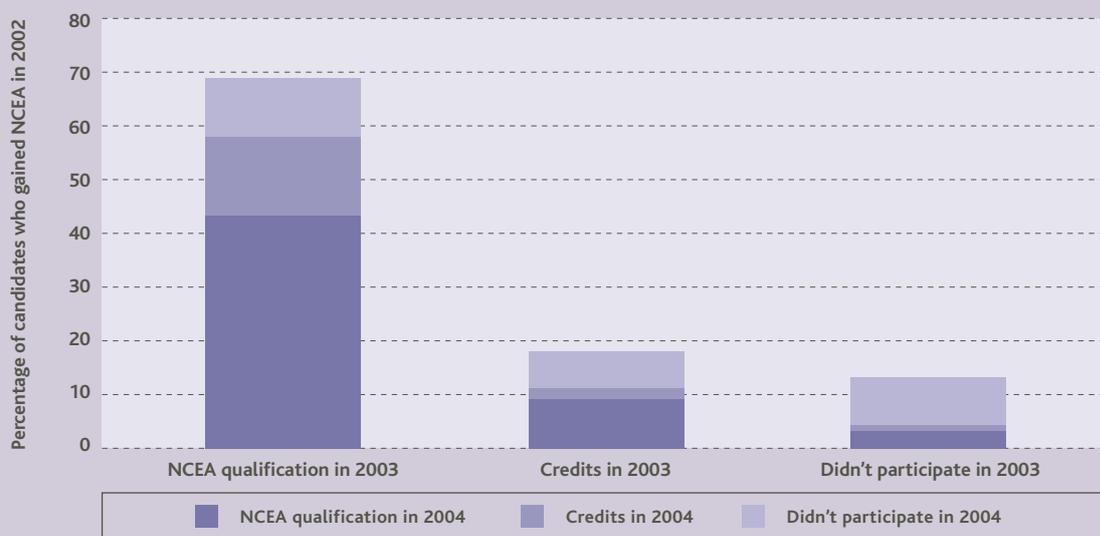
Sixty-nine percent of candidates who gained a qualification in 2002 stayed on as candidates for

three years. Their outcomes are varied, although nearly all gained at least one more qualification. The majority follow a linear study path.

Not all students who gained NCEA Level 1 in 2002 continued participating in NQF until the end of 2004. Twelve percent of students stayed on in 2003, with many gaining NCEA Level 2 at this time, and then did not participate in 2004. A small group were not candidates in 2003 but were again in 2004. And, finally, 9 percent of students did not return as candidates in 2003 or 2004 after gaining their first NCEA qualification.

Females were more likely than males to attain NCEA Level 1 in 2002, and later cohorts show the same result. Females were also more likely than males to have three qualifications after three years. (Fifty percent of females gained three qualifications compared with 37 percent of males.)

**Figure 1.7:** Year 11 Candidates Who Gained an NCEA Qualification in 2002, How They Achieved in 2003 and 2004



European/Pākehā candidates in the 2002 Year 11 cohort were the most likely to gain a qualification in 2002, followed by Asian, Māori and then Pasifika candidates. Pasifika were more likely than Māori candidates to gain a second qualification in 2003. Asian candidates were more likely to continue gaining qualifications than European/Pākehā candidates.

**Those Who Did Not Gain a Qualification in 2002**

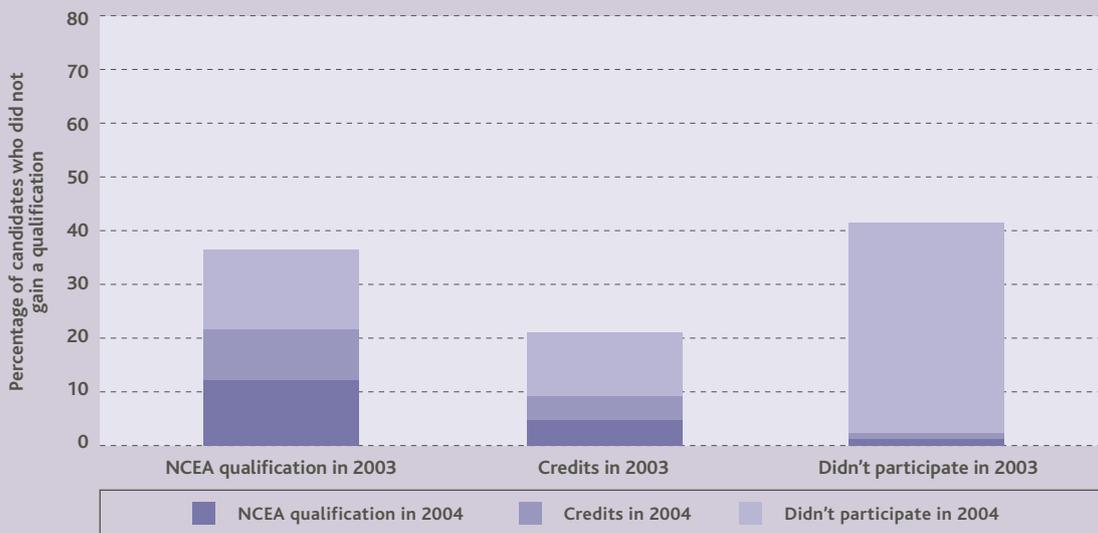
Forty-one percent of the cohort did not gain their first qualification in 2002. Sixty-one percent of these students continued to study on the NQF, with the majority of these students successfully gaining a qualification by the end of 2004 (Figure 1.8).

Of those who did not gain a qualification in 2002, 37 percent gained a first qualification in 2003 and a

further 7 percent gained a first qualification in 2004. Twelve percent of students gained a second qualification in 2004. It is likely that some of these students will continue their study into 2005 and further improve their qualifications.

The outcomes for Māori who do not gain a qualification in their first year are similar to those for their European/Pākehā counterparts, while Pasifika outcomes are closer to those for Asian candidates. Pasifika and Asian candidates who did not gain a qualification in 2002 were more likely to go on to gain qualifications or more credits, whereas Māori and European/Pākehā candidates were more likely to stop participating on the NQF.

**Figure 1.8:** Year 11 Candidates Who Did Not Gain an NCEA Qualification in 2002, How They Achieved in 2003 and 2004



# Student, Family and Community Engagement

# 02

Engagement in education is shown by the extent to which young people participate and become involved in their schooling. It encompasses a sense of belonging at school, enjoying the subjects of study and being happy within the school community. Research<sup>5</sup> has shown a link between student engagement with learning and achievement. Student engagement has also been linked with the likelihood of continuing education after compulsory schooling.

Many factors contribute to students' engagement: student factors, such as family and community background, school factors and teaching factors, among others. The extent to which schools are able to engage with families and communities is also important.



## STUDENT ENGAGEMENT

Students who are happy and engaged in learning demonstrate this in many different ways. We can measure students' levels of engagement by looking at the extent to which they engage in the actual process of learning, the classroom and the school.

### Engagement with Learning

Achieving engagement in learning goes beyond students listening and taking notes to involving students in actively doing and thinking about what they are doing.

Engaged students make their own decisions about the learning process by choosing appropriate learning goals, monitoring their own progress and adjusting their learning strategies to deepen their understanding. Such students will be more successful at school and more likely to continue their learning when they leave school.

The PISA study in 2003 provides information on the extent to which 15-year-olds use different learning strategies. These strategies include the extent to which the students themselves control the learning process, the extent to which they use memorisation strategies and the extent to which they use further elaboration strategies. Effective learners monitor their own learning by checking that they are meeting their learning goals. Most New Zealand 15-year-olds demonstrate this skill; the results for New Zealand students are similar to those for their international counterparts.

Achievement is influenced by the extent to which students enjoy learning the subject and the extent to which they feel the learning experience contributes positively to their lives. This relationship between achievement and learning is complex and differs between students. Studies such as NEMP and TIMSS show differing levels of enjoyment amongst students but

<sup>5</sup> OECD (2004). *Learning for Tomorrow's World*. Paris: OECD.



show a general trend that students' enjoyment of the subjects they study tends to lessen with age.

NEMP results for 2004 indicate that New Zealand students are generally positive about reading, music and technology and, further, that most students are positive about their own competence in these subjects. However, there were substantial differences between Year 4 and Year 8 students on some questions. This survey and previous NEMP surveys have shown that Year 8 students are less inclined than Year 4 students to use the more positive rating category, indicating that students' enjoyment of subjects lessens with age. The only exception to this trend was technology in 2004, where Year 8 students were more positive than Year 4 students.

New Zealand Year 5 students show levels of enjoyment and self-confidence in mathematics and science that are similar to those of their international counterparts, as shown in TIMSS. The proportions of New Zealand students who reported enjoying these subjects 'a lot' increased significantly between TIMSS 94/95 and TIMSS 02/03. However, New Zealand students were less inclined than their international counterparts to report that they had high self-confidence in their abilities in learning science.

New Zealand Year 9 students were slightly more likely than their international counterparts to report a high level of self-confidence with learning mathematics, but they were less likely to report a high level of self-confidence in science. New Zealand Year 9 students reported their enjoyment of mathematics at levels

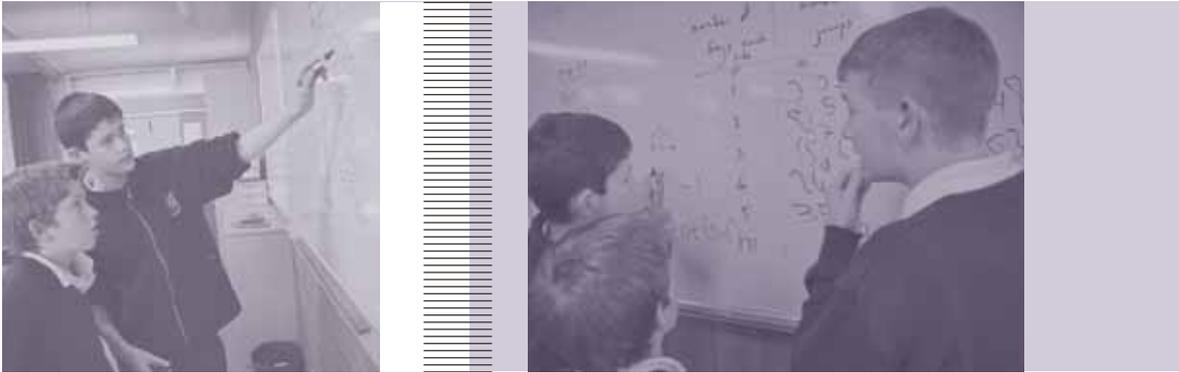


similar to the international averages, but they were less likely to report positive attitudes towards science.

Fifteen-year-old students (PISA 2003) are also generally positive about mathematics, as shown by their relatively high positive score on the index that summarises interest and enjoyment in this subject.

When they lack confidence in a subject, students may feel anxiety when learning that subject. In PISA 2003, various aspects of students' anxiety in mathematics had a relationship to achievement, with students who were less anxious achieving better than those who were more anxious. New Zealand students are less anxious about mathematics than their international counterparts, although a high proportion of New Zealand students do feel anxious. (Twenty-four percent of New Zealand students said that they got very tense when they had to do mathematics homework, and 21 percent said that they got very nervous doing mathematics problems.)





### Engagement with the Classroom

Students spend most of their time learning within a classroom context. How students feel about learning can be influenced by how they engage with the elements of a classroom setting. These elements include the physical environment, the teacher and their classmates.

The results from PISA 2003 show that most New Zealand students are generally positive about the teachers at their school. Most felt that they got along well with most teachers (71 percent), that most teachers were interested in their well-being (78 percent) and that most of their teachers treated them fairly (83 percent). These results were higher than the OECD average. The quality of interactions between students and teachers has a very strong relationship with achievement, which is discussed further in the Effective Teaching chapter.

Similarly, most 15-year-olds enjoyed working in mathematics classes with their peers (PISA 2003). Most enjoyed working with other students in groups (82 percent), many said they did their best work in mathematics when they worked with other students (60 percent) and most enjoyed helping others to work well in a group (70 percent). Again, these results are all higher than the OECD average.



### Engagement with School

Engagement with school encompasses the extent to which students feel that they belong in school and actively participate in school and classroom activities. Indicators that students are successfully engaged with school include whether they stay on at school, the qualifications they achieve while at school and their progression to tertiary education.



Schools that are best at engaging students have good student-teacher relations and high expectations of their students, regardless of family background. Schools where students feel a sense of belonging also tend to have lower rates of absenteeism.<sup>6</sup>

The results from PISA 2003 show that most students regularly attend school, feel that they belong in school and are positive about what they learn in school. Most felt that school had helped to give them the confidence to make decisions (81 percent) and that school had taught them things that could be useful in a job (81 percent), and few felt that school was a waste of time (8 percent). Twenty-one percent of students did, however, report feeling a low sense of belonging at school.

<sup>6</sup> OECD (2003, October). *Engagement at School*. International Press Release, Paris.

*Ways That Schools Have Reduced Bullying*

A study<sup>7</sup> commissioned by the Ministry of Social Development used a case study approach involving three schools that participated in programmes to reduce bullying in their schools. These schools managed to successfully reduce the amount and level of violence and bullying. Students within the focus groups in the study reported that they liked their school and felt safe there. They also knew what the expectations were in relation to appropriate behaviour at their school and could clearly describe what would happen if they or someone else were bullied. All three schools in the study recognised that student well-being, both physical and emotional, is a requirement for maximising teaching and learning opportunities.

The research participants at all three schools talked about acknowledging the cultural diversity of the students within the school. Student ethnic identity and culture is supported and accepted.

The study identified major principles of change among the three schools:

- > Leadership is critical to initiating the change process, but staff support (buy-in) followed by student support is needed to achieve school-wide development.

- > The development of a more positive school culture will require people to look at the relationships that make up the school.
- > The programmes implemented – and it is unlikely to be just one – will, in general, need to focus on supporting the well-being of students in the school.
- > The change process requires lots of time and energy and never becomes self-sustaining.

The development that all three schools undertook, using the principles listed above, was a single, school-wide policy or approach to managing student behaviour and the promotion of positive relationships. Such a policy or approach included:

- > creating clear expectations, through discussion, about what were considered to be desirable school relationships and appropriate behaviour
- > setting in place consistent, immediate and fair consequences for both appropriate and inappropriate behaviour
- > providing support for students so they could develop positive relationships and learn to behave appropriately.

Although most students have a strong connection to school, there is a relatively high incidence of students reporting concerns around feeling unsafe and being exposed to bullying behaviours. New Zealand Year 5 and Year 9 students (TIMSS 02/03) are more likely to report concerns around feeling safe than many of their international counterparts are. Other New Zealand studies have reported that between 63 and 75 percent of students report being bullied during the course of a year.<sup>8</sup> These studies suggest that bullying continues to be a significant issue for schools to address.

Policies and procedures encompassing the whole school are needed to address issues of bullying. When teachers

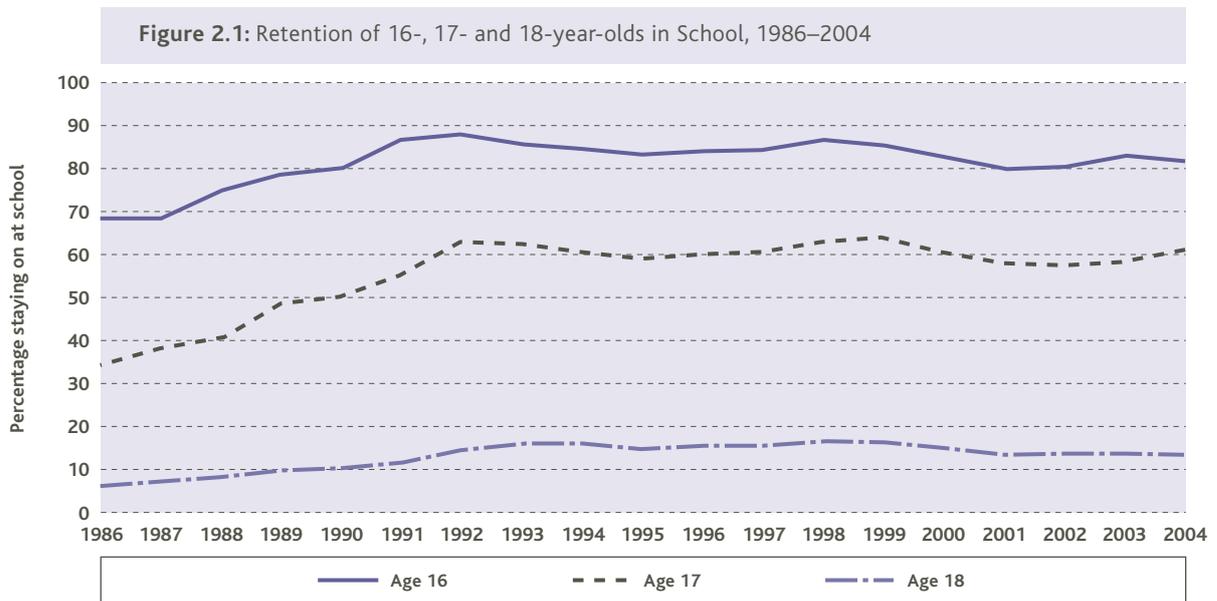
are approachable and are willing to act on what they hear, the victims of bullying are more likely to disclose their experiences to them. There is also a clear link between students' belief that teachers are making an effort regarding bullying and the occurrence of bullying within a school.<sup>9</sup> See the box above for further information on some ways in which schools have reduced the incidence of bullying.

A key indicator of continuing engagement with school is retention – the proportion of students who continue to attend school beyond the minimum school leaving age. Retention rates are influenced not only by the level of engagement that students have with school but also

<sup>7</sup> Gaffney, M., Higgins, N., McCormack, J. and Taylor, N. (2004). *Developing a More Positive School Culture to Address Bullying and Improve School Relationships: Case Studies from Two Primary Schools and One Intermediate School*. Wellington: Ministry of Social Development.

<sup>8</sup> Carroll-Lind, J. and Kearney, A. (2004). "Bullying: What Do Students Say?" *Kairaranga*, vol. 5 no. 2, pp. 19–24.

<sup>9</sup> *ibid.*



by the availability of such alternatives as employment or learning opportunities at tertiary institutions.

Figure 2.1 shows that the retention of 16-year-olds, 17-year-olds and 18-year-olds has dropped since the late 1990s, although all three have steadied in the last three years (see Table A8). Māori students have lower retention rates than non-Māori students, although this difference has recently reduced slightly. Analysis has shown that Māori are considerably more likely to have left school by age sixteen than other students. However, those Māori students who remain at school after the age of sixteen have retention rates that are similar to those of other students.

Pasifika students have higher retention rates at 16-, 17- and 18-years-old than students overall.

The results from the school leaver data reported earlier (see the chapter on Student Achievement) show that most students leave school with a qualification and that this has been improving over the last few years.

However, significant numbers of students are still leaving school with minimal attainment.



Across most indicators of engagement in schooling, around 80 to 90 percent of New Zealand students are effectively engaged in learning. However, some students can become severely disengaged. These students are often absent from school, have behavioural and social problems at school, feel alienated from school and the learning process and have poor achievement. This can lead to these students becoming truants, being suspended or stood-down, leaving school early and/or leaving school without a qualification.

The students in this group are more likely to be Māori or male, but students from both genders and all ethnic and socio-economic groups can become severely disengaged.

Attendance data suggests that around 3 percent of students are truant on any school day. There are two main support services available to assist in resolving issues of truancy – the District Truancy Service (DTS) and the Non-Enrolment Truancy Service (NETS).

The DTS exists throughout the country and comprises representatives from the schools in each district, the Safer Community Council, the police, iwi or urban groups, and Pasifika groups. The role of the DTS is to assist schools by patrolling for truanting students, to receive referrals of truanting students and to assist their return to full attendance. Around 65 percent of schools use the DTS.

The NETS works to locate non-enrolled students and assists them to enrol in school. For those aged over 15, the NETS may help them to apply for an early leaving exemption from school in order to attend a course or

take up employment. Around 36 percent of schools use the NETS (see Table A18).

A small proportion of students (less than 1 percent in 2004) may attend school but behave in such a way that the school chooses to suspend these students for a period of time. Most of these students returned to school, with 61 percent resuming education at the same school. Only 0.1% of the school population was expelled or excluded in 2004.

Students who are suspended or stood-down (see Table A19) face multiple issues as not only has their disengagement in learning generated a suspension but their learning has been further compromised by their being taken out of school. Eighty-six schools are participating in the Suspension Reduction Initiative, which aims to find alternative ways to re-engage these students in learning. The schools participating in this programme have reported considerable decreases in suspensions across the entire school, from 37 suspensions per 1,000 students in 2000 (when the initiative began), to 21 per 1,000 students in 2004.

Some young students become so disengaged that they are unlikely to gain benefit from remaining at school. In these cases, students aged 15 can be granted an early leaving exemption from schooling to go on to training programmes or employment. In 2004, 3,831 early leaving exemptions were granted – 7 percent of all 15-year-olds.

For some students, attending an alternative education programme can enable them to re-engage in learning. During 2003, a total of 3,112 students attended an alternative education programme. Of these students, 943 (30 percent) returned to an alternative education programme in 2004, 914 (29 percent) are continuing



their education elsewhere (for example, at youth training courses, The Correspondence School or mainstream schools) and 237 (8 percent) have moved on to employment.<sup>10</sup>

### ENGAGING FAMILIES AND COMMUNITIES

The involvement of parents in their children's education, both at home and at school, has been shown to raise their children's achievement.

In the 2001 Progress in Reading Literacy Study (PIRLS), parents were shown to play a large role in the development of their children's literacy. Higher mean reading scores of New Zealand students were associated with more educational resources in the home, including the number of books, a computer and a place to study as well as the parents' highest level of education. The students who had frequently been engaged in a range of interactive early literacy activities in the home before they began school generally had higher reading achievement in their fifth year of schooling. The students whose parents/caregivers themselves read regularly for enjoyment or who held positive attitudes to reading tended to achieve at a higher level than those students



<sup>10</sup> Education Review Office (2004). *Alternative Education Report*. Wellington: Education Review Office.



whose parents did not read regularly or were not positive about reading.

Strong school–home links are also important, especially for the children whose social class, culture, ethnicity and/or cultural heritage is different from those apparent in the practices of the school. Research<sup>11</sup> shows that parental involvement in their children’s education is least among those for whom it may be most important. European/Pākehā parents tended, more than parents from other ethnic groups, to talk with the teacher about their child’s work, discuss the class programme or help in the classroom. Unemployed parents or those receiving state benefits were most likely to have no contact at all with their child’s teacher.

School–home relationships are important to set an early and positive connection between the teacher, the learner and a family focus on learning outcomes. Schools have an important role to support school–home collaboration by initiating the relationship and feeding information into it. A number of programmes and initiatives are aimed at developing schools’ ability to engage families and communities in this way, including

the special education engagement process and the Tū Tangata and Home–School Partnership programmes.

#### **Special Education Engagement Process**

Schools and families were involved in a major engagement process in October 2004, when about 5,000 parents, educators, students and others interested in special education gave feedback on their aspirations for students with special education needs and their comments on priorities for change.

Parents and educators identified that they want the same things for children and young people with special education needs as for any other children and young people: to reach their potential, to feel valued and accepted, to have the opportunity to experience success, to feel included and to enjoy quality learning experiences and an education that is responsive to their needs. Parents need schools to provide well-trained, skilled staff who welcome their children and who share the long-term goals of young people living as independently as possible and with meaningful experiences and opportunities.

<sup>11</sup> Biddulph, F., Biddulph, J. and Biddulph, C. (2003). *The Complexity of Community and Family Influences on Children’s Achievement in New Zealand: Best Evidence Synthesis*. Wellington: Ministry of Education.



The parents of children with special education needs and disabilities want to take an active part in all levels of decision making about their children and the system. They want their knowledge recognised. They also want schools and services to take appropriate responsibility and accountability for what they provide. Local reference groups have been developed to continue the engagement with families and communities on these issues.

Other information on engagement was gathered through a research study<sup>12</sup> involving face-to-face interviews with the parents and whānau of 19 Māori children with Autistic Spectrum Disorder (ASD). People were asked to share their experiences of raising their children, to comment on what had been helpful and unhelpful over the years and to make suggestions for improvements to services. A significant finding from this work was that parents want friendly, personal approaches to service provision, which includes providing information to parents, assisting them to access resources and entitlements and supporting them during transition periods such as beginning, changing and leaving school.

### Tū Tangata

The Tū Tangata programme aims to keep students at school and on task in their schoolwork. The philosophy

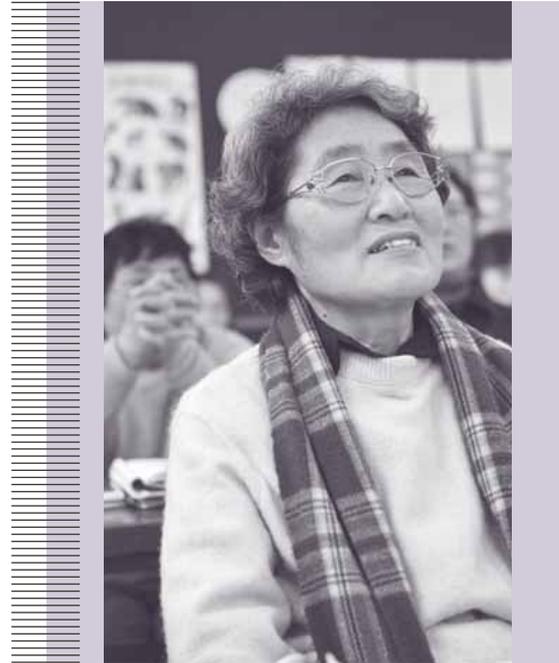
underpinning the programme is that students who feel supported and valued at school will be less disruptive, will be better behaved and will perform better. The programme involves placing people from the community in the classroom to support particular students.

The evaluation of the Tū Tangata programme<sup>13</sup> found that most of the surveyed schools (82 percent) rated the programme as ‘very successful’ or ‘successful’. In particular, schools identified the programme as being most successful in developing and strengthening links between the home/whānau/community and improving the school climate.



<sup>12</sup> Bevan-Brown, J. (2004). *Māori Perspectives of Autistic Spectrum Disorder: Report to the Ministry of Education*. Wellington: Ministry of Education.

<sup>13</sup> Murrow, K. et al. (2004). *An Evaluation of Three Programmes in the Innovation Funding Pool: Tū Tangata*. Wellington: Ministry of Education.



### Home–School Partnership Programme

The Home–School Partnership programme is part of the government’s national Literacy and Numeracy Strategy. This programme aims to raise the achievement of students by training teams of teachers and parents to deliver sessions for parents and families that will empower them to help their children to develop their language and learning skills. All members of the school community are kept informed and are involved with the programme. This helps to develop a mutually beneficial partnership between home and school.

The kaupapa or underlying philosophy of the Home–School Partnership programme is based on cultural inclusion and partnership in schools. The programme aims to support, develop, and use the richness and diversity that the many cultures making up New Zealand society can add to our school communities.

The vision of the programme is that all families in the community will understand that they are the school community and that they will be included and involved in school activities and feel comfortable in their school.

The teachers learn about the children’s language and culture and how to incorporate this prior learning into school programmes. The parents learn the culture of the school, its processes and its expectations.

Effective home–school partnerships require good communication and relationships between home and school. Ensuring that the cultures and communities of

students are reflected in their school experience and that parents have opportunities to participate in the school and to access information about their children’s learning can have dramatic and positive effects on student achievement.

### CONCLUSION

Results from a range of sources show that most students are actively engaged in learning. New Zealand students generally engage well in the learning process and enjoy the subjects they are learning. There are some areas of concern, with students continuing to report high levels of bullying within schools (although many schools are now implementing programmes to address this) and a continuing small but significant group of students who are severely disengaged.

# Effective Teaching

# 03

Effective teaching is strongly linked to high-quality outcomes for students. Effective teaching results in students achieving academically, developing socially and gaining positive attitudes to education and learning. However, as was identified in Chapters 1 and 2, the considerable spread in educational achievement and the number of students who are showing behaviour that indicates disengagement from learning suggests that there are still areas in which teaching practice in New Zealand can be further improved.

Effective teachers:<sup>14</sup>

- > Have teaching skills that enable students to learn. Their practice is tailored to the learning needs of their students. They use multiple teaching methods and resources while ensuring that their approaches match the goals of the curriculum. They use assessment to improve students' achievement and work with the student to develop their learning goals. Effective teachers' practice supports both academic achievement and social development.
- > Provide an environment that enables students to learn. Effective teaching occurs when schools provide learning environments that are linked culturally to the home lives of their students and are welcoming and caring environments. This relationship of care is most critical where the teacher and the student do not share the same cultural background.
- > Provide opportunities for students to learn. Effective teachers act as facilitators in developing and encouraging students' learning. Their practice can raise students' achievement and improve social

outcomes in a manner that maintains high standards. Effective teachers give all students sufficient and effective opportunities to learn and give appropriate feedback to students as they progress. Consequently, their students leave the compulsory schooling sector with the skills to develop their own learning and, through their experience in the classroom, can use high-level thinking skills.

The development of effective teaching practice occurs at all stages of a teacher's career. Ensuring that students are taught effectively starts with *selecting* people with suitable skills and attitudes for pre-service teaching programmes. These skills and attitudes are then developed through *teacher education* programmes and the *induction* phase for provisionally registered beginning teachers. Effective teachers think about how to teach the *curriculum* and the *support* they need for the subject they are teaching. Effective teachers continue their learning about teaching and develop their teaching practice through *professional learning* opportunities throughout their careers. However, effective teaching is not solely the responsibility of

<sup>14</sup> Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Wellington: Ministry of Education.



teachers; they need to be supported with *employment conditions* that foster effective teaching practice.

**SELECTION**

Effective teaching begins with selecting the right people for teacher education programmes. School principals and teacher educators describe effective teachers as people who are enthusiastic and passionate about teaching and about the subjects they teach. They have the personal qualities necessary for teaching: they approach their work thoughtfully and are capable of caring for their students. In addition, pre-service secondary school teachers need comprehensive knowledge of their curriculum speciality. Similarly, teachers who intend to teach in Māori or Pasifika bilingual environments need fluency in reading and writing in their chosen language and English.<sup>15</sup>



**TEACHER EDUCATION**

To ensure that all teachers in New Zealand schools reach minimum standards of effective teaching, all teachers are required to have a qualification in teacher education that is recognised by the New Zealand Teachers Council. Teacher education within New Zealand comes in a variety of formats: students can choose between three-year degrees in education and one-year teaching diplomas (which are usually studied after a degree in a subject area has been completed). Students can also undertake teacher education in such specialised areas as Māori-medium education and teaching programmes for children with special needs.

Many principals are happy with the quality of the teaching practice of students graduating from teacher education institutions. However, there are some areas of expertise in which principals do not believe teacher graduates to be sufficiently well trained. These areas include the management of students’ behaviour in the classroom, the implementation and use of assessment and classroom planning/administration.<sup>16</sup> Furthermore, research into effective teaching in Māori-medium and Pasifika language education has identified a need for teachers who have the specific skills necessary to teach effectively in bilingual and immersion settings.<sup>17</sup>

It is expected that secondary school teachers have at least a range of 200-level university papers to teach a subject in senior secondary school and at least one 100-level paper to teach a subject in junior secondary school. In the major subject areas, beginning teachers are more likely to have subject qualifications than more experienced teachers (see Table 3.1). Mathematics teachers are less likely to be qualified than teachers of other major subject areas. Junior secondary school teachers are much less likely to have a qualification in a subject than teachers who also teach that subject in senior secondary school.

**Table 3.1: Percentage of Secondary School Teachers Who Are Qualified<sup>1</sup> in the Subjects They Teach**

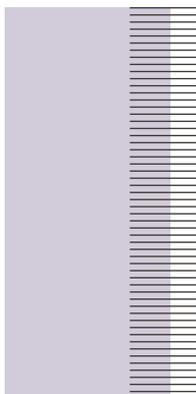
Subject	Junior Secondary School Only		Senior Secondary School	
	Beginning Teachers %	All Teachers %	Beginning Teachers %	All Teachers %
English	50	50	81	70
Mathematics	50	46	73	65
Science	52	48	88	83
Social sciences	61	56	87	80

<sup>1</sup> Have at least one 100-level paper in the subject for teaching at the junior secondary level or at least one 200-level paper in the subject for teaching at the senior secondary level.

These figures are based on broad subject classifications of tertiary papers, which may not always correspond directly with teaching subjects. As a result, these figures may undercount the percentage of teachers who are qualified. For example, some mathematics teachers may not have taken mathematics papers but may have taken psychology papers with a considerable statistics content instead. In the above table, these teachers would be regarded as unqualified.

Source: Teacher Census 2004

<sup>15</sup> May, S., Hill, R. and Tiakiwai, S. (2004). *Bilingual/Immersion Education: Indicators of Good Practice*. Wellington: Ministry of Education.  
<sup>16</sup> Hipkins, R. with Hodgen, E. (2004). *National Survey of Secondary Schools 2003*. Wellington: New Zealand Council for Educational Research.  
<sup>17</sup> (2004). *Language Acquisition Research: Papers Presented at a Ministry of Education Forum*. Wellington: Ministry of Education.



Although primarily for beginning teachers, teacher education programmes can also be designed to increase the skill base of experienced teachers. Experienced teachers wishing to develop specialist skills have taken up opportunities to train as Resource Teachers: Learning and Behaviour, Resource Teachers: Vision or Resource Teachers: Deaf.

The Ngā Taumatua training programme has had experienced teachers attend a full-time, one-year, specialist Māori-medium programme that includes the development of skills in Māori literacy. The teachers selected for this programme come from areas with high numbers of immersion schools. The graduates return to their schools and work with immersion schools in the area. Preliminary reports suggest that the programme has been effective in developing highly knowledgeable professionals who are:

- > strong in planned and evidenced-based interventions
- > skilled in bilingual teaching
- > aware of the significance of home-school relationships.

A full evaluation of this programme is due to be published in 2005.

### INDUCTION

The development of new teachers' effective teaching skills continues through their first two years of teaching. Having completed formal teacher education, these beginning teachers are provisionally licensed to teach for two years. During this induction period, they continue their teacher education through working in the classroom and interacting with experienced mentor teachers. Extra staffing (0.2 of a teacher) is provided to the school to enable these new teachers to take

advantage of advice, support and guidance during their first years of provisional registration. In 2004, 2,433 teachers (6 percent of all teachers) were in their first year of teaching.

A recent ERO report<sup>18</sup> on the experiences of beginning teachers in their second year of teaching found that schools place a great deal of value on beginning teachers. Furthermore, most schools implement policies that ensure that beginning teachers' provisional registration periods are well supported.



The ERO evaluated the overall effectiveness of a sample of 198 beginning teachers by assessing four major areas: subject knowledge for teaching effectively in assigned areas of responsibility, pedagogical knowledge and skills to promote students achievement, ability to engage students in learning and the use of pedagogical approaches and resources to meet the needs of all students. The ERO found that most beginning teachers rated well in at least one of these areas. Overall, 65 percent of primary and 54 percent of secondary beginning teachers met expectations of effectiveness consistently across all four areas. Where beginning

<sup>18</sup> Education Review Office (2005). *Quality of Year 2 Beginning Teachers*. Wellington: Education Review Office.

teachers were effective teachers, schools had provided support arrangements within the school for their beginning teachers and the beginning teachers had a positive relationship with their mentor (an experienced teacher assigned to guide the beginning teacher through their first two years). Additionally, effective beginning teachers were more likely to be in schools that had more than one beginning teacher.

Where beginning teachers were less effective, these teachers were often more isolated from other beginning teachers. This was especially so for primary teachers. Primary school beginning teachers are much more likely to be the only beginning teacher in their schools: in 2004, 37 percent of first-year primary school teachers were the only first-year teacher in their school compared with only 6 percent of first-year teachers in secondary schools.

The ERO review highlights the importance of the induction phase in ensuring that students are taught using effective teaching practices.

### CURRICULUM AND SUPPORT

Effective teaching strategies may look different across curriculum areas. Moreover, the resources, tools and support that teachers use and need differ between subjects. This section begins by discussing the development of effective assessment practices and the tools that support this. Secondly, it examines teaching practices and the support that teachers receive in different areas of the curriculum.

#### Assessment

Assessment is an important aspect of effective teaching in all subjects and at all levels. In fact, ‘The evidence suggests that when assessment takes the form of effective and formative feedback it is one of the most influential elements of quality teaching.’<sup>19</sup>

Effective formative assessment practice involves:

- > clarifying learning intentions at the planning stage as a condition for formative assessment to take place in the classroom
- > sharing learning intentions at beginnings of lessons
- > involving students in self-evaluation against learning intentions
- > focusing oral and written feedback around the learning intentions of lessons and tasks

- > organising individual target setting so that a student’s achievement is based on previous achievement as well as aiming for the next level up
- > using appropriate questioning techniques
- > using the language of the classroom and the ways in which achievement is celebrated to raise children’s self-esteem.

Assessment as a tool for improving achievement has been supported in schools through two key programmes: Assess to Learn (AtoL) and Assessment Tools for Teaching and Learning (asTTle).



#### Assess to Learn

AtoL focuses particularly on assisting teachers and students to improve the quality of teaching and learning through a deep understanding of formative assessment. AtoL includes opportunities for teachers to integrate new learning into current teaching practice while building effective learning communities within and between schools. It uses effective facilitation strategies, such as modelling, observation, coaching, critique and reflection. Opportunities for teachers to share and reflect on the outcomes of changing current practice are provided.

In all areas of AtoL work, the effective use of new assessment tools, such as asTTle and the New Zealand Curriculum Exemplars, is an important focus. A facilitator works in-depth and continuously with the school, usually for one or two years. Workshops, meetings and classroom visits occur on a regular basis, with the most important activities occurring in the teachers’ own classrooms. About 2,500 teachers in total worked with AtoL in 2004. In the four years of the

<sup>19</sup> Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Wellington: Ministry of Education.

**Table 3.2: ERO Evaluation of Reading Teachers in Years 4 and 8**

Evaluation Area	Highly Effective %	Effective %	Not Always Effective %	Not Effective %
Design and implementation of the curriculum and learning programmes	25	38	37	0
The use of teaching and learning resources	13	68	19	0
Teachers' subject and pedagogical knowledge in reading	22	51	25	2
The use of assessment to improve learning	38	46	13	3
Engaging students with learning	30	50	21	0

programme, it has reached 27 percent of primary and composite schools and 11 percent of secondary schools.

Since working with AtoL, teachers have noticed that they more frequently facilitate learning (rather than directing it). Teachers have also found that using assessment strategies does not need to be time-consuming. The greater use of self-assessment and peer assessment results in teachers spending less time marking student work. An additional benefit of this is that assessment becomes part of the learning process for students. Furthermore, AtoL has provided opportunities to introduce teachers to asTTle.<sup>20</sup>

#### *Assessment Tools for Teaching and Learning*

One of the assessment tools available to both primary and secondary schools to help teachers in teaching literacy and numeracy is asTTle. Currently over 90 percent of primary schools have a version of asTTle. Teachers are able to create tests and analyse the students' results so that they can identify both gaps in students' learning and future learning steps. The programme also enables teachers to compare their students' and classes' results with the results of the rest of the country. The 'What Next' part of asTTle helps teachers to determine the resources that best fit their students' learning needs.

Research into secondary school teachers' perceptions of asTTle suggests that teachers find the testing, reporting and resource components useful.<sup>21</sup> In particular, they were positive about the ability to create and preview tests based on curriculum strands and the way that the tests can identify teaching priorities. Teachers considered asTTle reports to be useful in providing

information about students' progress to parents, colleagues or other students and as a means of analysing the pattern of students' strengths and gaps between students. The ability to compare their students' results with national norms was also considered to be an advantage. Teachers considered the 'What Next' website to be beneficial.

#### *Literacy*

Both PIRLS and PISA found that there is a wide gap between the high and low achievers in literacy. Some students perform very well and others perform at below international averages. Consequently, teachers have to teach to a range of abilities. A recent ERO report<sup>22</sup> on reading in Years 4 and 8 suggests that literacy acquisition is a high priority for schools because students are given frequent opportunities to engage in reading activities that are interesting to them and that challenge and develop their ability in reading. To develop students' reading and writing skills, teachers use their professional judgment and achievement data to choose a range of learning resources and texts that engage and extend their students. In fact, over 80 percent of teachers effectively use teaching and learning resources in reading (see Table 3.2). However, the ERO noted that Information Communication Technologies (ICT) and electronic resources are currently under-utilised in literacy programmes.

For students whose gaining of literacy skills is considered to be at risk, the resource teacher literacy service can provide extra support to them and their schools. The Resource Teachers of Literacy programme operates in 88 geographical clusters, servicing around

<sup>20</sup> Feltham, S. (2005, July 4). "Assessment Programme Lauded". *Education Gazette*, vol. 84 no. 12, pp. 1–5.

<sup>21</sup> Hattie, J.A.C., Brown, G.T.L., Brown, S.E. et al. (2004). *Use of asTTle in Secondary Schools: Evaluation of the Pilot Release of asTTle V3*. Auckland: University of Auckland.

<sup>22</sup> Education Review Office (2005). *Quality of Teaching in Years 4 and 8: Reading*. Wellington: Education Review Office.



1,300 schools. The goals of the service are not only to improve the achievement of students in schools but also to provide advice and support to principals, literacy professionals and leaders in the monitoring and development of effective literacy teaching practice.

### Numeracy and Mathematics

Numeracy, as literacy, is an important element of students' education. Like literacy, there is a large gap between high and low achievement, but students' numeracy is improving overall. Schools where numeracy teaching leads to numeracy achievement have a culture that emphasises students' achievement by analysing and discussing numeracy information. Classroom practice in mathematics is shared between staff, and there is an environment of support for professional activities that develop mathematical teaching skills.

A range of resources is available to help with numeracy teaching. These include: the Numeracy Project Assessment (NumPA), which helps teachers to group students according to their numerical ability, the 64 booklets in the Figure It Out series, the Ministry of Education's maths website for Levels 1–6 of the curriculum ([www.nzmaths.co.nz](http://www.nzmaths.co.nz)) and asTTle. Despite the availability of numeracy resources, an ERO review<sup>23</sup> of the quality of teaching in one aspect of numeracy (graphs, tables and maps) found that these resources are not always well utilised.

The Numeracy Development Project (NDP) provides professional development for teachers to make their numeracy teaching practice more effective (see the section headed Professional Learning).

### Science

The New Zealand Curriculum prescribes science learning in terms of these six strands: developing scientific skills and attitudes and making sense of the living world, the physical world, the material world, planet earth and beyond and the nature of science and its relationship to technology. TIMSS 02/03 found that the mean performance of Year 5 and Year 9 New Zealand students was above international means in terms of understanding science. The teaching of science is more engaging to students when it involves hands-on activities or group work. A review of science in Years 4 and 8 by the ERO<sup>24</sup> found that teachers of science are making good use of the resources available to them, using resources from science resource activities and other schools in their local area (see Table 3.3). Teachers also engage students by involving the local community, getting parents who are engaged in science professions, forensic specialists from the Police and Department of Conservation staff to come into schools and talk about working in a science environment. The area where the ERO identified science teachers as being less effective is in the use of assessment information to improve teaching.

In 2004, a comprehensive review of environmental education in New Zealand was published.<sup>25</sup> Environmental education is strongly linked to the science curriculum, though it also includes social studies and technology. Students who study environmental education learn about subjects such as waste management and minimisation, water studies (fresh and marine), planting and gardening resource

<sup>23</sup> Education Review Office (2004). *Quality of Teaching in Years 4 and 8: Graphs, Tables and Maps*. Wellington: Education Review Office.

<sup>24</sup> Education Review Office (2004). *Quality of Teaching in Years 4 and 8: Science*. Wellington: Education Review Office.

<sup>25</sup> New Zealand Council for Educational Research and the University of Waikato (2004). *Environmental Education in New Zealand Schools: Research into Current Practice and Future Possibilities, Volumes 1–4*. Wellington: Ministry of Education.

Table 3.3: ERO Evaluation of Science Teachers in Years 4 and 8

Evaluation Area	Effective %	Adequate %	Not Always Effective %	Rarely Effective %
Design and implementation of the curriculum and learning programmes	48	40	12	1
Teaching and learning resources	42	51	6	1
Gathering and evaluating achievement information	38	45	17	1
Use of assessment information to support learning, school policy and reporting to the community	25	25	36	14

management and native flora and fauna.<sup>26</sup> Where there is a whole-school commitment to environmental education and key staff who are dedicated to environmental education, effective teaching practices are most likely.

These include:

- > the integration of environmental education into school policies, curriculum, classroom learning and regular school practices
- > strong links with environmental education people and agencies and people in the environmental sector (such as gardeners, recyclers and landscapers)
- > student involvement in planning, decision-making and action.

### Health and Physical Education

A review of the health and physical education curriculum<sup>27</sup> found that teachers overall are confident in their ability to teach health and physical education, particularly in body care and physical safety and food



and nutrition. They get the most support in their teaching from other teachers, followed by books and journals. The teachers use teaching approaches that they feel have been successful in helping to improve students' understanding about health and physical education, with primary school teachers considering group work and discussion to be effective. The major challenges for these teachers are finding the time to fully implement the health and physical education curriculum and the feeling that health and physical education programmes are not given enough recognition. Primary teachers believe that, in an ageing workforce, there is a growing need for specialised physical education teachers. Secondary teachers think that physical education should be made compulsory into Year 12 to encourage more active lifestyles.

### The Arts

The very nature of the arts (the visual arts, music, dance and drama) means that effective teaching practice can be quite different from that used in other subjects. Arts classrooms are more flexible and informal: students move about in rooms where there are often no desks, they can work both inside and outside of the classroom and are more often engaged in group activity.<sup>28</sup> Furthermore, the students contribute to the creation of knowledge and art and can possess artistic ability at a similar level to that of the teacher. The relationship between student and teacher can therefore be different, with more interaction between student and teacher – students often describe arts teachers as less 'teacherly'.

<sup>26</sup> *ibid.*

<sup>27</sup> McGee, C., Harlow, A., Miller, T., Cowie, B., Hill, M., Jones, A. and Donaghy, A. (2004). *National Curriculum Stocktake: National School Sampling Study. Teachers' Experiences in Curriculum Implementation: General Curriculum, The Arts, and Health and Physical Education.* Wellington: Ministry of Education.

<sup>28</sup> Holland, C. and O'Connor, P. (2004). *"Like Writing off the Paper": Report on Student Learning in the Arts.* Wellington: Ministry of Education.



A number of schools in New Zealand employ an arts coordinator who works with teachers to engage students and the local community in the arts. These coordinators work with arts teachers to determine need and to coordinate activities that enrich the arts curriculum within the school. Teachers and principals report that having an arts coordinator in the school frees up arts teachers, increases the range of students in the school who are exposed to the arts (or has exposed students to new arts-related skills or techniques) and assists schools to develop or strengthen their links with the arts community.<sup>29</sup>

The ERO reviewed the quality of teaching in the visual arts<sup>30</sup> and music<sup>31</sup> in Years 4 and 8. The ERO found that students had wide opportunities for learning about music, using a variety of resources and that the teaching of music fostered students' enthusiasm for the subject. Furthermore, they found that teachers were knowledgeable about music, and had carried out professional learning in the subject. However, the ERO identified some areas where further professional learning about music was required, including increasing teachers' confidence and competence in music and teaching music in a manner that meets the needs of diverse groups.

The ERO found that visual arts had a high profile in schools and students were enthusiastic about the subject. Students were offered a wide range of experiences using a variety of resources and were taught to assess their own progress in the visual arts. Parents and whānau were also provided with many opportunities to be involved in the visual arts in schools. However, the ERO recommended that students be provided with

learning opportunities that deepen their understanding of the visual arts and deepen their understandings of Māori heritage and traditions in the arts.

Both the visual arts and music reviews recommended continued development in order to provide opportunities for students to succeed across the whole arts curriculum and in the use of assessment. More specifically, the ERO found that music and visual arts teachers could better use assessment to:

- > provide programmes that match students' interests, prior achievement and learning needs
- > inform students and parents of their progress
- > inform curriculum review and decisions about policy and resources
- > report to the community about achievement in the arts.



### Information Communication Technologies

As well as being a way to develop students' information literacy, ICT is a valuable learning tool and resource within classrooms. ICT can increase students' motivation and enjoyment of learning.<sup>32</sup> Schools are in the process of developing school-wide integration of e-learning to ensure that it is embedded in teaching practice and fully supports students' learning. However, schools routinely confront issues with unreliable hardware and poor-quality software. Furthermore, schools report the need for significant ongoing technical support and having problems with unreliable telecommunications links.

<sup>29</sup> Murrow, K., Kalafatis, E., Ryan, N. and Davis, D. (2004). *Evaluation of the Secondary School Arts Coordinators Project to Support "The Arts in the New Zealand Curriculum" Report to the Ministry of Education*. Wellington: Ministry of Education.

<sup>30</sup> Education Review Office (2004). *Quality of Teaching in Years 4 and 8: Arts*. Wellington: Education Review Office.

<sup>31</sup> Education Review Office (2004). *Quality of Teaching in Years 4 and 8: Music*. Wellington: Education Review Office.

<sup>32</sup> Education Review Office (2005). *E-learning in Secondary Schools*. Wellington: Education Review Office.



As well as being a learning medium for students, ICT can be used by teachers as a tool in classroom activities and administrative tasks. Since July 2004, teachers of students in Year 4 and above have been eligible for funding for laptops to use in the classroom. Teachers of Year 1 to 3 students will also become eligible in 2005. By the end of 2004, a total of 58 percent of teachers and principals had received a laptop. Teachers typically do not use these laptops for in-class activities but use them to support learning by allowing flexibility in time and place of work and increasing access to electronic materials. Laptops have enabled teachers to improve the efficiency of reporting to parents and lesson preparation and have allowed them to communicate with colleagues more easily.

### Māori-medium Education

In 2004, 29,579 students were learning in some level of Māori immersion education. Of these students, 92 percent were Māori. Research into the characteristics of effective literacy teaching in the Māori-medium environment in 2001<sup>33</sup> found that effective Māori-medium teachers create culturally appropriate and responsive learning environments by:

- > creating caring and respectful relationships with students and their whānau and fostering caring and respectful relationships between students
- > creating a positive learning environment through non-confrontational behaviour management

- > using learning strategies that take into account students' prior knowledge and learning and matching strategies and materials to abilities
- > guiding future teaching practice through formative assessment
- > using feedback to reinforce behaviour and academic achievement while also encouraging students to self-evaluate
- > creating caring and respectful relationships with whānau to encourage further development of literacy in the home.

Research into bilingual education suggests that teachers who are effective in teaching in a bilingual or immersion Māori-medium setting not only have the ability to teach in te reo Māori and English but are fluent in both of these languages. They have an understanding of the principles of bilingual education, including the difference between conversational and academic language skills. They use teaching approaches that are appropriate for students who are learning in a second language – and they have the professional learning opportunities and resources to support this. Effective Māori-medium teachers also have an understanding of multicultural educational equity issues and of cooperative learning.<sup>34</sup>

The 2001 report into literacy in kura kaupapa Māori schools found that there were inadequate Māori language resources available to teachers and that this

<sup>33</sup> Bishop, R., Berryman, M. and Richardson, C. (2001). *Te Toi Huarewa: Effective Teaching and Learning Strategies, and Effective Teaching Materials for Improving the Reading and Writing in te Reo Māori of Students Aged Five to Nine in Māori-medium Education – Final Report*. Wellington: Ministry of Education.

<sup>34</sup> May, S., Hill, R. and Tiakiwai, S. (2004). *Bilingual/Immersion Education: Indicators of Good Practice*. Wellington: Ministry of Education.

limited learning opportunities for students. Teachers felt that the resources that were available were of high quality but were limited in range. As a result, teachers often had to use Māori language tools designed for non-immersion settings. In 2004, there was further development of the curriculum for kaupapa mātauranga Māori and the continued development of teaching and learning resources for Māori-medium education. This initiative included the support and provision of ICT in wharekura and the evaluation and refinement of asTTle pānui and tuhituhi assessments for curriculum Levels 2 to 6.<sup>35</sup>

**PROFESSIONAL LEARNING**

Experienced teachers are able to maintain and develop their teaching skills through professional learning opportunities. In 2004, 90 percent of teachers undertook some form of professional learning (see Table 3.4), ranging from subject specialist training (e.g., physical education and the arts) to the general tasks of teaching (e.g., classroom management). The most common form of professional development for primary teachers was in the areas of literacy and numeracy. Literacy and numeracy were also common for secondary teachers, as was professional learning about NCEA.

Research shows that professional learning for teachers is effective when it results in improved student learning and achievement, relates to teachers’ everyday working responsibilities and takes place within the context of the school as a strong, professional learning community.<sup>36</sup> In 2004, a number of professional development

opportunities were made available to teachers. These opportunities varied from developing teachers’ skills in particular areas of the curriculum to strengthening teachers’ skills in teaching a diverse range of students.



**Strengthening Teaching in Literacy and Numeracy**

*Early Numeracy Project*

The Early Numeracy Project (Years 0–3) and the Advanced Numeracy Project (Years 4–6) continued in 2004. These projects aim to improve student achievement by improving classroom teaching, using research and in-class support and workshops to raise teacher confidence and knowledge. As a result of teachers’ involvement with the projects, students’ numerical skills have improved. Teachers report that the projects have increased their confidence in teaching mathematics and have improved their understanding of mathematics content knowledge and effective ways of teaching mathematics.<sup>37</sup>

**Table 3.4: Teachers Undertaking Professional Development in Selected Areas, 2004**

Area of Professional Development	Primary %	Secondary %	Composite %	Special %
Literacy	63	49	43	38
Numeracy	61	33	14	30
ICT	41	37	31	31
Teaching and learning strategies	26	25	30	22
NCEA	1	36	65	8
Special educational needs	9	8	5	56

Source: Teacher Census 2004

<sup>35</sup> Ministry of Education (2004). *Ngā Haeata Mātauranga*. Wellington: Ministry of Education.

<sup>36</sup> Timperley, Dr. Helen (2003). *The Sustainability of Professional Development in Literacy, Parts 1 and 2*. Wellington: Ministry of Education.

<sup>37</sup> Young-Loveridge, J. (2005). “Patterns of Performance and Progress: Analysis of 2004 Data”. In Higgins, J., Irwin, K.C., Thomas, G., Trinick, T. and Young-Loveridge, J. *Findings from the New Zealand Numeracy Development Project 2004*. Wellington: Ministry of Education.



The numeracy teaching strategy, which is delivered in the Early Numeracy Project workshops, focuses teachers on the extensive use of group teaching, the groups being based on the students' levels of ability. The teachers are trained to clearly communicate the intended outcomes of each lesson to their students. They also learn how to provide students with strong feedback on their learning. Teachers use materials and equipment produced alongside the numeracy project to present new concepts. By the end of 2004, nearly 14,000 (59 percent) of primary teachers and 380,000 of their students had participated in the Early Numeracy Project (for Years 0–3) and the Advanced Numeracy Project (for Years 4–6).

#### *Literacy Professional Development Project*

The Literacy Professional Development Project focuses on reading comprehension or writing in 156 schools for 1,912 teachers of Years 1 to 8. It provides schools with a professional development programme that aims to bring about improvements in student literacy learning and achievement through working from an evidence base. It also focuses on improving teachers' content knowledge and practice and building professional learning communities.

There are three phases to the project:

- > Phase 1 supports principals and literacy leaders to gain an understanding of the current literacy capacity of their school. A key feature of this phase is building teachers' knowledge of assessment tools and analysis. Schools set school-wide student achievement goals and identify targets for different year groups.
- > Phase 2 focuses specifically on the practice of classroom teachers. Teachers observe and recognise

models of effective literacy practice in their school, develop literacy content knowledge and practice and apply these in their classroom practice. They also build their knowledge on issues relating to effective practice to meet the needs of Māori, Pasifika and English Speakers of Other Languages (ESOL) students.

- > Phase 3 continues the focus on the micropractice of the classroom. Teachers further develop their knowledge of, and competency in, the effective use of literacy assessment tools and the analysis of literacy assessment information.

At the end of 2004, it was considered that the project was not long enough to embed the changes required in the ways that teachers approached literacy teaching and learning in their schools. The Literacy Professional Development Project is essentially about shifting existing teaching practice and, because of this, it has been highly demanding for schools. It requires teachers to acquire both a new set of skills and a different way of thinking about school improvement. As a result, the project has been extended to cover a two-year period rather than a one-year period in each school, and it will continue into 2005 for the first two cohorts of schools.



#### **Effective Teaching for Pasifika Students**

Pasifika students are represented at all levels of attainment. However, they are more likely to leave school with low levels of attainment than other students are. Three projects in areas of high Pasifika populations – Ōtara: The Learning Community, the Manurewa Enhancement Initiative and the Māngere Schooling Improvement Initiative – work with teachers to improve the achievement of all students in these communities. The most important factors in raising the achievement of Pasifika students are quality teaching, high teacher expectations and the involvement of parents.<sup>38</sup>

<sup>38</sup> Robinson, V. and Timperley, H. (2004). *Strengthening Education in Māngere and Ōtara Evaluation: Final Evaluation*. Wellington: Ministry of Education.



### *Ōtara: The Learning Community*

Ōtara: The Learning Community focuses on the analysis and use of student achievement data at the classroom level. It uses a process that promotes collaborative analysis and interpretation and challenges school leaders and teachers to change their practice inside their classrooms. It involves schools working in clusters, or individually, to focus on a curriculum area that they have identified as the key to raising student achievement. In 2004, the clusters worked towards the improvement of reading comprehension in Years 4 to 8 and written language in Years 1 to 8 and the improved use of achievement data.

The teachers in the Reading Comprehension Cluster (Years 4 to 8) are now receiving targeted professional development based on classroom observations and data interpretation. They learn about: data analysis/critique, vocabulary, questioning and teacher talk, evidence-based comprehension teaching strategies, use of resources, incorporating cultural backgrounds, management of a reading programme and extending gifted readers. As a result, they have a better understanding of assessment in writing and reading comprehension and more in-depth information, and they can therefore report more effectively to parents.

The Ōtara programmes have strengthened professional learning communities and enhanced positive school culture. Professional learning communities, within

which teachers have shared understandings and collegially developed goals, have been demonstrated to result in improved student achievement.<sup>39</sup> The key characteristic of effective professional learning communities, which is shown to improve teaching practice, occurs when teachers focus on student achievement, test the effectiveness of their teaching against student achievement data and modify their practices accordingly.<sup>40</sup> This approach to professional development seeks to develop the capabilities of teachers as practitioner-researchers.<sup>41</sup>

### *The Manurewa Enhancement Initiative (MEI)*

MEI has a numeracy strand that has focused on consolidation of and integration and alignment with the NDP. Teachers are trained to improve, and implement in their classroom, their understanding of the numeracy project's methods. There were three focus areas in 2004. The first was a catch-up project focused on providing professional development in the NDP methodology for teachers new to the programme. The second was a lead teachers' project that focused on selected teachers who had completed NDP training and would be trained over three years to become expert lead teachers. In 2004, this training focused on these lead teachers becoming more expert in their own classrooms. Finally, a secondary teachers' project trained 13 secondary mathematics teachers in NDP methodology, with a focus on algebra.<sup>42</sup>



<sup>39</sup> Timperley, H. (2004). *Enhancing Professional Learning through Evidenced-Based Enquiry*. Unpublished paper prepared for the Symposium on Teaching Quality.

<sup>40</sup> Timperley, H. (2003). *Shifting the Focus: Achievement Information for Professional Learning – A Summary of the Sustainability of Professional Development in Literacy: Parts 1 and 2*. Wellington: Ministry of Education.

<sup>41</sup> Limbrick, L., Kirton, N., Knight, N., McCaulay, S., Funaki, A. and Evans, J. (2004). *Teachers Learning from Student Achievement Data in Writing*. Wellington: Ministry of Education.

<sup>42</sup> *Manurewa Enhancement Initiative, National Strand Evaluation Reports, Project 1A and Project 2*. Unpublished reports. Ministry of Education



The secondary teacher project trialled using asTTle alongside the Numeracy Project Assessment. The target group were Year 9 students in the classes of the teachers in the 2004 project. The students at the lower end of achievement who were involved in the project showed significant improvement in their numeracy skills over a short period of time.

#### *Māngere Schooling Improvement Initiative – Pasifika Bilingual Cluster*

Within the Māngere schooling improvement initiative, a coordinator has been working with 14 classroom teachers in three schools.<sup>43</sup> Analysis in 2003 had shown that in reading comprehension, students in bilingual classes were achieving at the same level as those in mainstream classes, but indications in 2004 were that those in bilingual classes were achieving at a higher level than those in mainstream classes. This is due to a cohesive approach to bilingual education being developed across the cluster and professional development on planning and teaching literacy in a bilingual setting being provided.

#### **Effective Teaching for Māori Students**

Effective teachers of Māori students create culturally appropriate and responsive contexts for learning in their classrooms. This strategy enables teachers to interact more effectively with Māori students, improving the students' social and academic outcomes. According to Māori students, Māori parents and school principals, the most important influence on the achievement of Māori students is the quality of relationships and the interactions in class between them and the teacher. The result of effective teaching for Māori students is that student on-task engagement, work completion and rates of achievement increase.

Three projects seeking to develop effective teaching practice for Māori students are Te Kauhua, Te Kotahitanga and Te Hiringa i te Mahara.

Te Kauhua seeks to modify and develop teaching practice through focused professional development of teachers so as to build inclusive learning communities in schools and strengthen partnerships with Māori communities. In 2004, there were six schools (two secondary, two intermediate and two primary across the country) in the second phase of Te Kauhua.

Professional development was embedded within the daily work context of teachers and principals. The results from phase one of Te Kauhua showed that the number of Māori staff and the number of Māori members of boards of trustees increased. Furthermore, the interaction of Māori parents in the school setting increased. Ninety-one percent of teachers became more convinced that they could improve educational achievement for Māori students. Sixty-nine percent felt that they were better equipped to raise Māori student achievement, and 70 percent reported that they had made changes to their classroom practice.<sup>44</sup>

Te Kotahitanga is a research project with associated professional development for teachers. It focuses on Year 9 and 10 students in mainstream classrooms. It seeks to build professional learning communities, raise teacher expectations, change teacher attitudes and improve teacher practice in ways that will improve Māori student achievement. In 2004, approximately 330 teachers in 12 secondary schools in the North, Waikato and Bay of Plenty were involved in the third phase of the project. Research reveals that when effective teaching approaches are used with diverse

<sup>43</sup> Lai, M. K. (2003). *Achievement in Reading Comprehension in Māngere AUSAD Schools*. Auckland: Māngere AUSAD Management Team.

<sup>44</sup> Higgins, J. et al. (2004). *Evaluation of the Te Kauhua Māori Mainstream Pilot Project*. Wellington: Wellington College of Education.

learners, *all* learners benefit, including those with special needs and high achievers. Teachers in mainstream secondary schools across deciles who have participated in the professional development have shifted their attitudes and practices. The evidence shows that this benefits all students in their classes, especially Māori.

Te Hiringa i te Mahara provides professional learning opportunities for Māori teachers in secondary schools, with particular emphasis on those that teach te reo Māori. In 2004/2005, the priorities of Te Hiringa i te Mahara were to:

- > increase Māori secondary teacher knowledge of assessment pedagogy
- > continue to build knowledge and understanding of second language acquisition pedagogy, with specific emphasis on supporting te reo Māori teachers to improve the design and delivery of the te reo Māori curriculum in mainstream secondary schools
- > build the capability of Māori managers to be more effective professional leaders
- > strengthen online professional learning curriculum communities and resources.



### Gifted and Talented Students

Recent research into the provision of education for gifted and talented students identified a need for the professional development of teachers of gifted and talented students. Many of the teachers questioned in this study acknowledged that they were unsure about how to best meet these students' needs.

Although only a quarter of schools have a specific gifted and talented policy, other schools are in the process of developing their policy or have included gifted and talented students in other policies. Most have a person

or committee that is responsible for the overall coordination of gifted and talented education in their school. These coordinators can be involved in developing and implementing policies for gifted and talented students. Where gifted and talented committees exist, few have parents as members, despite the fact that research suggests that the involvement of parents and whānau in the learning of gifted and talented students is preferential.

Programmes for gifted and talented students are often a combination of enrichment and acceleration. Enrichment practice encourages students to go into more depth in curriculum areas, whereas acceleration programmes have students studying at levels that are ahead of those of their peers. Most programmes offered to these students are either classroom-based, which can include individualised learning programmes, or school-based, where gifted and talented students are withdrawn from their classes to work with other students who have similar abilities. Students who are academically talented are most likely to be provided for, followed by those with visual and performing arts and sporting skills. Schools make less provision for students who are culturally gifted (showing abilities valued by the students' cultural background such as traditional arts and crafts or service to the culture) or socially gifted (showing interpersonal and intrapersonal skills and abilities such as leadership).

### Students with Special Educational Needs

Forty-nine schools are currently involved in the Enhancing Effective Practice in Special Education project. A pilot study of 21 schools gathered indicators of effectiveness. These include the following:<sup>45</sup>

- > Effective pedagogy for students with special needs requires effective professional development for all teachers and specialist staff.
- > Effective practice requires collaborative planning between those teachers, specialists and family members who are important in the life of the student.
- > Effective assessment involves knowledge of strategies that involve families and working within a team.
- > The curriculum and teaching strategies need to be adapted to align with student need for outcomes to be effective and successful.

<sup>45</sup> O'Brien, P. et al. (2004). *Enhancing Effective Practice in Special Education: Pilot Study*. Auckland: Auckland Uniservices and Poutama Pounamu.

- > Peer support systems for students with special needs should be optimised within the overall school culture.
- > Outcomes are life-oriented, incorporating a functional curriculum that blends academic and social skills.
- > Specialist support is delivered within the context of the overall goals for the student with special needs.
- > Schools need to promote policies and structures that accommodate differences in flexible ways.



### EMPLOYMENT CONDITIONS

For effective teaching to occur, teachers need to have conditions of employment that support them in their practice. As well as appropriate and fair remuneration schemes, teachers need a supportive working environment. International studies suggest that the working environment for New Zealand teachers is predominantly positive. Principals' responses to TIMSS 02/03 and PISA 2003 suggest that the school climate is positive, as is teacher morale. Moreover, students are more positive about their teachers than other students in OECD countries typically are.

In 2004, teachers were surveyed about their perceptions of their workload. This survey of 1,150 teachers asked questions around: the hours they worked, the tasks they carried out, the manageability of their workload, their satisfaction with their work, the balance between their work and their home life and the effect of their workload on their capacity to teach effectively.<sup>46</sup>

Overall, managers (e.g., heads of department, senior teachers, deputy principals and principals) and teachers

are committed to their profession. Finding a work-life balance is easier for teachers and senior managers than it is for middle managers, who have concerns about their responsibilities for assessment, the curriculum and performance reviews. Male teachers find it easier to achieve an acceptable work-life balance than female teachers do.

Although teachers put a large number of hours into their jobs, the hours they spent are comparable with those that teachers in other countries spend – approximately 49 hours per week during term time for teachers, 53 hours for middle managers and 59 hours per week for senior managers. However, stress has a far greater impact than total hours of work on teachers' perceptions of how manageable their workloads are.

The factors that impact on teachers' feelings of stress and excess workload are varied and include both factors within the classroom and administrative duties. The factors that impact on stress include:

- > support for and management of student behaviour
- > adequacy of resources
- > good leadership and shared vision
- > professional communities and professional learning practices
- > the use of ICT
- > the availability of non-contact time
- > support staff
- > compliance requirements.



<sup>46</sup> Invarson, L., Kleinhenz, E., Beavis, A., Barwick, H., Cathy, C. and Wilkson, J. (2004). *Secondary Teacher Workload Study Report*. Victoria: Australian Council for Educational Research.



Schools where workloads are more manageable have developed such strategies as: making greater use of support staff, having more efficient and less frequent meetings and timetabling meetings during the school day. Developing teachers' knowledge and skills also contributes by making their practice more effective and thus reducing their workload.

### 2004 Teacher Collective Agreement Bargaining

In 2004, teachers' collective agreements were settled, and agreed programmes of work (the Longer Term Work Programmes) were developed with each of the Post Primary Teachers Association (PPTA) and the New Zealand Educational Institute (NZEI).

The Longer Term Work Programmes provide a foundation for progressing work in a settled environment and will also help prepare for the 2007 bargaining round. The purpose of the work programmes is to support and promote effective teaching through the development of career pathways and advanced qualifications that build on and recognise ongoing professional learning.

The teacher settlements also provided for:

- > improvements to remuneration, especially for middle management
- > improvements in non-contact time in the secondary sector and classroom release time for the primary sector
- > further work on teacher workload
- > a pilot for paid sabbatical leave for secondary teachers
- > a pilot for the development of a specialist classroom teacher position for secondary teachers
- > study leave for assistant and deputy principals.

Bargaining for principals' collective agreements focused on:

- > improvements to remuneration
- > paid sabbatical leave
- > medical retirement
- > allowances for experienced primary school principals.

### CONCLUSION

Students' achievement and social development are strongly influenced by teachers who use effective teaching practices. Selecting candidates for teaching programmes who are enthusiastic and passionate about teaching contributes to effective teaching in the classroom. Teacher education programmes also contribute by producing qualified teachers who have skills in classroom management, are able to effectively use assessment tools and have received tertiary training in their subject areas. Schools contribute to beginning teachers being able to teach effectively by providing them with experienced mentor teachers and ensuring that they have peer support.

Effective teaching practices in the classroom are influenced by effective assessment practices. Such practices use a range of tools to evaluate students' achievement and to determine the teaching practices that best meet their learning needs. These teaching practices will vary by subject.

Professional learning opportunities contribute to effective teaching practice because they help teachers to develop curriculum and teaching skills. They can help to strengthen teaching in diverse communities and to develop teachers' skills in teaching students from different backgrounds. In 2004, this included Māori and Pasifika students, students with special educational needs and gifted and talented students.

Finally, effective teaching is supported when teachers' employment conditions look after teachers and encourage effective teaching. Working environments that lead to effective teaching occur in schools that provide support to manage workload and to enable teachers to minimise stress.



# Quality of Schooling

# 04

The quality of schooling is an important contributor to improved outcomes for students. Sound governance, effective leadership, adequate resourcing and the effective management of resources are all critical to the operation of a quality school.

## SCHOOL GOVERNANCE

Boards of trustees make an enormous contribution to New Zealand schools. The strength of the school governance model lies in the fact that schools work under the strategic guidance of members of their own communities, including parents, professional people and others able to contribute relevant skills and expertise. Boards of trustees work in partnership with the government and are accountable to both the government and the community of which their school is a part.

### Board Composition

During 2004, the triennial board of trustees elections were held, and information on their parent representative candidates was received from 2,207 schools (87 percent). Over half of the schools (56 percent) had more candidates standing for election as parent representatives than positions available and so

were required to hold a voting election. The remaining schools were able to form a board without a voting election, apart from eight schools that failed to attract the minimum three nominations required and had a commissioner appointed for the school.

Over half of elected parent representatives had not previously been members of a school board. There was little difference in the years of experience of elected representatives between primary, secondary and composite schools, although representatives in special schools were likely to have more years of experience.

A small number of schools have combined boards of trustees. In 2004, one new combined board was formed to govern a contributing primary and a secondary school. This brings the number of combined school boards to seven.

### Strategic Focus

Since one of a board's key activities is establishing a strategic focus, a key measure of the effectiveness of a school board should be the quality of its strategic planning. Since 2003, all schools have been required to document their strategic planning through their annually updated school charters. A board of trustees' self-review, including analysis of student achievement data, must inform future priorities and specific targets for student outcomes.

An analysis of 1,916 charters submitted in 2004 showed, similarly to the previous year, that the main focus of school targets for student outcomes was in the language





curriculum area (mainly literacy targets). Eighty-four percent of schools reported at least one language target. In other curriculum areas, 54 percent of schools reported a mathematics target (mainly numeracy targets), 4 percent reported a technology target and 4 percent had health targets.

### Quality of Governance

During the 2004 school year, 146 statutory interventions originated or continued in 120 schools. This included interventions in 57 schools continued from previous years and interventions in 63 schools originating in 2004. Interventions were applied and revoked throughout the year. At any one time, the total proportion of schools subject to the application of an intervention was approximately 3 percent. Proportionately, there were more statutory interventions in composite schools and kura kaupapa Māori. Fifty-three percent of statutory interventions in 2004 were in decile 1 and 2 schools.



The most common form of statutory intervention is a limited statutory manager, a person appointed by the Secretary for Education at the direction of the Minister of Education to take over specified powers of a board while leaving the board intact to continue responsibility for all other functions. Of the 63 schools having a statutory intervention originating in 2004, 34 had a limited statutory manager. Most commonly, the identified areas of risk that justify the appointment of a limited statutory manager are in employment and/or financial management matters.

During 2004, the Office of the Auditor-General (OAG) reported on schools' compliance with the financial requirements of the Education Act 1989, based on school accounts for the 2003 school year.<sup>47</sup>

The OAG found that most schools comply with the legislative provisions on borrowing money, investing money, purchasing land and managing conflicts of interest.

A small number of schools have breached legislative provisions. Thirty-two schools (1.5 percent) breached the provisions on borrowing money, although only five of these breaches were for significant sums. Twenty-two schools (less than 1 percent) breached the provisions relating to the investment of money, with six of these being for significant sums of money. Four schools breached the legislation in regards to purchasing land, and six schools had issues regarding conflicts of interest.

The report also noted that around 62 percent of integrated schools had provided public funds to proprietors for capital works without the necessary approvals to do so. The Ministry of Education is working with these schools to ensure that the necessary approvals are obtained, where appropriate, and that boards are aware of their legal responsibilities.

### SCHOOL LEADERSHIP

High-quality professional leadership is a critical factor in determining whether schools are effective. Principal leadership is important in fostering the links between schools and their communities and establishing and sustaining communities of professional practice.

Principals in New Zealand schools have multiple responsibilities and roles. They participate in the governance of their school and are responsible for the day-to-day management of the school and the quality of its teaching and learning programmes.

Since 2002, focused support and professional development for new principals have been provided by the First-time Principals Programme. This includes a residential component, a mentoring programme and the New Principals Online website. An estimated 92 percent of new principals participated in 2004.

The needs of more experienced principals are the focus of the Principals' Development Planning Centre initiative, where principals work with their peers to reflect on and evaluate their professional skills and knowledge and develop a personalised professional development plan. In 2004, the centre involved 24 participants with ten very experienced principals acting as observers.

<sup>47</sup> Office of the Auditor-General (2005). *Report of the Controller and Auditor-General on Central Government: Results of the 2003–04 Audits*. Wellington: Office of the Auditor-General.



In 2004, 198 experienced principals took part in Principal Professional Learning Communities run by Massey University. Each community of three to five principals meets periodically for professional support, to share experience, to work together on problem solving and to discuss and reflect on recent research.

During 2004, 70 percent of principals undertook leadership professional development of some kind, with 13 percent of non-principals also undertaking leadership professional development.

### NETWORK OF SCHOOLS

For all students to access appropriate, high-quality learning experiences, there needs to be a strong network of schools. The network nationally and locally must cope with the diversity of student needs, fluctuations in student numbers and the changing composition of the school-age population.

Changing student numbers was a significant feature of schooling in 2004, with primary rolls overall dropping by 1.4 percent and being expected to continue to decline over the next twenty years. In contrast, secondary rolls increased by 2.7 percent and are expected to continue to increase until 2008, at which time they will also begin to decline.

During 2004, there were considerable changes to the network of schools, many of these driven by changing numbers of students. These changes resulted from the continuation of the network reviews that had been initiated prior to 2004 as well as voluntary closures, mergers and other types of reorganisations. In response to areas of regional growth, new schools

were opened and additional classrooms were provided.

A total of 164 schools, in 12 clusters, were involved in network reviews during 2004.

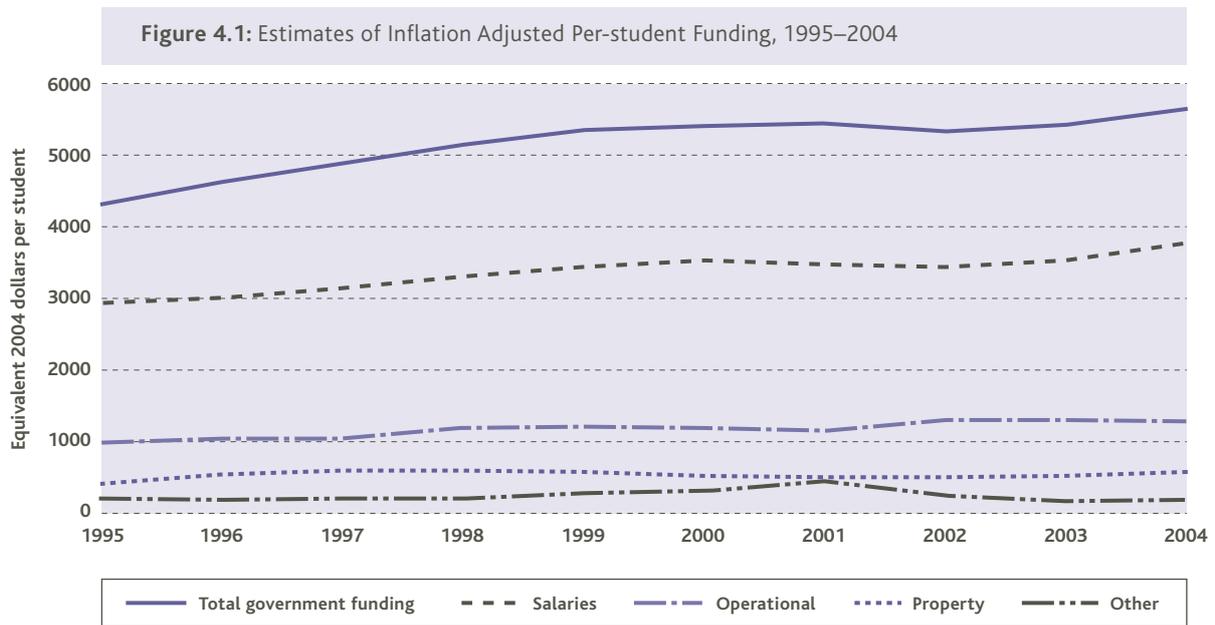
Of these schools:

- > 67 schools were retained
- > 21 schools were closed
- > 32 schools were continuing following mergers involving 76 schools
- > six new schools were established
- > one school was approved entry into the kura kaupapa Māori establishment process.

Other reorganisations that occurred in the network during 2004 include:

- > six schools being merged to form three schools
- > 17 schools being closed
- > seven new schools being established
- > 11 primary schools changing class.

As well as school reorganisations, there has been emphasis on schools working collaboratively with other educators, communities, iwi and government agencies to improve the achievement of their students. A range of cluster-wide initiatives has provided more opportunities for cooperation between schools. These include initiatives such as Educational Lift and Joint School Initiative Funding, which support the strategic planning of schools. The use of exemplars and professional development clusters has also assisted in sharing best practice across schools.



### RESOURCING SCHOOLS

New Zealand schools are funded primarily by the government. The three main components of government funding are: staffing, on which the government spent \$2,749 million in 2004; operational funding, including property maintenance (\$918 million in 2004) and property capital works (\$395 million in 2004).

In addition, schools receive various forms of ‘in-kind’ resourcing from the government. These include software licensing, laptops for teachers and principals and other ICT support and professional development. The amount of ‘in-kind’ support provided to schools has increased over recent years.

Other resources are available on a contestable basis where schools submit programmes for consideration. Still other schools receive resourcing to meet particular needs (e.g., transport) or to overcome specific areas of disadvantage.

In nominal and real terms, there has been an increase in total government funding (including teacher salaries, operational funding, property funding and other resources) of schools in the last decade. Increases in total per-student funding were relatively high in the late 1990s and have been slower but still increasing relative to inflation since 2000, with a larger increase in 2004 (see Figure 4.1). Total government funding per student increased 15.4 percent between 2000 and 2004, compared with an inflation rate of 9.8 percent.

Secondary school students are funded at a higher level than primary school students. However, within each

sector, funding per student can vary among individual schools, depending on a range of factors for which additional funding might be provided.

In 2004, over 30 contestable or discretionary funding pools were available to schools. These allocated \$101 million for programmes as diverse as ESOL support for refugees and migrants, study support centres, initiatives to reduce suspensions and truancy, parent mentoring and programmes to ease the transition between school and employment or further education.

### Management of School Property

Government property expenditure in schools in 2004 was \$395 million, compared with \$314 million in 2000. In 2004, slightly less was spent on modernisation and more was spent on increasing capacity in the network to match demand. This change reflected the introduction in 2000 of five-year budget allocations to schools for modernisation and the consequent high expenditure in the first year. In 2004, \$171 million was spent on modernisation of buildings and other property improvements, \$212 million was spent on increasing capacity in the network through new classrooms and schools and \$12 million was spent on unplanned capital works (such as urgent essential maintenance).

As well as meeting the health and safety standards (for aspects such as ventilation, space, temperature and lighting) schools are increasingly seeking a balance with other factors, including acoustics, ICT, security, special needs, sustainability, classroom layout and

staff and social spaces. Findings from a survey of 15 New Zealand schools in 2004<sup>48</sup> include the recognition of the facts that schools need to link their property plan and their educational vision and that well-maintained teaching spaces help teachers and students feel valued and enhance learning.

The respondents to the 2004 survey identified features of school design that they considered contribute to learning outcomes. Within the immediate teaching space environment, these features included: the size and flexibility of the teaching space, including space for new technologies such as computers and data shows, good lighting, ventilation, acoustics and temperature control and comfortable, well-maintained and robust furniture that is ergonomically suited to the students.

Beyond the immediate teaching space environment, other factors of high importance included the provision of appropriate support spaces for teachers, recreation and socialisation spaces for students and well-maintained, odour-free, safe and vandal-proof toilets.

State and state integrated schools receive funding for property improvements based on the depreciation of their buildings and infrastructure and on the school roll. State schools receive these funds through the Five Year Property Programme (5YP), which was introduced progressively between 2000 and 2004. Integrated schools are funded through the Property Maintenance Schedule.

Schools are now planning their property improvements over a ten-year horizon. Many schools are consulting with architects, acoustics specialists and other consultants to create a ten-year vision for their school. The funding for the first five years is assured through the 5YP. Priorities in regard to renovating or remodelling buildings often conflict, and the school's



vision provides the overarching strategy to prioritise these property works.

In preparing their ten-year vision, boards of trustees balance the property needs of a school to arrive at a prioritised programme that best addresses the educational needs of their students. Improving student learning is central to property improvements. Teachers are consulted during the design of new facilities, and schools have employed architects and specialists in acoustics when refitting existing classrooms or building new facilities to achieve adaptable multi-purpose learning spaces.

In 2004, schools spent property funding on improving classrooms (51 percent), other spaces (31 percent), other buildings (5 percent), grounds (9 percent) and services (4 percent).

Schools have also used property funding to utilise larger classrooms for multi-purpose activities by creating ample, accessible and secure storage space for learning resources and students' work. During 2004, a range of school improvements were undertaken, including:

- > skylights for natural light and ventilation
- > carpets and floor-to-ceiling sound insulation for improved acoustics



<sup>48</sup> ACNielsen (2005). *Best Practice in School Design*. Wellington: ACNielsen.

- > pin-up areas for student and group work
- > heat pumps/air conditioners for temperature control
- > internal windows for visual access and supervision of classrooms
- > quiet work rooms for teachers to use during release time (by converting storage rooms or spaces between buildings)
- > modernised school libraries (to encourage their use)
- > cabling and networking for ICT
- > spaces for specialist areas such as a reprographic unit or a computer pod created by closing off smaller, underused areas (to broaden curriculum opportunities).

### Schools' Financial Accounts

The following is a summary of the 2004 financial performance of New Zealand state and state integrated schools based on the aggregation of these schools' annual accounts. More details on school finances are included in Tables A27–A44.

### Schools' Income

New Zealand state and state integrated schools had a total income of \$4,061 million in 2004, an increase of 6.0 percent from \$3,845 million in 2003 (see Table A27).

As in previous years, the main source of school resourcing was government funding, accounting for 86 percent of schools' total revenue in 2004. The balance of the revenue was from locally raised funds, investments and other revenue.



Schools' revenue figures per student (see Table A30)<sup>49</sup> show that government grants have increased by 16.3 percent in primary schools and 10.7 percent in secondary schools between 2000 and 2004. This is a real increase in funding for both sectors when compared with the inflation rate of 9.8 percent over the same period.

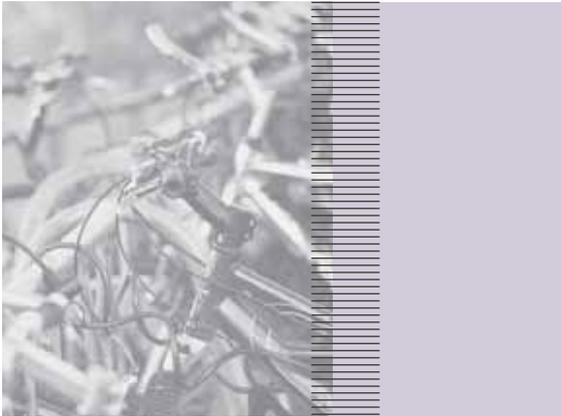
In primary schools, the revenue from government grants has increased 5.8 percent since 2003 to \$4,129 per student. In secondary schools, the per-student revenue has increased 2.3 percent to \$5,294 per student over the same period.

Locally raised funds include voluntary donations, non-compulsory amounts paid by parents, fund-raising activities, fees charged to overseas students and revenue generated from such sources as school canteens and stationery shops. When interpreting the significance of locally raised funds (which have been expressed as gross figures in Tables A28–A30), the costs incurred to raise the funds should also be considered. Over the period 2000 to 2004, net locally raised funds as a proportion of total revenue have increased from 6.0 percent in 2000 to 7.1 percent in 2004.

Secondary schools gather a higher proportion of their revenue from net locally raised funds than primary schools do. However, in the last five years, contributions made to primary schools have increased more as a proportion of total revenue than those made to schools in the secondary sector. Secondary schools' revenue from net locally raised funds has increased from 7.6 percent in 2000 to 8.4 percent in 2004. Over the same period, the revenue from net locally raised funds in primary schools has increased from 5.0 percent in 2000 to 6.2 percent in 2004.

Around half of the increase in gross locally raised funds during 2000 to 2004 is due to increases in the number of foreign fee-paying students. The number of foreign fee-paying students has increased by 90 percent over this period, with gross revenue from these students having doubled from 1.5 percent of total revenue in 2000 to 3.0 percent in 2004.

<sup>49</sup> Note that the number of students used in per-student revenue calculations includes foreign fee-paying students. However, when reference is made to government expenditure, per-student figures are based on the funding roll.





### Expenditure

Expenditure by schools in 2004 was \$4,032 million, compared to \$3,221 million in 2000, an increase of 25 percent.

Overall, there has been little change across the various areas of expenditure since 2000, around three-quarters of expenditure being on learning resources, such as teachers' salaries, classroom resources and consumables and salaries for teacher aides (see Tables A28 and A29).

### Schools' Assets and Depreciation

As at 31 December 2004, the schools sector had invested \$1,966 million in fixed assets when measured at historical cost or acquisition value (see Table A34). When measured at net depreciated value (NDV), schools' investment in fixed assets has been increasing steadily. In 2004, the combined NDV of schools' fixed assets stood at \$1,000 million, an increase of 12 percent on the previous year. This increase includes a transfer of ownership of 550 core houses from the Crown to schools. An additional 710 houses will be transferred to schools during 2005 and 2006.

As a percentage of total fixed assets at NDV, the largest investment has been in buildings (44 percent), plant, furniture and equipment (31 percent) and ICT (11 percent).

### Indicators of Good Financial Management

Schools are resourced to provide a quality education to students, and it is important that they ensure the future financial health of the school in doing so.

Principals and school boards develop and work to strategic goals for curriculum development, and this forms the basis of their annual plan. After setting aside

funds for the essential operating costs of the school, schools use their strategic plan to determine how they can best meet their strategic goals.

The key findings on financial management from the first year of a three-year study in 18 effective New Zealand schools<sup>50</sup> found the following:

- > They had robust systems of budget development and monitoring. School boards and management worked well together within the shared frameworks created by their strategic planning.
- > The schools ran on thin margins in their budgets and therefore needed to take a conservative approach to financial management and programme changes.
- > They focused the money left after meeting essential running costs on annual goals derived from their strategic plan priorities and monitored spending carefully.
- > Working capital was important in these schools. It provided a buffer for items that could not be anticipated and ensured that they could maintain programmes in the short term if rolls dropped.

There are a range of indicators of good financial management, including whether schools have an operating surplus, have sufficient working capital to operate effectively, have increasing public equity and manage their staffing resources effectively.

### Operating Surplus

An operating surplus represents the difference between revenue and normal operating expenditure (including depreciation). In general, it is desirable to have a small surplus each year in order to have sufficient reserves available to provide for unexpected expenditure.

<sup>50</sup> Wylie, C. and King, J. (2004). *How Do Effective Schools Manage Their Finances?* Wellington: New Zealand Council for Educational Research.

In 2004, for all school types, there was a drop in net operating surplus as a percentage of revenue. Schools achieved a combined operating surplus of 0.7 percent in 2004, compared with 1.4 percent in 2003 and 1.5 percent in 2002 (see Table A27). This was partly due to The Correspondence School incurring a \$5 million operating deficit. Secondary schools recorded a total operating surplus of \$8 million (0.4 percent of revenue) in 2004, compared with \$17 million (1.0 percent) in 2003 (see Tables A28 and A29).

In 2004, 57 percent of schools had an operating surplus (see Table A36), a slight decrease from 2003 (60 percent). The high proportion of schools that did not



achieve an operating surplus is not of great concern as it is not unusual for schools to incur an operating deficit in any given year. A deficit may arise, for example, if the board of trustees decides to focus on improving student literacy levels and implements a major programme of teacher professional development in the current year. If a school consistently incurs a substantial operating deficit over consecutive years, however, its asset base will be reduced, and this could adversely affect a school's ability to provide effective education to its students.

Of more concern, however, are the schools that incurred large operating deficits (greater than 10 percent of revenue – see Table A37). Fifteen percent of primary schools and 9 percent of secondary schools were in this position in 2004, a similar proportion of schools to that of the last five years.

#### *Working Capital*

The level of working capital is an indicator of a school's ability to operate financially and to meet its debts. Working capital measures the difference between total current assets (including investments) and total current liabilities, and it provides a good measure of a school's

ability to meet its short-term financial obligations from existing resources. Working capital can be measured in two ways: as a dollar figure or as a ratio of current assets to current liabilities.

Schools have had steady increases in their working capital over the last five years, with a total increase of \$70 million since 2000 (see Table A31). At 1.77:1 the working capital ratio remains healthy.

Ninety-two percent of schools had a healthy working capital ratio of at least 1:1 (see Table A36). Primary schools were more likely to have a healthy working capital ratio (94 percent of primary schools), compared with secondary schools (82 percent of secondary schools). The proportion of primary schools with healthy working capital ratios has been fairly constant for the last three years, whereas the proportion of secondary schools has dropped slightly.

#### *Public Equity*

Public equity represents the net worth of schools and is the difference between total assets and total liabilities. Schools in a healthy financial position will generally show increasing levels of public equity over time (see Tables A31–A33).

Across all schools, public equity has increased each year (apart from 2001) over the last five years, a 24.9 percent increase overall. Among individual primary schools, 71 percent of schools had an increasing public equity between 2000 and 2004, with public equity increasing by a third or more for 42 percent of primary schools. High decile primary schools were more likely to have increasing public equity than low and medium decile schools.

Similarly, in the secondary sector, 64 percent of schools had increasing public equity between 2000 and 2004. In 41 percent of secondary schools, public equity





increased by a third or more. High decile secondary schools were more likely to have increasing public equity than low and medium decile schools.

Between 2003 and 2004, public equity increased for 68 percent of schools (69 percent of primary and 66 percent of secondary schools).

*Effective Use of Banking Staffing*

Schools receive approximately two-thirds of the dollar value of their resourcing through staffing. It is important for schools to manage this resource well. Overusing their staffing entitlement will result in schools having to repay money in the following year, and underusing their entitlement means that schools forego valuable resources.

At the end of the 2004 school year, 502 schools had overused their staffing entitlement, 16 schools had exactly used their staffing entitlement and 2,030 schools had underused their staffing entitlement.

For the first time, schools were given eight weeks in the new school year to manage their overused entitlement down to a balanced position or to use their underused staffing entitlement from 2004.

After this eight-week period, 310 schools (12 percent) had still overused their staffing. A total of \$2.5 million is being recovered from the 2005 operations grant from these schools, an increase of 9 percent from 2003. For the majority of schools, the amount recovered was less than 5 percent of their operations grant, and for 16 schools, the amount recovered was in excess of 10 percent.

The number of schools who had underused their staffing entitlement reduced to 1,257 after the eight-week period. The total amount of underuse was relatively small, amounting to the equivalent of 223 full-time teaching equivalents, similar to the figure for 2003.

*Overall Financial Management*

Of the four indicators of financial management performance mentioned above, having a working capital ratio of at least 1:1 is the most important. It means that a school is able to pay its current liabilities and operate with some flexibility.

At the end of 2004, 51 percent of primary schools and 42 percent of secondary schools had a working capital ratio of at least 1:1 (see Table 4.1), an increasing public equity and an operating surplus for the year, and they managed their use of banking staffing within their entitlement by 29 March 2005.

A further 43 percent of primary schools and 41 percent of secondary schools had a healthy working capital ratio but had some negative indicators of financial management.

The remaining schools had a working capital ratio of less than 1:1 and are therefore operating on a thinner margin than other schools and do not have sufficient cash reserves to pay all of their current liabilities.

**Table 4.1: Indicators of Good Financial Management, 2004**

	Percentage of Schools Achieving Indicators (%)		
	Primary Schools	Secondary Schools	All Schools
All four indicators positive	51	42	49
Healthy working capital and two other positive indicators of financial management	15	17	15
Healthy working capital and one other positive indicator of financial management	25	23	25
Healthy working capital and no other positive indicators of financial management	3	1	3
Insufficient working capital but some other positive indicator(s) of financial management	5	15	7
No positive indicators	1	3	1



Schools showing indicators of financial risk are closely monitored by the financial advisers of the Ministry of Education. Schools considered to be at a low or moderate level of financial risk receive advice and support as appropriate. A school with more serious levels of risk undergoes an in-depth financial analysis and is offered school support options, including ongoing financial advisory services. In some cases, assistance is provided to help maintain cash flow.

#### **CONCLUSION**

Overall, New Zealand schools are being capably governed and managed and are in a financially healthy position.

During 2004, the network of schools experienced significant change, with declining primary rolls in many areas of the country and growing secondary rolls. This change in student numbers led to many changes in the provision of schooling in many areas. The school-aged population is likely to decline into the future, and monitoring this will be important, both at the individual school level and across the network of schools.

Sound leadership and governance are critical for the effective functioning of schools, and they become even more important in a changing environment. During 2004,

the focus on leadership development for principals continued, with 70 percent of principals undertaking some development in this area. New board elections were held, and most schools were able to appoint new boards. The high number of board members with little experience places importance on making sure that training and support is in place for them to ensure that schools continue to be effectively governed.

Overall, the finances of most schools were capably managed during 2004, with revenue levels continuing to increase and the majority of schools having healthy working capital ratios. A small proportion of schools are experiencing difficulties in managing their finances, and a range of supports for these schools is in place.



# Plans to Address Pressures on School Capacity

The Ministry of Education provides three main responses to school roll growth when this places pressure on school capacity.

- > First, where growth has resulted from an influx of students from areas served by other schools, a school is usually required to implement an enrolment scheme to ensure that it is able to meet its commitment to local students. Roll trends and demographics are monitored, and schools are alerted when an enrolment scheme may need to be considered.
- > Second, where there is local growth from the school's natural catchment area, the Ministry of Education generally provides additional classrooms.
- > Third, in areas of major population growth, demographic information is used to assist in planning for new schools and sites are purchased well in advance of any projected need.

## NORTHERN REGION

In the northern region, each of the strategies outlined above continues to be used to meet the demands of changing population patterns. The Ministry of Education's new schools programme is closely aligned with the many areas within Auckland that, in line with the Auckland Regional Growth Strategy, are experiencing significant population growth.

Three new state schools were opened in the Auckland region in 2004. A further four schools opened at the start of 2005, and two schools currently under construction will open at the start of 2006.

Strategic planning is under way to meet significant population growth in the following areas: north-west Waitakere, Flat Bush, Takanini and Tamaki Edge. Although the Ministry of Education owns 19 sites for future schooling provision throughout the Auckland region, up to 22 further sites are currently being sought.

Within existing schools, increased demand is managed by using enrolment schemes and providing additional classrooms. At the end of 2004, 196 schools in the northern region had enrolment schemes. Of these, 188 were the Auckland region. During 2004, 18 new schemes were implemented and 14 existing schemes were amended. A further 12 schools were directed to establish an enrolment scheme.



During the 2004 school year, 136 new classrooms were provided for roll growth. This figure is smaller than in 2002 and 2003, despite an increase in total student numbers, and is the result of advance classroom provision in previous years and effective management of enrolment schemes across the region.

### CENTRAL NORTHERN REGION

Significant population growth continues in Tauranga and the western Bay of Plenty. This growth is expected to continue and give rise to the need for additional classroom accommodation and the possibility of new schools in the medium term. Annual demographic monitoring continues for the Papamoa coastline and the western Bay of Plenty Year 7 to 13 cohorts in particular. A number of secondary schools have experienced roll growth as predicted, but most Bay of Plenty secondary schools have sufficient site capacity to provide for any necessary expansion in the short to medium term.

In Hawkes Bay East Coast, primary and intermediate rolls are stable and secondary rolls are expected to peak in 2006, after which a gradual decline is predicted. Growth due to parental choice and residential development in Havelock North and Napier's Taradale Greenmeadows area continues and is managed through enrolment schemes and providing additional classrooms where these are justified.



A demographic analysis report commissioned on growth in the compulsory sector within the Hamilton City boundary identified the areas of continuing growth and likely future development so that a basis for developing a growth management strategy for the city could be developed. In the north-east, due to continuing and proposed city development, the Ministry of Education has to identify and purchase further green-field school sites. In doing this, the Ministry of Education's Hamilton Office



will be working closely with the local territorial authority to initiate a coordinated approach that identifies appropriate sites and utilises joint usage opportunities in existing community facilities, such as parks and reserves.

Of the 106 current enrolment schemes throughout the central northern region, 26 were implemented in 2004.

### CENTRAL SOUTHERN REGION

The secondary-school-aged population has continued to grow, especially in the greater Wellington, Kapiti, Palmerston North and New Plymouth regions. Pockets of growth of the primary-school-aged population have also developed in Palmerston North, Kapiti and Wellington, primarily in the south-west. Small two- or three-classroom rural schools on the fringes of the above areas of expansion have also grown noticeably.

The region currently has 87 established enrolment schemes, with a further 20 under development. Seven of the eight state secondary schools in the area covered by the Wellington territorial authority currently have an enrolment scheme, as do a further 50 percent of the state secondary schools in the rest of the greater Wellington region. Two of the 20 enrolment schemes under development are for secondary schools in New Plymouth. A further two are for secondary schools in Palmerston North, where one enrolment scheme is currently in operation. Thirteen schemes were implemented in 2004, 11 at state primary schools and the remaining two at state secondary schools. Two schemes were amended, and a third school is in the process of amending its scheme.

The central southern region has also experienced significant change to the network as several network reviews have been completed. Again, the Ministry of Education's regional office will continue to monitor the primary and secondary school rolls closely so that any roll growth or decline is appropriately managed.



**SOUTHERN REGION**

Despite the primary-aged population having reached its peak, a number of primary and intermediate schools in the region continue to experience roll pressure. Fourteen new enrolment schemes were implemented during 2004. Where underlying growth in the local catchment justified it, primary schools were given additional classrooms, but enrolment schemes have generally been effective in enabling schools to manage their rolls.

Population growth in some areas of the region continues to place pressure on primary school networks, notably Queenstown Lakes District, Tasman District, Waimakariri District and areas of Christchurch City. In other areas, community perceptions of school popularity have resulted in some primary schools having to retain their enrolment schemes, despite a decline in the overall primary-aged population.

During 2004, planning continued for new school sites/new schools in a number of primary school networks throughout the region, notably in Frankton (Queenstown), Wanaka, Halswell (Christchurch City) and Rangiora (North Canterbury). Within these growing school networks, the Ministry of Education is



also considering extensions to school sites as one way of increasing capacity.

Many secondary schools have also experienced predicted roll growth. Additional accommodation has been provided where justified. Many secondary schools with enrolment schemes have significant numbers of out-of-zone students, but these are decreasing as local catchment numbers increase. This means that new students will increasingly seek to enrol at their neighbourhood secondary school.

The Ministry of Education is continuing to work with secondary schools in north-west Christchurch to ensure that this network will be able to manage the projected increase in enrolments in the short to medium term.

**INTEGRATED SCHOOLS**

Roll pressure in integrated schools is being addressed in some instances by the Minister of Education approving an increase in the maximum roll. Where proprietors have provided additional classrooms so that no state funding is needed to increase provision in the local state network, proprietors are funded under the capital assistance policy. Increasingly, however, requests for maximum roll increases have been declined, and integrated schools have been required to implement enrolment schemes instead, to ensure fair and transparent student selection. During 2004, there was a significant increase in the number of integrated schools being required to do this.

Sancta Maria College opened at the start of 2004, providing immediate relief to the roll-growth pressure building in the developing area of Auckland’s Flat Bush. Stella Maris Primary School in Silverdale was established during 2004 for opening at the start of 2005.

### SCHOOLS WITH ENROLMENT SCHEMES IN PLACE FOR PART OR ALL OF 2004

Refer to Education Act Part II s11Q.

Institution Number	School Name	Date Enrolment Scheme Was Approved	School with Adjacent Enrolment Scheme Exists
1680	Aberdeen School	20/12/1999	Yes
1195	Adventure School	01/10/2001	Yes
1202	Albany School	24/10/2000	Yes
6929	Alfriston College	05/05/2003	Yes
1203	Alfriston School	30/09/1999	Yes
3274	Allenton School	31/05/2002	No
2332	Aokautere School	20/06/2003	No
253	Aotea College	30/07/2001	Yes
3704	Ardgowan School	19/07/2004	No
1208	Ardmore School	23/09/1999	Yes
2542	Argyll East School	29/06/2004	Yes
3930	Arrowtown School	07/01/2002	No
2543	Arthur Miller School	27/02/2004	Yes
1689	Ashbrook School	20/12/1999	Yes
3284	Ashgrove School	24/01/2003	No
53	Auckland Girls' Grammar School	25/08/1999	Yes
54	Auckland Grammar	01/12/1999	Yes
1211	Auckland Normal Intermediate	13/10/1999	Yes
78	Avondale College	03/08/1999	Yes
1212	Avondale Intermediate	31/10/2002	No
1213	Avondale Primary School (Auckland)	28/09/1999	Yes
3287	Avonhead School	22/10/1999	Yes
324	Avonside Girls' High School	03/05/1999	Yes
1691	Awakeri School	20/12/1999	Yes
2544	Awapuni School (Gisborne)	19/11/2004	No
1219	Balmoral School (Auckland)	29/11/1999	Yes
382	Bayfield High School	13/06/2003	No
1220	Bayfield School	07/09/1999	Yes
3291	Beckenham School	22/10/1999	Yes
1697	Bethlehem School	13/12/2002	Yes
3182	Birchwood School	04/12/2002	Yes
1231	Birkenhead School	23/09/1999	Yes
2546	Bledisloe School	28/04/2003	Yes
1233	Blockhouse Bay School	08/09/1999	Yes
1234	Bombay School	14/08/2002	Yes
1235	Botany Downs School	12/03/2004	Yes
6930	Botany Downs Secondary College	20/12/2002	Yes
2813	Boulcott School	30/06/2000	Yes
3716	Bradford School	09/09/2002	No
2547	Bridge Pā School	29/06/2004	Yes
3184	Broadgreen Intermediate	18/06/2002	Yes
1236	Brookby School	30/11/1999	Yes
2816	Brooklyn School (Wellington)	06/09/1999	Yes
1237	Browns Bay School	07/10/1999	Yes
1238	Bruce McLaren Intermediate	26/02/2004	Yes
1239	Buckland School	29/10/1999	Yes
1240	Bucklands Beach Intermediate	09/08/1999	Yes
319	Burnside High School	04/06/1999	Yes
3306	Burwood School	05/11/1999	Yes
1242	Campbells Bay School	06/10/1999	Yes
82	Canterbury Christian College	02/07/2004	No
2821	Cashmere Avenue School	12/07/2004	Yes
340	Cashmere High School	27/05/1999	No
3310	Cashmere Primary School	29/11/1999	Yes
2418	Central Normal School	18/12/2003	Yes
1581	Chapel Downs School	24/11/1999	Yes
1244	Chelsea School	23/09/1999	Yes
327	Christchurch Boys' High School	04/06/1999	Yes
328	Christchurch Girls' High School	27/05/1999	Yes
1246	Churchill Park School	19/10/1999	Yes
2824	Churton Park School	23/04/2001	Yes
3320	Claremont School	21/06/2002	Yes
3321	Clarkville School	22/11/1999	No
1247	Clayton Park School	23/03/2001	Yes
2826	Clifton Terrace Model School	24/08/1999	Yes
2549	Clive School	14/06/2004	Yes
2350	Cloverlea School	08/07/2004	No
1252	Coatesville School	23/06/1999	Yes
3323	Cobham Intermediate	22/10/1999	Yes
1253	Cockle Bay School	05/08/1999	Yes
2353	College Street Normal School	17/08/2004	Yes
3726	College Street School	21/03/2003	No
3941	Collingwood Intermediate	08/10/1999	No
386	Columba College	19/07/2004	Yes
1255	Conifer Grove School	19/10/1999	Yes
1256	Cornwall Park School	25/11/1999	Yes
1257	Cosgrove School	23/01/2004	Yes
3324	Cotswold School	22/11/1999	No
3729	Cromwell Primary School	22/11/2002	No
2553	Dannevirke South School	01/07/1999	No
1709	David Street School	07/07/2003	No
1259	Dawson School	22/10/1999	Yes
1635	Discovery One School	27/08/2001	Yes
2832	Discovery School	24/08/2004	Yes
1263	Drury School	09/08/1999	Yes
2834	Eastern Hutt School	17/10/2001	Yes
1265	Edendale School (Auckland)	22/12/1999	Yes
79	Edgewater College	22/07/2003	Yes
1266	Edmonton School	01/11/2002	Yes
1268	Ellerslie School	27/09/1999	Yes
3334	Elmwood Normal School	22/11/1999	Yes
64	Epsom Girls' Grammar School	25/08/1999	Yes
1270	Epsom Normal School	26/11/1999	Yes
2557	Eskdale School	28/10/2004	Yes
2837	Evans Bay Intermediate	09/09/2002	Yes
1164	Everglade School	30/09/1999	Yes
1271	Fairburn School	03/11/1999	No
3736	Fairfield School (Dunedin)	20/08/2001	No
2838	Fairfield School (Levin)	20/09/1999	No
2839	Fairhall School	22/11/1999	Yes
3337	Fairview School	22/11/1999	Yes
1272	Farm Cove Intermediate	20/12/1999	Yes
3338	Fendalton Open Air School	25/11/1999	Yes
2843	Fernridge School	18/11/2003	Yes
3340	Fernside School	05/09/2001	No
1275	Finlayson Park School	23/07/1999	Yes
1277	Flat Bush School	30/03/2004	Yes
2560	Flaxmere Primary School	13/10/2004	Yes
2168	Frankley School	07/04/2000	No
2562	Frasertown School	12/02/2004	No
2563	Frimley School	14/01/2003	Yes
2566	Gisborne Intermediate	08/08/2003	Yes
1282	Gladstone School (Auckland)	29/09/1999	Yes
1283	Glamorgan School	07/10/1999	Yes
1284	Glen Eden Intermediate	22/10/1999	Yes
1011	Glenbervie School	09/08/1999	No
65	Glendowie College	20/08/1999	No
1294	Glendowie School	19/10/1999	Yes
1296	Glenfield Primary School	11/05/2001	No

3347	Gleniti School	30/07/2001	Yes	1332	Kelvin Road School	27/04/2004	Yes
3355	Grantlea School	20/12/2001	No	2878	Kenakena School	24/08/2004	Yes
2567	Greenmeadows School	11/04/2003	Yes	5	Kerikeri High School	30/08/1999	Yes
1729	Greenpark School (Tauranga)	21/07/2003	Yes	1034	Kerikeri Primary School	20/08/1999	No
3361	Greymouth Main School	24/10/2003	No	1781	Knighon Normal School	20/12/1999	No
2850	Greytown School	17/10/2003	No	6939	Kōhia Terrace School	10/12/1999	Yes
6920	Gulf Harbour School	08/07/1999	Yes	1334	Kohimarama School	02/12/1999	Yes
336	Hagley Community College	13/09/1999	Yes	2882	Koputaroa School	17/12/2001	No
1302	Halsey Drive School	08/09/1999	Yes	1336	Koru School	30/08/1999	Yes
3366	Halswell School	22/11/1999	Yes	1337	Kōwhai Intermediate	19/10/1999	Yes
131	Hamilton Boys' High School	10/08/1999	Yes	3402	Ladbrooks School	18/07/2004	No
132	Hamilton Girls' High School	09/08/1999	Yes	1338	Laingholm School	25/08/1999	Yes
135	Hamilton's Fraser High School	16/10/2000	Yes	1339	Leabank School	22/03/2001	Yes
3369	Hāpuku School	16/07/2001	Yes	4117	Liberton Christian School	30/08/2004	No
228	Hastings Girls' High School	19/06/2003	Yes	1790	Lichfield School	16/12/2002	Yes
2854	Hātaítai School	21/09/1999	Yes	3975	Limehills School	06/12/2002	No
112	Hauraki Plains College	02/12/2003	Yes	347	Lincoln High School	04/06/1999	No
1735	Hautapu School	26/05/2004	No	3412	Lincoln Primary School	14/11/2001	No
2572	Havelock North Intermediate	18/06/2002	No	230	Lindisfarne College	06/04/2004	Yes
2573	Havelock North Primary School	28/07/1999	Yes	3200	Lower Moutere School	29/11/1999	Yes
3371	Heathcote Valley School	22/10/1999	Yes	2590	Lucknow School	19/03/2002	Yes
3372	Heaton Normal Intermediate	08/11/1999	Yes	75	Lynfield College	27/07/1999	Yes
1307	Henderson Intermediate	01/08/2001	Yes	1791	Lynmore Primary School	27/05/2002	No
1308	Henderson North School	07/10/1999	Yes	41	Macleans College	25/08/1999	Yes
1311	Henderson Valley School	07/10/1999	Yes	1792	Maeroa Intermediate	03/09/2002	Yes
3194	Henley School (Nelson)	04/12/2002	Yes	2592	Mahora School	21/05/2002	Yes
2575	Heretaunga Intermediate	20/03/2003	No	2893	Maidstone Intermediate	15/08/2000	No
6931	Hibiscus Coast Intermediate School	15/09/1999	Yes	1343	Mairangi Bay School	07/10/1999	Yes
138	Hillcrest High School	09/08/1999	Yes	3425	Mairehau School	21/09/2004	Yes
1312	Hillpark School	30/09/1999	Yes	1796	Malfroy School	12/03/2004	No
1313	Hillsborough School	20/09/1999	Yes	2899	Mangaroa School	07/12/2004	Yes
1740	Hilltop School	20/12/1999	Yes	1038	Mangawhai Beach School	23/11/2004	Yes
341	Hillview Christian School	01/06/2004	No	1346	Māngere Bridge School	29/10/1999	Yes
2578	Hiruharama School	29/04/2002	No	1348	Māngere East School	30/08/1999	Yes
1314	Hobsonville School	25/09/2003	Yes	2189	Mangorei School	18/10/2000	No
3379	Hoon Hay School	25/09/2000	Yes	1354	Manurewa Central School	30/09/1999	Yes
1746	Horotiu School	06/11/2003	Yes	99	Manurewa High School	29/11/1999	Yes
236	Horowhenua College	22/05/2001	No	2602	Manutuke School	14/06/2004	No
87	Howick College	06/09/1999	Yes	2603	Maraekākaho School	02/07/2003	Yes
1318	Howick Intermediate	29/05/2003	Yes	1592	Marina View School	02/12/1999	Yes
1749	Hukanui School	20/12/1999	Yes	1362	Marshall Laing School	08/09/1999	Yes
435	Hukarere	01/05/2003	No	3429	Marshland School	10/05/2002	Yes
2863	Hutt Intermediate	05/10/1999	Yes	43	Massey High School	18/12/2000	Yes
261	Hutt Valley High School	21/12/1999	No	1363	Massey Primary School	19/10/1999	Yes
3384	Ilam School	27/07/2001	Yes	2909	Masterton Intermediate	16/08/1999	No
2581	Ilminster Intermediate	29/04/2002	Yes	1364	Matakana School	07/12/2004	Yes
224	Iona College	02/04/2004	Yes	2398	Mataroa School	09/09/2004	Yes
403	James Hargest High School	17/08/1999	No	1367	Maungawhau School	26/11/1999	Yes
387	John McGlashan College	07/07/2004	Yes	1370	Meadowbank School	27/09/1999	Yes
2866	Johnsonville School	07/01/2004	Yes	2613	Meeanee School	06/04/2004	Yes
1756	Kaharoa School	21/08/2001	No	1371	Mellons Bay School	06/10/1999	Yes
381	Kaikorai Valley College	16/07/1999	Yes	3434	Merrin School	22/10/1999	Yes
3392	Kaikōura Suburban School	05/11/1999	Yes	1375	Milford School (Auckland)	06/10/1999	Yes
1024	Kaingaroa School (Kaitaia)	02/02/2000	No	2916	Miramar North School	06/04/2001	No
2373	Kākahi School	17/09/2003	No	3206	Motueka South School	29/11/1999	Yes
13	Kamo High School	20/08/1999	Yes	3207	Motupipi School	15/10/2000	No
1029	Kamo Intermediate	10/09/1999	Yes	2404	Mount Biggs School	17/09/1999	No
2871	Kapanui School	07/09/1999	Yes	69	Mt Albert Grammar School	22/05/2000	Yes
229	Karamu High School	24/04/2002	Yes	1378	Mt Eden Normal School	26/11/1999	Yes
2874	Karori Normal School	14/12/1999	Yes	74	Mt Roskill Grammar	03/08/1999	Yes
1327	Kauri Park School	29/05/2003	Yes	1383	Mt Roskill Intermediate	29/07/2002	Yes
1328	Kaurilands School	03/08/1999	Yes	1384	Mt Roskill Primary School	17/09/1999	Yes
536	Kavanagh College	14/02/2003	Yes	1386	Murrays Bay Intermediate	10/08/1999	Yes
1329	Kedgley Intermediate	30/08/1999	Yes	3991	Myross Bush School	05/02/2003	Yes
				2921	Naenae Intermediate	11/08/1999	Yes

216	Napier Boys' High School	21/06/2002	Yes	1439	Pigeon Mountain School	25/11/1999	Yes
217	Napier Girls' High School	03/06/2001	Yes	1894	Pillans Point School	20/12/1999	Yes
1841	Nawton School	14/12/2000	Yes	6932	Pinehill School	27/10/1999	Yes
293	Nayland College	06/08/2003	Yes	1897	Pirongia School	18/02/2002	Yes
3208	Nayland Primary School	13/01/2003	No	2960	Plimmerton School	18/06/1999	Yes
2620	Nelson Park School	30/09/2002	No	6921	Point View School	09/09/1999	Yes
1390	New Windsor School	16/09/1999	Yes	1445	Ponsonby Intermediate	16/10/2002	Yes
2406	Newbury School	23/10/2003	No	1446	Ponsonby Primary School	07/09/1999	Yes
268	Newlands College	14/05/2004	No	2649	Pōtaka School	28/05/2004	No
1391	Newmarket School	26/11/1999	Yes	3478	Prebbleton School	24/11/2003	Yes
2205	Ngaere School	23/03/2001	No	1440	Pt Chevalier School	28/09/1999	Yes
1844	Ngāhinapōuri School	09/02/2001	Yes	1441	Pt England School	23/07/1999	No
2927	Ngāio School	06/02/2001	No	1448	Puhinui School	09/08/1999	Yes
2409	North Street School	04/11/1999	No	1450	Pukekohe East School	24/08/2004	Yes
32	Northcote College	30/05/2003	Yes	103	Pukekohe High School	16/07/2002	Yes
1396	Northcross Intermediate	09/08/1999	Yes	1451	Pukekohe Hill School	29/10/1999	Yes
2931	Northland School	14/02/2001	Yes	1454	Pukeōware School	01/12/1999	Yes
3450	Oaklands School	22/11/1999	Yes	1907	Puketaha School	04/07/2003	Yes
2208	Oakura School	19/05/2004	No	2654	Puketapu School (Hawke's Bay)	11/04/2003	Yes
2933	Ōhau School	20/09/1999	No	1455	Puni School	06/04/2000	Yes
3451	Ohoka School	07/03/2001	Yes	3479	Queenspark School	21/02/2003	Yes
7	Okaihau College	01/12/1999	Yes	6944	Randwick Park School	01/11/1999	Yes
1860	Omanu School	19/07/2004	No	1457	Rangeview Intermediate	27/05/2004	Yes
86	Onehunga High School	09/08/1999	Yes	28	Rangitoto College	01/12/1999	Yes
1399	Onehunga Primary School	25/11/1999	Yes	2434	Rangiwaea School	08/12/1999	No
269	Onslow College	21/09/1999	Yes	2971	Rapaura School	14/09/2001	Yes
1401	Opaheke School	09/08/1999	Yes	2974	Raumati Beach School	12/11/1999	Yes
2936	Opaki School	24/11/2003	No	1194	Red Beach School	19/10/1999	No
3455	Opawa School	19/11/1999	Yes	3483	Redcliffs School	08/11/1999	No
1404	Oratia School	07/10/1999	Yes	3484	Redwood School (Christchurch)	17/08/2004	Yes
25	Orewa College	30/08/2004	No	1461	Remuera Intermediate	19/10/1999	Yes
378	Otago Girls' High School	07/08/1999	Yes	1462	Remuera School	22/12/1999	Yes
88	Ōtāhuhu College	09/08/1999	Yes	334	Riccarton High School	16/06/1999	Yes
6946	Oteha Valley School	25/11/2003	Yes	4006	Rimu School	30/08/1999	Yes
1877	Otorohanga South School	04/10/2004	Yes	2437	Riverdale School (P North)	21/10/1999	Yes
120	Otumoetai College	09/08/1999	Yes	1466	Riverina School	27/06/2000	Yes
1878	Otumoetai Intermediate	01/07/2003	Yes	2981	Riverlands School	22/11/1999	Yes
3464	Ouruhia Model School	22/11/1999	No	3217	Riwaka School	25/08/2003	No
1413	Owairoa School	15/02/2001	Yes	3488	Rolleston School	21/05/2003	Yes
2637	Paki Paki School	28/03/2002	Yes	1470	Roscommon School	17/12/2003	Yes
2638	Pakowhai School	12/02/2004	Yes	3812	Rosebank School (Balclutha)	01/10/2001	No
80	Pakuranga College	23/09/1999	Yes	4010	Rosedale Intermediate	14/08/2002	Yes
1416	Pakuranga Heights School	06/10/1999	Yes	102	Rosehill College	06/09/1999	Yes
1417	Pakuranga Intermediate	19/09/2002	Yes	1930	Rotokauri School	20/12/1999	Yes
203	Palmerston North Girls' High School	20/05/1999	No	1933	Rotorua Intermediate	23/10/2002	No
2419	Palmerston North Intermediate	15/12/1999	No	6976	Rototuna Primary School	10/09/2002	Yes
1423	Papakura Normal School	05/12/2001	Yes	1351	Royal Oak Intermediate School	28/11/2002	Yes
3467	Papāroa Street School	26/11/1999	Yes	1475	Royal Oak School	19/10/1999	Yes
1426	Papatoetoe Central School	06/08/1999	Yes	2441	Russell Street School	03/09/2001	Yes
1427	Papatoetoe East School	09/08/1999	Yes	40	Rutherford College	17/06/2003	Yes
95	Papatoetoe High School	05/08/1999	Yes	4014	Salford School	12/11/2002	Yes
1428	Papatoetoe Intermediate	30/08/1999	Yes	491	Sancta Maria College	20/11/2003	Yes
1429	Papatoetoe North School	09/08/1999	Yes	2987	Seatoun School	01/01/2001	No
1430	Papatoetoe South School	09/08/1999	Yes	6945	Selwyn Ridge School	06/12/2001	No
1431	Papatoetoe West School	09/08/1999	Yes	1480	Shelly Park School	16/12/2003	Yes
2948	Paraparaumu Beach School	15/07/2002	Yes	321	Shirley Boys' High School	29/05/1999	Yes
248	Paraparaumu College	23/04/2002	No	3504	Shirley School	21/09/2004	Yes
1886	Parawai School	18/09/2002	No	2990	Silverstream School	24/08/2004	No
2950	Paremata School	03/11/1999	Yes	2991	Solway School	20/11/2003	Yes
2641	Parkvale School	28/11/2003	Yes	6760	Somerville Intermediate School	10/12/1999	Yes
1436	Parnell School	27/09/1999	Yes	2993	South Featherston School	30/09/2004	No
1888	Paroa School (Whakatane)	20/12/1999	Yes	2446	South Makirikiri School	06/09/1999	No
1892	Peachgrove Intermediate	24/10/2002	Yes	3510	Southbrook School	30/05/2001	No
2644	Peterhead School	22/11/2002	No	452	Southern Cross Campus	20/11/2002	Yes
				2996	Springlands School	03/06/2002	Yes



# Statistical Tables

Table	Page	Title
Table 1.1:	17	Highest Attainment of School Leavers, 2004
Table 1.2:	18	Percentage of School Leavers with Little or No Formal Attainment, 2004
Table 3.1:	34	Percentage of Secondary School Teachers Who Are Qualified in the Subjects They Teach
Table 3.2:	37	ERO Evaluation of Reading Teachers in Years 4 and 8
Table 3.3:	39	ERO Evaluation of Science Teachers in Years 4 and 8
Table 3.4:	42	Teachers Undertaking Professional Development in Selected Areas, 2004
Table 4.1:	60	Indicators of Good Financial Management, 2004
Table A1:	71	Participation and Achievement in Senior School Assessment by School Decile and School Gender, 2004
Table A2:	71	Participation and Achievement in Senior School Assessment by Gender and Ethnicity, 2004
Table A3:	72	Proportion of Candidates to Achieve at Least One Credit by Learning Area, Year of Schooling and Gender, 2004
Table A4:	72	Year 11 Candidates' Achievement of Literacy and Numeracy Requirements by Gender and Ethnicity, 2004
Table A5:	73	Highest Attainment of School Leavers by Ethnicity, 2002–2004
Table A6:	73	Proportion of School Leavers Going Directly to Tertiary Education by Level of Study, 2001–2003
Table A7:	74	Proportion of School Leavers Proceeding Directly to Tertiary Education by School Year, Decile and Tertiary Programme, 1999–2003
Table A8:	75	Estimated Proportion of Domestic Students Staying on at School by Age, 1994–2004
Table A9:	75	Estimated Proportion of Domestic Students Staying on at School by Age, Ethnicity and Gender, 2004
Table A10:	76	Regional Statistics, July 2004
Table A11:	77	Number of Students by School Type, 1994 and 2000–2004
Table A12:	78	Number of Students by Ethnicity, July 2004
Table A13:	79	Number of Students by Age, 1994 and 2000–2004
Table A14:	80	Number of Schools by School Type, 1994 and 2000–2004
Table A15:	80	Enrolments in Māori-medium Programmes by Level of Immersion, 2000–2004
Table A16:	81	Number of Students by School Type, Type of Student and Gender, July 2004
Table A17:	81	Participation in Alternative Education Programmes, 2004
Table A18:	81	Non-Enrolment Truancy Service (NETS): Outcomes of NETS Referrals, 2000–2004
Table A19:	81	Stand-downs and Suspensions per 1000 Students Enrolled by Selected Reasons, Gender and Ethnicity, 2004
Table A20:	82	Indicative Participation Rates of 16- to 18-year-olds in Education, 2000–2004
Table A21:	82	Actual Staff (FTTE) at State Schools by School Type and Gender, 2000–2004
Table A22:	83	Ratio of Students to Teaching Staff at State Schools, 2000–2004
Table A23:	83	Mean Salary of Regular State School Teachers by School Type, 2000–2004
Table A24:	84	Board of Trustees Members at State Schools by Ethnicity and Gender as at December 2004
Table A25:	84	Value of Crown-owned School Land and Buildings, 2000–2004
Table A26:	85	Age of State School Property, 2004
Table A27:	85	Financial Performance of the Schools Sector, 2000–2004

Table A28:	86	Primary Schools' Financial Performance, 2002–2004
Table A29:	86	Secondary Schools' Financial Performance, 2002–2004
Table A30:	87	Primary and Secondary Schools' Per-student Financial Performance, 2000–2004
Table A31:	87	Financial Position of the Schools Sector, 2000–2004
Table A32:	87	Primary Schools' Financial Position, 2000–2004
Table A33:	88	Secondary Schools' Financial Position, 2000–2004
Table A34:	88	Schools Sector Fixed Asset Portfolio, 2003–2004
Table A35:	89	Primary and Secondary Schools' Asset Portfolios, 2003–2004
Table A36:	89	Proportion of Schools in Surplus and Deficit, 2002–2004
Table A37:	90	Proportion of Schools Incurring Large Operating Deficits by Sector, 2000–2004
Table A38:	90	Number of Schools in Deficit by Size of Deficit, 2002–2004
Table A39:	90	Schools Moving into and out of Operating Deficit by Sector, 2002–2004
Table A40:	91	Primary Schools' Financial Performance by School Decile, 2003–2004
Table A41:	91	Secondary Schools' Financial Performance by School Decile, 2003–2004
Table A42:	92	Primary Schools' Financial Position by School Decile, 2003–2004
Table A43:	92	Secondary Schools' Financial Position by School Decile, 2003–2004
Table A44:	92	Proportion of Schools in Deficit by School Decile, 2002–2004

**Table A1: Participation\* and Achievement in Senior School Assessment by School Decile and School Gender, 2004**

School Characteristics	Participation of Year 11 Students %	Year 11 Candidates Achieving an NCEA Qualification %	Participation of Year 12 Students %	Year 12 Candidates Achieving an NCEA Qualification, Level 2 or Above %	Participation of Year 13 Students %	Year 13 Candidates Achieving an NCEA Qualification, Level 3 or Above %
<b>School decile**</b>						
Low (deciles 1–3)	89	41	91	43	87	30
Medium (deciles 4–7)	93	59	93	61	92	49
High (deciles 8–10)	96	72	94	73	93	64
<b>School gender</b>						
Boys' schools	94	62	93	66	93	52
Co-educational schools	88	57	88	59	93	47
Girls' schools	97	78	96	79	96	68
<b>All schools</b>	<b>90</b>	<b>61</b>	<b>90</b>	<b>64</b>	<b>94</b>	<b>51</b>

\* Participation is defined as achieving at least one NQF credit. Students doing so are referred to as 'candidates'.

\*\* Excludes schools with no decile.

**Table A2: Participation\* and Achievement in Senior School Assessment by Gender and Ethnicity, 2004**

School Characteristics	Participation of Year 11 Students %	Year 11 Candidates Achieving an NCEA Qualification %	Participation of Year 12 Students %	Year 12 Candidates Achieving an NCEA Qualification, Level 2 or Above %	Participation of Year 13 Students %	Year 13 Candidates Achieving an NCEA Qualification, Level 3 or Above %
<b>Gender</b>						
Male	90	55	89	58	92	45
Female	90	67	91	69	95	57
<b>Ethnicity</b>						
European/Pākehā	87	71	87	73	91	59
Māori	83	40	83	44	90	27
Pasifika	89	33	91	37	92	21
Asian	91	63	91	60	93	55
<b>All candidates</b>	<b>90</b>	<b>61</b>	<b>90</b>	<b>64</b>	<b>94</b>	<b>51</b>
<b>Total no. of candidates</b>	<b>54 366</b>	<b>33 151</b>	<b>44 648</b>	<b>28 366</b>	<b>32 519</b>	<b>16 696</b>

\* Participation is defined as achieving at least one NQF credit. Students doing so are referred to as 'candidates'.

**Table A3: Proportion of Candidates to Achieve at Least One Credit by Learning Area, Year of Schooling and Gender, 2004**

Learning Area	Proportion of Year 11 Candidates to Achieve at Least One Credit		Proportion of Year 12 Candidates to Achieve at Least One Credit		Proportion of Year 13 Candidates to Achieve at Least One Credit	
	Male %	Female %	Male %	Female %	Male %	Female %
English	90	95	87	92	67	75
Te reo Māori	4	6	2	3	2	2
Other languages	9	16	6	12	5	9
Mathematics	95	97	85	79	69	56
Science	81	83	55	51	49	42
Social sciences	60	67	59	69	54	64
The arts	25	43	22	39	21	35
Health and physical education	57	58	47	47	33	30
Technology	60	50	57	48	39	33

**Table A4: Year 11 Candidates' Achievement of Literacy and Numeracy Requirements by Gender and Ethnicity, 2004**

Student Characteristics	Candidates Meeting Both Literacy and Numeracy Requirements		Candidates Meeting Literacy Requirements Only		Candidates Meeting Numeracy Requirements Only		Candidates Meeting Neither Literacy nor Numeracy Requirements		All Candidates
	n	%	n	%	n	%	n	%	n
<b>Gender</b>									
Males	18 194	67.2	1 293	4.8	4 488	16.6	3 104	11.5	27 079
Females	21 222	77.8	1 522	5.6	2 382	8.7	2 161	7.9	27 287
<b>Ethnicity</b>									
European/Pākehā	25 773	79.8	1 177	3.6	3 109	9.6	2 230	6.9	32 289
Māori	5 324	58.0	884	9.6	1 500	16.3	1 470	16.0	9 178
Pasifika	2 121	52.9	362	9.0	852	21.3	671	16.7	4 006
Asian	4 032	70.8	157	2.8	1 031	18.1	475	8.3	5 695
Other	1 311	75.8	76	4.4	185	10.7	157	9.1	1 729
<b>Total*</b>	<b>39 416</b>	<b>72.5</b>	<b>2 815</b>	<b>5.2</b>	<b>6 870</b>	<b>12.6</b>	<b>5 265</b>	<b>9.7</b>	<b>54 366</b>

\* Total includes those with unknown ethnicity.

**Table A5: Highest Attainment of School Leavers by Ethnicity, 2002–2004**

		University Bursary, Scholarship, Level 3 Qualification %	Entrance Qualification/ 42+ Credits at Level 3 %	Higher School Certificate/ 14–41 Credits at Level 3 %	*NCEA Level 2/ 6th Form Cert. ** %	Level 1 Qualification/ 1–13 Credits at Level 2 %	*14 Credits at NCEA Level 1 or Above/ School Certificate %	Little or No Formal Attainment %	Total %	Number
2002	Māori	4	4	9	22	5	21	35	100	9 445
	Pasifika	4	4	16	29	6	15	26	100	3 654
	Asian	41	11	14	19	1	5	9	100	4 006
	All	19	8	12	25	4	15	18	100	52 546
2003	Māori	5	4	11	26	10	15	30	100	9 688
	Pasifika	4	5	21	29	8	11	21	100	3 822
	Asian	42	12	15	18	3	3	8	100	4 557
	All	20	9	14	25	8	9	15	100	53 471

\* Figures include students gaining one or more subjects in School Certificate or Sixth Form Certificate, irrespective of the grade awarded.

\*\* From 2002 to 2003, includes 14 to 41 credits at National Certificate Level 3 or above.

Prior to 2004, school leaver data was based on a mix of the old and new qualifications systems. From 2004 onwards, data is fully based on the NQF.

		NZ Scholarship/ Level 3 Qualification or Higher %	University Entrance Qualification/ 42+ Credits at Level 3 or Above %	30+ Credits at Level 3 or Above %	Level 2 Qualification %	30+ Credits at Level 2 or Above %	Level 1 Qualification %	40+ Credits at Level 1 or Above %	14–39 Credits at Level 1 or Above %	Little or No Formal Attainment %	Total %	Number
2004	Māori	10	2	6	19	10	14	6	7	25	100	10 583
	Pasifika	11	4	11	27	9	11	4	7	16	100	4 080
	Asian	50	7	12	14	5	5	1	2	5	100	4 730
	All	28	4	8	21	8	10	4	4	13	100	55 634

**Table A6: Proportion of School Leavers Going Directly to Tertiary Education by Level of Study, 2001–2003\***

Award Programme	2001 School Leavers			2002 School Leavers			2003 School Leavers		
	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %	Māori %	Pasifika %	All %
Degree level	9	9	22	9	9	22	9	10	22
Diploma level	5	6	6	5	6	5	4	4	4
Certificate level	35	31	27	42	40	31	39	40	29
Total**	49	46	55	56	54	58	52	53	56
Total number of school leavers	9 688	3 694	53 517	9 445	3 654	52 546	9 688	3 822	53 471

\* Figures in this table differ from those published in previous reports due to changes in methodology. The percentage of school leavers progressing directly to tertiary study is now based on tertiary enrolments for the whole year, not as at July, as in previous reports.

\*\* Totals may not add up due to rounding.

**Table A7: Proportion of School Leavers Proceeding Directly to Tertiary Education by School Year, Decile and Tertiary Programme, 1999–2003\***

School Leavers Enrolling in:	School Leavers Year	School Decile Band			All Schools %
		Low (Deciles 1–3) %	Medium (Deciles 4–7) %	High (Deciles 8–10) %	
Degree courses	1999	9	19	40	22
	2000	8	18	34	22
	2001	9	18	36	22
	2002	8	19	38	22
	2003	8	18	35	22
Diploma courses	1999	5	6	8	6
	2000	6	6	7	6
	2001	5	5	7	6
	2002	4	5	5	5
	2003	3	4	5	4
Certificate courses	1999	22	22	21	21
	2000	25	24	20	23
	2001	31	28	23	27
	2002	38	33	25	31
	2003	37	31	24	29
All tertiary courses	1999	36	47	68	49
	2000	39	48	60	50
	2001	45	52	65	55
	2002	51	57	68	58
	2003	48	53	64	56

\* Figures in this table differ from those published in previous reports due to changes in methodology. The percentage of school leavers progressing directly to tertiary study is now based on tertiary enrolments for the whole year, not as at July, as in previous reports.

**Table A8: Estimated Proportion of Domestic Students Staying on at School by Age, 1994–2004\***

Year	Age 16 %	Age 17 %	Age 18 %
1994	84	60	15
1995	83	58	14
1996	84	59	15
1997	84	60	15
1998	86	62	16
1999	85	63	16
2000	82	60	14
2001	80	58	13
2002	80	57	13
2003	82	58	14
2004	81	61	14

\* Participation rates in this table are for domestic students only and are calculated as a proportion of enrolments at age 14.

**Table A9: Estimated Proportion of Domestic Students Staying on at School by Age, Ethnicity and Gender, 2004\***

Ethnicity	Gender	Age 16 %	Age 17 %	Age 18 %
Māori	Male	60	36	9
	Female	68	43	9
	<b>Total</b>	<b>64</b>	<b>40</b>	<b>9</b>
Pasifika	Male	79	62	22
	Female	86	70	19
	<b>Total</b>	<b>82</b>	<b>66</b>	<b>21</b>
All students	Male	78	56	13
	Female	85	65	14
	<b>Total</b>	<b>81</b>	<b>61</b>	<b>14</b>

\* Participation rates in this table are for domestic students only and are calculated as a proportion of enrolments at age 14.

Table A10: Regional Statistics, July 2004

Region	Domestic School Roll	Roll Growth 1999–2004 %	Pasifika Students* %	Asian Students* %	Māori Students* %	Maori Students in Māori-medium Programmes** %	Students Receiving ESOL Support %	Low Decile Schools (Deciles 1–3) %	Schools with Enrolment Schemes %	Stand-downs and Suspensions per 1000 Students, Jan to Dec 2004	Leavers with at Least 30 Credits at Level 2 or Above %
Northland	29 923	-1.3	1.4	1.6	47.0	18.8	0.3	62.3	6.0	56.0	58.3
Auckland	242 676	13.0	19.1	16.7	14.8	11.2	7.8	36.2	37.1	29.0	73.1
Waikato	73 413	0.7	2.9	4.0	30.1	14.7	1.6	31.9	9.9	39.2	66.8
Bay of Plenty	50 973	4.8	1.7	2.4	40.4	22.1	0.8	50.9	15.1	37.3	61.1
Gisborne	9 901	-3.2	1.5	1.0	61.6	24.0	0.1	58.6	10.5	38.7	65.7
Hawke's Bay	30 410	1.3	3.7	1.8	34.4	16.7	1.4	44.0	25.4	35.3	67.9
Taranaki	20 531	-5.3	1.0	1.7	23.1	7.8	0.3	26.4	3.7	36.8	64.0
Manawatu/Wanganui	42 488	-5.7	2.5	3.0	28.4	15.2	0.8	32.3	11.0	49.5	65.3
Wellington	78 716	2.4	10.1	7.1	18.2	11.3	3.1	23.6	18.7	32.7	73.1
Nelson/Marlborough/Tasman	22 702	1.2	1.4	1.3	12.6	6.5	0.5	7.8	18.8	27.2	70.6
West Coast	5 408	-6.2	0.9	0.8	15.6	0.0	0.2	13.6	2.3	34.5	58.7
Canterbury	86 714	2.9	2.7	4.9	10.1	8.3	1.8	14.6	18.7	37.9	70.8
Otago	30 412	-1.7	2.0	2.6	9.4	1.6	0.4	6.5	9.1	24.1	75.0
Southland	17 288	-6.6	1.5	1.0	16.6	5.9	0.3	24.0	11.0	32.7	73.6

\* As a percentage of domestic students only (excludes NZAID scholarship students and foreign fee-paying students).

\*\* Levels 1–3 Māori medium education as a percentage of the total Māori roll in each region.

**Table A11: Number of Students by School Type, 1994 and 2000–2004**

School Type	1994	2000	2001	2002	2003	2004
<b>Primary</b>						
State full primary	146 682	170 070	169 654	171 121	172 200	169 839
State contributing	199 850	215 509	213 213	212 291	213 959	212 360
State intermediate	55 492	58 852	60 382	63 507	64 517	61 908
Independent primary and intermediate	6 520	5 773	6 242	6 327	6 106	6 089
Subtotal	408 544	450 204	449 491	453 246	456 782	450 196
<b>Composite</b>						
State composite	11 468	21 084	21 861	22 534	22 974	24 452
Correspondence	10 513	8 119	8 839	9 135	7 872	7 996
Independent composite	11 531	11 734	12 004	12 767	13 936	14 816
Subtotal	33 512	40 937	42 704	44 436	44 782	47 264
<b>Secondary</b>						
State Year 9–15	188 927	189 979	191 983	198 725	206 337	210 650
State Year 7–15	33 239	39 871	39 997	40 770	42 431	45 627
Independent Year 7–15 and Year 9–15	6 279	6 585	7 501	8 498	8 818	8 245
Subtotal	228 445	236 435	239 481	247 993	257 586	264 522
<b>Special</b>						
State special	1 816	2 010	2 215	2 379	2 574	2 646
Independent special	81					
Other Vote Education	173	103	33	30	31	26
Subtotal	2 070	2 113	2 248	2 409	2 605	2 672
<b>Total</b>	<b>672 571</b>	<b>729 689</b>	<b>733 924</b>	<b>748 084</b>	<b>761 755</b>	<b>764 654</b>

**Table A12: Number of Students by Ethnicity, July 2004**

Ethnicity	2004	2000–2004 % Change
European/Pākehā	453 473	-3.1
New Zealand Māori	160 732	9.4
Sāmoan	30 330	9.6
Cook Islands Māori	10 117	13.2
Tongan	12 843	22.7
Niuean	3 902	8.1
Fijian	2 704	27.9
Tokelauan	1 525	28.7
Other Pasifika	2 700	12.3
Subtotal - Pasifika	64 121	13.7
South East Asian	7 848	18.3
Indian	17 517	62.9
Chinese	17 684	29.7
Other Asian	15 688	38.3
Subtotal - Asian	58 737	38.6
Other	13 048	52.5
NZAID* and FFP**	14 543	94.9
<b>Total</b>	<b>764 654</b>	<b>4.8</b>

\* NZAID scholarship.

\*\* Foreign fee-paying students.

**Table A13: Number of Students by Age, 1994 and 2000–2004**

Age in Years	1994	2000	2001	2002	2003	2004
5	57 076	56 510	55 229	55 087	56 818	55 508
6	56 314	58 351	58 143	57 692	57 754	58 442
7	53 593	59 509	58 338	58 880	58 568	58 205
8	52 662	60 317	59 434	59 068	59 886	58 984
9	51 842	62 166	60 478	60 398	60 228	60 369
10	51 506	60 889	62 329	61 653	62 124	60 874
11	50 310	58 705	60 849	63 204	62 471	61 936
12	50 270	57 822	59 009	61 937	64 046	62 822
13	51 259	55 086	57 790	59 337	62 388	64 260
14	51 483	53 942	55 043	58 325	59 991	62 490
15	50 377	51 466	52 187	53 929	56 847	58 138
16	43 204	44 364	43 871	44 697	46 821	48 860
17	32 135	32 460	32 132	32 659	33 738	35 412
18	8 733	8 649	8 735	9 625	9 803	9 251
19 and over	11 713	9 453	10 357	11 593	10 272	9 103
Under 5*	94					
<b>Total</b>	<b>672 571</b>	<b>729 689</b>	<b>733 924</b>	<b>748 084</b>	<b>761 755</b>	<b>764 654</b>

\* Children aged less than 5 years at special schools prior to 1996.

**Table A14: Number of Schools by School Type, 1994 and 2000–2004**

School Type	1994	2000	2001	2002	2003	2004
<b>Primary</b>						
State full primary	1 182	1 189	1 186	1 177	1 173	1 137
State contributing	924	854	843	833	829	816
State intermediate	147	133	132	130	130	125
Independent primary and intermediate	73	44	48	48	45	44
Subtotal	2 326	2 220	2 209	2 188	2 177	2 122
<b>Composite</b>						
State composite	45	78	82	85	86	89
Correspondence	1	1	1	1	1	1
Independent composite	45	41	43	46	49	50
Subtotal	91	120	126	132	136	140
<b>Secondary</b>						
State Year 9–15	240	232	232	229	229	228
State Year 7–15	78	88	87	86	87	90
Independent Year 7–15 and Year 9–15	17	16	17	17	17	20
Subtotal	335	336	336	332	333	338
<b>Special</b>						
State special	49	45	46	46	46	46
Independent special	2					
Other Vote Education	5	3	1	1	1	1
Subtotal	56	48	47	47	47	47
<b>Total</b>	<b>2 808</b>	<b>2 724</b>	<b>2 718</b>	<b>2 699</b>	<b>2 693</b>	<b>2 647</b>

**Table A15: Enrolments in Māori-medium Programmes by Level of Immersion, 2000–2004**

Year	Curriculum Instruction Undertaken in te Reo Māori			Total Enrolments	Total Māori Enrolments	Participation of Māori Students in Māori-medium Programmes*	Total Non-Māori Enrolments	Participation of Non-Māori Students in Māori-medium Programmes**	No. of Māori-medium Providers
	31–50 %	51–80 %	81–100 %						
2000	6 020	5 368	11 156	22 544	21 637	14.7	907	0.2	430
2001	5 836	5 305	11 155	22 296	21 488	14.4	808	0.1	438
2002	5 531	5 124	11 640	22 295	21 520	14.1	775	0.1	430
2003	6 024	4 658	12 209	22 891	22 173	14.1	718	0.1	445
2004	5 345	5 360	12 580	23 285	22 639	14.1	646	0.1	417
% change 1999–2004	-12.4	2.3	15.6	4.8	6.1		-26.4		-8.4

\* Calculated as the number of Māori students enrolled in Māori-medium programmes (31 percent and over) as a percentage of Māori students.

\*\* Calculated as the number of non-Māori students enrolled in Māori-medium programmes (31 percent and over) as a percentage of non-Māori students.

**Table A16: Number of Students by School Type, Type of Student and Gender, July 2004**

School Type	Regular Classroom		Adults in Regular Classes		Alternative Education		Foreign Fee-paying		NZ AID Scholarship		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Full primary	90 739	83 925					578	475	3	1	91 320	84 401	175 721
Contributing	108 739	102 113					834	649	16	9	109 589	102 771	212 360
Intermediate	31 754	29 346					579	434	2		32 335	29 780	62 115
Secondary Year 7–15	23 904	23 112	24	123	56	15	850	730	1	2	24 835	23 982	48 817
Secondary Year 9–15	103 361	100 625	758	1 502	750	334	4 452	3 891	17	15	109 338	106 367	215 705
Composite	17 045	21 140	20	42	19	3	435	564			17 519	21 749	39 268
Special	1 709	957					5	1			1 714	958	2 672
Correspondence	1 655	2 197	1 472	2 644	17	11					3 144	4 852	7 996
<b>Total</b>	<b>378 906</b>	<b>363 415</b>	<b>2 274</b>	<b>4 311</b>	<b>842</b>	<b>363</b>	<b>7 733</b>	<b>6 744</b>	<b>39</b>	<b>27</b>	<b>389 794</b>	<b>374 860</b>	<b>764 654</b>

**Table A17: Participation in Alternative Education Programmes, 2004\***

Ethnicity	%	Gender	%
Māori	61	Male	66
European/Pākehā	29	Female	34
Pasifika	9		
Other/unknown	1		

\* Number of students who were approved and attended programmes during 2004 = 3654.

**Table A18: Non-Enrolment Truancy Service (NETS): Outcomes of NETS Referrals, 2000–2004**

	2000	2001	2002	2003	2004
Numbers of young people referred to NETS	4 790	5 350	6 251	6 499	6 034
Number already enrolled, exempted, overseas or over 16	2 240	2 550	2 700	2 641	3 562
Numbers NETS helped to re-engage in education	1 329	1 639	2 624	2 208	1 370

**Table A19: Stand-downs and Suspensions per 1000 Students Enrolled by Selected Reasons, Gender and Ethnicity, 2004**

	All Reasons	Theft	Physical Assault on Staff or Students	Continual Disobedience	Drugs and Alcohol	Verbal Assault on Staff or Students
Male	48.0	2.2	13.5	11.8	5.1	7.5
Female	21.0	1.1	4.3	5.6	3.5	3.5
Māori	67.4	3.8	17.5	16.0	9.7	10.8
Non-Māori	25.8	1.0	6.7	6.8	2.8	4.1
Pasifika	43.1	3.0	14.4	9.1	3.7	5.2
Non-Pasifika	34.0	1.5	8.5	8.8	4.4	5.6
<b>All Students</b>	<b>34.8</b>	<b>1.6</b>	<b>9.0</b>	<b>8.8</b>	<b>4.3</b>	<b>5.5</b>

**Table A20: Indicative Participation Rates\* of 16- to 18-year-olds in Education, 2000–2004**

Age	Year	Schools %	Tertiary %	Education** %
16	2000	81	8	89
	2001	79	9	88
	2002	78	8	86
	2003	80	8	87
	2004	80	10	90
17	2000	60	15	75
	2001	58	16	74
	2002	57	15	72
	2003	58	14	71
	2004	60	15	75
18	2000	16	40	56
	2001	16	41	57
	2002	17	40	57
	2003	17	38	54
	2004	16	39	55

\* Participation rates in this table are for all students and represent the proportions of the general population aged 16, 17 and 18 years. This differs from the rates in Tables A8 and A9, which are for domestic students only and are calculated as a proportion of enrolments at age 14.

\*\* Totals may not add up due to rounding.

**Table A21: Actual Staff (FTE)\* at State Schools by School Type and Gender, 2000–2004**

	2000	2001	2002	2003	2004		
					Male	Female	Total
Primary	23 095	23 362	23 358	23 616	4 586	18 991	23 577
Composite	1 418	1 485	1 572	1 691	610	1 185	1 795
Correspondence	298	318	290	290	72	213	286
Secondary	15 219	15 374	15 596	16 485	7 657	9 622	17 279
Special	661	743	764	799	168	666	835
<b>Total**</b>	<b>40 691</b>	<b>41 282</b>	<b>41 579</b>	<b>42 881</b>	<b>13 093</b>	<b>30 678</b>	<b>43 771</b>

\* Full-time teacher equivalent.

\*\* Totals may not add up due to rounding.

**Table A22: Ratio\* of Students to Teaching Staff at State Schools, 2000–2004**

	2000	2001	2002	2003	2004
<b>Overall ratio**</b>					
Primary/intermediate	19.4	19.0	19.1	19.1	18.8
Composite	14.8	14.3	14.0	13.5	13.4
Secondary	15.5	15.5	15.7	15.4	15.2
<b>General classroom ratio</b>					
Primary/intermediate	22.5	22.5	22.5	22.7	23.1
Composite	18.4	18.2	18.2	17.6	16.7
Secondary	18.3	18.4	18.8	18.6	18.4

\* The primary and intermediate ratios are based on July rolls, while the secondary and composite ratios are based on March rolls.

\*\* Includes management, special education teachers and other additional teachers.

**Table A23: Mean Salary\* of Regular\*\* State School Teachers by School Type, 2000–2004**

Year	Primary			Composite			Secondary			Special			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000	53 744	45 312	47 220	50 566	44 688	46 936	51 881	49 186	50 541	51 701	46 647	47 566	52 527	46 476	48 526
2001	54 860	47 384	49 050	52 764	46 344	48 718	53 432	50 757	52 082	53 558	48 582	49 556	53 934	48 398	50 251
2002	55 828	48 452	50 058	52 722	47 420	49 383	53 527	50 849	52 155	54 576	49 692	50 664	54 356	49 174	50 874
2003	56 900	49 939	51 441	54 471	49 149	51 131	56 203	53 187	54 629	55 905	51 328	52 230	56 383	50 965	52 729
2004	59 105	52 067	53 578	57 582	51 586	53 801	58 692	55 694	57 121	57 901	53 801	54 663	58 787	53 264	55 074

\* Salaries are as at March each year.

\*\* 'Regular' teachers are full-time teachers who are permanently appointed or are on a contract for at least one year.

**Table A24: Board of Trustees Members at State Schools\* by Ethnicity and Gender as at December 2004**

	Ethnicity						Gender		
	Māori %	Pasifika %	Asian %	European/Pākehā %	Other** %	Total %	Male %	Female %	Total*** %
<b>All members</b>									
Primary	15.2	3.0	0.7	79.1	1.9	100.0	46.4	53.6	100.0
Composite	40.2	0.1	2.0	56.3	1.3	100.0	48.1	51.9	100.0
Secondary	14.4	4.6	1.0	78.2	1.7	100.0	57.0	43.0	100.0
Special	10.2	1.8	0.3	85.2	2.4	100.0	41.9	58.1	100.0
<b>Total</b>	<b>16.0</b>	<b>3.1</b>	<b>0.8</b>	<b>78.2</b>	<b>1.9</b>	<b>100.0</b>	<b>48.0</b>	<b>52.0</b>	<b>100.0</b>
<b>Elected/appointed parent representatives</b>									
Primary	17.2	3.7	0.8	76.5	1.9	100.0	50.0	50.0	100.0
Composite	43.9	0.0	1.7	53.2	1.2	100.0	48.8	51.2	100.0
Secondary	14.3	5.0	1.0	78.0	1.7	100.0	57.3	42.7	100.0
Special	9.7	3.2	0.0	84.5	2.6	100.0	42.6	57.4	100.0
<b>Total</b>	<b>17.6</b>	<b>3.7</b>	<b>0.8</b>	<b>76.0</b>	<b>1.8</b>	<b>100.0</b>	<b>50.8</b>	<b>49.2</b>	<b>100.0</b>
<b>Co-opted members</b>									
Primary	23.8	2.9	0.3	71.5	1.5	100.0	41.7	58.2	100.0
Composite	56.1	0.0	0.0	40.4	3.5	100.0	35.1	64.9	100.0
Secondary	33.7	3.6	1.3	60.7	0.7	100.0	57.8	42.2	100.0
Special	17.4	0.0	2.2	78.3	2.2	100.0	37.0	63.0	100.0
<b>Total</b>	<b>27.0</b>	<b>2.9</b>	<b>0.6</b>	<b>68.1</b>	<b>1.4</b>	<b>100.0</b>	<b>44.7</b>	<b>55.2</b>	<b>100.0</b>

\* The Correspondence School is excluded from this table due to its different management structure.

\*\* Includes board of trustees members whose ethnicity was not stated.

\*\*\* Total includes missing values, where gender was not specified.

**Table A25: Value of Crown-owned School Land and Buildings, 2000–2004**

Financial Year Ended 30 June	2000 \$m	2001 \$m	2002 \$m	2003 \$m	2004 \$m
Land	918.4	939.1	1 374.5	1 535.2	2 142.5
Buildings (less depreciation)	4 681.8	4 696.5	4 960.8	5 434.4	5 776.4
Net carrying value of land and buildings	5 600.2	5 635.5	6 335.3	6 969.6	7 918.9
Cash investment in school and land	318.1	249.4	295.4	295.9	370.8

**Table A26: Age of State School Property, 2004**

Built	Number of Buildings	Square Metres	Proportion of Total Area %
Pre-1900	80	20 353	0.4
1900-1909	82	21 949	0.4
1910-1919	124	48 057	1.0
1920-1929	317	148 419	3.0
1930-1939	463	145 505	2.9
1940-1949	534	174 494	3.5
1950-1959	1 968	875 059	17.6
1960-1969	3 289	1 155 656	23.2
1970-1979	4 616	1 284 133	25.8
1980-1989	1 261	343 452	6.9
1990-1999	2 623	466 641	9.4
2000-2004	1 023	299 653	6.0
<b>Total</b>	<b>16 380</b>	<b>4 983 371</b>	<b>100.0</b>

**Table A27: Financial Performance of the Schools Sector, 2000-2004**

	2002		2003		2004 (Estimated**)	
	\$m	%*	\$m	%*	\$m	%*
<b>Revenue</b>	<b>3 580.8</b>	<b>100.0</b>	<b>3 845.2</b>	<b>100.0</b>	<b>4 061.3</b>	<b>100.0</b>
Government grants	3 074.2	85.9	3 283.2	85.4	3 473.1	85.5
Investment and other revenue	73.7	2.1	84.7	2.2	81.9	2.0
Local funds	433.0	12.1	477.2	12.4	506.3	12.5
<b>Expenses</b>	<b>3 527.4</b>	<b>98.5</b>	<b>3 792.2</b>	<b>98.6</b>	<b>4 032.4</b>	<b>99.3</b>
<b>Operating surplus</b>	<b>53.4</b>	<b>1.5</b>	<b>52.9</b>	<b>1.4</b>	<b>28.8</b>	<b>0.7</b>

\* Of total revenue.

\*\* In this and the subsequent tables, A28 to A44, the results given for 2004 are estimated. The consolidation of 2004 results is based on actual data for 2385 schools, and 2003 data for 128 of the 138 schools whose 2004 accounts data were not available for inclusion during the preparation of this report.

**Table A28: Primary Schools' Financial Performance, 2002–2004**

	2002		2003		2004 (Estimated)	
	\$m	%*	\$m	%*	\$m	%*
<b>Revenue</b>						
Government grants	1 681.9	89.1	1 763.3	88.4	1 838.8	88.6
Investments	15.2	0.8	16.7	0.8	19.2	0.9
Local funds	182.8	9.7	204.4	10.2	210.6	10.1
Other revenue	8.5	0.5	10.2	0.5	7.8	0.4
<b>Total</b>	<b>1 888.4</b>	<b>100.0</b>	<b>1 994.6</b>	<b>100.0</b>	<b>2 076.4</b>	<b>100.0</b>
<b>Expenses</b>						
Administration	141.2	7.5	149.7	7.5	156.6	7.5
Depreciation	71.0	3.8	74.6	3.7	76.7	3.7
Learning resources	1 426.1	75.5	1 506.0	75.5	1 576.8	75.9
Local funds	72.3	3.8	76.4	3.8	81.1	3.9
Property management	148.0	7.8	149.8	7.5	157.9	7.6
Other expenses	0.0	0.0	2.8	0.1	2.3	0.1
<b>Total</b>	<b>1 858.6</b>	<b>98.4</b>	<b>1 959.3</b>	<b>98.2</b>	<b>2 051.3</b>	<b>98.8</b>
<b>Surplus</b>	<b>29.8</b>	<b>1.6</b>	<b>35.3</b>	<b>1.8</b>	<b>25.0</b>	<b>1.2</b>

\* Of total revenue.

**Table A29: Secondary Schools' Financial Performance, 2002–2004**

	2002		2003		2004 (Estimated)	
	\$m	%*	\$m	%*	\$m	%*
<b>Revenue</b>						
Government grants	1 271.2	81.2	1 393.1	81.1	1 503.8	81.4
Investments	14.8	0.9	14.6	0.9	15.9	0.9
Local funds	246.6	15.7	269.2	15.7	291.4	15.8
Other revenue	33.2	2.1	41.5	2.4	35.4	1.9
<b>Total</b>	<b>1 565.8</b>	<b>100.0</b>	<b>1 718.5</b>	<b>100.0</b>	<b>1 846.5</b>	<b>100.0</b>
<b>Expenses</b>						
Administration	111.3	7.1	120.4	7.0	131.3	7.1
Depreciation	59.0	3.8	63.6	3.7	67.6	3.7
Learning resources	1 136.8	72.6	1 255.7	73.1	1 355.3	73.4
Local funds	116.1	7.4	120.4	7.0	136.4	7.4
Property management	120.6	7.7	122.0	7.1	128.9	7.0
Other expenses	0.0	0.0	19.2	1.1	18.9	1.0
<b>Total</b>	<b>1 543.7</b>	<b>98.6</b>	<b>1 701.2</b>	<b>99.0</b>	<b>1 838.4</b>	<b>99.6</b>
<b>Surplus</b>	<b>22.0</b>	<b>1.4</b>	<b>17.2</b>	<b>1.0</b>	<b>8.1</b>	<b>0.4</b>

\* Of total revenue.

**Table A30: Primary and Secondary Schools' Per-student Financial Performance, 2000–2004**

	2000 \$/Student	2001 \$/Student	2002 \$/Student	2003 \$/Student	2004 (Estimated) \$/Student
<b>Primary</b>					
<b>Revenue</b>	3 926	4 069	4 215	4 413	4 663
Government grants	3 551	3 658	3 754	3 901	4 129
Investments	37	37	34	37	43
Local funds	332	364	408	452	473
Other revenue	7	10	19	23	17
<b>Expenses</b>	3 858	4 026	4 148	4 335	4 607
<b>Surplus</b>	68	43	67	78	56
<b>Secondary</b>					
<b>Revenue</b>	5 689	5 857	6 035	6 381	6 501
Government grants	4 783	4 808	4 900	5 173	5 294
Investments	52	68	57	54	56
Local funds	796	899	950	1 000	1 026
Other revenue	58	82	128	154	125
<b>Expenses</b>	5 620	5 808	5 950	6 317	6 472
<b>Surplus</b>	69	49	85	64	28

**Table A31: Financial Position of the Schools Sector, 2000–2004**

	2000 \$m	2001 \$m	2002 \$m	2003 \$m	2004 (Estimated) \$m
Current assets and investments*	674.9	748.6	814.7	906.7	867.5
Less current liabilities	368.7	440.8	488.9	540.6	491.4
Working capital	306.2	307.8	325.7	366.1	376.2
Non-current assets as net depreciated value	739.8	798.6	840.6	886.4	1 003.3
Less non-current liabilities	52.9	117.6	130.0	133.4	139.6
Public equity	993.0	988.8	1 036.3	1 119.1	1 239.8

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003 – from 2004 they are included with non-current assets.

**Table A32: Primary Schools' Financial Position, 2000–2004**

	2000 \$m	2001 \$m	2002 \$m	2003 \$m	2004 (Estimated) \$m
Current assets and investments*	365.9	385.2	418.0	470.1	459.7
Less current liabilities	176.6	196.8	213.8	238.4	212.3
Working capital	189.3	188.5	204.1	231.7	247.3
Non-current assets as net depreciated value	375.9	400.2	425.9	442.0	500.4
Less non-current liabilities	28.4	63.0	71.0	72.5	73.5
Public equity	536.7	525.8	559.0	601.3	674.2

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003 – from 2004 they are included with non-current assets.

**Table A33: Secondary Schools' Financial Position, 2000–2004**

	2000 \$m	2001 \$m	2002 \$m	2003 \$m	2004 (Estimated) \$m
Current assets and investments*	280.3	338.0	371.3	412.9	382.0
Less current liabilities	182.3	233.9	263.7	289.4	262.2
Working capital	98.0	104.0	107.6	123.6	119.8
Non-current assets as net depreciated value	349.4	381.5	394.3	419.9	479.8
Less non-current liabilities	24.3	53.6	57.7	59.6	64.5
Public equity	423.1	431.9	444.2	483.9	535.1

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003 – from 2004 they are included with non-current assets.

**Table A34: Schools Sector Fixed Asset Portfolio, 2003–2004**

Fixed Asset Category	2003			2004 (Estimated)		
	Historical Cost \$m	Accumulated Depreciation \$m	Net Depreciated Value \$m	Historical Cost \$m	Accumulated Depreciation \$m	Net Depreciated Value \$m
Buildings	415.7	74.9	340.8	546.1	97.5	448.6
ICT	383.3	265.6	117.8	395.9	281.9	114.0
Plant, furniture and equipment	713.1	426.8	286.3	767.2	461.4	305.9
Land	17.1	-	17.1	22.1	-	22.1
Library resources	150.9	84.9	66.0	169.4	98.8	70.6
Motor vehicles	20.2	12.6	7.6	23.2	14.0	9.3
Other fixed assets	81.0	23.0	58.0	41.8	12.0	29.8
<b>Total</b>	<b>1 781.3</b>	<b>887.8</b>	<b>893.5</b>	<b>1 965.8</b>	<b>965.5</b>	<b>1 000.3</b>

**Table A35: Primary and Secondary Schools' Asset Portfolios, 2003–2004**

	2003				2004 (Estimated)			
	Primary		Secondary		Primary		Secondary	
	\$m	%	\$m	%	\$m	%	\$m	%
<b>Monetary Assets</b>								
Cash	171.7	18.8	119.6	14.4	172.0	18.0	110.3	12.8
Receivables	144.3	15.8	124.4	14.9	127.2	13.3	117.6	13.7
Investments	146.0	16.0	150.1	18.0	153.2	16.0	142.0	16.5
<b>Subtotal</b>	<b>461.9</b>	<b>50.7</b>	<b>394.0</b>	<b>47.4</b>	<b>452.3</b>	<b>47.2</b>	<b>369.9</b>	<b>43.0</b>
<b>Non-monetary assets</b>								
Inventory	7.2	0.8	11.2	1.4	7.3	0.8	12.0	1.4
Buildings	180.3	19.8	155.9	18.7	244.4	25.5	198.8	23.1
ICT	53.1	5.8	57.1	6.9	53.7	5.6	53.7	6.2
Plant, furniture and equipment	147.4	16.2	131.2	15.8	148.2	15.5	148.2	17.2
Land	0.1	0.0	16.8	2.0	3.2	0.3	18.7	2.2
Library resources	37.9	4.2	27.5	3.3	38.9	4.1	31.2	3.6
Motor vehicles	2.3	0.3	4.5	0.5	3.0	0.3	5.4	0.6
Other fixed assets	21.1	2.3	33.9	4.1	6.6	0.7	23.1	2.7
<b>Subtotal</b>	<b>449.4</b>	<b>49.3</b>	<b>438.1</b>	<b>52.6</b>	<b>505.5</b>	<b>52.8</b>	<b>491.2</b>	<b>57.0</b>
<b>Total all assets</b>	<b>911.4</b>	<b>100.0</b>	<b>832.1</b>	<b>100.0</b>	<b>957.8</b>	<b>100.0</b>	<b>861.0</b>	<b>100.0</b>

**Table A36: Proportion of Schools in Surplus and Deficit, 2002–2004**

	Operating Surplus/Deficit			Working Capital Surplus/Deficit		
	2002 %	2003 %	2004 (estimated) %	2002 %	2003 %	2004 (Estimated) %
<b>Primary</b>						
Surplus	60	61	58	94	94	94
Deficit	40	39	42	6	6	6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Secondary</b>						
Surplus	56	57	53	83	82	82
Deficit	44	43	47	17	18	18
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>All schools</b>						
Surplus	59	60	57	92	92	92
Deficit	41	40	43	8	8	8
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table A37: Proportion of Schools Incurring Large Operating Deficits by Sector, 2000–2004**

	2000 %	2001 %	2002 %	2003 %	2004 (Estimated) %
Primary schools	12	14	13	14	15
Secondary schools	5	9	11	7	9
All schools	11	14	13	13	14

**Table A38: Number of Schools in Deficit by Size of Deficit, 2002–2004**

Size of Deficit	Operating Deficit			Working Capital Deficit		
	2002	2003	2004 (Estimated)	2002	2003	2004 (Estimated)
\$1–\$20,000	592	568	519	91	97	74
\$20,001–\$40,000	241	214	229	45	35	40
\$40,001–\$60,000	86	111	93	21	16	14
\$60,001–\$80,000	42	38	72	8	11	12
\$80,001–\$100,000	30	27	27	3	9	6
\$100,001 or more	73	71	88	37	34	38
<b>Total</b>	<b>1 064</b>	<b>1 029</b>	<b>1 028</b>	<b>205</b>	<b>202</b>	<b>184</b>

**Table A39: Schools Moving into and out of Operating Deficit by Sector, 2002–2004**

	Primary Three Years Ended:			Secondary Three Years Ended:			All Schools Three Years Ended:		
	2002 %	2003 %	2004 (Est.) %	2002 %	2003 %	2004 (Est.) %	2002 %	2003 %	2004 (Est.) %
No deficit for the 3-year period	27	27	28	27	27	26	27	27	27
A deficit for one of the 3 years	35	35	35	33	30	31	34	34	34
A deficit for two of the 3 years	30	27	26	31	31	27	30	28	26
A deficit for all three years	9	11	11	9	13	16	9	11	12
<b>Total*</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

\* Totals may not add up due to rounding.

**Table A40: Primary Schools' Financial Performance by School Decile, 2003–2004**

	2003			2004 (Estimated)		
	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student
<b>Revenue</b>						
Government grants	4 422	3 843	3 511	4 711	4 050	3 722
Investments	46	33	33	53	38	40
Local funds	331	433	580	339	447	617
Other revenue	17	22	28	17	16	20
<b>Total</b>	<b>4 817</b>	<b>4 331</b>	<b>4 152</b>	<b>5 120</b>	<b>4 551</b>	<b>4 398</b>
<b>Expenses</b>						
Administration	366	319	315	390	341	330
Depreciation	178	159	160	186	166	167
Learning resources	3 664	3 301	3 075	3 928	3 478	3 280
Local funds	146	165	194	152	177	214
Property management	375	320	307	405	339	329
Other expenses	5	6	7	4	6	5
<b>Total</b>	<b>4 734</b>	<b>4 270</b>	<b>4 059</b>	<b>5 065</b>	<b>4 508</b>	<b>4 325</b>
<b>Surplus</b>	<b>83</b>	<b>61</b>	<b>94</b>	<b>55</b>	<b>43</b>	<b>73</b>

**Table A41: Secondary Schools' Financial Performance by School Decile, 2003–2004**

	2003			2004 (Estimated)		
	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student
<b>Revenue</b>						
Government grants	6 063	5 179	4 633	6 055	5 312	4 801
Investments	61	52	53	59	54	57
Local funds	711	968	1 212	675	999	1 274
Other revenue	95	200	132	55	158	126
<b>Total</b>	<b>6 930</b>	<b>6 399</b>	<b>6 030</b>	<b>6 844</b>	<b>6 523</b>	<b>6 258</b>
<b>Expenses</b>						
Administration	526	430	422	517	444	452
Depreciation	260	230	230	256	232	234
Learning resources	5 178	4 688	4 319	5 177	4 785	4 501
Local funds	342	474	477	353	513	519
Property management	531	442	420	519	444	426
Other expenses	37	92	65	9	91	72
<b>Total</b>	<b>6 874</b>	<b>6 356</b>	<b>5 933</b>	<b>6 831</b>	<b>6 508</b>	<b>6 204</b>
<b>Surplus</b>	<b>56</b>	<b>43</b>	<b>96</b>	<b>13</b>	<b>15</b>	<b>54</b>

**Table A42: Primary Schools' Financial Position by School Decile, 2003–2004**

	2003			2004 (Estimated)		
	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student
Current assets and investments*	1 191	962	998	1 199	962	970
Less current liabilities	548	505	535	498	471	466
Working capital	643	456	463	701	491	504
Non-current assets (NDV)	1 019	920	1 007	1 157	1 072	1 153
Less non-current liabilities	179	159	145	184	162	152
Public equity	1 483	1 217	1 324	1 673	1 400	1 505

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003 – from 2004 they are included with non-current assets.

**Table A43: Secondary Schools' Financial Position by School Decile, 2003–2004**

	2003			2004 (Estimated)		
	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student	Low (Deciles 1–3) \$/Student	Medium (Deciles 4–7) \$/Student	High (Deciles 8–10) \$/Student
Current assets and investments*	1 626	1 481	1 547	1 345	1 296	1 407
Less current liabilities	1 011	1 037	1 161	829	902	1 008
Working capital	615	443	387	517	394	399
Non-current assets (NDV)	1 484	1 419	1 783	1 699	1 536	1 876
Less non-current liabilities	269	221	194	290	224	192
Public equity	1 831	1 642	1 976	1 926	1 706	2 083

\* Investments have been added to current assets because a high proportion of the assets are held in deposits that, if necessary, can be readily converted to cash. Trust funds were included in current assets and investments up to 2003 – from 2004 they are included with non-current assets.

**Table A44: Proportion of Schools in Deficit by School Decile, 2002–2004**

School Decile	Operating Deficit			Working Capital Deficit		
	2002 %	2003 %	2004 (Estimated) %	2002 %	2003 %	2004 (Estimated) %
Low (deciles 1–3)	39	41	47	8	9	9
Medium (deciles 4–7)	46	41	43	8	8	9
High (deciles 8–10)	37	36	38	7	6	5

# Index

## A

- absenteeism
  - engagement with school, effect of, 25
  - non-enrolments, 27, 28
  - truancy, 27, 28
- achievement
  - ethnic group comparisons *see* ethnic groups
  - expectations of teachers, influence on engagement with school, 25
  - gender comparisons *see* gender
  - high achievers, 10
  - low achievers, 10
  - low decile schools, 10
  - Māori students
    - formal attainment of school leavers, 18–19
    - low achievers, over-representation among, 10
    - NCEA, comparisons with other ethnic groups *see* ethnic groups
  - non-English-speaking backgrounds, students from, 10
  - Pasifika students
    - formal attainment of school leavers, 18–19
    - low achievers, over-representation among, 10
    - NCEA, comparisons with other ethnic groups *see* ethnic groups
    - professional learning for raising of levels of achievement, 43–45
  - persistent disparities, 10
  - primary and junior secondary level
    - curriculum areas, performance within, 12
    - international comparison, 12
  - qualifications *see* qualifications
  - raising levels of
    - assessment as tool for, 36
    - challenges of, 10
    - effective teaching, impact of, 32, 36
  - school design, relevance of, 55
  - secondary level
    - international comparisons, 13, 19
    - NCEA *see* National Certificate of Educational Achievement (NCEA)
    - spread of, 10, 19, 32
- Advanced Numeracy Project, 42–43

## age

- number of students by, 79
- participation rates of 16- to 18-year-olds in education, 82
- retention rates by, 27, 75
- alternative education, 28, 81
- arts coordinators, 40
- arts, effective teaching in the, 39–40
- Asian students
  - comparisons with other ethnic groups *see* ethnic groups
  - proportion of students by region, 76
- Assess to Learn (AtoL), 36–37
- assessment
  - asTTle, 36, 37, 38, 42, 45
  - AtoL, 36–37
  - central role of, 36
  - exemplars, 36
  - formative assessment practice, 36–37
  - Māori-medium education, 41–42
  - Ōtara: The Learning Community, 44
  - sources of data, 10
  - Te Hīringa i te Mahara, 46
- Assessment for Learning, 13
- Assessment Tools for Teaching and Learning (asTTle), 36, 37, 38, 42, 45
- Autistic Spectrum Disorder (ASD) research study, 30

## B

- boards of trustees
  - accountability of, 50
  - charters, requirements for, 50, 52
  - combined boards, 50
  - compliance with legislative provisions in relation to finance, 52
  - composition of, 50
  - contribution of, 50
  - elections, 50
  - members by ethnicity and gender, 84
  - statutory interventions, 52
  - strategic focus, 50, 52
  - targets for student outcomes, 50, 52

boys *see* gender  
bullying, 26

## C

collective agreement bargaining, 48  
communities  
  *see also* families/whānau  
  engagement with, 28–31  
  Home–School Partnership programme, 29, 31  
  influence on engagement, 22  
  Māori communities, strengthening partnerships with, 45  
  Tū Tangata programme, 29, 30  
composite schools, statutory interventions in, 52  
Correspondence School, The, 28, 59, 82  
curriculum areas, performance at primary and junior secondary level, 12

## D

deciles *see* schools by decile  
disabled students *see* special education  
District Truancy Service (DTS), 27

## E

e-learning *see* information communication technologies (ICT)  
early leaving exemptions, 28  
Early Numeracy Project, 42–43  
Education Review Office, reports of *see* ERO reports  
Educational Lift, 53  
Effective Literacy Strategies in Years 9 to 13, 13  
effective teaching  
  achievement outcomes, impact on, 32  
  assessment  
    central role of, 36  
    formative assessment practice, 36–37  
  behaviour management, 34  
  classroom planning/administration, 34  
  effective teachers  
    characteristics of, 32  
    induction of, 35–36  
    Māori-medium, 34, 35  
    Pasifika language education, 34  
    selection of, 34  
    special education, 34, 35  
    subject qualifications of, 34  
    teacher education, 34–35  
  employment conditions, 47–48  
  environmental education, 38–39  
  gifted and talented students, 46

health and physical education, 39  
ICT, 40–41  
individual learning needs, tailoring practice for, 32  
literacy skills, 37–38  
Māori-medium education, 41–42  
Māori students, 45–46  
numeracy and mathematics, 38  
Pasifika students, 43–45  
professional learning *see* professional learning  
raising levels of achievement *see* achievement  
science, 38–39  
special education, 46–47  
teacher–student relationships  
  engagement with school, influence on, 25  
  Māori-medium education, in, 41  
  Māori students, with, 45  
workloads, 47–48  
employment  
  disengaged students moving to, 28  
  funding of transition to, 54  
  qualifications and, 19  
employment conditions for effective teaching, 47–48  
engagement  
  absenteeism, 27, 28  
  alternative education, 28  
  attitudes to classroom environment, 25  
  attitudes to learning, 22, 24  
  attitudes to school, 25–30  
  bullying, 26  
  contributing factors, 22  
  disengagement, 27, 28  
  early leaving exemptions, 28  
  families and communities, approaches and initiatives for, 28–31  
  Home–School Partnership programme, 29, 31  
  ICT, use of, 40  
  indicators of, 22, 26–27  
  measurement of, 22  
  non-enrolments, 27–28  
  retention rates, 27, 75  
  special education, 29–30  
  stand-downs and suspensions, 28, 81  
  teacher–student relationships, 25  
  truancy, 27, 28  
  Tū Tangata programme, 29, 30  
Enhancing Effective Practice in Special Education project, 46–47  
enrolments  
  by age, 79  
  enrolment schemes, 62–68

by ethnicity, 78  
 integrated schools, 64  
 Māori-medium education, 80  
 primary school, 53  
 by region, 76  
 roll decline, 53, 76  
 roll growth, 53, 62–68, 76  
 by school type, 77  
 by school type, type of student and gender, 81  
 secondary school, 53  
 environmental education, 38–39  
 ERO reports  
   beginning teachers, 35–36  
   teaching quality  
     literacy, 37  
     music, 40  
     numeracy, 38  
     science, 38–39  
     visual arts, the, 40  
 ESOL support  
   proportion of students by region, 76  
   refugees and migrants, funding for, 54  
 ethnic groups  
   achievement  
     2002 Year 11 cohort, 20–21  
     NCEA qualifications gained, 14, 15, 16,  
     20–21, 71  
     school leavers, attainment by, 17, 18–19, 73  
     study paths of 2002 Year 11 cohort, 16  
   alternative education, participation in, 81  
   engagement  
     absenteeism and truancy, 28  
     disengagement from learning, 27  
     early leaving exemptions, 28  
     retention rates, 27, 75  
     stand-downs and suspensions, 28, 81  
   number of board of trustee members by, 84  
   number of students by, 78  
   participation in NCEA by, 71  
   proportion of students by region, 76  
 European students, comparisons with other ethnic  
 groups *see* ethnic groups  
 exemplars, use of, 36, 53  
 exemptions from schooling, 28  
  
**F**  
 families/whānau  
   *see also* communities  
   engagement with, 28–31  
   gifted and talented students, support of, 46

Home–School Partnership programme, 29, 31  
 influence on engagement, 22  
 Māori communities, strengthening partnerships  
 with, 45  
   Tū Tangata programme, 29, 30  
 female students *see* gender  
 Figure It Out series, 12, 38  
 financing schools *see* schools resourcing  
 First-time Principals Programme, 52–53  
 Five Year Property Programme (5YP), 55  
 further education, funding of transition to, 54

## G

gender  
   achievement  
     2002 Year 11 cohort, 20  
     NCEA credits by learning area, 72  
     NCEA qualifications gained, 14, 15–16,  
     20, 71  
     school leavers, attainment by, 18  
     study paths of 2002 Year 11 cohort, 16  
   alternative education, participation in, 81  
   engagement  
     absenteeism and truancy, 28  
     disengagement from learning, 27  
     retention rates, 75  
     stand-downs and suspensions, 81  
   enrolments by, 81  
   number of board of trustee members by, 84  
   participation in NCEA by, 71  
   staffing  
     actual FTTE staff by school type, 82  
     mean salary by school type, 83  
 gifted students, effective teaching for, 46  
 girls *see* gender  
 governance *see* boards of trustees; principals

## H

health education, 39, 52  
 high-achieving students, 10  
 Higher School Certificate, 73  
 Home–School Partnership programme, 29, 31

## I

inclusive learning communities for Māori students, 45  
 induction of new teachers, 35–36  
 information communication technologies (ICT)  
   *see also* technology  
   e-learning, 40  
   effective teaching, 40–41

engagement, impact on, 40  
 laptops, use of in, 41  
 Māori-medium education, 42  
 integrated schools, enrolment schemes implemented by, 64  
 international studies *see* Programme for International Student Assessment (PISA); Progress in Reading Literacy Study (PIRLS); Trends in International Mathematics and Science Study (TIMSS)

**J**

Joint School Initiative Funding, 53  
 junior secondary level, achievement at *see* secondary schools

**K**

kaupapa mātauranga Māori, 42  
 kura kaupapa Māori  
   *see also* Māori-medium education  
   literacy teaching, 41–42  
   statutory interventions, 52

**L**

language curriculum, strategic targets for outcomes, 50, 52  
 laptops, use of, 41  
 leadership role of principals, 52–53  
 learning areas, achievement of NCEA credits by, 72  
 Literacy Professional Development Project, 43  
 literacy teaching  
   *see also* reading  
   effective teaching, 37–38  
   ERO report, 37  
   Māori-medium education, 41–42  
   professional learning in, 42, 43, 44, 45  
   Resource Teachers of Literacy programme, 37–38  
 Longer Term Work Programmes, 48

**M**

Making Better Sense of Science series, 12  
 male students *see* gender  
 Māngere Schooling Improvement Initiative, 43, 45  
 Manurewa Enhancement Initiative, 43, 44–45  
 Māori-medium education  
   *see also* kura kaupapa Māori  
   asTTle, 42  
   effective teaching, 41–42  
   enrolments by level of immersion, 80  
   formative assessment practice, 41  
   ICT, provision of, 42

kaupapa mātauranga Māori, 42  
 Ngā Taumatua programme, 35  
 proportion of Māori students by region, 76  
 teacher education, 35  
 teacher skills in, 34  
 teacher-student relationships, 41

**Māori students**

*see also* ethnic groups  
 achievement  
   formal attainment of school leavers, 17, 18–19  
   low achievers, over-representation among, 10  
   NCEA, comparisons with other ethnic groups  
   *see* ethnic groups  
 Autistic Spectrum Disorder research study, 30  
 effective teaching for, 45–46  
 engagement  
   absenteeism and truancy, 28  
   disengagement from learning, 27  
   retention rates, 27  
   stand-downs and suspensions, 81  
 inclusive learning communities, 45  
 Māori-medium education *see* kura kaupapa Māori and Māori-medium education  
 proportion of students by region, 76  
 teacher-student relationships, 45

**mathematics**

achievement, international comparison of, 12, 13  
 engagement with learning, 24  
 engagement with peers, 25  
 Figure It Out series, 12, 38  
 Secondary Numeracy Project, 13  
 strategic targets for outcomes, 52  
 subject qualifications of secondary teachers, 34  
 teaching *see* numeracy teaching

Ministry of Education's maths website, 38

minority cultures, over-representation of students among low achievers, 10

**music**

curriculum areas, performance within, 12  
 engagement with learning, 24  
 teaching  
   effective teaching, 39–40  
   ERO report, 40

**N**

National Certificate of Educational Achievement (NCEA)

achievement of literacy and numeracy requirements, 72

achievement of qualifications

- 2002 Year 11 cohort, 16–17, 20–21
- by gender and ethnicity, 71
- by school decile and gender, 71
- school leavers, 17–19, 73
- Year 11 candidates, 14
- Year 12 candidates, 15
- Year 13 candidates, 15–16

implementation of, 13

participation

- 2002 Year 11 cohort, 20
- definition, 13
- by gender and ethnicity, 71
- rates, 14
- by school decile and gender, 71
- study paths of 2002 Year 11 cohort, 16

National Education Monitoring Project (NEMP), 12, 22, 24

National Qualifications Framework (NQF)

- see also* National Certificate of Educational Achievement (NCEA); qualifications, flexibility of, 16

NETS referrals, 27, 28, 81

network of schools

- cluster-wide initiatives, 53
- enrolment schemes, 62–68
- future school-age population, 61
- network reviews, 53
- number of schools by school type, 80
- primary school rolls, 53
- purpose of, 53
- school reorganisation, 53
- secondary school rolls, 53

New Principals Online, 52

New Zealand Educational Institute (NZEI), 48

New Zealand Teachers Council, 34

Ngā Taumatua programme, 35

non-English-speaking backgrounds, over-representation of students among low achievers, 10

Non-Enrolment Truancy Service (NETS) referrals, 27, 28, 81

NQF *see* National Qualifications Framework (NQF)

numeracy teaching

- see also* mathematics
- Early and Advanced Numeracy Projects, 42–43
- effective teaching, 38
- ERO report, 38
- Numeracy Development Project, 38, 44
- NumPA, 38
- professional learning in, 42–43, 44–45

## O

online professional learning communities, 46

oral reading, performance within curriculum areas, 12

Ōtara: The Learning Community, 43, 44

## P

Pākehā students, comparisons with other ethnic groups

- see* ethnic groups

parent mentoring initiatives, funding of, 54

participation rates of 16- to 18-year-olds in education, 82

Pasifika language education, teacher skills in, 34

Pasifika students

- see also* ethnic groups
- achievement
  - formal attainment of school leavers, 18–19
  - low achievers, over-representation among, 10
  - NCEA, comparisons with other ethnic groups
  - see* ethnic groups
  - professional learning for raising levels of, 43–45
- effective teaching for, 43–45
- engagement
  - retention rates, 27
  - stand-downs and suspensions, 81
  - truancy, 28
- proportion of students by region, 76

physical education, 39

PIRLS (Progress in Reading Literacy Study), 28, 37

PISA *see* Programme for International Student Assessment (PISA)

Post Primary Teachers Association (PPTA), 48

primary schools

- achievement
  - curriculum areas, performance within, 12
  - international comparison, 12
- network of schools, 53
- resourcing
  - see also* schools resourcing
  - assets, 89
  - expenditure, 86
  - financial performance, 86, 87, 91
  - financial position, 87, 92
  - locally raised funds, 86, 87
  - operating deficits, 59, 89, 90
  - operating surpluses, 59, 86, 89
  - per-student operating surplus, 87
  - per-student revenue and expenditure, 56, 87
  - public equity, 59–60, 87
  - revenue, 56, 86, 87
  - working capital deficits, 89
  - working capital ratios, 60

roll decline, 53

Principal Professional Learning Communities, 53

principals

- collective agreement bargaining, 48
- leadership role, 52–53
- professional learning opportunities, 52–53

Principals' Development Planning Centre, 52

professional learning

- Advanced Numeracy Project, 42–43
- areas of, 42
- Early Numeracy Project, 42–43
- effectiveness of, 43
- gifted and talented students, about, 46
- inclusive learning communities, about, 45
- Literacy Professional Development Project, 43
- literacy teaching, about, 42, 43, 44, 45
- Māngere Schooling Improvement Initiative, 43, 45
- Manurewa Enhancement Initiative, 43, 44–45
- numeracy teaching, about, 42–43, 44–45
- online professional communities, 46
- Ōtara: The Learning Community, 43, 44
- Pasifika students, effective teaching for, 43–45
- principals, 52–53
- professional development clusters, 53
- professional learning communities, 45–46
- special education, 46–47
- Te Hiringa i te Mahara, 45, 46
- Te Kauhua, 45
- Te Kotahitanga, 45–46

professional learning communities, 45–46

Programme for International Student Assessment (PISA)

- achievement at secondary level, 13
- engagement
  - classroom, with, 25
  - learning, with, 22, 24
  - school, with, 25
- literacy findings, 37
- school climate and teacher morale, 47

Progress in Reading Literacy Study (PIRLS), 28, 37

Property Maintenance Schedule, 55

property management, 54–56

## Q

qualifications

- employment and, 19
- Higher School Certificate, 73
- NCEA *see* National Certificate of Educational Achievement (NCEA)
- Scholarship, 16, 73

School Certificate, 73

school leavers

- highest level of attainment, 17, 73
- proportion with at least 14 credits at NCEA Level 1 or higher, 73
- proportion with little or no formal attainment, 17–18, 73
- proportion with university entrance or higher by ethnic group, 19

significance of, 17–18

Sixth Form Certificate, 73

University Bursary, 73

University Entrance, 16, 17, 19, 73

## R

reading

- achievement, international comparison of, 13, 37
- curriculum areas, performance within, 12
- engagement with learning, 24
- oral reading, performance within curriculum areas, 13
- PIRLS, 28, 37
- PISA, 37
- strategic targets for outcomes, 52
- teaching *see* literacy teaching

regional statistics, 76

reorganisation of schools *see* network of schools

Resource Teachers of Literacy programme, 37–38

retention rates, 26–27, 75

roll *see* enrolments

## S

safety in school, perceptions of, 26

Scholarship, 16, 73

School Certificate, 73

school design, relevance of, 55

school leavers

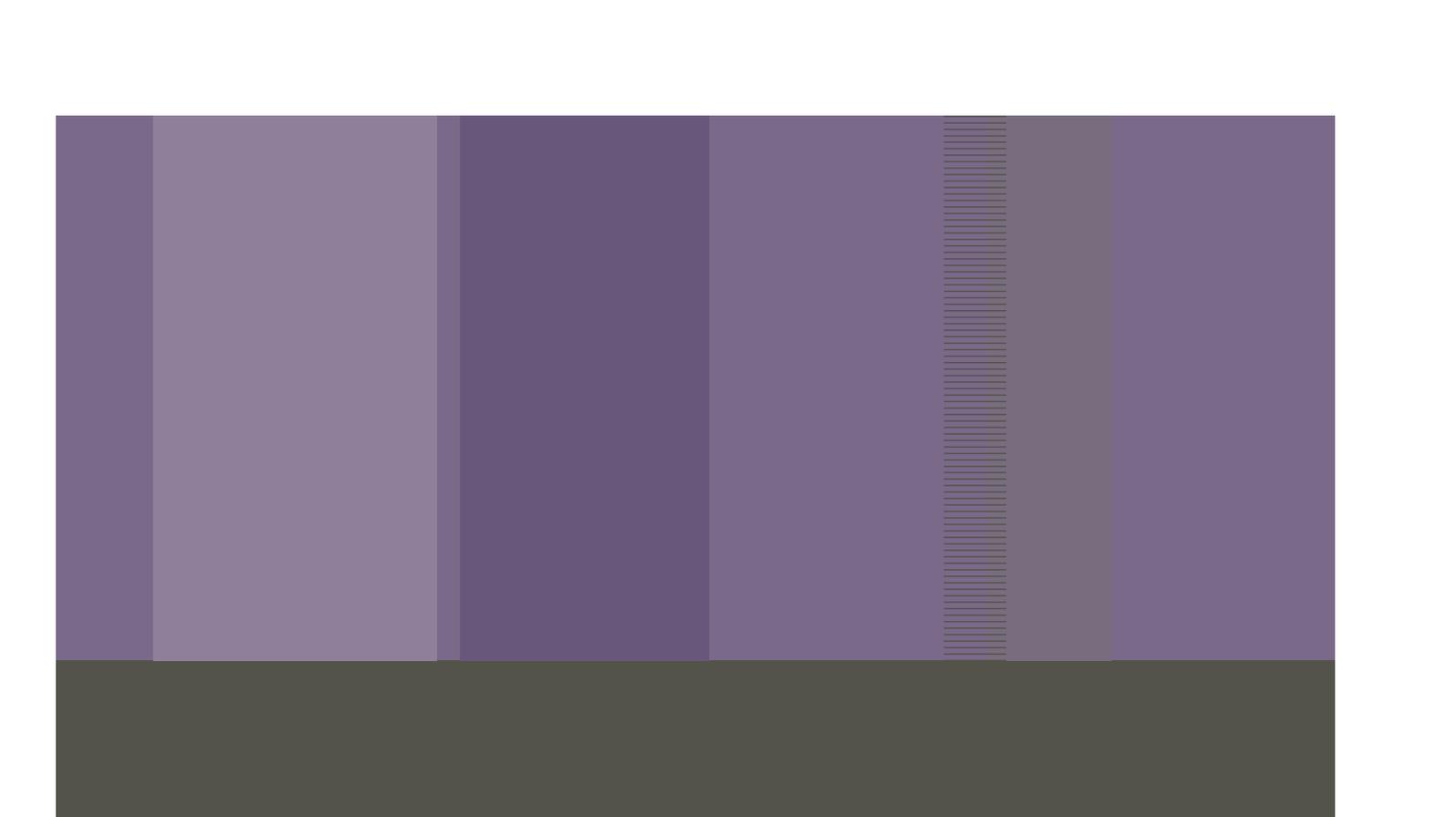
- achievement
  - data, relevance of, 17
  - highest attainment, 17, 73
  - little or no formal attainment, 17–18
  - proportion with university entrance or higher by ethnic group, 19
  - proportion with at least 14 credits at NCEA Level 1 or higher, 73
- tertiary education, direct progression to, 19, 73, 74

schools

- see also* primary schools; secondary schools
- deciles *see* schools by decile
- design, relevance of, 55

- finances *see* schools resourcing
- governance *see* boards of trustees; principals
- junior secondary *see* secondary schools
- network of, 53
- principals *see* principals
- property management of *see* schools resourcing
- reorganisations, 53
- safety, perceptions of, 26
- staffing *see* staffing
- statutory interventions, 52
- type of
  - actual FTTE staff by, 82
  - enrolments by, 81
  - number of schools by, 80
  - number of students by, 77
- schools by decile
  - achievement
    - low decile schools, 10
    - proportion with little or no formal attainment, 18
    - senior school assessment, 71
  - low decile schools
    - achievement, 10
    - proportion by region, 76
  - resourcing
    - see also* schools resourcing
    - financial performance, 91
    - financial position, 92
    - operating and working capital deficits, 92
  - statutory interventions, 52
  - tertiary education, direct progression to, 19, 74
- schools' resourcing
  - administration costs, 60
  - assets and depreciation, 58, 88, 89
  - contestable funding, 54
  - expenditure, 58
  - financial performance, 85, 86, 87, 91
  - financial position, 87, 88, 92
  - government funding, 54
  - 'in-kind' resourcing, 54
  - indicators of good financial management, 58–61
  - land ownership, value of, 84
  - locally raised funds, 56, 85, 86, 87
  - network of schools, 53
  - operating deficits, 58, 89, 90
  - operating surpluses, 58–59, 85, 86, 87, 89
  - operational funding, 54
  - per-student revenue and expenditure, 56, 87
  - property
    - age of, 85
    - capital works, 54
    - Five Year Property Programme, 55
    - maintenance, 54
    - management, 54–56
    - Property Maintenance Schedule, 55
  - public equity, 59–60, 87, 88
  - revenue, 56, 58, 85, 86, 87
  - staffing, 54, 60
  - working capital, 59, 60–61
  - working capital deficits, 89
- science
  - achievement, international comparison of, 12, 13
  - engagement with learning, 24
  - Making Better Sense of Science series, 12
  - teaching
    - effective teaching, 38–39
    - environmental education, 38–39
    - ERO report, 38, 39
  - Secondary Numeracy Project, 13
- secondary schools
  - achievement in NCEA *see* National Certificate of Educational Achievement (NCEA)
  - junior level, achievement at
    - curriculum areas, performance within, 12
    - international comparison, 12
  - network of schools, 53
  - resourcing
    - see also* schools resourcing
    - assets, 89
    - expenditure, 86
    - financial performance, 86, 87, 91
    - financial position, 88, 92
    - locally raised funds, 86, 87
    - operating deficits, 59, 89, 90
    - operating surpluses, 59, 86, 89
    - per-student operating surplus, 87
    - per-student revenue and expenditure, 56, 87
    - public equity, 59–60, 88
    - revenue, 56, 86, 87
    - working capital deficits, 89
    - working capital ratios, 60
  - roll increases, 53
  - teacher education, 34–35
  - transition to employment or further education, funding of, 54
  - Sixth Form Certificate, 73

- special education
    - effective teaching, 46–47
    - engagement in learning, 29–30
    - Enhancing Effective Practice in Special Education project, 46–47
    - teacher education, 34, 35
  - staffing
    - actual FTTE staff by school type and gender, 82
    - mean salary by school type and gender, 83
    - salaries, financing of, 54, 60
    - student-to-teacher ratios, 83
  - stand-downs, 28, 76, 81
  - statutory interventions, 52
  - students
    - achievement *see* achievement
    - Asian students, proportion of students by region, 76
    - assessment of *see* assessment
    - attitudes to learning of, 22, 24
    - disabled *see* special education
    - effective teaching of *see* effective teaching
    - engagement of *see* engagement
    - ethnic groups, comparisons between *see* ethnic groups
    - gifted students, effective teaching for, 46
    - high-achieving, 10
    - individual learning needs, tailoring teaching practice for, 32
    - low-achieving, 10
    - Māori *see* Māori students
    - non-English-speaking backgrounds, from, over-representation among low achievers, 10
    - non-enrolled, 27, 28
    - numbers of *see* enrolments
    - Pasifika *see* Pasifika students
    - school leavers *see* school leavers
    - special education *see* special education
    - student-to-teacher ratios, 83
    - talented, effective teaching for, 46
    - teacher–student relationship *see* teacher–student relationship
    - truancy, 27, 28
  - Suspension Reduction Initiative, 28
  - suspensions, 28, 54, 76, 81
- T**
- talented students, effective teaching for, 46
  - Te Hiringa i te Mahara, 45, 46
  - Te Kauhua, 45
  - Te Kotahitanga, 45–46
  - teacher–student relationship
    - engagement with school, influence on, 25
    - Māori-medium education, 41
    - Māori students, 45
  - teachers
    - see also* staffing
    - collective agreement bargaining, 48
    - education of, 34–35
    - effective teaching *see* effective teaching
    - employment conditions, 47–48
    - induction, 35–36
    - professional learning of *see* professional learning
    - selection of, 34
    - teacher–student relationship *see* teacher–student relationship
    - workloads of, 47–48
  - technology
    - see also* information communication technologies (ICT)
    - curriculum areas, performance within, 12
    - engagement with learning, 24
    - strategic targets for outcomes, 52
  - tertiary education
    - funding of transition to, 54
    - school leavers directly proceeding to, 19, 73, 74
  - Trends in International Mathematics and Science Study (TIMSS)
    - engagement with learning, 22, 24
    - major findings, 12
    - safety in school, perceptions of, 26
    - school climate and teacher morale, 47
    - science, performance in, 38
  - truancy, 27, 28, 54, 81
  - Tū Tangata programme, 29, 30
- U**
- unemployment rate, qualifications and, 18
  - University Bursary, 73
  - University Entrance (UE), 16, 17, 19, 73
- V**
- visual arts, effective teaching in the, 39–40
- W**
- whānau *see* families/whānau
- Y**
- youth training courses, 28



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