



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education

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# Strategic Intentions

## 2025-2029

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**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government

These Strategic Intentions cover the period 1 January 2025 to 30 June 2029

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Te Tāhuhu o te Mātauranga | Ministry of Education

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**Te Kāwanatanga o Aotearoa**  
New Zealand Government

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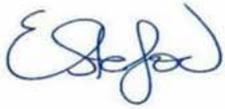
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## Responsible Minister's Statement

I am satisfied that the information on strategic intentions prepared by Te Tāhuhu o te Mātauranga | Ministry of Education is consistent with the policies and performance expectations of the Government.



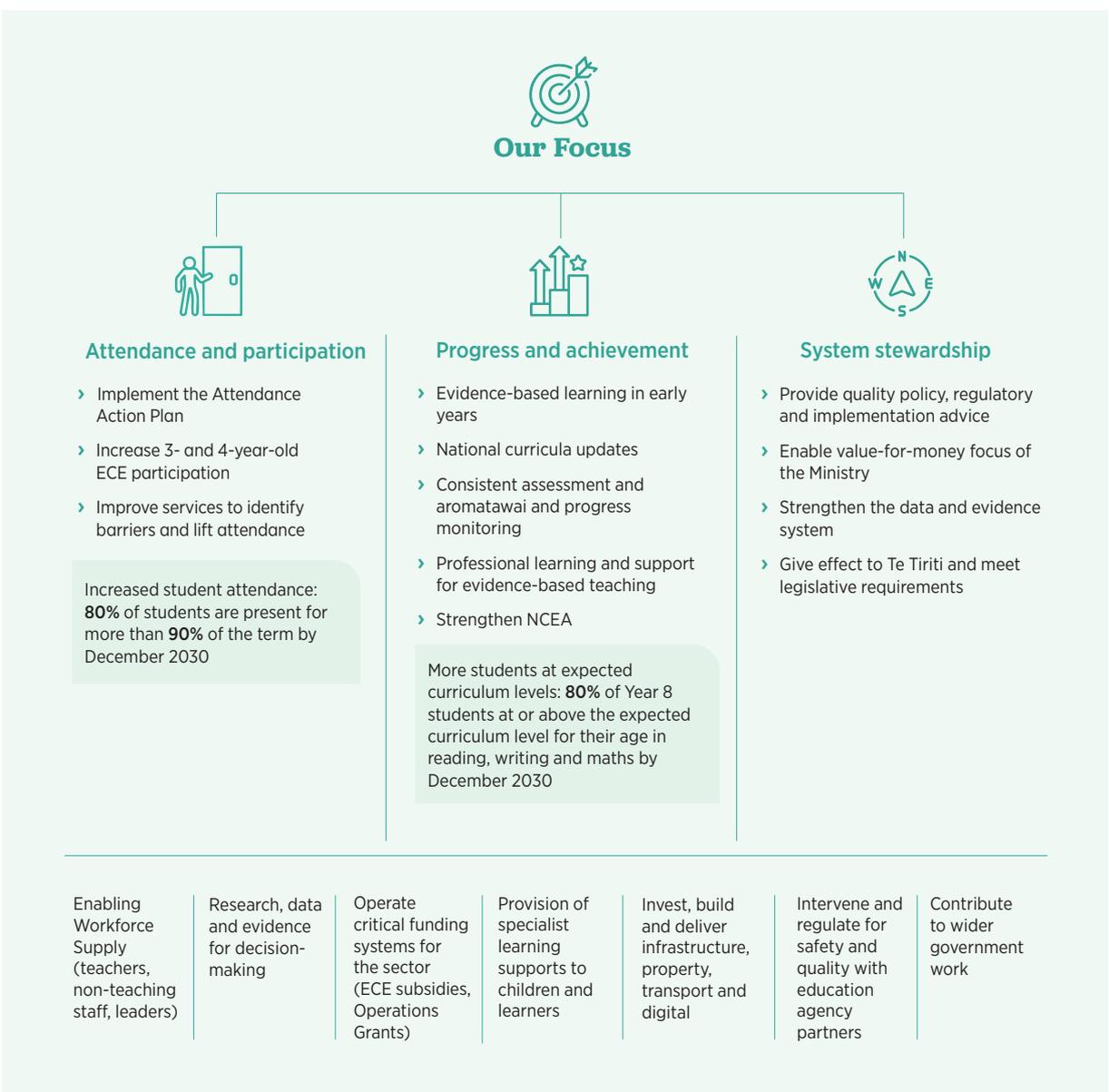
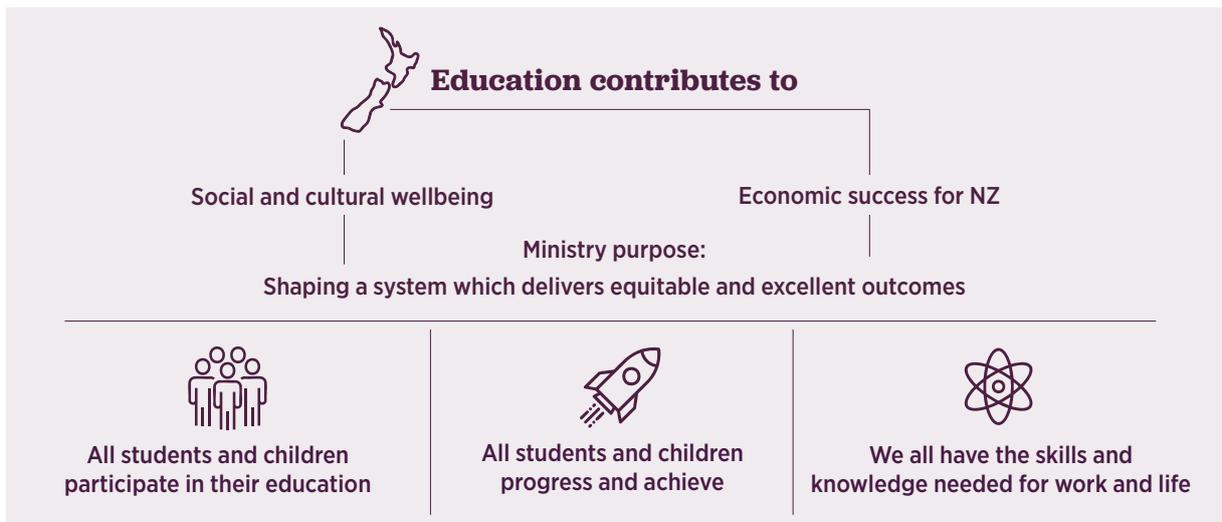
**Hon Erica Stanford**  
Minister of Education  
Responsible Minister  
20 December 2024

## Chief Executive's Statement of Responsibility

In signing this statement, I acknowledge that I am responsible for the information on the strategic intentions of Te Tāhuhu o te Mātauranga | Ministry of Education. This information has been prepared in accordance with section 38 and section 40 of the Public Finance Act 1989.



**Ellen MacGregor-Reid**  
Acting Secretary for Education  
20 December 2024



# Part 1: Introduction

## Who we are

Educational success contributes to social and cultural wellbeing, and economic success for New Zealand.

The purpose of the Te Tāhuhu o te Mātauranga | Ministry of Education (the Ministry) is to shape an education system that delivers equitable and excellent outcomes.

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga.

The Ministry is the lead advisor to the Government on education and steward of the education system from early learning to tertiary and vocational education. It provides funding, resources and services directly to students and the education workforce. It also provides evidence-based advice and information to Ministers and partner agencies and monitors the performance of the sector.

The Ministry provides a specialist property function, and is host agency to the Departmental Agency, the Charter School Agency.

## What we do

We have two key functions:

- › our sector-facing functions, and
- › our system and stewardship functions.

### **Our sector-facing functions include:**

- › funding to early learning services, schools and kura,
- › supply of the education workforce, including teachers, leadership and non-teaching staff,
- › education advisory to schools and early learning services,
- › curriculum development, resources and advisory services,
- › specialist learning support to learners and their families; and support, guidance, and resources to schools and kura,
- › support to principals and leaders including for pathways into leadership,
- › investment and provision of school property,
- › provision of school transport and digital infrastructure to schools, and
- › provision of support and resources for specific needs, such as extreme weather events, or traumatic incidents in schools.

**Our system and stewardship functions include:**

- › provision of the education network across the country,
- › provision of critical funding systems for the sector, including early learning subsidies and schools' operations grants,
- › education workforce pay negotiations, bargaining and pay equity,
- › advice about the long-term health and performance of the education system,
- › use of legislative, regulatory and funding levers to raise quality and focus investment on the things that make the most difference to learners,
- › intervention and regulation for safety and quality with education agency partners and early learning services,
- › giving effect to Te Tiriti o Waitangi and meeting legislative requirements,
- › advice to government and Ministers to support decision-making,
- › provision of the digital systems, data and evidence required for decision-making,
- › administration of the Education and Training Act 2020 and other education legislation, and
- › administration of Vote Education and Vote Tertiary Education.

**We also contribute to priorities across government, such as:**

- › contributing to a high-performing public service,
- › responding to the Inquiry into Abuse in Care, and
- › reducing New Zealand's net greenhouse gas emissions.

## Who we work with

The education system is complex and includes government departments, Crown entities with specific roles and responsibilities, early learning services, schools and kura, and tertiary education organisations that have a high degree of autonomy.

### Education providers

The management, governance and leadership of early learning services, schools and kura, and tertiary education organisations are the responsibility of largely autonomous Boards of Trustees, councils of tertiary institutions and other individual providers.

 <h3>Early learning services</h3>	 <h3>Primary and secondary</h3>	 <h3>Tertiary providers</h3>
<p><b>Over 191,000 children</b>  <b>Over 33,000 kaiako/teachers</b>  <b>Around 4,400 licensed ECE services</b></p>	<p><b>Over 831,000 learners</b>  <b>Over 74,000 kaiako/teachers</b>  <b>Over 2,500 schools</b></p>	<p><b>Over 520,000 learners</b>  <b>Over 200 government-funded providers</b></p>
<p>› <b>Early learning options include learning in Māori, Pacific, Asian, African and English-medium:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten (licensed)</li> <li>• Kōhanga reo where learning occurs through te reo Māori (licensed)</li> <li>• Playcentres (licensed)</li> <li>• Education and Care Services where learning can be in English, Māori, or Pacific languages (licensed)</li> <li>• Home-based Education and Care where learning can be in English, Māori, Pacific, Asian or African languages (licensed)</li> <li>• Hospital-based Education and Care (licensed)</li> <li>• Playgroups (certified)</li> <li>• Puna kōhungahunga where learning occurs through te reo Māori (certified)</li> </ul>	<p>› <b>Primary and secondary options include teaching in Māori and English-medium, as well as bi-lingual, dual-medium and Pacific language settings:</b></p> <ul style="list-style-type: none"> <li>• State schools (Crown entities)</li> <li>• Designated character schools (state schools with special character)</li> <li>• Charter schools</li> <li>• Kura Kaupapa Māori Aho Matua, Kura- a-Iwi and other schools where learning occurs through te reo Māori</li> <li>• State-integrated schools (Crown entities with private proprietors)</li> <li>• Independent schools (private entities given some government funding)</li> <li>• Home education (parent-delivered schooling with Ministry approval)</li> <li>• Day specialist schools (Crown entities)</li> </ul>	<p>› <b>Tertiary options include:</b></p> <ul style="list-style-type: none"> <li>• Universities (Crown entities)</li> <li>• Wānanga (Crown entities)</li> <li>• Te Pūkenga (New Zealand Institute of Technology) (Crown entity) (being disestablished)</li> <li>• Private Training Establishments (PTEs)</li> <li>• Community providers</li> </ul>

The Ministry works with many specialised agencies to monitor, improve, and manage the performance of the education system. These include Education New Zealand, Education Payroll limited, Education Review Office, New Zealand Qualifications Authority, Teaching Council of Aotearoa New Zealand, Tertiary Education Commission and Network for Learning.

### **Our partner education agencies**

The Ministry hosts the Charter School Agency (CSA), a Departmental Agency established on 1 July 2024 to implement and operate the charter school model. Further information about the CSA is provided in Annex 1.

Following a Ministerial Inquiry into School Property, a Functional Chief Executive for property and network is being recruited by Te Kawa Mataaho Public Service Commission and will have responsibilities for the Ministry's property and network functions.

### **Our stakeholders across Government**

The Ministry works with many government agencies that contribute to lifting educational, economic, social and health outcomes. These include the Ministry of Social Development, the Ministry of Business, Innovation and Employment, the Ministry of Health, the Social Investment Agency, and central agencies, including the Treasury and Te Kawa Mataaho Public Service Commission.

# Part 2: Ministerial priorities

## The Government's targets for education

The Government has set two targets for education as part of its nine government targets to help improve the lives of New Zealanders:

- › **increased student attendance:** 80% of students are present for more than 90% of the term by December 2030.
- › **more students at expected curriculum levels:** 80% of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths by December 2030.

## The Minister's education priorities

The Minister for Education has six priorities to lift achievement so that students are meeting or exceeding expectations of their academic progress, with significant work programmes to deliver on them.

- › **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.

This involves work to update curricula, teaching practice, and provide support and resources, such as:

- a complete refresh of the national curricula (New Zealand Curriculum and Te Marautanga o Aotearoa) so that teachers know what to teach, when and how.
- implementing updated English and Te Reo Rangatira curriculum for Years 0-6, and maths and pāngarau for Years 0-8.
- implementing updated English and Te Reo Rangatira curriculum for Years 7-13 and mathematics and statistics and pāngarau for Years 9-13.
- all other learning areas, wāhanga ako and subjects updated and available for schools and kura to use (through 2026).
- all learning areas, wāhanga ako and subjects in the fully updated national curricula being taught from 2027.
- new curriculum resources and professional learning and development (PLD).
- strengthening NCEA qualification.

- › **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and maths.

This involves a focus on learners having strong foundational skills through structured approaches to teaching and assessing that they are developing those skills, and includes:

- implementing a updated English and Te Reo Rangatira curricula for Years 0-6, and maths and pāngarau for Years 0-8.

- implementing structured maths and literacy approaches to learning.
- professional learning and development, support to teachers, and practice guidance in structured literacy and maths and pāngarau.
- new structured literacy, maths, Te Reo Rangatira and pāngarau resources for schools.
- intention to move towards using standardised tools to assess the literacy and numeracy learning of students.

- › **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.

This involves a range of work including:

- intention to move towards using standardised tools to assess the literacy and numeracy learning of students.
- strengthening NCEA qualification.
- consistent, regular monitoring of student progress and achievement, including providing reporting templates for schools to use.
- developing Tīrewa Mātai (national monitoring study for those learning via te reo Māori).
- providing support to teachers to understand and implement phonics checks and Hihira Weteoro (an auditory tool to identify sounds, letters and words) in lower primary school.
- providing support to principals to strengthen in-school assessment and use of assessment data.
- guidance for schools to support parents and whānau to prepare for parent/teacher interviews.

- › **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.

Having the right number of high-quality teachers and leaders in schools is a key focus that is being addressed through:

- increasing the supply of teachers, including through initial teacher education, employment-based initial teacher training, overseas recruitment, teacher retention, relief teachers and returning teachers.
- providing professional learning and development and support to teachers in structured literacy and maths and pāngarau.
- developing a principals' pathway for aspiring and beginning principals, including a one-stop shop to find development and support opportunities.
- having a teacher supply action plan to attract, retain and support teachers.
- managing collective bargaining for the schooling workforce and kindergarten teachers.
- overseeing, investigating and addressing equity claims for teachers, residential school workers, university administrators and kindergarten teachers.
- managing services for schools, payroll and remediation of school payroll issues (Holidays Act 2003).

- › **Stronger learning support:** Targeting effective learning support interventions for children with additional needs.

This involves a range of work, such as:

- building a new digital platform for learning support service provision to reduce the administrative burden for schools and streamline access to support.
- improving the effectiveness, efficiency and consistency of learning support to learners, schools, early learning services, parents and whānau.
- improving the network of specialist provision so that it can effectively respond to increases in demand for specialists and services.

- › **Greater use of data:** Using high-performing data and evidence to inform decision-making.

A range of system work is being implemented to deliver on this priority, such as:

- greater use of data and evidence to inform decision-making, improve achievement, optimise system performance and lift the Ministry's organisational performance.
- developing a core education outcomes and indicators measurement framework, setting minimum contract performance reporting, and developing clear standards of evidence and evaluation.
- developing a performance framework for the Ministry.
- building a more standardised approach to evaluating the impact of initiatives so that consistent data can be provided to inform government-funding decisions.
- strengthening Ministry contracting through the use of data and evidence and by developing common performance metrics for contract reporting.
- using data to understand education workforce challenges, over time, by region, and by subject level, and making that data available to the sector.
- collecting and publishing attendance data from all state and state-integrated schools, daily.

The Minister's six priorities are supported by five further priorities set out in the Coalition Agreement:

- › implement an Attendance Action Plan,
- › re-introduce charter schools,
- › simplify regulatory and funding requirements in early childhood education,
- › disestablish Te Pūkenga and re-establish local focus provision, and
- › replace first-year fees-free policy with a final-year fees free policy.

The Ministry's work programme is focused on delivering on Ministers' priorities so that educational achievement is lifted, providing funding, services and resources to early learning services, schools and kura, and undertaking our stewardship role as defined under the Public Service Act 2020.

# Part 3: Our focus areas

The Ministry delivers on the Government's targets for education and the Minister's education priorities through three focus areas. Focus areas are medium-term priorities where the Ministry will concentrate resources and attention to deliver an education system that provides equitable and excellent outcomes.

They are:

- › **Focus area one** – Increased attendance and participation
- › **Focus area two** – Improved educational progress and achievement
- › **Focus area three** – System stewardship

## Focus area one: Increased attendance and participation

Children, young people, tertiary students and workplace learners attend, participate in, and successfully progress through, all stages of their education to achieve their full potential.

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### Why this matters

Participating in early childhood education and attending school regularly are both critical to gaining the essential skills needed to experience success in work and life. Domestic students between the ages of 5-19 have the right to free enrolment and free education. Students are required to attend school every day up until 16 years of age, and schools are required to take all reasonable steps to support students to attend.

### What success looks like

- › 3- and 4-year-olds regularly attend early learning services, setting them up well for school.
- › 80% of students are present in school | kura for more than 90% of every term by the end of 2030.
- › No student is left to accumulate absences without an appropriate response to return them to regular attendance.
- › School leadership, teachers, school boards, parents and the Ministry of Education understand and effectively play their roles in supporting students to attend school and ensure at-risk student are identified and receive the guidance, support and resources necessary to succeed.
- › Schools, attendance professionals and relevant government agencies collaborate effectively to discuss student-specific strategies and interventions to address barriers preventing at-risk children from attending school regularly.
- › A clear and coherent legislative and regulatory framework is in place that incentivises

attendance and provides schools, the Ministry and attendance professionals with the support they need to do their job.

- › Parents and communities value education and understand the contribution of regular attendance to educational success and to economic and social wellbeing.
- › The Ministry has all the data related to attendance that it needs to lift the visibility of the challenge and enable informed operational responses and decision-making.

### Our priorities for 2024/25 and beyond

\*Priorities are key work that will be delivered over the next 1-4 years

- › Collect and publish attendance data from all state and state-integrated schools, daily.
- › Over the next 4 years, implement the Stepped Attendance Response, working with the sector, whānau and other government agencies, including the Education Review Office and the Social Investment Agency.
- › Design and implement the collection of the additional data needed to monitor days open for instruction and to support the Stepped Attendance Response.
- › Advise on policy decisions for updating the legislative and regulatory settings relating to presence and absence.
- › Complete the legislative and regulatory work needed for the Attendance Management Plans to be in effect from the start of 2026.

### How we are measuring progress

Performance measure	Indicator	2024 Baseline	Desired state
Participation in early childhood education	% of children attending early learning services for 10 or more hours a week	<b>2023/24:</b> At age 3: 67.20% At age 4: 74.40%	
Attendance rates	% of students who are present more than 90% of the term	<b>September 2023:</b> 45% of all students were attending school 90% or more of the time	
Transition from school to tertiary education	% of school leavers enrolling in Level 3 or higher tertiary education within one year of leaving school	<b>2023/24:</b> Level 3+ non-degree: 23% Degree and above: 31% Level 3 and above: 53%	 or 
Participation in tertiary education	% of tertiary students and work-based learners completing courses or credits	<b>2023/24:</b> <b>Tertiary students</b> Foundation level: 61% Vocational level: 69% Higher education: 82% <b>Work-based learners</b> Trainees: 67% Apprentices: 75%	 or 

## Focus area two: Improved educational progress and achievement

Children, young people, tertiary students and workplace learners successfully gain the qualifications and skills they need for work and life.

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### Why this matters

Reading, writing and maths form the foundations of learning, and help children and young people strengthen writing and their knowledge in all subjects. This sets them up to achieve NCEA qualifications and transition from school to tertiary education or training with the essential skills needed to experience success in work and life.

### What success looks like

- › Our national curricula (Te Whāriki, the New Zealand Curriculum and Te Marautanga o Aotearoa) are clear, fit-for-purpose and can adapt to learners needs.
- › Principals and teachers are engaged in high-quality Professional Learning and Development (PLD).
- › Learners are at or above the expected curriculum level for their age in reading, writing and maths.
- › Learners with specific needs have access to an inclusive curriculum that responds better to individual needs.
- › Learners are entering into tertiary education and skills training to develop the skills and qualifications they need for the workforce.

### Our priorities for 2024/25 and beyond

\*Priorities are key work that will be delivered over the next 1-4 years

- › Implement a refreshed national curricula across all subjects and year levels.
- › Implement a year by year knowledge rich internationally comparable national curriculum, underpinned by the science of learning, across all subjects and year levels.
- › Lift achievement in reading, writing and mathematics through a structured approach to learning, updated English, Te Reo Rangatira, maths and pāngarau curriculum areas, smarter assessment and monitoring.
- › Develop a principals' pathway for aspiring and beginning principals, including a one-stop shop to find development and support opportunities.
- › Improve the effectiveness, efficiency and consistency of learning support to learners, schools, early learning services, parents and whānau.
- › Improve the network of specialist provision so that it can effectively respond to increases in demand for specialists and services.
- › Intend to move towards standardised tools and processes to assess the literacy and numeracy learning of students.
- › Implement consistent monitoring of student achievement across schools.

- › Provide support to principals to strengthen in-school assessment and the use of assessment data.
- › Strengthen NCEA in response to to the Education Review Office (ERO) review and to better align with the national curricula.
- › Targeted NCEA support.

**How we will measure progress**

Performance measure	Indicator	2024 Baseline	Desired state
Achievement against the curriculum	% of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths	<b>2023/24:</b> Maths: 22% from Curriculum Insights 2023 Reading: 47% from Curriculum Insights 2023 Writing: 35% from NMSSA 2019	
Achievement at secondary school	% of school leavers with NCEA Level 2 or equivalent	<b>2023/24:</b> 74.35%	
Tertiary qualification completion	% of tertiary students and work-based learners completing qualifications within an expected time period	<b>2023/24:</b> Tertiary students Foundation level: 75% Vocational level: 79% Higher education: 80% Work-based learners Trainees: 51% Apprentices: 60%	 or 

**Focus area three: System stewardship**

**STEWARDSHIP**

The education system is informed by high-quality data and evidence of what works, and is supported with sustainable policy settings, systems and a skilled workforce.

**Why this matters**

Stewardship involves supporting Ministers to set and maintain strategic direction, legislation and policy for the education system from early learning, through primary and secondary schooling to tertiary education. It includes providing advice on the system and direct services, including funding, high-quality data and evidence, and resources. Being a good steward requires active planning and management of resources so that the public’s medium- and long-term interests are protected.

**What success looks like**

- › The education system has the right balance between support and regulation while having a sustainable, value-for-money focus and responds to changes in student numbers and needs.

- › The education system has an appropriate workforce of teachers, leaders and specialists where they are needed.
- › Investment in education focuses on initiatives that are proven to be effective, which are resourced and implemented.
- › Schools have safe and sustainable digital connectivity.
- › The education system gives effect to Te Tiriti o Waitangi and meets legislative requirements.
- › Ministers receive high-quality advice and information from the Ministry that supports the Government's priorities for education.
- › The education system is data-driven so that evidence-informed decision-making builds towards a robust social investment approach.
- › Legislative, regulatory, policy and investment settings in education support the diversity of students, including Māori, Pacific students and students with disabilities and additional needs.

### Our priorities for 2024/25 and beyond

\*Priorities are key work that will be delivered over the next 1-4 years

- › Greater use of data and evidence to inform decision-making, improve achievement, optimise system performance, and lift the Ministry's organisational performance.
- › Developing systems performance and processes to support a data and evidence-based approach, such as a single digital platform for learning support services.
- › Building a more standardised approach to evaluating the impact of initiatives so that consistent data can be provided to inform government funding decisions.
- › Developing a core education outcomes and indicators measurement framework, setting minimum contract performance reporting, and developing clear standards of evidence and evaluation.
- › Managing pay negotiations, bargaining reporting, as well as clear for the schooling workforce and kindergarten teachers.
- › Overseeing, investigating and addressing equity claims.
- › Strengthening Ministry contracting through the use of data and evidence and by developing common performance metrics for contract reporting.
- › Simplifying regulatory requirements and reviewing funding systems in early childhood education.

### How we will measure progress

Performance measure	Indicator	2024 Baseline	Desired state
Ministerial satisfaction with the Ministry of Education	Satisfaction rating given by the Minister of Education	3 out of 10	
Ministerial satisfaction with Crown entity monitoring and appointments	Satisfaction rating by the Minister on monitoring advice provided by the Ministry	5 out of 10	
Digital systems	% of time our critical funding systems are available	100%	

## SUSTAINABLE EDUCATION PROPERTY AND NETWORK

The education system has sustainable, flexible and responsive infrastructure.

### Why this matters

Publicly-owned school property is the Government's second largest social property portfolio. The Ministry invests in the land and buildings of all state school property so that schools have enough classrooms, there are new schools where needed, and that all schools are dry, safe and warm.

### What success looks like

- › Schools have warm, safe, dry classrooms to teach effectively.
- › Schools can accommodate the demand from its local community.
- › Schools can be resilient to disruptive events.
- › The school property portfolio is sustainably managed in a fiscally responsible way and provides value for money.

### Our priorities for 2024/25 and beyond

\*Priorities are key work that will be delivered over the next 1-4 years

- › Implement the Government's response to the Ministerial Inquiry into School Property.
- › Lift the Ministry's commercial and contracting capability.
- › Reduce the cost of school property delivery.
- › Improve accountability, transparency and governance maturity.
- › Continue to deliver property improvements at schools so that they have the right capacity and are warm, safe and dry.

### How we will measure progress

Performance measure	Indicator	2024 Baseline	Desired state
Condition of the school property portfolio	Percentage of state schools that meet the Ministry's property-related condition standards	87%	

## Monitoring and reporting on our performance

To show the progress we are making towards achieving our three focus areas we have identified a small number of key indicators, and we will assess progress showing the trajectory of travel towards meeting the targets over time through our annual reports. Where the data is available, we will disaggregate these indicators to tell a comprehensive performance story.

The Ministry also monitors its progress and performance, and the performance of the system, through regular reporting to Ministers, the Government, Parliament and the public. This includes:

- › reporting to the Department of the Prime Minister and Cabinet on the education targets,
- › monitoring and reporting on the education work programme.
- › attendance monitoring and reporting.
- › education system reporting through Ngā Ara o te Mātauranga.
- › monitoring the performance of Crown entities, such as the Tertiary Education Commission and the New Zealand Qualification's Authority.

The Ministry is improving the quality of its performance monitoring and reporting, and its use of data and evidence, by developing a core education outcomes and indicators measurement framework and a more standardised approach to evaluating the impact of initiatives. As part of the Ministry's data and evidence priority, it is our plan to develop a performance framework for the Ministry.

# Part 4: How we operate as an organisation

## How we operate

The Ministry has groups across the country under the umbrella of Te Mahau which provide leadership, services, support and resources to the education sector.

- › **Te Mahau Takiwā | Regional Groups: Te Tai Raro | North, Te Tai Whenua | Central, Te Tai Runga | South:** These are our local teams. They provide learning support for children with disabilities, learning difficulties and/or health needs, through specialist staff, including educational psychologists, speech language therapists and early intervention teachers. Education advisors provide operational support and advice to schools and early learning services, working alongside curriculum leads and leadership advisors who support teachers and leaders to strengthen their curriculum leads practice.
- › **Te Poutāhū | Curriculum Centre:** Provides leadership for the curriculum, which sets the direction for what and how students are taught, and curriculum resources to support teaching and learning.
- › **Te Pae Aronui | Operations and Integration:** Leads the provision of central education services. It provides nationally consistent service design, practice guidance and systems to support the frontline's focus on flexible and responsive services.

The Ministry's national office provides a range of centralised services that support government and the education sector.

- › **Te Pou Ohumahi Mātauranga | Education Workforce:** Is responsible for sector workforce strategy, teacher supply and employment relations, and maintaining a payroll service for the payment of employees of school Boards of Trustees.
- › **Te Pou Hanganga, Matihiko | Infrastructure & Digital:** Is responsible for the development of inclusive, accessible and integrated national, digital and physical infrastructure and transport services to the education system. This includes managing the school property portfolio.
- › **Te Pou Kaupapahere | Policy:** Is responsible for whole-of-system, end-to-end policy integration covering early learning, compulsory schooling and tertiary. This includes providing integrated policy advice to Ministers, monitoring the tertiary education system performance, and managing the Ministry's regulatory stewardship responsibilities.
- › **Te Pou Tuarongo | Māori Education:** Has a focus on lifting the organisation's capability to meet its responsibilities regarding Te Tiriti o Waitangi.
- › **Te Pou Rangatōpū | Corporate:** Is responsible for the delivery of essential statutory and corporate functions that enable the organisation to operate effectively and fulfil its statutory obligations.

- › **Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education:** Provides support to the Secretary for Education and is a central point for the ongoing change programme.

## Our leadership and governance

The Ministry's governance supports the Ministry to deliver on the Government's priorities for education, oversees the operations and performance of the Ministry, and decision-making with strategic objectives and investment, as well as services and interventions to the sector.

It is also responsible for managing strategic and organisational risks, using an approach based on the best practice Australia/New Zealand Risk Management Standard (AS/NZ ISO 31000:2018).

- › **The Secretary for Education:** Leads the Ministry with the support of the executive leadership team.
- › **Functional Chief Executive School Property:** Leads the delivery of fit-for-purpose school property and reports directly to the Minister of Education.
- › **Te Pou Tokomanawa | Executive Leadership Team:** Holds overall responsibility for the operation of the Ministry and is accountable for stewardship of the education system and strategic risks.
- › **Business Performance Board:** Responsible for the effective and ongoing monitoring of enterprise risk and the performance of the business.
- › **Strategic Investment Board:** Oversight of the performance and accountability of the Ministry's complex and high-risk projects and programmes.
- › **Risk and Assurance Board:** An independent board with external expertise that provides the Secretary for Education with independent advice on strategic risk management and monitoring, organisational performance, assurance and compliance matters.

## Building our capability for the future

**Building the Ministry's internal capability and aligning our resources to help shape an education system that delivers equitable and excellent outcomes.**

### Why this matters

Delivering a complex work programme for the education system requires the Ministry to be effective, with a highly skilled workforce, and excellent systems and processes.

### What success looks like

- › Our operating model and structure responds to government and Ministerial priorities.
- › Our finances are managed responsibly.
- › We have skilled and experienced staff who are well supported to do their jobs.

- › We have effective, efficient systems and processes that set us up well for the future.
- › Our gender pay gaps are monitored and addressed for Māori, Pacific and other ethnicities.
- › Our greenhouse gas emissions are reduced.

### Our priorities for 2024/25 and beyond

\*Priorities are key work that will be delivered over the next 1-4 years

- › Drive organisational savings and reprioritise and redirect funding into initiatives that will make the biggest difference to learners.
- › Implement the financial sustainability and enablement plan.
- › Increase organisational efficiency by improving and streamlining processes.
- › Support staff through change.
- › Develop a performance framework for the Ministry.

### How we will measure progress

Performance measure	Source/Reference	Desired state
Staff engagement	Te Taunaki Public Service Census	
Diversity, equity and inclusion	Ministry's diversity and inclusion initiatives	
Gender Pay Gap	Kia Toipoto – Public Service Pay Gaps Action Plan	
Carbon neutrality	CNGP reporting to the Ministry for the Environment	
Te Reo Māori capability Māori Crown Relationships capability (Whāinga Amorangi)	Ministry's initiatives in building Māori capabilities and commitments	

# ANNEX 1: Charter School Agency

The Charter School Agency is a departmental agency established on 1 July 2024 to implement and operate the model for charter schools | kura hourua, including negotiating and managing contracts and delivering funding. It reports to the Associate Minister of Education and is hosted by the Ministry of Education.

## **The model for charter schools | kura hourua**

Charter schools | kura hourua give a new schooling choice to families, and more flexibility for educators to lift student achievement. Charter schools are a distinct type of school within the state-funded education system, and different administrative arrangements are needed to establish, manage, support, and monitor them.

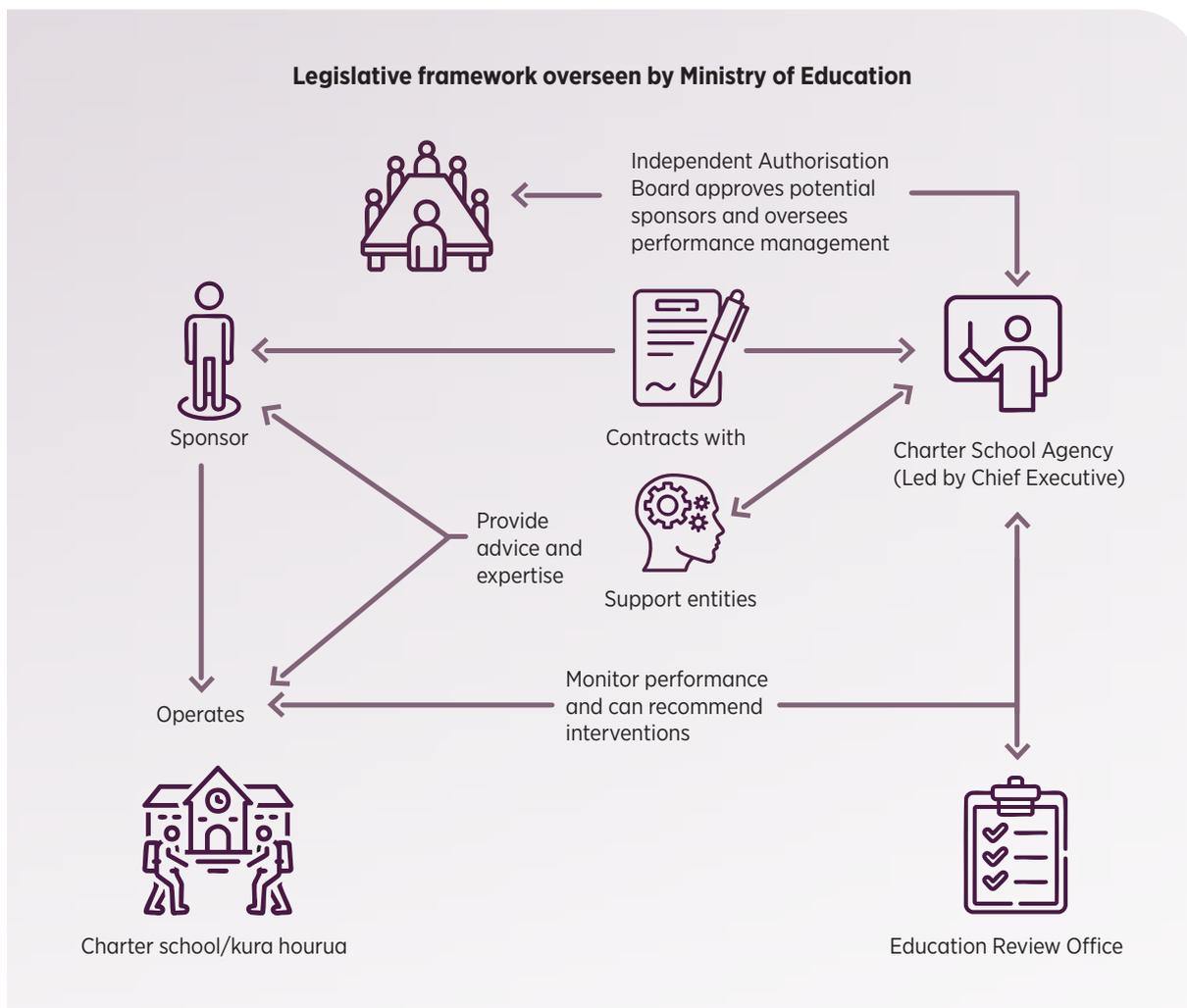
### **There are three main parts in the charter schools | kura hourua model:**

- › sponsors operate charter schools.
- › the independent Authorisation Board makes decisions on the approval of sponsors, and the use of interventions when a charter school is not performing well.
- › the Charter School Agency is the secretariat to the Authorisation Board and contracts with the schools.

The Ministry of Education will continue to be responsible for the policy and legislation setting the overall framework for the New Zealand education system. The Education Review Office (ERO) will have a role in evaluating charter schools.

The graphic below summarises the key elements of the model for charter schools | kura hourua in the New Zealand education system:

### Key elements of the charter school/kura hourua model



#### Purpose, functions, and operations

The purpose of the Charter School Agency is to improve educational outcomes by implementing and operating the model for charter schools | kura hourua. The name kura hourua draws on waka hourua, meaning double-hulled canoe. It signifies the partnership between charter school operators and the government, and between charter schools and their communities.

The Agency is responsible for engaging with stakeholders, including those who may be interested in applying to be charter schools. It supports the Authorisation Board to approve sponsors for new and converting charter schools, monitor their performance and hold them to account.

The Agency’s core functions, and statutory responsibilities include:

- › being the secretariat for the Authorisation Board.
- › contracting with school sponsors.
- › monitoring and reporting on what has been achieved with contracts.

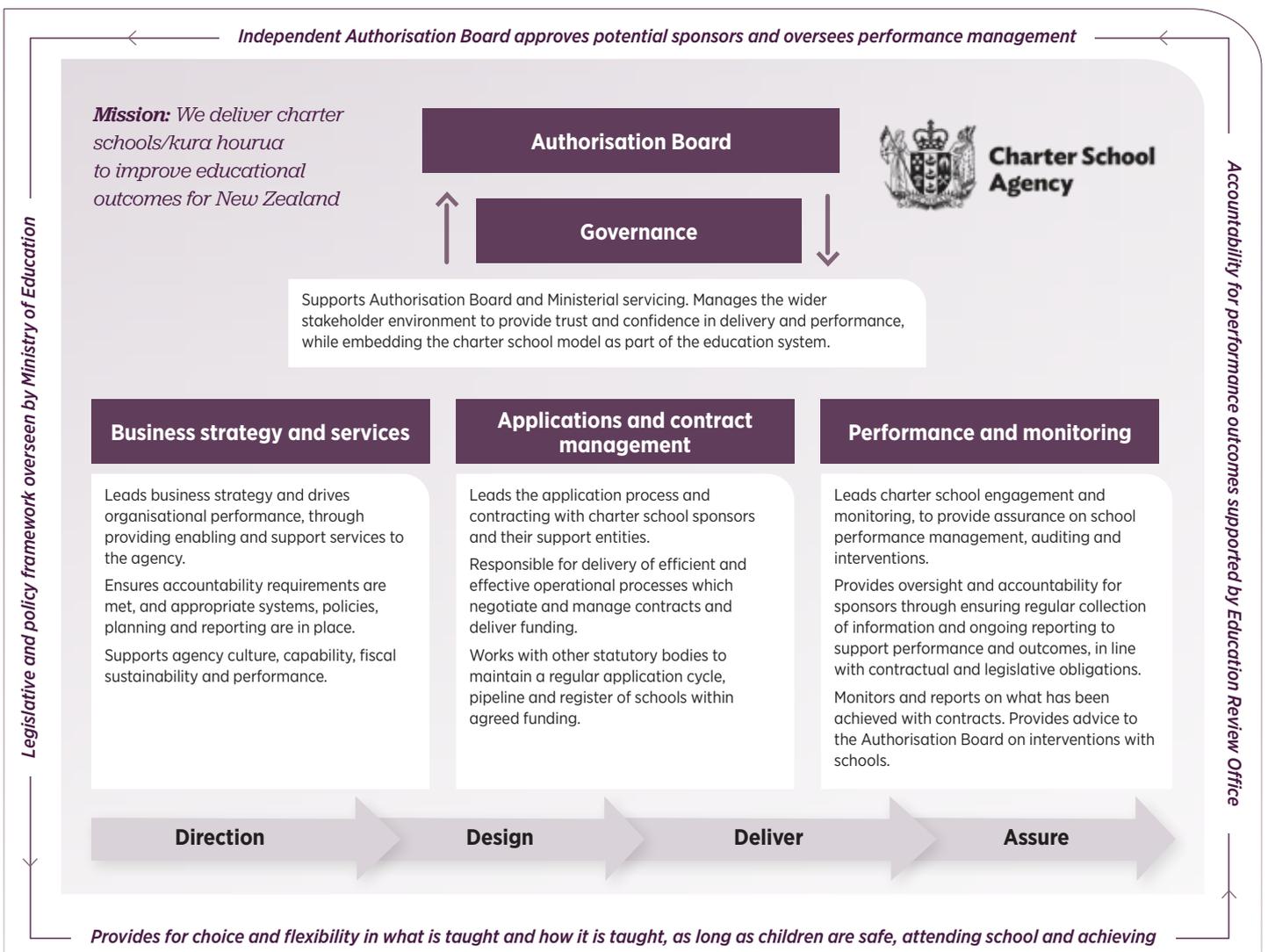
- › providing advice to the Authorisation Board on interventions with schools.
- › working with other statutory bodies in the education system.
- › advising Ministers on matters related to the operation of charter schools.

In order to establish the Agency and effectively meet these responsibilities, the Agency has organised its operations into four main functional areas:

- › **Governance:** Supporting and servicing the Authorisation Board and advising Ministers.
- › **Applications and contracts:** Leading the application process and contracting with charter school sponsors and their support partners.
- › **Performance and monitoring:** Providing oversight and accountability for sponsors, through monitoring and reporting.
- › **Business strategy and services:** Driving organisational performance, providing enabling and support services to the Agency.

The graphic below summarises the Agency’s high-level operating model:

### High-level operating model



## Strategic direction and outcomes

As part of the wider sector, the Charter School Agency contributes to an education system that delivers equitable and excellent outcomes. Educational success contributes to personal, collective and national success. Every child deserves the opportunity to succeed, achieve to the best of their ability and gain qualifications that will support them into further study and employment.

Charter schools | kura hourua are one way that the Government is aiming to improve student achievement. They are an alternative way of delivering education to meet the needs and preferences of students and families. These schools will have greater flexibility to innovate, including in the design of a schools' structure, governance and curriculum. In exchange for greater flexibility, they are subject to increased oversight and accountability through the **performance management framework**.

The performance management framework sets out clearly defined performance outcomes, measures and targets, as well as the methods used to track these. It will be used to hold sponsors to account and provide the Government and the community with assurances that charter schools are delivering quality education.

The overall outcomes to be achieved by charter schools | kura hourua will be contained in sponsor contracts and can be summarised as:

Outcome	Measure	Target	Method and reporting	Desired trend
<b>Attendance</b>	Regular attendance at school (students attending school for more than 90% of the term)	80% of students regularly attending	Electronic attendance register Daily, each term and an annual self-audit in June	
<b>Achievement</b>	<b>Primary: Years 3 to 10</b> Reading or pānui Writing or tuhituhi Maths and pangarau	80% of students are at or above the expected curriculum level	Assessment tools (including e-asTTle, Progressive Achievement Tests and Te Waharoa Ararau) Annual self-audit in June and a follow-up report in December	
	<b>Secondary: Years 11 and above</b> Qualification attainment	95% of school leavers reach NCEA level 2 or above	NCEA Level 2 attainment/equivalent in an approved qualification Annual self-audit in June	
<b>Financial performance</b>	<b>Financial health:</b> Key indicators include operating surplus, working capital ratio, debt/equity ratio, operating cash, enrolment variance	Operating surplus: 2-5 Working capital ratio: 2:1 Debt/equity ratio: 0.5:1 Operating cash: positive cashflow forecast = actual	Annual self-audit in June and a follow-up report in December	N/A

		Enrolment variance: contextual measure assessed in reports as either growing, stable or decreasing.		
<b>Standard minimum compliance</b>	Contract requirements including: Minimum of certificated teachers employed Student enrolment requirements School day, hours and term date requirements Reporting requirements Record-keeping and data management Insurance Transport provision requirements (if applicable) Property (if applicable)	Standard minimum compliance measures do not require performance targets. A sponsor's failure to meet standards carries an immediate risk to students and/or school operations.	Annual self-audit in June including a sponsor assurance statement and a self-audit check	N/A

The Charter School Agency and Education Review Office (ERO) will work closely to develop a robust monitoring approach. The Agency will be responsible for day-to-day monitoring of schools and will report as required to the Authorisation Board.

Schools will be expected to progress towards standardised targets, but minimum performance thresholds will be applied before interventions are applied. These thresholds are adjusted for the School Equity Index (EQI) that estimates the extent to which students face socio-economic barriers to achievement at school.

The intervention framework sets out specific actions that can be used where a charter school is not meeting its contractual or legislative obligations. The Agency will support the Authorisation Board to consider progress over time when applying an intervention.

### Strategic priorities

As the model is established, the number of charter schools will grow. The Agency expects to contract with up to 50 charter schools, who will be a mix of new schools and converting state schools, in 2025 and 2026 depending on demand and suitability.

The Agency is establishing itself and will be developing and refining its strategic priorities during the establishment phase. They include sector and system-facing priorities, as well as organisational capability.

**Education sector and system priorities will include:**

- › effective support and servicing of the Authorisation Board to fulfil its responsibilities to approve sponsors and oversee effective performance management.
- › effective and efficient contracting with sponsors, through an outcomes-focused and risk-based approach.
- › building a pipeline and balanced portfolio of charter schools to fulfil the intent of the model, including a supply of sponsors for both new and converting schools.
- › graduated support and interventions approach, to achieve intended outcomes.
- › replicating success and innovation through building data, evidence and insights that can inform improved practice.
- › strengthening sector engagement and system relationships with critical stakeholders and partners.

**Organisational capability priorities will include:**

- › developing a clear vision, organisational strategy and operating model, as a distinct player in the education system.
- › leadership and governance to support organisational performance and success, information flows and effective decision-making.
- › people and culture, defining and embedding organisational values, and attracting, developing and retaining the required people capability.
- › building capability in areas critical to success, including organisational systems, processes, technology and data.
- › financial sustainability, identifying and managing fiscal risks and cost pressures within baselines, along with transparent accountability reporting and evaluation to demonstrate performance and value for money.



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education

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He mea tārai e mātou te mātaurangakia rangatira  
ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers  
equitable and excellent outcomes.

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**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government