



Statement of Intent

2007 – 2012



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Education for New Times

▲ Diverse ▲ Differentiated ▲ Changing Social Roles ▲
Personalising Learning ▲ Globalisation ▲ Information and
Communication Technologies ▲ Flexible Specialisation ▲
Creative ▲ Relevant ▲ Responsive ▲ Innovative ▲ Realising
Youth Potential ▲ Excellence ▲ New Identities ▲



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Foreword: Minister of Education

This government is committed to transforming New Zealand over the next decade.

We're doing this by focusing on what will make the biggest difference to our economy, our families and whānau and communities, and our sense of national identity.

We want a country where all New Zealanders can plan ahead and play to their strengths, where they are part of a society where knowledge is central.

For the education system the development of a knowledge society is of huge importance because it demands change in everything we do.

Today's students need to be ready to learn, ready to change, ready to adapt and ready to contribute creatively to society. They need to be equipped to thrive in a society and an economy that is not based on old, industrial, hierarchical forms of organisation. They need to be equipped for an economy in which knowledge is the primary driver of growth.

We must move towards a learning system that ensures every student – whatever their age or background – is engaged in, and excited by, their learning, and able to achieve their potential. No matter where education takes place the basic components of a 21st century education are the same. I have been using the term 'personalising learning' to draw together the changes schools are already demonstrating in the way they organise teaching and learning.

Personalising learning involves thinking about learning as an active process. Students get to be informed, active participants in their own learning, they contribute to decisions about what learning can work best for them, and have a much better understanding of how they are progressing.

The Ministry of Education plays a critical role in delivering the government's goals for New Zealand and in leading the transformation of our education system.

This Statement of Intent sets out outcomes for the ministry and a work programme which will:

- ▲ deliver education's contribution to the government's themes for New Zealand
- ▲ advance the transformation of our education system through personalising learning and progress key priority areas
- ▲ make significant improvements in key areas of presence, engagement and achievement across the system.

The outcomes and work programme are consistent with and reinforce the policies and performance expectations of the government.

These are exciting times for education and I am confident that through the priorities and areas of focus set out in this Statement of Intent we will transform the system to deliver the education today's students need to succeed in tomorrow's world.

Hon Steve Maharey
Minister of Education

Foreword: Minister for Tertiary Education

A top priority for the government is transforming the economy through a commitment to increasing the skills and knowledge of New Zealanders.

An innovative, highly skilled, high knowledge economy is the best way to raise living standards for all.

Our ambition is to transform our economy into a highly skilled, innovative exporting economy. To achieve this we are investing heavily in skills, learning, research, science and technology.

The tertiary education sector plays a key part in accelerating the transformation of New Zealand's economy and achieving New Zealanders' broader social and cultural aspirations.

The new Tertiary Education Strategy, incorporating the Statement of Tertiary Education Priorities, underlines our determination to equip the country with the kind of 21st century skills needed to drive economic transformation. The Strategy sets out the government's expectations and priorities for New Zealand's tertiary education system. Consultation undertaken by the ministry during its development in 2006 confirmed that New Zealanders value our tradition of a broad and inclusive tertiary education system that makes a significant contribution to the economic, social, cultural, and the environmentally sustainable development of our nation.

A key priority in the Strategy is to make tertiary education more accessible and more affordable, so more New Zealanders can get the training they need. To achieve this we are reforming the tertiary education sector so that taxpayers, students and employers have more confidence that the tertiary sector is delivering to their needs.

The tertiary reform programme, which is currently under way, will ensure we have a sharper focus on quality, relevance and value for the investment in the tertiary sector. From 2008 the government will be investing in priority areas of tertiary education, and shifting resources to education and training that better matches skill and learning needs. Industry and employers will have greater roles in defining the competencies that graduates need to have. Students will be determining what and how they learn. Tertiary organisations will determine what their distinctive contributions will be and invest in capabilities and staffing around these priorities.

This Statement of Intent sets out how the ministry intends to deliver government's priorities, and the role it plays in the tertiary reform programme. The ministry's strategic leadership role and the advice it provides government on the direction and performance of the system will shape current and future priorities to help make tertiary education more accessible and more affordable so more New Zealanders can get the training they need.

Hon Dr Michael Cullen
Minister for Tertiary Education

Introduction: Secretary for Education

This Statement of Intent sets out how the ministry will deliver education's contribution to the implementation of government themes, and on key ministerial priorities for education.

To do this the ministry has set an overarching outcome of building a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

To achieve this we are focused on three paths. On the first path we focus on key areas where significant improvements in presence, engagement and achievement are needed in early childhood education and schooling, and where improvements in quality and relevance are needed in tertiary education.

On the second path we will develop the key features of personalising learning that will support the system to deliver educational innovation and change.

On the third path the ministry will lead and support change to ensure that the education system values, respects and is successful for all children and young people, in particular Māori, Pasifika and students with special education needs.

All three paths have significant challenges and require change across the education sector and within the ministry itself.

The challenge of equity

Our education system is good – the best in New Zealand is as good as anything in the world. However, at present we have a group of students, many of whom are Māori, Pasifika or who have special education needs, who are not succeeding and for whom the system is not delivering. All New Zealand's children are entitled to the best education and we cannot be tolerant of failure where it affects the education of New Zealand's children and young people.

The challenge of urgency

To provide the best education for all we need to develop in the sector and within the ministry a sense of urgency in dealing with the challenges we face.

We already have a number of initiatives in place that are focused on raising achievement. The challenge now is to pull all these together into a coherent whole and develop a sense of priority, with the ministry providing clear leadership with the sector alongside.

For each specific area of focus we have set targets and identified critical areas on which the ministry will concentrate effort and resources to bring about change.

The challenge of 21st century learning

For success in the 21st century New Zealanders will need to develop the critical lifelong learning and thinking skills needed in the knowledge era. For this to happen, our education system will need to change. We will need changes not only to what we learn, but also to the way we learn.

We need an education system that is flexible enough to respond to and reflect the aspirations and the needs of the students, not to squeeze them to fit the demands of the system. The system itself must be creative and innovative in order to encourage and value creativity and innovation in all students.

Developing an understanding of these changes and how to give effect to them is at the heart of our work on personalising learning.

The challenge of change

Our challenge is to ensure the ministry is ready and able to lead and support the sector and other government agencies to deliver on these priorities.

To do this the ministry needs to continue to become a more responsive, transparent and strongly outcomes focused organisation.

We want it to be clear what sort of education system the ministry stands for and want the ministry to be a high performing organisation known for its high standards, the high quality of its policy, services, relationships and responsiveness.

Karen Sewell
Secretary for Education



Statement of Intent



Part 1

“*He takohanga nō te kotahi,
nō te katoa hoki.*”



What we stand for

CHAPTER

1



The Ministry of Education's overall mission is to raise educational achievement and reduce disparity. Our overarching outcome is to build a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

To achieve this outcome our education system needs to change. We need to make changes not only to what New Zealanders learn, but also to the way we learn.

New Zealanders need to develop critical lifelong learning and thinking skills for success in society and the knowledge economy. To be successful in the 21st century we need basic skills such as numeracy, literacy and the ability to communicate, as well as being self-starting, quick-thinking, creative, critical-thinking, problem-solving, risk-taking and decision-making individuals who can collaborate with others. People should have a positive sense of their own identity and belonging and have the skills, knowledge and values to be active participants in New Zealand society as well as global citizens. The education system must also support Māori learners to contribute as Māori to Te Ao Māori, as well as to the wider New Zealand society and world.

We need to create open and dynamic learning environments where the needs of students are at the heart of the system. The system must support teachers, students and their families to:

- ▲ recognise and work with diverse strengths, interests and abilities
- ▲ connect learning to family and community backgrounds
- ▲ create diverse learning opportunities and networks
- ▲ use diverse teaching approaches
- ▲ balance academic achievement with the development of knowledge, skills and values.

Our role

The ministry is responsible for leading the education sector to ensure the education system works for all. Our role is to make sure that government priorities are understood and followed and desired education outcomes are achieved. It is also our job to ensure the sector and the public have a strong understanding of the education system.

What we stand for

We believe New Zealand can and should have a world-leading education system. Within this, every New Zealander can and should succeed. We believe innovation and change are essential to ensure our education system continues to be world-leading. Our education system must respond to the needs of each student, as well as to economic, social and sustainable development needs.

We cannot accept failure and poor performance within the system – for every learner this must be put right.

The way we work

To achieve these aims the Ministry of Education will continue to work with the government, social sector agencies, the education system, families, whānau, communities and other stakeholders.

The ministry will continue to strive to provide high quality leadership, analysis, planning and implementation. We will focus on education and results, on the quality of our services and responsiveness, communication and productive stakeholder relationships, our commitment to the Treaty of Waitangi and public sector values.

The Treaty of Waitangi is central to, and symbolic of, our national heritage, identity and future. As a government department the ministry acts in accordance with the principles of the Treaty of Waitangi.

“*He waka eke noa.*”



Government themes and ministerial priorities

CHAPTER

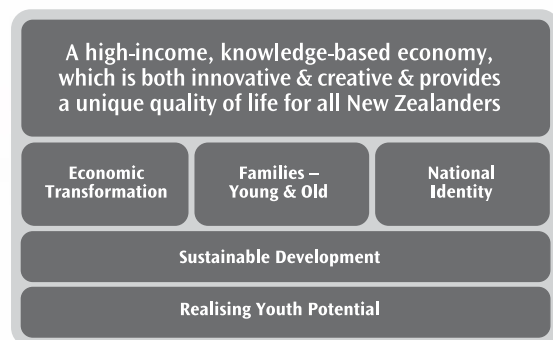
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The government is working to transform the New Zealand economy. Our traditional strengths in commodity industries are well recognised, but increasingly our success is dependent on using knowledge and skills to generate higher value in whatever we do.

Our strengths in creativity, design, development and people skills, combined with a uniquely ‘New Zealand way’, will help to achieve this transformation. The goal is that every New Zealander should achieve their potential. High standards, high expectations of achievement and lifelong learning are keys to national success. We need to be among the world’s best at equipping people for work and for life.

Education needs to be responsive to the aspirations and development of Māori, Pasifika, and all New Zealanders. It makes a vital contribution to the country’s national development in all dimensions – social, economic, cultural and environmental.



Government themes

The government’s three priority themes of Economic Transformation, Families – Young and Old, and National Identity are underpinned by an emerging focus on sustainable development and realising youth potential. The overall aim is to create a high-income, knowledge-based economy, which is both innovative and creative, and provides a great quality of life for all New Zealanders.

An effective education system is critical to each of these government themes. An effective education system is one that puts the child or student at the centre. Such a system ensures that all choices provide quality, relevant

education that assists the realisation of students’ goals and aspirations. New Zealand’s education system is a significant national asset which makes an invaluable contribution to the country’s social, economic, cultural and environmental development.

Economic Transformation

Economic Transformation is about continuing our journey towards a thriving and internationally competitive economy with a highly skilled workforce. The education system is a critical contributor to economic development. It is responsible for equipping New Zealanders with the skills and competencies needed for a productive, adaptable workforce in an increasingly globalised world. Early childhood education builds the foundations for success, schooling supports young people to realise their potential, and tertiary education supports the development of high-level skills and knowledge and the opportunity to update them through lifelong learning.

Tertiary education, in particular, has a critical role in supporting the development of knowledge and innovation through research and scholarship. Research in tertiary education organisations connects our economy to the global knowledge base and provides the basic, applied and strategic research that drives innovation.

The education system also makes a direct contribution to the economy through a sustainable and high value export education sector.

Families – Young and Old

The Families – Young and Old theme is about providing opportunity and security, backed up by excellent services, to family members of every age. Educational success is related not only to economic success but also to improved social outcomes, greater personal well-being and security, and better outcomes for children as they develop and grow.

By ensuring that all children and students can achieve their potential, and by supporting inter-generational learning, the education system contributes to our nation's social development and the health and security of our families.

As well as making a direct contribution to the well-being of families, the education system underpins the development of the skilled workforce, and research needed for the development of the health, education, justice and social systems.

National Identity

National Identity is about building our pride in who we are, where we live and what we do. The education system helps safeguard and interpret our diverse cultures and views of our place in the world. Education, from early childhood through to tertiary, also supports Māori to maintain and develop Māori language, knowledge and culture. Kohanga reo, kura kaupapa Māori and wānanga clearly have leading roles, but all education providers share the responsibility. Through our education system New Zealanders also learn about and participate in art, culture, sport and other aspects of national life. The tertiary education system fosters many of our top achievers who exemplify and develop our cultural and sporting life. Scholars have duties to act as 'the critics and conscience of society'.

Sustainable Development

New Zealand's future is dependent on long-term sustainable strategies for our economy, society, environment, culture and way of life. Education is critically important here. It can give the leaders of tomorrow the knowledge they need to operate in a world rapidly running out of resources and facing the challenges of climate change. Through teaching and learning, research, knowledge-transfer and innovation, it can add value to primary production, help manage pressure on natural resources, and help manage and restore our indigenous ecosystems and biodiversity. It can help support all students to develop the skills and knowledge

needed to balance the pressures that economic and social progress place on our environment and natural resources.

Education providers and government education agencies make up a significant sector of the New Zealand economy. Moving towards sustainable practices across the sector will make a significant contribution. The ministry has a role in promoting sustainable development in three key ways. It has a responsibility to improve the sustainability of its own organisational work practices. In exercising its leadership role within the sector, it can influence the sector's focus on sustainability. The ministry can also support sustainable practices through its influence on curriculum development.

Realising Youth Potential

All young people should have opportunities to participate in and contribute to their own and to New Zealand's success. Realising youth potential is vital for encouraging effective parents, workers and successful adult citizens of the future.

High quality early childhood education provides children with the foundations for success, and a schooling system that personalises learning can help ensure students realise their potential and participate effectively within their communities. High quality, relevant tertiary education then provides students with the opportunities to maximise their success. Education provides a setting through which we can both identify and put in place the support that young people need to realise their potential. In particular, there needs to be improvement in the numbers of young people engaged and retained in senior secondary education. Without completing schooling and attaining meaningful qualifications, young people's future options for success are limited.

The education system has a responsibility to enhance its responsiveness to Māori, Pasifika and young people with special education needs, as these groups are vulnerable to leaving education early or without meaningful qualifications.

Priorities of the Minister of Education in early childhood education and schooling

To further the government's broader themes, the Ministers of Education have set priorities for the next two years. These priorities provide direction and urgency for the ministry's work and we are committed to achieving significant positive change in these areas.

"We are moving into a knowledge age. This kind of society will demand very different values, competencies and knowledge from those we were familiar with last century. Our education system is already moving down appropriate lines. Examples can be seen everywhere. But there is a lot more to be done if we are to have a whole system motivated by the need to serve the interests of learners."

– Hon Steve Maharey to New Zealand School Principals' Federation February 2007



Personalising Learning

Personalising learning is central to the transformation that needs to occur in our education system in order to meet the needs of a 21st century knowledge society. A stronger focus on learning to create new knowledge, as opposed to an emphasis on acquiring existing knowledge, is now essential. For this to occur, all students need to be strong in critical competencies such as creativity, problem-solving and self-management. Increasingly, learning will need to occur in ways that engage and motivate all students, giving them opportunities to develop skills and confidence for new ways of thinking, knowing, being and doing.

The education system needs to become more responsive to the needs of all learners. Resources, processes and infrastructure need to be reoriented to allow for this. Barriers to flexibility and responsiveness will need to be addressed and all parts of the education system will need to work towards this common goal.

Personalising learning offers a fresh perspective on how we can achieve educational success for all students, building on what is already shown to be working well. It is a way of renewing Clarence Beeby's vision of equal opportunity for all students and extending that to achieving equitable outcomes, as education and partner agencies work with each other and with the sector, families and communities, to build a better system that will equip all New Zealanders for future success.

To deliver on this the Minister of Education has set clear priority areas for action, which will require significant change. These priority areas are:

- ▲ Effective Teaching
- ▲ Foundations and Knowledge
- ▲ Engaged Parents, Families and Whānau
- ▲ Strong Professional Leadership

- ▲ Teaching and Learning in Secondary Schools
- ▲ Staying at School
- ▲ Setting Boundaries
- ▲ Resourcing.

Alongside these eight areas is a focus on Healthy, Confident Kids, part of the Families – Young and Old theme.

Effective Teaching

The role of teachers at all levels is critical in improving learning outcomes. Even when students are facing other challenges, there is clear evidence that effective teaching can still support all students to succeed, regardless of their circumstances. Successful teachers understand their students and work to make learning opportunities relevant, acknowledging different identities. We are already seeing gains in achievement where this is happening for Māori.

For success in this area, teachers need to be well equipped and supported. New Zealand needs people with the right skills, knowledge and attitudes to enter and remain in teaching as a rewarding career of choice. Teachers and principals need relevant, accessible research and opportunities for professional development linked to student learning throughout their careers. An effective curriculum, together with assessment tools for teaching and learning, is critical.

Key actions to support effective teaching include:

- ▲ revising the schooling curriculum, including the development of a Māori-medium curriculum
- ▲ the use of assessment tools and exemplars for teaching and learning through the National Assessment Strategy
- ▲ improving initial teacher education
- ▲ completing and publishing the results of the Inservice Teacher Education Practice (INSTEP) research and development project
- ▲ continuing a range of professional development initiatives, including those that strengthen effective teaching-learning relationships for improved student learning outcomes.

Foundations and Knowledge

Children cannot realise their potential without receiving the basic foundations for learning and knowledge. Learning the skills of managing self and relating to others is key to setting up early learning foundations. We know that reading and the ability to do maths are critical to later learning and life success. The ability to read, in particular, is closely linked to student engagement and the likelihood of staying in school.

Success in this area would be demonstrated by better quality of, and participation in, early childhood education. Progress also requires that teachers can access up-to-date information on best practice, and early identification of learning-related issues with active follow-up to address them.

Key actions include:

- ▲ specific initiatives to increase and promote participation in, high quality early childhood education services, including increased funding (20-hours free for three- and four-year-olds)
- ▲ increased registration of early childhood education teachers
- ▲ literacy and numeracy professional development programmes
- ▲ schooling improvement projects that support student achievement (in particular, literacy and numeracy)
- ▲ increasing responsiveness to students with special education needs through the development of stronger special education networks.

Parents, Family and Whānau

Parents, family members and whānau play a critical role in supporting their children's learning, right from the start.

Success in encouraging parents and whānau would include parental confidence in supporting children's learning and effective home-school links.

This requires making sure parents, family and whānau have access to information about what children aim to learn at all levels, how they are making progress and how parents can most effectively contribute. Schools and early childhood education centres need to have effective conversations with families and caregivers to support high quality learning outcomes for all.

Key actions include:

- ▲ sharpening the focus of campaigns and initiatives, including Team-Up, Te Mana and the work of Pouwhakataki, to provide parents, families and whānau with better information about how to best support children's learning
- ▲ provision of parent education and support programmes to help parents positively engage with their children and support their special education needs
- ▲ reviewing the National Assessment Strategy, including the quality, timeliness and accessibility of assessment information for parents to help them to understand and support their children's progress at school
- ▲ supporting regional and national Hui Taumata Mātauranga and iwi and Māori education partnerships
- ▲ implementing the Pasifika Education Plan.

Strong Professional Leadership

The success of individual teachers is significantly affected by the professional and personal support they receive from colleagues and from those in leadership roles. School and

early childhood education centre leaders provide specific professional direction and support, as well as playing a vital role in setting the overall context for learning.

Success in this key area would be indicated by strong participation in school principal development programmes and more candidates for leadership roles. Strong professional leadership in schools is supported by providing good information on what successful leadership looks like in a New Zealand context. First-time principals need to be supported to prepare for their roles, with clear career paths and professional learning and development opportunities, and principals should be freed up to focus on the most important issues for their schools.

Key actions include:

- ▲ funding the First-time Principals programme and providing the Principals' Development Planning Centre programme
- ▲ providing and maintaining Leadspace – a communications and information hub for New Zealand school principals
- ▲ developing and launching the leadership best evidence synthesis
- ▲ making available mentoring and advisory services for principals
- ▲ supporting the career pathways work programme
- ▲ reducing compliance requirements for school management.

Teaching and Learning in Secondary Schools

Our secondary schools have changed a lot over the years and produced some outstanding results. The ongoing challenge is about how to create an environment in which each student can successfully go on to further education and training, and/or employment. Learning at secondary level is built on

the strong foundations that need to be put in place at home, in early childhood education and in primary schooling.

Successful teaching and learning at secondary levels is demonstrated by increased student retention in schooling and rising levels of school qualification attainment. Initial teacher education for secondary teachers must focus on teaching practice as well as subject knowledge, and those already in secondary teaching need ongoing opportunities to support their learning and development. All students need to be supported in their transitions to the next stages of their lives and learning. This is particularly the case for young people with special education needs or behavioural needs.

Key actions include:

- ▲ ongoing improvements to the design of the National Certificate of Educational Achievement (NCEA) and further developing the senior secondary curriculum
- ▲ strengthening professional development opportunities in areas such as assessment tools for teaching and learning
- ▲ increasing the focus on professional learning and teacher career paths
- ▲ strengthening career information and guidance for students and their families.

Staying at School

There is strong evidence that more time spent at school and completing school with secondary qualifications enables greater success in later life. As people follow a multitude of pathways on leaving school, it is critical to ensure there is sufficient diversity in the options available to school students to attract and retain their interest.

Increased engagement in schooling results in reduced truancy, fewer suspensions and fewer exemptions for those requesting to leave school early. Increased levels of school qualifications make a greater range of options available to school leavers.

Ways to support schools to retain students include: enhancing system support for managing attendance; providing and funding relevant professional development for teachers; and supporting schools to offer a range of learning environments and pathways for their students.

Key actions include:

- ▲ reforming District Truancy Services
- ▲ continuing the Student Engagement Initiative and Suspension Reduction Initiative
- ▲ using the new national enrolment system ENROL to monitor non-enrolments and record student movements
- ▲ building on the findings and successes of programmes like Te Kōtahitanga and respectful schools
- ▲ supporting STAR (Secondary-Tertiary Alignment Resource) and Gateway
- ▲ reviewing the provision of early leaving exemptions
- ▲ providing behaviour support programmes to schools.

Setting Boundaries

Learning comes from all environments. Schools, teachers, families, whānau and communities need to be supported by a range of interventions to allow the learning of positive behaviours. Students suspended or stood-down from schools because of behavioural issues miss the opportunity to learn alternative, positive behaviours. Action must be taken early.

Success in this area can be demonstrated by improvements in learning environments measured by national surveys, alongside reductions in the numbers of stand-downs and suspensions. It is also seen in earlier referrals to specialist services and more students who access those services staying in school and gaining National Certificate of Educational Achievement (NCEA) credits.

Early childhood education services, schools and teachers need the best information available on encouraging positive behaviour, as well as specialist support for dealing with particularly challenging cases and alternative ways to approach behavioural issues on an individual, whole-of-school and community basis.

Key actions include:

- ▲ the Severe Behaviour Initiative to strengthen the ministry's individual behaviour services to children and young people with severe challenging behaviour
- ▲ strengthening the role of Resource Teachers of Learning and Behaviour
- ▲ active participation in the inter-agency strategy for severe anti-social behaviour
- ▲ improving the delivery of special education services
- ▲ increasing access to the Incredible Years training programme for parents and teachers
- ▲ providing effective early intervention services and support to parents who have children with special education or behavioural needs.

Resourcing

Student success requires that schools and teachers have adequate resources and are able to use those resources to greatest effect. The level of resources, as well as how they are provided, can make an important difference.

Success in effective resourcing can be demonstrated by: increased confidence in education resourcing; fewer schools with financial difficulties; and a system that better supports increased flexibility in learning over time. This requires appropriate targeting of resources to where they are needed most, in ways that can support a range of learning needs. It means building transparency about how resourcing works, and sharing good practice about using resources effectively.

Key actions include:

- ▲ funding increases for early childhood education and the continued implementation of staffing improvements
- ▲ implementing the review of the operations grant.

Healthy, Confident Kids

The objective for Healthy, Confident Kids is that: 'all children participate in a range of life contexts and are equipped to contribute to the future well-being of New Zealand socially, culturally, economically and environmentally'.

The Ministry of Education is responsible for leading the work necessary to achieve the objectives of Healthy, Confident Kids. In particular, the ministry is involved in promoting an integrated development of solutions requiring a whole-of-government approach and a common commitment to agreed priorities.

The Mission-On programme, for example, aims to promote healthy eating to improve the lifestyles of children and their abilities to learn. All early childhood education services and schools have been provided with guidelines and encouraged to explore, with their children and students, how they can further develop healthy eating and physical activity in every-day life. Mission-On comprises 10 initiatives developed by the ministries of Education, Health and Youth Development, together with Sport and Recreation New Zealand (SPARC). It is an example of where the ministry is working with education agencies and across the wider public sector.

Ministry role in early childhood education and schooling

The Ministry of Education will take the lead role in delivering on ministerial priorities in early childhood education and schooling. Ministry responsibilities include:

- ▲ strategic leadership
- ▲ policy advice to the government

- ▲ operational policy development
- ▲ implementation, including regulation and funding
- ▲ information provision
- ▲ targeted interventions
- ▲ specific service provision in some areas, for example, special education services.

Focus areas of the Minister for Tertiary Education in tertiary and international education

“From 2008, the government will be investing in priority areas of tertiary education, and shifting resources to education and training that better matches skill and learning needs. Industry and employers will have a greater role in defining the competencies that graduates need to have. Students will be determining what and how they learn. Tertiary organisations will determine what their distinctive contribution will be and invest in capabilities and staffing around these priorities.”

- Hon Dr Michael Cullen address to Auckland Chamber of Commerce February 2007

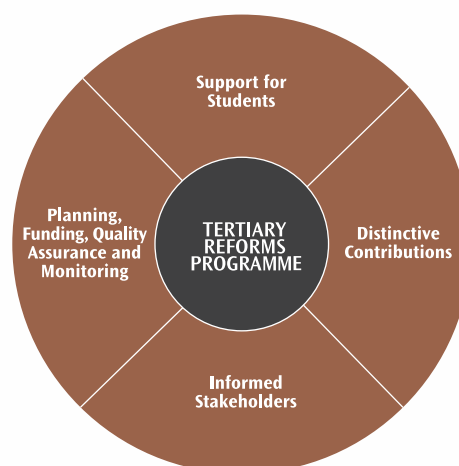
Tertiary reforms programme

During 2006 the government embarked on a programme of substantial reforms to the tertiary education system. These reforms fundamentally change the investment system for tertiary education into one which drives quality, relevance and value for money, within a distinctive contributions framework. The tertiary education strategy (TES) and the statement of tertiary education priorities (STEP) together become much more significant documents in outlining the government’s expectations and priorities for tertiary education.

The focus over the next five years is on the three outcomes outlined in the TES 2007-12: Incorporating STEP 2008-10:

- ▲ success for all New Zealanders through lifelong learning
- ▲ creating and applying knowledge to drive innovation
- ▲ strong connections between tertiary education organisations (TEOs) and the communities they serve.

The new tertiary education system



Through the TES 2007–12, the Minister for Tertiary Education has set out the expectations of the tertiary education system, including TEOs and Crown entities and, in particular, the Tertiary Education Commission (TEC), which is the lead agency responsible for driving change in the sector.

The TES was released in December 2006, part-way through the reform programme which will transform the tertiary education system and support quality decision-making by TEOs through a clear statement of government priorities for education, training and research. The TES will be achieved through the following areas:

- ▲ distinctive contributions – ensuring each tertiary organisation contributes according to its strengths

- ▲ support for students
- ▲ new approaches to planning, funding, quality assurance and monitoring for TEOs
- ▲ informed contribution of stakeholders, employers and communities.

Distinctive contributions

This approach recognises the key strengths of, and differences between, tertiary education organisations, and encourages organisations to work together to complement each other rather than compete. The TEC will lead the change process required over the next few years to support each sub-sector in the shifts required.

Success in this area will be demonstrated through tertiary education organisations contributing to outcomes according to their strengths, in line with the government's expectations. Expectations and priorities will be interpreted through distinctive contributions.

Key actions include:

- ▲ TEC signalling the change expected of organisations through its investment guidance
- ▲ funding allocations and agreement of plans to support the shifts required.

New approaches to planning, funding, quality assurance and monitoring

From 2008 government will progressively introduce a new system of planning, funding, quality assurance and monitoring to the tertiary education system, which will encourage a focus on quality and relevance of education, training and research outcomes. TEOs will be expected to shift their focus from participation and funding to achievement and the long-term needs of their stakeholders.

Success in this area will be shown through TEOs identifying,

planning for and meeting the needs of students, employers, industry, Māori, community groups and other stakeholders. Investment decisions by the TEC will be based on evidence of quality and relevance of education, training and research. There will be greater certainty and stability of funding, and greater investment in capability, quality and sustainable improvement.

Key actions include developing and implementing:

- ▲ funding changes required to support the new investment system
- ▲ investing in a Plan
- ▲ a new quality assurance and monitoring system.

The Education (Tertiary Reforms) Amendment Bill 2007 has been introduced to implement the changes. The Ministry of Education, along with other education agencies, has developed the Bill and will support the process through Select Committee leading to enactment by 1 January 2008.

Informed contribution of stakeholders, employers and communities

The changes to the system will support TEOs to take responsibility for their contributions to economic and social outcomes. They will also be expected to respond to the needs of their stakeholders including students, their families, whānau and communities, employers and research groups.

Key actions include:

- ▲ providing access to information collected by government agencies (for example, information regarding the labour market, or emerging skills and knowledge needs in public service areas such as health, education and social services)
- ▲ monitoring the performance of the tertiary education system through the annual TES monitoring report

- ▲ providing analysis of key and emerging trends in the tertiary education system to increase understanding of the dynamics and performance of the system
- ▲ the TEC's stakeholder engagement and facilitation, which helps identify stakeholders' national and regional needs.

Support for students

To enable students to participate in tertiary education, the government provides financial support through tuition subsidies and a range of student supports including student allowances, scholarships and student loans. Fees are regulated to ensure students' own contributions to the cost of their education remain affordable, predictable and fair.

Students are also supported in their decision-making to ensure they make informed decisions about what and how to study. Strong school-to-tertiary connections provide information about where, when and how to engage in tertiary education. Increasing student achievement at secondary school means that more students are well prepared to make successful transitions to tertiary education. Success here is shown by students studying in areas that develop the skills and competencies needed to attain our national goals, and by ensuring that cost is not a barrier to participation.

Key actions include:

- ▲ inter-agency work on Youth Pathways
- ▲ advice on Fees and Course Costs Maxima, and the policy settings for student financial support such as student loans and allowances
- ▲ implementing the Creating Pathways and Building Lives (CPaBL) careers advice initiative
- ▲ influencing and supporting student decision-making through the student support services administered by StudyLink and Career Services.

The ministry's role in tertiary education

In tertiary education the ministry plays a strategic leadership role, which includes: advice on system direction and priorities; strategic advice on longer term direction; coordinating advice on legislation, budget decision-making and Vote management and engaging in significant policy work programmes with a broad understanding of system effectiveness and policy design principles. The role also encompasses stewardship and governance: in support of sector leadership and inter-agency dealings; being a 'supportive partner' to tertiary education Crown entities; and the maintenance of functions where there are significant economies of scale. The ministry is also involved in monitoring and evaluation, such as in tertiary data analysis and research, and Crown entity monitoring. This includes analysis of the performance of the tertiary system against the Strategy, and of the tertiary Crown entities' performance, with a particular emphasis currently on their design and on implementation of the tertiary reforms programme.

With the release in December 2006 of the TES 2007-12: incorporating STEP 2008-10, the ministry's current focus is on supporting the reforms by continuing to analyse tertiary system performance and stakeholder needs. This will enable the ministry to support government by providing advice on future priorities for the tertiary system.

The new system will place greater reliance on decision-making at the centre, rather than the demand-driven funding system, which relied largely on student choice. Success here depends on an integrated approach between the different parts of the system. The ministry has a key role in facilitating the interaction between agencies and assessing collective progress towards the strategic goals for the sector.

International education

“International education helps connect New Zealand to the world. The flow of ideas and the relationships formed between people and institutions help to develop our own potential and grow our economy.”

– Hon Dr Michael Cullen, speech to education counsellors’ forum February 2007

International education contributes to building a sustainable economy based on innovation and quality, and helps sustain our national identity in a world of globalised media and culture.

International education has many dimensions and components. An important aspect is the recruitment of excellent students, teachers and researchers to this country. International education also involves New Zealand developing ongoing, productive relationships with international businesses and universities, and marketing innovative and high-quality New Zealand educational products and services matched to global market needs. Together, these activities are often termed ‘export education’, and they have been the mainstay of New Zealand international education for many years.

But there are other important dimensions to international education that also offer significant potential benefits to New Zealand – such as exposing more New Zealand students to international experiences and interactions, and developing the talents of our teachers and researchers through international collaboration. By encouraging greater ‘internationalisation’ in education, government believes New Zealand will be better placed to compete and prosper on the world stage.

For this, New Zealand needs a more integrated, sustainable and forward-thinking approach to international education which goes well beyond the traditional ‘export education’

focus. The International Education Agenda embodies this new approach, while continuing to build on the achievements of recent years.

The government’s four goals for international education are that:

- ▲ New Zealand students are equipped to thrive in an interconnected world
- ▲ providers are strengthened academically and financially through international linkages
- ▲ international students are enriched by their educational and living experiences in New Zealand
- ▲ the economic and social benefits to New Zealand from international education activities grow to their full potential.

Success in achieving these goals will be seen when New Zealand students have well-developed global knowledge, and the skills to succeed in multicultural and multilingual settings at home and overseas. International students will be integrated into our education organisations and communities, with effective pastoral care and learning support ensuring they succeed academically. Academic and research performance of New Zealand education providers will be further strengthened through international linkages, and New Zealand research will benefit from increased international collaboration, funding and commercialisation.

Key actions include:

- ▲ continuing to build the capability of educators to include international content and perspectives in their programmes
- ▲ encouraging a strategic and well-managed approach to international programmes, consistent with other government strategies

- ▲ increasing student take-up of opportunities to study abroad
- ▲ maintaining a focus on high-quality pastoral care
- ▲ getting better information on academic achievement of international students
- ▲ continuing work by the New Zealand Qualifications Authority (NZQA) on increasing recognition of New Zealand's quality assurance system and qualifications internationally
- ▲ supporting refocusing of the 'New Zealand-educated' brand and increasing resources for generic marketing
- ▲ extending education diplomacy initiatives through the roll-out of the government's education counsellor network to promote understanding of New Zealand's education system internationally
- ▲ developing policy standards and procedures to commercialise and protect (as appropriate) the government's education-related intellectual property.

Working across government

Achieving the government's goals and ministerial priorities requires coordinated effort from many stakeholders. The ministry is committed to taking a leadership role and engaging positively in a range of cross-government work to both define critical outcomes and develop and deliver on implementation plans. We play a key role in a range of inter-agency projects at local and national levels, ranging from our work with other agencies and schools focusing on individual students, to working on shared national priorities with national and regional inter-agency governance bodies.

“*Te heri ngātahi i te kete.*”



Ministry delivery on education outcomes and priorities

C H A P T E R

3



The previous chapters of this Statement of Intent have outlined education's critical contribution to government themes, the priorities of the Minister of Education and areas of focus of the Minister for Tertiary Education. This chapter outlines how the Ministry of Education will deliver on those priorities and themes.

It is the role of the ministry to ensure that:

- ▲ government strategies are clear and understood
- ▲ priorities are being implemented for maximum impact
- ▲ desired education outcomes are being achieved
- ▲ the education system works for all
- ▲ the sector and the public have a strong understanding of the education system.

To do this the ministry needs to be clear about:

- ▲ the outcomes it is working towards
- ▲ the targets it intends to achieve
- ▲ the key areas of work and initiatives on which it is focused
- ▲ the responsibilities and accountabilities of all parts of the system that need to work together
- ▲ the performance measures it will use to assess progress.

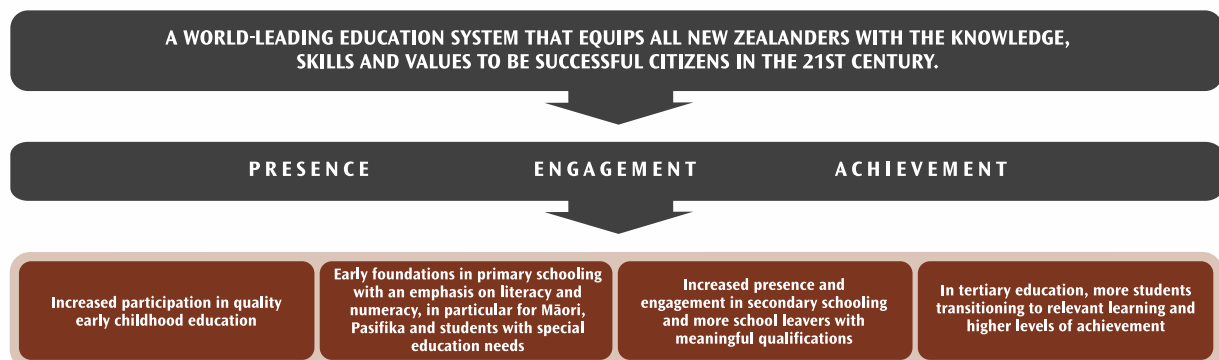
Outcomes

In Chapter 1 we set out the ministry's overall outcome as: to build a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

For this to happen we will need to lead change in our education system, to transform not only what students learn but also the ways in which they learn.

To deliver ministerial priorities for education and build an education system for the 21st century we are focused on three paths:

- ▲ specific and immediate areas of focus to achieve significant improvements in student presence, engagement and achievement in early childhood education and schooling and a major reforms programme in tertiary education to drive improvements in quality and relevance of education, training and research
- ▲ developing the key features of personalising learning that will support the system to deliver educational innovation and change
- ▲ leading and supporting change to ensure that the education system values, respects, and is successful for all children and young people, in particular Māori, Pasifika and students with special education needs.



Specific and immediate areas of focus

On average, the New Zealand education system performs very well and by international standards New Zealand scores highly in measures of achievement.

However, there are significant performance issues:

- ▲ across the system the spread of achievement between our highest and lowest achievers remains wide by international standards
- ▲ the system is under-performing for many Māori
- ▲ achievement rates for Pasifika students are, on average, low
- ▲ issues relating to behaviour, attendance and transience continue to limit achievement
- ▲ too many students are leaving school without the level of qualification needed for success
- ▲ too few students make the transition from schooling into higher levels of education and training
- ▲ there is low quality and relevance in some areas of tertiary provision.

The ministry is focused on a number of key areas where improvements in student presence, engagement and achievement are needed. They are:

- ▲ in early childhood education, on ensuring that all children and families have access to services of the highest quality
- ▲ in primary schooling, on early foundations with an emphasis on literacy and numeracy, in particular for Māori, Pasifika and students with special education needs

- ▲ in secondary schooling, on increasing the presence and engagement of students and on all students leaving with meaningful qualifications
- ▲ in tertiary education, on improving the transition of students to further relevant learning and higher levels of achievement.

For each of these areas the following tables set out directional targets and key areas of work where evidence and evaluations tell us that concentrating effort and resources will bring about more significant change (see Appendix 1 for a summary of key documents).

Early Childhood Education (ECE)

	Targets	Actions
Participation	Increase participation rates for Māori and Pasifika children in high quality settings	Implement the Early Childhood Strategic Plan and 20 hours free ECE
Quality	<p>Achieve registered teacher targets and implement new regulatory framework</p> <p>Agree and communicate learning outcome measures for ECE</p>	<p>Achieve registered teacher targets and regulatory framework to agreed timelines</p> <p>Strengthen quality assurance in ECE through the development and implementation of ECE indicators of quality</p> <p>Develop a shared understanding of ECE learning outcome measures</p>

Primary Schooling

	Targets	Actions
<p>Early foundations, with an emphasis on literacy and numeracy</p> <p>(with a particular focus on Māori students, Pasifika students and students with special education needs)</p>	<p>Continue positive shifts in reading, writing and mathematics performance, as measured by national and international assessments</p> <p>Increase levels of achievement of Māori and Pasifika students in reading, writing and mathematics to the national average</p> <p>Ensure all children are able to positively engage in safe and inclusive learning environments</p>	<p>Sharpen literacy intervention and programmes for professional development, including within them:</p> <ul style="list-style-type: none"> ▲ clear expectations of progressions in literacy and numeracy at each level ▲ ECE learning outcome measures <p>Strengthen early interventions for 5 to 8 year-olds, particularly for Māori and Pasifika children and children with special education needs</p>
	<p>All teachers use quality assessment tools in reading, writing and mathematics to inform their teaching practice for each child and student</p>	<p>Strengthen professional development on the use of assessment for learning</p> <p>Build on existing effective interventions for Māori and Pasifika students</p> <p>Strengthen the understanding and use of assessment tools and the information they make available</p> <p>Integrate an assessment for learning component into all professional development (PD) contracts</p>

Secondary Schooling

	Targets	Actions
Presence and engagement	<p>All 16-year-olds are present and engaged in education, with an initial focus on raising Māori engagement through reducing:</p> <ul style="list-style-type: none"> ▲ early leaving exemptions ▲ truancy ▲ suspension 	<p>Strengthen accountability, regulatory levers and resourcing incentives for student attendance and retention</p> <p>Strengthen truancy services and student tracking (ENROL)</p> <p>Build on existing effective interventions for Māori and Pasifika students (eg Te Kōtahitanga, ‘respectful schools’ and restorative justice programmes)</p> <p>Communicate to the sector, families and whānau clearer expectations of student presence and engagement</p> <p>Change early leaving exemption processes</p> <p>Review the role of alternative education</p> <p>Strengthen the sector’s capability to support students with special education needs</p>

Achievement

Increase numbers of Māori students and Pasifika students leaving school with NCEA level 2

Develop stronger expectations of achievement through:

- ▲ strengthening initial teacher education and induction
- ▲ strengthening ongoing professional learning (including enhanced professional pathways, INSTEP, and the review of centrally funded PD)
- ▲ developing teaching and learning resources, tools and support, including teacher professional learning and further development of best evidence syntheses
- ▲ helping all schools understand the lessons learned from successful Māori immersion settings
- ▲ clarifying the outcomes sought for students (through curriculum project, exemplars)
- ▲ incorporating principles and pedagogy from projects like Te Kōtahitanga for inclusion in all curriculum PD and training of PD providers

Ongoing improvements to the design of NCEA

Tertiary

	Target	Actions
Higher levels of learning and achievement	Increase numbers of students transitioning to, and achieving at, level four or above tertiary study	<p>Work with the Tertiary Education Commission (TEC) and New Zealand Qualifications Authority (NZQA) on the tertiary reforms programme, which will include further development, implementation and monitoring of new approaches to tertiary sector planning, funding, quality assurance and monitoring</p> <p>Improve information and support for student decision-making to ensure they make informed decisions about what and how to study</p> <p>Develop policy advice on support for tertiary students including loans, allowances and scholarships, fee and course costs maxima, and overall levels of tertiary expenditure</p> <p>Lead development of the Education (Tertiary Reforms) Amendment Bill 2007 to support the tertiary reforms programme</p> <p>Monitor and communicate sector performance towards the achievement of government goals</p> <p>Advise government on the future direction of the tertiary system through analysis of key and emerging national and international trends in tertiary education</p>

Integrating personalising learning

“Personalising learning is a way of describing the shifts that are happening in our education system as we respond to the new meaning of knowledge in the 21st century. It reflects our focus on high standards, high achievement and a commitment to lifelong learning.”

– Hon Steve Maharey in “Let’s Talk About: Personalising Learning” brochure February 2007

The ministry is developing a work programme to integrate the key features of personalising learning into the work of the ministry, other education agencies and the sector itself.

This work programme will focus on the enablers of personalising learning such as:

- ▲ learning environments and school settings
- ▲ learning-focused relationships between students, teachers, families, whānau and communities
- ▲ effective teaching and learning
- ▲ the curriculum
- ▲ assessment and achievement information, tools and processes
- ▲ knowledge networking
- ▲ strong professional leadership.

It will also support engagement with a wide range of education decision-makers considering personalising learning, and will identify and remove barriers that inhibit personalising learning.

Shifting expectations

A 21st century education system needs to recognise that all students are individuals, that they come from different cultures and different communities and that they have different needs

and interests. It should also support students to engage in lifelong learning and follow different pathways and interests.

In an effective education system, educators believe they can make a difference for every student, and they have access to the necessary information, tools and resources to enable them to do so. Students, families, whānau and communities should all have confidence in the system and be able to participate successfully in education and engage effectively with educators and education providers.

However, research has shown that too often students are judged or pre-judged by their backgrounds and individual characteristics rather than their potential. These low expectations, based on assumptions of deficits in students’ characteristics, experience and/or background, result in poor outcomes.

Conversely, research also shows that where educators assume that all students can and will achieve, and their teaching relates effectively to the backgrounds and aspirations of students, outcomes significantly improve.

Raising the achievement of Māori students

Ensuring Māori achieve greater success in all parts of the education system is a critical priority for the ministry. Through the Māori Education Strategy, iwi and Māori education partnerships, regional and national Hui Taumata and the work of Pouwhakataki, the ministry is focused on:

- ▲ raising the quality of mainstream education for Māori
- ▲ improving quality and growth of kaupapa mātauranga Māori
- ▲ greater whānau and community involvement in education
- ▲ increasing Māori authority and involvement in education
- ▲ delivering quality Māori language education provision in support of the government’s Māori Language Strategy.

However, the system is still underperforming for too many Māori students, who are not achieving their potential. With the increasing numbers of young Māori in the education system there is an urgent need to accelerate Māori success. This will require a stronger and more deliberate change programme to bring about a shift in attitudes and expectations.

An important step will be developing and implementing the next Māori education strategy, to reflect a stronger policy focus on outcomes, evidence and Māori potential. It will emphasise the importance of attitudinal change – particularly in terms of seeing cultural outcomes and whānau as integral to successful educational outcomes.

Raising the achievement of Pasifika students

The ministry is committed to building a strong focus on Pasifika education and achievement through the Pasifika Education Plan 2006-2010, which provides both strategic direction and clear targets to raise Pasifika education outcomes.

The Plan has been informed by dialogue and engagement with many Pasifika communities and groups. It reinforces the messages that success in education needs to value and build from the strengths of Pasifika communities, languages and cultures. It looks to build a strong Pasifika perspective into all major work across the ministry, including the contribution the ministry makes to the work of other agencies.

Raising presence, participation, learning and achievement of students with special education needs

In special education, through the Better Outcomes for Children Plan 2006-2011, work is under way on three particular fronts:

- ▲ quality services: putting in place specific service standards, with agreed service pathways for clients of special education services

- ▲ skilled staff: providing training that enables special education staff to be skilled and to keep learning, including supervision, reflective practice and research
- ▲ a focus on learner outcomes: ensuring that we stay focused on presence, participation, learning and achievement for children with special education needs.

The ministry is committed to implementing the New Zealand Disability Strategy to ensure that people with impairments can say they live in “a society that highly values our lives and continually enhances our full participation”. The incorporation of the New Zealand Disability Strategy throughout the education system is necessary to achieve this vision.

Significant changes across the system will need to occur if we are to make progress. The ministry will need to take the lead across the sector to ensure that:

- ▲ no child is denied access to their local school because of their impairment
- ▲ teachers and other educators understand the learning needs of disabled* people
- ▲ disabled students, their families, teachers and other educators have equitable access to the resources available to meet their needs.

We also need to work to improve schools’ responsiveness to, and accountability for, the needs of disabled students, as well as improving post-compulsory education options for disabled people.

Our wider context and roles

In addition to the areas of critical focus set out above, the ministry will continue to deliver a range of high quality services to the government, the sector and stakeholders. These recognise the range of different roles and responsibilities the ministry has in the early childhood, schooling and tertiary education sectors, as outlined in the following table.

* The New Zealand Disability Strategy sector reference group recommends the use of the term ‘disabled people’ rather than ‘people experiencing disability’ in the Disability

Early childhood education and schooling

Strategic Leadership in the Sector	Includes enhancing the ministry's coordination with other sector and government agencies and forums, undertaking research and analysis, developing strategic policy, monitoring the sector and education Crown entities, and supporting the Minister of Education and Associate Ministers to meet their obligations to Parliament.
Support and Resources for the Community	Includes delivering policies, programmes and services focused on the community's knowledge of, and participation in, the education system. It includes engaging with, providing information and support, and delivering education courses to, the community.
Support and Resources for Education Providers	Focused on the regulation, governance, management and operation of education providers, this includes policy advice, managing regulations, administering the distribution of resources and supporting school management through industrial relations and education payroll services, as well as working with providers to resolve under-performance.
School Property Portfolio Management	A range of services focused on providing the land, buildings and other facilities that make up the property portfolio of the State school sector.
Support and Resources for Teachers	Supporting the work and enhancing the capability of teachers includes providing curriculum and achievement standards, teaching, learning and assessment resources, supporting learning and leadership through professional development and administering scholarships and awards for existing teachers and principals.
Interventions for Target Student Groups	Developing policy, providing resources and specific services to improve learning opportunities for targeted groups or individuals. Includes targeted student participation interventions, specialist support services for those with special education needs and administering scholarships, awards and grants for individuals.

Tertiary

Strategic Leadership in the Tertiary System	Includes: enhancing coordination with sector and government agencies and forums; undertaking research and analysis; developing strategic policy related to tertiary and international education; monitoring the tertiary system; providing information on tertiary and international education services; representing the education sector internationally; supporting international students and supporting ministers to meet their obligations to Parliament.
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“ *Ka tika katoa mai a muri,
ka tū rangatira tātou i mua* ”



Capability and risks

CHAPTER

4



The Ministry of Education works with government, the sector, families and communities and key stakeholders to develop and implement education strategies and priorities.

Capability: the way we work

The Ministry of Education works with government, the sector, families and communities and key stakeholders to develop and implement education strategies and priorities.

In doing this, we want to be known for the high quality of our:

- ▲ leadership
- ▲ analysis, planning and implementation
- ▲ focus on results and what matters
- ▲ service provision and responsiveness
- ▲ communication and stakeholder relationships
- ▲ commitment to public sector values.

Over the last 18 months, the ministry's Organisational Development Programme (ODP) has put in place a process of change within the organisation which will shape work programmes in these key areas.

This work underpins our commitment to achieving the Development Goals for the State Services. Particular areas of focus include the goals: Employer of Choice, Excellent State Servants and Accessible State Services.

Leadership

The Ministry of Education must continue to be a facilitator for improvement in education, but it also has a strategic role to ensure: government strategies are clear and understood; priorities are given maximum impact; desired education outcomes are achieved; and the education system works for all.

To build leadership, we want to ensure our strategies:

- ▲ are focused on outcomes, are evidence-based and coherent, with clear priorities and targets
- ▲ outline clear responsibilities and accountabilities
- ▲ are monitored, evaluated and improved.

And we will:

- ▲ work across government to achieve shared outcomes
- ▲ further embed the realignment of the ministry's new groups for greater coherence
- ▲ strengthen ministry governance structures and processes
- ▲ develop the leadership skills and behaviours of our managers and staff through professional development, training and coaching. This includes active commitment to the Leadership Development Centre and its programmes.

Analysis, planning and implementation

The ministry needs to continue to improve its abilities to effectively plan, communicate and implement policy and change.

This is affected by the quality of other factors such as: our use of evidence, evaluation and knowledge to ensure organisational learning; our change management, project management, communication, impact assessment, risk assessment and evaluation; and the ways we involve our stakeholders in the formation of our strategies, policies and implementation.

Recent work in this area has included developing the Special Education Action Plan: Better Outcomes for Children, including a key stream of work on Outcomes, Evidence and Monitoring, as well as making progress on the Evaluation Strategy and the sector indicators programme, including the publicly accessible website, Education Counts.

To further improve the quality of our analysis, planning and implementation we will be:

- ▲ strengthening knowledge management systems, including implementing a new electronic document management system across the ministry

- ▲ strengthening our training in the use of implementation and planning methodologies
- ▲ reviewing and strengthening ministry policy and strategy development processes
- ▲ introducing new training and development for our policy staff
- ▲ building stronger processes for integrating the knowledge and experience of our regional staff into policy development
- ▲ continuing to develop and use evaluation across the organisation
- ▲ applying the findings of the ministry's Best Evidence Synthesis programme.

Focusing on education and results

The ministry must be focused on the results that really matter. This means clearly setting and communicating key outcomes and priorities, being held accountable for our part in delivering them and, where appropriate, holding others to account for the parts they play.

We will be working to support a stronger results-focused culture, aligned with the State Services development goal: Excellent State Servants. This will involve strategy development and business planning processes that develop clear priorities, as well as setting targets and measuring strategies against progress indicators. We will also be focusing on management processes that set clear results to be achieved, and monitor and review results.

Service provision and responsiveness

The ministry provides a wide range of services to the government, education providers, students, teachers, families, whānau and communities. These include:

- ▲ specialist education services

- ▲ resources and payments
- ▲ ministerial services
- ▲ advice and support
- ▲ targeted interventions in schools and early childhood education centres
- ▲ information.

For this, the ministry needs to be accurate, responsive and client-focused. We need to build the practice and reputation of the ministry as an efficient and effective service provider. Developing our capability in these areas will support the State Services development goal: Accessible State Services.

To further raise the quality of our services and responsiveness, we will review service standards for key areas and make sure we meet them. We will also work with new performance measures, as part of the ministry's redeveloped output plan.

Stakeholder relationships and communication

The ministry needs to work in partnership with, and be accessible to, many stakeholder groups in the education sector, across government and in the community. Work here most closely aligns with the State Services development goals: Accessible State Services and Coordinated State Agencies.

We must respect and manage our key relationships by understanding what matters to our stakeholders, their views, issues and the distinctive contributions they can make. We want to build effective long-term relationships by communicating clearly and being open and honest, to ensure stakeholder involvement and input into ministry thinking and planning.

We will continue to develop a stronger understanding of stakeholder views through:

- ▲ collation and analysis of stakeholder research and feedback

- ▲ providing communication and client service training for relevant ministry staff
- ▲ developing and delivering training in the use of plain English
- ▲ working with stakeholders early in the development of strategies and implementation/delivery planning
- ▲ integrated planning of initiatives both across the ministry and across government
- ▲ improving the ministry's communications.

Commitment to public sector values

The ministry has an obligation to ensure that public sector values are well understood and that there is a strong commitment to high standards of behaviour in our role as public servants. We are committed to increasing trust and confidence in the ministry and in the public sector, in line with the State Services development goal of Trusted State Services.

To build further our commitment to public sector values we will be reviewing our code of conduct, particularly around managing conflicts of interest, and ensuring we make best use of induction and other opportunities to improve understanding of expected behaviours.

People and culture

Strengthening our capabilities will require some significant shifts for ministry people and in ministry culture. Work in this area is closely related to the Employer of Choice and Excellent State Servants development goals for the State Services.

We know we have very passionate and committed people. Our challenge is to develop and support them to ensure we can deliver on what we stand for, fulfil our leadership role, and build a great place to work.

A significant focus of the Organisational Development Programme (ODP) has been on the 'valuing our people' work stream. This has included:

- ▲ re-working and simplifying the performance management system, including more consistent and focused training and support for managers
- ▲ revising our induction processes
- ▲ developing with the Public Service Association (PSA) the 'Valuing our People Indicators' as a guide to staff and managers on how the ODP may affect day-to-day operations and interactions.

We have also looked to build on the Relationship Agreement between the ministry, New Zealand Educational Institute (NZEI) and the PSA, providing a number of forums whereby the ministry and unions can engage at all levels.

The Relationship Agreement and the signing of the Partnership for Quality Agreement between the government, State Services Commissioner and PSA will guide the continuing development of the relationship between the ministry and PSA.

The ministry, NZEI and PSA, with assistance from the Department of Labour's Pay and Employment Equity Unit, will conclude the joint review of pay and employment equity for women and develop and implement a response plan.

In addition, we will be looking to:

- ▲ enhance internal communications and processes to engage staff, for example, using engagement surveys, feedback and discussion forums and union engagements
- ▲ complete and implement the ministry's Learning and Development Strategy
- ▲ ensure the public sector values and those of the ministry are clear and communicated (for example, in induction, training, team meetings, business planning and through

awards) and reinforced by management behaviour and attitudes, through performance management and organisational policies and practices.

Leadership of the education agencies and working across government

Achieving our overall aims requires contributions from all six government education agencies. The Secretary for Education has established a leadership group comprised of the chief executives of the six education agencies: Career Services; Education Review Office; Ministry of Education; New Zealand Qualifications Authority; New Zealand Teachers Council; and the Tertiary Education Commission.

This group provides collective strategic leadership in areas contributing to improved performance and transformation of the system overall. Elements of this leadership include:

- ▲ aligning understanding of the inter-relationship of education priorities with wider government themes
- ▲ setting direction and outcomes within a shared framework for the education system
- ▲ overall education system performance monitoring
- ▲ education sector risk identification and management
- ▲ coordination of the infrastructure supporting the six agencies including information and communication technologies (ICT), human resource capability dimensions, Budget processes, and communication.

These activities ensure that key sector priorities and risks are identified, that statements of intent are aligned, that each agency is clear about the expectations of its own performance and how it will be measured, and that risks are identified and well managed.

The education agencies are increasingly moving to align their outcomes under a shared framework. This framework establishes broader outcomes for the education system

and builds on work done in the last two years to help guide agency planning and alignment. (See Appendix 3 for a diagram of the shared education outcomes framework).

The framework sets the outcomes through which education agencies will deliver on government's goals and strategies for education. The three outcomes cover achievement, relevance and value for money. For each of these outcomes the critical drivers and key indicators are outlined. This Statement of Intent shows that the ministry is predominantly focused on the achievement outcome, however for each of the three outcomes in the shared framework there is a significant contributing work programme.

In addition to the six agency leadership group, satellite groups may be put in place by the education sector chief executives, or through broader social or government directives, to focus on more specific work areas. Current examples include:

- ▲ the sector leadership group comprised of the Ministry of Education, New Zealand Qualifications Authority and the Tertiary Education Commission overseeing tertiary issues, including the reform programme
- ▲ work on realising youth potential for which the Secretary for Education represents all six education agencies
- ▲ HESDJ (Health, Education, Social Development and Justice) chief executives, which is responsible for national issues such as the Families – Young and Old budget, the taskforce on family violence, and local issues such as youth gangs in South Auckland
- ▲ the newly formed sustainability forum of the six education agencies that will develop a joint policy and action framework for sector-wide consistency and progress
- ▲ the education sector ICT Standing Committee (see following page).

Education Sector Information and Communication Technologies (ICT) Standing Committee

Expenditure in ICT across early childhood education services, schools, tertiary education organisations and government agencies represents a significant investment. The Education Sector ICT Standing Committee comprises chief executives of the six education agencies, the National Library of New Zealand, The Correspondence School and the Ministry of Research Science and Technology. It is responsible for driving and overseeing the collaborative development and use of ICT across the education sector by taking a whole-of-sector approach, thereby avoiding duplication of effort and higher compliance costs. A key output of the Standing Committee is the development of the ICT Strategic Framework for Education, to provide the mechanism to guide the sector's ICT investment towards the government's vision of better education outcomes.

Equal employment opportunities

The Equal Employment Opportunities (EEO) Plan aims to ensure that any barriers for staff who identify as differently-abled are identified and removed, and that the ministry's capability and practice reflect the needs of this group and of our clients. It also seeks to match the ministry's workforce with the diversity of the communities with whom we work, to help us achieve better educational outcomes for all.

The EEO plan is an active and visible part of all Human Resources (HR) strategy and all HR systems, and practices are non-discriminatory.

The ministry also aims to support broader government EEO strategies, such as the New Zealand Disability Strategy, the New Zealand Sign Language Act, the Pay and Employment Equity Review, Career Progression, Effectiveness for Māori Strategy and Pasifika Strategy.

In accordance with the government's Pay and Employment Equity Plan of Action, we are reviewing pay and employment equity for women in the ministry. The review is being undertaken with the NZEI and PSA, ministry staff representatives and with assistance from the Department of Labour's Pay and Employment Equity Unit, and the State Services Commission.

Measuring our organisational health and capability

The ministry will continue to improve existing approaches to assess its organisational health and capability including:

- ▲ undertaking a baseline staff engagement survey during 2007
- ▲ systematic collation and analysis of current stakeholder research/feedback
- ▲ development and use of new/targeted stakeholder research/feedback
- ▲ analysis of key HR data over time
- ▲ internal analysis and assessment of key capability dimensions
- ▲ benchmarking data with other government departments where possible.

We will continue to report on staff numbers, staff turnover, compliance with performance processes and outcomes of employee surveys.

The ministry's risks

The ministry has identified six broad categories of risk which have the potential to affect the achievement of the outcomes set out in this Statement of Intent. The risks relate to:

- ▲ sector relationships and change management
- ▲ sector-focused business processes
- ▲ ministry-wide business processes
- ▲ cross-agency relationships and implementation
- ▲ people
- ▲ information management and technology.

Area of risk	Mitigation approach
<p>Sector relationships and change management</p> <p>Improving presence, engagement and achievement, and delivering on the government's priorities for education requires significant investment and change. The ministry will lead and work collaboratively with others to influence decisions and actions. Potential risks relate to an inability to effect critical change owing to:</p> <ul style="list-style-type: none"> ▲ ineffectiveness and/or absence of intervention levers ▲ sector fatigue and workload pressures ▲ negative reaction to change resulting from a lack of understanding and support for the change, or lack of understanding on the ministry's part of what stakeholders are saying ▲ number and pace of initiatives being implemented ▲ workload and compliance requirements on the sector ▲ lack of resources and support offered for the risks noted above. 	<p>To mitigate these risks, the ministry needs to build its:</p> <ul style="list-style-type: none"> ▲ communications and stakeholder consultation and feedback processes ▲ understanding of and responsiveness to sector and stakeholder issues ▲ training in stakeholder management ▲ policy planning, implementation and programme management to ensure more effective integration and alignment of initiatives ▲ core change methodologies, including environmental scanning, impact assessment and planning and risk analysis ▲ coordination of initiatives with the sector and with other agencies ▲ use of evidence and evaluation frameworks to review the effectiveness of interventions and initiatives.

Area of risk	Mitigation approach
<p>Sector-focused business processes</p> <p>The ministry has a number of significant and complex processes through which it interacts with the sector. These need to be supported and developed to ensure high levels of quality, efficiency, effectiveness and resilience. These processes include:</p> <ul style="list-style-type: none"> ▲ teacher payroll services ▲ sector resourcing and administration systems ▲ provision of operational support and advice to the sector ▲ quality monitoring of the sector. <p>Risks relating to these processes include:</p> <ul style="list-style-type: none"> ▲ potential failure of systems ▲ provider failure ▲ inadequate quality assurance systems ▲ inadequacy of investment in on-going maintenance and development of systems ▲ insufficient analysis and planning for change. 	<p>Mitigation strategies include further developing and strengthening:</p> <ul style="list-style-type: none"> ▲ ministry governance and monitoring systems ▲ transparent business systems ▲ ministry back-up and disaster recovery systems ▲ risk management capability ▲ quality frameworks for core business processes ▲ sector feedback processes to improve responsiveness.

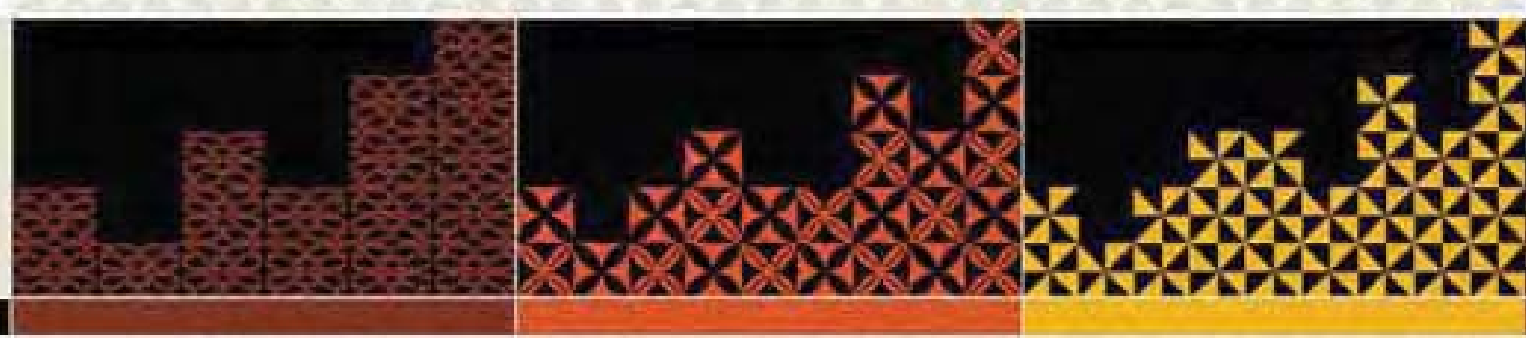
Area of risk	Mitigation approach
<p data-bbox="197 696 587 730">Ministry-wide business processes</p> <p data-bbox="197 752 715 819">The ministry has a number of core business processes, including:</p> <ul data-bbox="197 842 774 1155" style="list-style-type: none"> <li data-bbox="197 842 774 909">▲ contracting, project management and risk management processes <li data-bbox="197 931 488 965">▲ information management <li data-bbox="197 987 679 1021">▲ financial and business planning and reporting <li data-bbox="197 1043 759 1111">▲ managing media relations and provision of ministerial services <li data-bbox="197 1133 520 1167">▲ provision of IT infrastructure. <p data-bbox="197 1178 587 1211">Risks relating to these processes include:</p> <ul data-bbox="197 1234 774 1518" style="list-style-type: none"> <li data-bbox="197 1234 536 1267">▲ inconsistent quality of practice <li data-bbox="197 1290 774 1323">▲ insufficient and/or inaccurate management information <li data-bbox="197 1346 376 1379">▲ reputation risk <li data-bbox="197 1402 568 1435">▲ insufficient capability and capacity <li data-bbox="197 1458 376 1491">▲ systems failure <li data-bbox="197 1514 456 1547">▲ inappropriate policies. 	<p data-bbox="807 696 1302 763">Mitigation strategies include further developing and strengthening:</p> <ul data-bbox="807 786 1378 1133" style="list-style-type: none"> <li data-bbox="807 786 1302 853">▲ ministry contract, project and risk management processes, capability and tools <li data-bbox="807 875 1190 909">▲ governance structures and capability <li data-bbox="807 931 1350 999">▲ management planning and reporting, processes and support <li data-bbox="807 1021 1378 1088">▲ the ministry's Information Strategy (IS), and Information Systems Strategy (ISS) <li data-bbox="807 1111 1334 1133">▲ the relevance and effectiveness of ministry policies.

Area of risk	Mitigation approach
<p data-bbox="197 696 775 730">Cross-agency relationship and implementation</p> <p data-bbox="197 752 775 965">The ministry works closely with other education and government agencies to achieve the government’s goals and education priorities. Building these relationships requires clear and agreed understanding of roles and responsibilities and commitment to shared outcomes. They require people-skills and a considerable investment of time and resources. Risks exist where:</p> <ul data-bbox="197 1025 775 1429" style="list-style-type: none"> ▲ roles, responsibilities and expectations are unclear ▲ key relationships are weak or damaged ▲ there are inconsistent messages and behaviours ▲ relationships are not driven from an understanding of education outcomes and priorities ▲ there is a lack of capability, time and resources invested in cross-agency working ▲ there is reliance on the quality of other organisations’ processes, systems and implementation. 	<p data-bbox="807 696 1402 757">Mitigation strategies include further developing and strengthening:</p> <ul data-bbox="807 786 1402 1317" style="list-style-type: none"> ▲ cross-agency coordination and governance groups ▲ the ministry’s proactive leadership of and contribution to cross-government initiatives and ways of working ▲ relationship management strategies, approaches and capability ▲ communications strategies to support the key outcomes and priorities ▲ a consistent focus on outcomes and priorities and an alignment and shared understanding of all education sector strategies ▲ clear specification of roles and responsibilities ▲ effective monitoring of agency performance.

Area of risk	Mitigation approach
<p>People</p> <p>The capabilities, capacity and motivation of the ministry's people are critical to achieving our outcomes. The key people risks include:</p> <ul style="list-style-type: none"> ▲ lack of understanding of government and ministry direction and priorities and how all staff contribute ▲ tight labour market limiting recruitment opportunities ▲ an increasing reliance on contract resources and skills ▲ any significant market remuneration shifts that the ministry may not be able to meet. 	<p>These risks are being mitigated through further development of the ministry's organisational change programme including:</p> <ul style="list-style-type: none"> ▲ enhancing ministry leadership through the creation of new Deputy Secretary positions and the realignment of the ministry into new groupings ▲ improved internal communication practices ▲ capability and skill development ▲ improvements to the ministry's performance management system and skills ▲ continuing monitoring of labour market trends.

Area of risk	Mitigation approach
<p>Information management and technology</p> <p>The ministry is responsible for the development of a range of ICT sector-related strategies and programmes of work. The breadth and depth of ministry responsibilities across the provision of strategy, infrastructure, applications, content, systems support and funding for the sector is complex and expanding.</p> <p>Potential risks emerge from:</p> <ul style="list-style-type: none"> ▲ the capacity of the ministry to manage ICT development and meet sector demands ▲ the capacity of the sector to take ownership of and responsibility for ICT initiatives and implementation ▲ ICT developments becoming ends in themselves and not clearly driven by the need to improve learning outcomes ▲ ICT investments not being sustainable in the longer term. 	<p>Mitigation strategies include further developing and strengthening:</p> <ul style="list-style-type: none"> ▲ the ministry's Information Systems Strategy (ISS) and road map of initiatives ▲ the ICT Strategic Framework for Education ▲ ministry ICT governance and programme management processes.

“ *Ko rātou e rapu ana te
hunga ka kite* ”



Keeping track of performance and effectiveness

CHAPTER

5



The ministry's approach to performance measurement is to monitor both overall outcomes in terms of indicators of sector progress and immediate results or impacts of specific interventions.

Cost-effectiveness and value for money

The ministry is continuing to invest in the development of information sets, capability and tools to enable it to undertake more sophisticated analysis of cost-effectiveness and value for money. The objective of work on cost-effectiveness and value for money is to achieve better outcomes for any given level of expenditure.

An analysis of cost-effectiveness in education seeks to make comparisons such as:

- ▲ changes in student outcomes over a specified period with expenditure to achieve those outcomes
- ▲ the relative impact of different interventions to achieve comparable outcomes at a specified point in time.

Cost-effectiveness analysis in education is a problematic process for a number of reasons. In 2005 Treasury noted that

*“measuring the performance and productivity of schools is a difficult and complex task, which has been the subject of much research and debate over the last 50 years particularly in the USA. By way of illustration, a meta-analysis of all published estimates of the production function for education up to 1995 for the USA covers 89 individual publications containing 376 production function estimates.”*¹

Some of the issues that need to be addressed include:

- ▲ clarity of the outcomes sought
- ▲ the ability to attribute causality
- ▲ understanding of lags in terms of realisation of broader benefits
- ▲ the adequacy of information, including consistency of information sets over time.

To overcome these issues the ministry is investing in developing the information sets and capability that will enable us to undertake both evaluations of the effectiveness of educational interventions and studies of cost-effectiveness. This work includes:

Defining outcomes

Progress is being made to develop and agree clear goals and outcomes for the education system which provide the basis for cost-effectiveness assessment. Progress has included outcomes established through:

- ▲ development of the Tertiary Education Strategy 2007 – 2012
- ▲ the Pasifika Education Plan 2006 – 2010
- ▲ this Statement of Intent 2007 – 2012
- ▲ continued work on the Early Childhood Strategic Plan 2002 – 2012
- ▲ Better Outcomes for Children: an Action Plan for GSE 2006 – 2011.

Aligning inputs to outputs

Work to redevelop the ministry’s output plan has progressed well. This Statement of Intent contains a redeveloped departmental output structure. The new output classes reflect the ministry’s leadership role in the sector and the delivery of services to its key stakeholders: students; teachers; providers; families and communities. The structure includes the activities that deliver each output. These activities can now be used as a common base for planning and budgeting. The planning process links each activity to the ministry’s outcomes and priorities; budgets are then developed for each activity. This creates a clear link between outcomes and appropriations, allowing financial data to be better matched with non-financial data in order to prioritise work programmes and assess their value for money.

¹ UNESCO (2005) EFA Global Monitoring Report 2005, cited in New Zealand Treasury (2005) Value for Money and Productivity in the Secondary School Sector: a Case Study.

Continuing to develop the evidence and indicator base

Considerable progress has been made by the ministry in recent years to redevelop a robust and extensive evidence and indicator base.

Access to the most up-to-date information, research and analysis on education outcomes is available through the Education Counts website. Education Counts looks to manage and simplify access to the increasing volume and complexity of information becoming available about education statistics and research. It focuses on operational and policy issues of strategic importance, anticipating and responding to information needs, providing information, analysis and expert advice. (Go to: www.educationcounts.edcentre.govt.nz) For particular areas (including ECE and Pasifika education) there are published sector targets and routine monitoring against them.

In addition, there has been considerable progress in areas of data development and its use in the ministry, the sector and for the public, including initiatives to:

- ▲ develop basic data within the system – including ENROL (which was implemented in secondary and intermediate schools in 2006/07 and will be implemented in primary schools during 2007/08) – and in particular to collect data, at the individual school student level, that will enable sophisticated longitudinal analysis of outcomes
- ▲ pull together different datasets, including the tertiary integrated dataset, and use these to examine the links between education and the labour market
- ▲ present performance information to different audiences – including through Education Counts website (which has a large amount of performance-related information), a new State of Education annual report on performance of the system, and the inclusion of student achievement data on the Team-Up website.

Ongoing data and research developments include:

- ▲ further development and dissemination of Best Evidence Syntheses (BES), which seek to provide consolidated best practice information on what makes a difference to student outcomes in teaching and learning and the relative effect size of different approaches. The BES programme represents a significant and important change programme that has had a considerable level of sector engagement and is highly respected internationally as a leading-edge initiative. During 2007/08 there will be a focus on dissemination and use of results based on the new BES analysis that has been produced in 2006/07
- ▲ collection of quantitative data on impacts of particular interventions, for example, impacts of the numeracy strategy.

Evaluation Strategy

The focus of the Evaluation Strategy is on improving the quality of evaluation undertaken by the ministry and at the same time improving organisational capability to use evaluation effectively in decision-making.

The Strategy's key actions include providing business planning guidance, establishing an evaluation register and standards, setting up a governance and management body for evaluation across the organisation, providing professional development and training opportunities and developing ministry-specific evaluation resources.

Progress on key actions

Work on an evaluation register has progressed and will provide a platform for the coordination and alignment of the ministry's evaluation programme. It will support better understanding of the results of evaluations and the impact evaluation is having on policy, operations and programme delivery.

The development of evaluation standards for the ministry is well underway. They will provide a clear model of what constitutes ‘good evaluation’ practice within the ministry. They will form the building blocks for shaping the ministry’s future evaluation practice and use of evaluative information.

Professional workshops with managers and staff are continuing. They cover: an introduction to evaluation, its uses and relationship to other forms of evidence and information; using performance measurement as an effective evaluative tool; needs assessment; an introduction to intervention logic and its uses; what good evaluation questions look like; and evaluating complex programmes/interventions. In 2007/08 work will begin on developing a set of ‘core skills’ modules on evaluation use and practice that will link to the organisation’s broader capability development strategy.

Analytical tools

Over 2006/07 a value-for-money analytical tool has been developed and used to help capture and cross-check assumptions about how new initiatives will work and capture some comparisons in terms of breadth and depth of impact and relative cost.

Measures of progress

The ministry’s approach to performance measurement is to monitor both overall outcomes in terms of indicators of sector progress and immediate results or impacts of specific interventions.

The table below provides a summary of some of the outcome indicators being monitored. They highlight presence, engagement and achievement across the sectors, and for some indicators show monitoring against international measures of achievement.

In each of the measurement areas we break down information as much as possible so we can monitor the progress of a diverse range of learners, including Māori students and Pasifika students. Whenever possible we also break it down further to look at children and students with special education needs and disabled students. The ministry reports annually on the most up-to-date indicator information.

	Learning Foundations	Schooling	Tertiary and Lifelong Learning	Knowledge base
Measures of progress	<p>Presence and engagement</p> <p>Participation in adult literacy education</p> <p>Participation in foundation ECE</p>	<p>Levels of truancy</p> <p>Rates of suspension</p> <p>Numbers of early leaving exemptions</p>	<p>Participation in education at different framework levels</p> <p>Participation rates</p> <p>Retention and completion rates</p> <p>Progression through the education system</p>	<p>PBRF scores</p> <p>Research degree participation and completion rates</p> <p>Research investment and spending in tertiary education organisations (TEOs)</p> <p>Financial performance indicators for TEOs</p>
	<p>Achievement (including literacy, numeracy and key competencies such as creative, logical and critical thinking)</p>	<p>NEMP (Yrs 4 and 8)</p> <p>asTTle data</p> <p>Qualifications and qualifications completion rates at NQF level 1-4</p>	<p>Progression from school to tertiary education and from school to labour market</p> <p>Qualifications and qualifications completion rates</p>	<p>PBRF scores</p> <p>Citation rates and other bibliometric data</p> <p>Extent of external research earnings in tertiary education organisations</p> <p>Research degree participation and completion rates</p>
	<p>International relativity</p>	<p>PIRLS</p> <p>TIMSS</p> <p>ALL</p>	<p>PISA</p>	<p>OECD comparative participation and completion data</p>

PIRLS – Progress in International Reading Literacy Study

TIMSS – Third International Mathematics and Science Study

ALL – Adult Literacy and Life Skills Survey

PISA – Programme for International Student Assessment

NEMP – National Education Monitoring Project

OECD – Organisation for Economic Cooperation and Development

PBRF – Performance Based Research Fund

asTTle – Assessment Tools for Teaching and Learning

NQF – National Qualifications Framework

In 2007/08 monitoring against specific impacts will be focused on the key areas as set out in the table below:

Ministry focus area	Element of focus	Currently available indicators
Early childhood education: increased participation in high quality ECE	Participation	<ul style="list-style-type: none"> ▲ Participation in ECE ▲ Hours of participation in ECE ▲ Prior participation in ECE: new entrants
	Quality	<ul style="list-style-type: none"> ▲ Numbers and proportions of qualified and registered teachers ▲ Proportion of services meeting teacher registration targets
Primary: early foundations with an emphasis on literacy and numeracy and a particular focus on Māori, Pasifika and children with special education needs	Literacy and numeracy	<ul style="list-style-type: none"> ▲ Reading achievement: primary schooling ▲ Mathematics achievement: primary schooling
Secondary: presence and engagement of students, and all students leaving with meaningful qualifications	Presence and engagement	<ul style="list-style-type: none"> ▲ Retention of students in senior secondary schools ▲ Truancy from school ▲ Stand-downs and suspensions from school ▲ Exclusions and expulsions from school ▲ Early leaving exemptions
	Meaningful qualifications	<ul style="list-style-type: none"> ▲ School leavers with no qualifications ▲ School leavers with NCEA Level 2 or above ▲ School leavers with a university entrance standard
Tertiary: transitions to further learning and higher levels of achievement		<ul style="list-style-type: none"> ▲ School leavers entering tertiary education ▲ Tertiary student retention ▲ Completion of tertiary education ▲ Tertiary student progression ▲ Educational attainment in the adult population

Priority Areas: Minister of Education	Currently available indicators
Effective teaching	<ul style="list-style-type: none"> ▲ Teacher qualifications: schooling ▲ Match of teacher qualifications to subject taught: secondary schooling <p>Also refer to indicators under the priority areas:</p> <ul style="list-style-type: none"> ▲ Foundations and Knowledge: ECE ▲ Foundations and Knowledge: Schooling ▲ Teaching and Learning in Secondary School
Foundations and knowledge: ECE	<ul style="list-style-type: none"> ▲ Participation in ECE ▲ Hours of participation in ECE ▲ Prior participation in ECE: new entrants
Foundations and knowledge: schooling	<ul style="list-style-type: none"> ▲ Reading achievement: primary schooling ▲ Reading literacy achievement: senior secondary schooling ▲ Mathematics achievement: primary schooling ▲ Mathematics achievement: middle schooling ▲ Mathematics literacy achievement: senior secondary schooling ▲ Science achievement: primary schooling ▲ Science achievement: middle schooling ▲ Science literacy achievement: senior secondary schooling
Parents and family/whānau	<p>Refer to indicators under the priority areas:</p> <ul style="list-style-type: none"> ▲ Setting Boundaries ▲ Staying at School
Resourcing	<ul style="list-style-type: none"> ▲ Total investment in education ▲ Annual expenditure per student

Setting boundaries

- ▲ Truancy from school
 - ▲ Stand-downs and suspensions from school
 - ▲ Exclusions and expulsions from school
-

Staying at school

- ▲ Retention of students in senior secondary schools
 - ▲ Truancy from school
 - ▲ Stand-downs and suspensions from school
 - ▲ Exclusions and expulsions from school
 - ▲ Early leaving exemptions
-

Strong professional leadership

Refer to indicators under the priority areas:

- ▲ Foundations and Knowledge: ECE
 - ▲ Foundations and Knowledge: Schooling
 - ▲ Teaching and Learning in Secondary School
 - ▲ Staying at School
-

Teaching and learning in secondary school

- ▲ School leavers with no qualifications
 - ▲ School leavers with a university entrance standard
 - ▲ School leavers entering tertiary education
-

Priority Outcomes: Minister for Tertiary Education	Currently available indicators
More achieving qualifications at level four or above by age 25	<ul style="list-style-type: none"> ▲ School leavers with a university entrance standard ▲ School leavers entering tertiary education ▲ Participation by people under 25 in qualifications at level four and above ▲ Retention and completion of students aged under 25 in qualifications at level four and above ▲ Progression for students aged under 20 from school and tertiary education qualifications at levels one to three, to those at level four and above
Increasing literacy and numeracy levels for the workforce	<ul style="list-style-type: none"> ▲ International Adult Literacy and Life Skills Survey (ALL) results ▲ Census data ▲ Successful participation in foundation skills training ▲ Completions in literacy, language and numeracy educator qualifications and professional development
Increasing the achievement of advanced trade, technical and professional qualifications to meet regional and industry needs	<ul style="list-style-type: none"> ▲ Enrolments in NQF level five to seven qualifications in selected trade, technical and professional fields ▲ Qualifications completed in NQF level five to seven qualifications in selected trade, technical and professional fields ▲ Progression of students at NQF levels one and four to advanced trade, technical and professional qualifications
Improving research connections and linkages to create economic opportunities	<ul style="list-style-type: none"> ▲ Research and contract income at tertiary education organisations from industry ▲ Business Operations Survey results ▲ Placement of research students in industry and businesses



Appendices



Appendix 1: Key documents

Selection of the areas of focus, directional targets and key actions outlined in chapter three was informed by a range of evidence, research and indicator information. Examples include:

- ▲ The State of Education in New Zealand report 2006, which pulls together existing education indicators on participation, achievement, effective teaching, labour market outcomes and resourcing across the early childhood education (ECE), schooling and tertiary sectors highlighting why presence, engagement and achievement are important and how we are doing.
- ▲ The annual Profile and Trends reports on the tertiary education sector, which bring together statistics on participation, achievement, resourcing, capability, research and other factors, covering New Zealand's diverse range of tertiary education learners, providers and programmes.
- ▲ The best evidence synthesis iterations, which have since 2003 helped to draw together, explain and illustrate what makes a difference to student outcomes. Syntheses to date have focused on the complexity of community and family influences on children's achievement, quality teaching, early foundations and characteristics of professional development linked to children's learning in ECE settings, quality teaching for a diverse range of students in schooling and, most recently, effective teaching in mathematics.
- ▲ Work done to research, consult on and develop sector and population strategies (as listed below), including the current redevelopment of the Māori Education Strategy, has added to our understanding of what is most important for children and students to succeed in education and to achieve their potential.
- ▲ The Student Outcome Overview 2001-2005 (Research Findings on Student Achievement in Reading, Writing and Mathematics in New Zealand Schools), which highlights the wide spread of achievement in reading and mathematics in schooling years compared to other highly achieving countries. Literacy and numeracy professional development projects and schooling improvement projects have produced very significant positive shifts in reading, writing and mathematics achievement for low-achieving students in participating schools.
- ▲ Findings of the recently released Competent Learners @ 16: Competency Performance and Development Over Time report are consistent with results from previous phases of the Competent Children, Competent Learners Project, which highlight the importance of developing early numeracy and literacy skills for later success.
- ▲ Picking Up the Pace research into raising literacy achievement of children in decile one schools.

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

Early childhood education

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

Schooling sector

- ▲ Making a Bigger Difference for all Students: Schooling Strategy 2005-2010
- ▲ New Zealand Schools Ngā Kura O Aotearoa 2005 – A report of the Minister of Education on the Compulsory School Sector in New Zealand (October 2006)

Tertiary sector

- ▲ Tertiary Education Strategy 2007-2012 (December 2006)
- ▲ Tertiary Education Strategy monitoring reports
- ▲ Profile & Trends 2005: New Zealand's Tertiary Education Sector (December 2006)

Strengthening Māori educational achievement

- ▲ Māori Education Strategy (currently being redeveloped)
- ▲ Ngā Haeata Mātauranga – Māori Education Annual Report 2005 (August 2006)
- ▲ Māori in Tertiary Education – Fact Sheets (March 2007)
- ▲ Māori Tertiary Education Framework (November 2003)

Strengthening Pasifika educational achievement

- ▲ Pasifika Education Plan 2006-2010 (June 2006)

Strengthening outcomes for students with special education needs

- ▲ Better Outcomes for Children 2006-2011 an Action Plan for GSE (September 2006)
- ▲ The New Zealand Disability Strategy – Making a World of Difference: Whakanui Oranga (www.odi.govt.nz)

Strengthening outcomes for all ethnic groups

- ▲ Ethnic Perspectives in Policy – Helping Ethnic People be Seen, Heard, Included and Accepted (www.ethnicaffairs.govt.nz)

International Education

- ▲ International Education Agenda 2007-2012 Discussion Document (in draft)

Information and communication technologies

- ▲ ICT Strategic Framework for Education (released for consultation December 2006)

Unless noted otherwise, the documents listed above are available through the ministry's main website (www.minedu.govt.nz), or through Education Counts (www.educationcounts.edcentre.govt.nz).

Appendix 2: Glossary

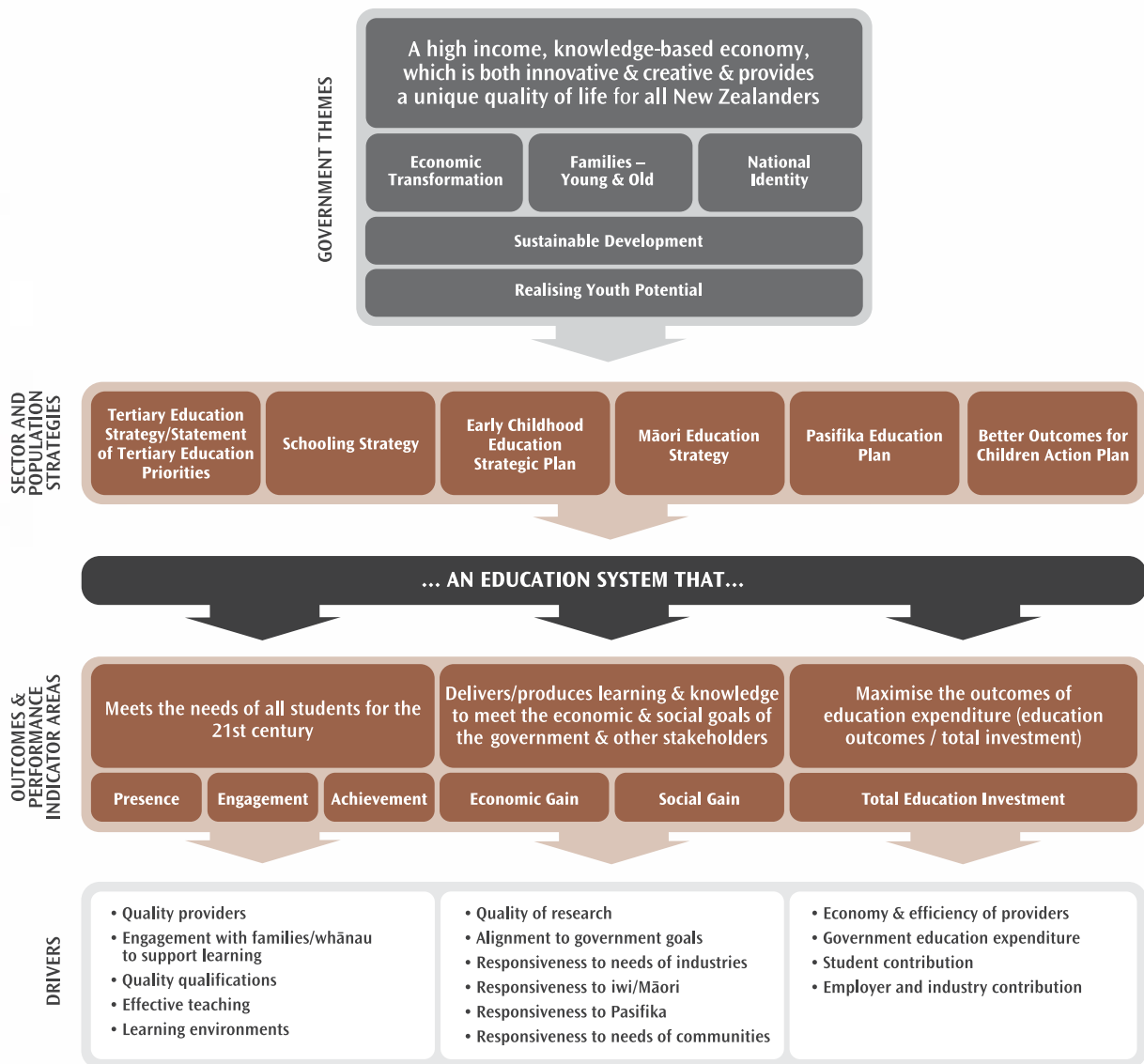
Term	Definition
Adult Literacy and Life Skills Survey (ALL)	New Zealand is participating in the Adult Literacy and Life Skills Survey (ALL). ALL measures the prose literacy, document literacy, numeracy and problem-solving skills of a representative sample of respondents aged 16-65 from participating countries. ALL builds on the International Adult Literacy Survey (IALS) which was undertaken in 24 countries – including New Zealand – in 1996.
Assessment tools for teaching and learning (asTTle)	Assessment Tools for Teaching and Learning (asTTle) is an educational resource for assessing reading, writing and mathematics for students in Years 4 to 12. The primary purpose of asTTle is to provide a tool for teachers to assess individual students' learning needs.
Best evidence syntheses (BES)	The best evidence synthesis iterations draw together, explain and illustrate through vignette and case study, bodies of evidence about what makes a difference to improve education outcomes.
Career Services	Career Services assists in the achievement of government education, training and employment goals through the provision of high quality career information, advice and guidance services.
District Truancy Services	District Truancy Services support schools to manage truancy by receiving and responding to referrals from schools of students who have unjustified absences. The District Truancy Services then provide schools with the information to enable them to implement a course of action designed to ensure a student attends school regularly.
Early Leaving Exemption	Parents may apply for students to leave school before the age of 16. The application must be based on the student's educational problems or conduct, or estimated benefit of their staying at school. Students granted an Early Leaving Exemption can take up training courses, enrol in a tertiary education organisation, or begin full-time employment.
edCentre	An online gateway to information about New Zealand education. It provides access to educational services and advice for organisations and people at all stages of their lives.
Education Counts	An online resource to increase the availability and accessibility of information about education statistics and research. Education Counts can be considered a 'one-stop-shop' for such information including demographic, contextual, statistical, analysis and technical information to support the use and interpretation of data.
The Education Review Office (ERO)	ERO is the government department which reviews and reports publicly on the quality of education in all New Zealand schools and ECE services, including private schools, kura kaupapa Māori (Māori language immersion schools), special schools and ngā kōhanga reo (Māori language ECE groups).

ENROL	ENROL is a central register of student enrolments developed by the ministry for schools to use via the web, to reduce the administrative burden for schools and improve the overall enrolment management process. It enables non-enrolments to be identified more accurately, in a more timely and consistent manner than possible with a paper-based system.
Gateway	Programme to build links between schools and businesses and allow schools to offer work-based learning opportunities to their students. Administered by the Tertiary Education Commission (TEC).
Information and Communication Technologies (ICT)	ICT includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as video conferencing and distance learning.
In-service Teacher Education Practice Project (INSTEP)	A research and development project on the learning and practice of advisors, facilitators, resource teachers, and other in-service teacher educators.
Leadspace	A website dedicated to building school leadership capacity, making available information, tools and links that support leadership, governance and management in New Zealand schools.
National Certificate of Educational Achievement (NCEA)	NCEA is New Zealand's main national qualification for secondary school students and part of the National Qualifications Framework.
New Zealand Educational Institute Te Riu Roa (NZEI)	NZEI is a professional and industrial education union representing staff employed in primary, secondary and area schools, ECE centres, specialist education services and colleges of education.
The New Zealand Qualifications Authority (NZQA)	The New Zealand Qualifications Authority (NZQA) provides national and international leadership in assessment and qualifications. NZQA provides quality assurance for secondary and tertiary qualifications and education providers, recognition of qualifications including from overseas, administration of national assessment for secondary qualifications, administration of the New Zealand Register of Quality Assured Qualifications and stewardship of the National Qualifications System.
New Zealand Teachers Council	The New Zealand Teachers Council is the professional body for all registered teachers working in early childhood, primary, secondary, tertiary and other teaching situations. It has responsibility for teacher registration, oversight of teacher education, and a role in teacher conduct and performance issues.
Post Primary Teachers Association (PPTA)	PPTA is a voluntary trade union and professional association representing staff employed in secondary schools, area schools, technical and community education centres.

Programme for International Student Assessment (PISA)	PISA is a three-yearly survey of 15-year-olds in over 40 countries and assesses how far students approaching the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in society.
Progress in International Reading Literacy Study (PIRLS)	PIRLS is a research project that provides information on the reading literacy of Year five students. It is an international comparative study in which 35 countries participated in the first data collection in 2001.
Promoting Early Childhood Education Participation Project (PPP)	This project aims to increase participation and uptake of ECE in communities with low participation. It utilises community-based providers to identify and work with families to support them to access early childhood education services.
Public Service Association (PSA)	The PSA is a State sector union covering members in the public service, health services, local government, Crown agencies and private business.
Reducing Challenging Behaviour Initiative	An initiative to strengthen the ministry's services for children and young people with severe challenging behaviour.
Resource Teachers: Learning and Behaviour (RTLBs)	RTLBs work within schools to provide advice and guidance to teachers of students who are at risk of low achievement owing to learning and/or behaviour difficulties.
Schooling Improvement Projects	Targeted professional development programmes for schools where students are at serious risk of underachievement.
Severe Behaviour Initiative	The Severe Behaviour Initiative focuses on strengthening the ministry's individual behaviour services for children and young people with severe challenging behaviour across Early Intervention, School Service and Ongoing and Reviewable Resourcing Schemes.
Sport and Recreation New Zealand (SPARC)	SPARC is dedicated to increasing sporting activity of New Zealanders. This includes supporting elite athletes to getting out into local communities and encouraging people to get active.
Secondary-Tertiary Alignment Resource (STAR)	Provides all State secondary schools with additional funding to access courses that provide greater opportunities for senior students – Years 11-13. The most widely-used school resource for addressing the issues of engagement and relevance to improve retention in the senior secondary schooling years, and enable schools to facilitate smooth transition and access from schooling to further education or employment. Administered by the Ministry of Education.
Student Engagement Initiative (incorporates the Suspension Reduction Initiative)	Project aimed at improving participation in schooling by targeting schools with disproportionately high levels of truancy, early leaving and suspensions.
StudyLink	A service of the Ministry of Social Development, responsible for Student Allowances, Student Loans, Scholarships and Unemployment Benefit Student Hardship.

Te Kōtahitanga	A research and development project to improve Year nine and 10 Māori student achievement in mainstream schools, through a professional development intervention for their teachers.
Te Mana	Te Mana is part of the Whakaaro Mātauranga (Think Learning) project aimed at raising expectations of Māori achievement amongst Māori, the community, and education providers. Te Mana uses television, mainstream and iwi radio, and Māori media to communicate its key message “Te Mana – ki te taumata – get there with learning”.
Tertiary Education Commission (TEC)	TEC gives effect to the government’s priorities for tertiary education, and funds post-compulsory education and training offered by universities, polytechnics, colleges of education, wananga, private training establishments, foundation education agencies, industry training organisations and adult and community education providers.
Tertiary Education Strategy (TES)	The TES 2007-2012 (incorporating the Statement of Tertiary Priorities 2008-2010) outlines the key priorities and strategic objectives for tertiary education over the next five years.
Third International Mathematics and Science Study (TIMSS)	TIMSS is an international comparative study that provides countries the opportunity to examine trends in mathematics and science achievement at the middle primary level (Year five) and lower secondary level (Year nine).
Whakaaro Mātauranga	A multifaceted programme to support whānau engagement in education, including Te Mana and the work of Pouwhakataki in the community to link children, families and educators to information about education.

Appendix 3: Shared education outcomes framework





Prospective Financial Statements



Part 2

Statement of responsibility



The Minister of Education is the responsible Minister for the Ministry of Education (the ministry). The information contained in this Statement of Intent for the ministry has been prepared in accordance with Section 38 of the Public Finance Act 1989.

The Secretary for Education acknowledges, in signing this Statement of Responsibility that she is responsible for the information contained in this Statement of Intent.

The prospective performance for each output to be achieved by the ministry that is specified in the Statement of Intent is as agreed with the Minister of Education.

The financial and service performance for the ministry in the prospective financial statements is as agreed with the ministers responsible for Vote Education (Minister of Education and Minister for Tertiary Education), which is administered by the ministry.

Actual results achieved for the year ending 30 June 2008 may vary from the prospective financial information and in some cases the variations may be material.

The information contained in this Statement of Intent is consistent with existing appropriations, and with the appropriations set out in the Appropriation (2007/08 Estimates) Bill.

Signed:

Karen Sewell
Secretary for Education

Countersigned:

Tina Cornelius
Chief Financial Officer

Summary of prospective financial statements



For the year ending 30 June 2008, the ministry expects:

- ▲ to earn \$1,568.3 million in revenue from the Crown and \$10.0 million from both other purchasers of the services it will supply under the seven departmental outputs detailed in the Statements of Objectives in this Report, and from the government's subsidy of the State Sector Retirement Savings Scheme. It expects to incur expenses of \$1,578.3 million in providing these services
- ▲ to receive a capital injection of \$213.1 million from the Crown, which together with the expected net cash flows of \$380.1 million from operating activities, will fund almost all of the \$580.4 million to be used to provide additional school property.

In addition, the ministry administers the following non-departmental appropriations:

- ▲ fourteen outputs totalling \$768.5 million for educational services purchased from central education Crown entities and other non-departmental education providers
- ▲ thirteen appropriations totalling \$86.3 million for allowances, bursaries, scholarships, and grants
- ▲ seventeen appropriations totalling \$6,985.2 million for educational services supplied by schools, tertiary education providers and early childhood education (ECE) providers, and for other expenses

- ▲ fifteen capital appropriations totalling \$106.2 million for other organisations.

The ministry is responsible for making payments for services supplied under non-departmental outputs and for other expenditures on behalf of the Minister of Education and Minister for Tertiary Education, for ensuring that these appropriations are not exceeded and for managing and monitoring contracts with non-departmental education providers on behalf of the ministers. Each of the providers is accountable to the ministers for their performance in supplying those services.

The ministry collects Crown revenue and receipts of \$77.1 million.

Details of how the non-departmental appropriations will be spent appear in Parts B, C, D, and E of Vote Education in the Estimates of Appropriations 2007/08 (B.5).

Financial highlights

These prospective financial statements contain the following:

	2007/08 Budget	2006/07 Budget	2006/07 Estimated Actual
	\$000	\$000	\$000
Revenue: Crown	1,568,320	1,542,285	1,542,285
Revenue: Departments	2,902	4,464	4,464
Revenue: Other	7,125	7,625	7,625
Output Expenses	1,578,347	1,554,374	1,554,374
Net Surplus/(Deficit)	–	–	–
Taxpayers' Funds	10,412,825	10,265,469	10,199,681
Net Cash Flow from Operating and Investing Activities	(200,275)	(145,182)	(92,734)

Commentary on financial highlights

Annual appropriations for the purchase of departmental outputs have increased by \$24 million (GST exclusive) to \$1,578.3 million.

In 2007/08 the ministry has changed its output structure to reflect the ministry's leadership role in the sector and the delivery of services to its key stakeholders; students, teachers, providers and families and communities. The basic changes for the output structure are:

- Combining all expenditure associated with the ministry's leadership in the schooling and ECE sectors into a single output class titled Strategic Leadership in the Sector. This output class includes cross-agency coordination, policy development, monitoring of the sector, research and support for the Education Minister.
- Combining all expenditure associated with the ministry's direct interaction with communities into a single output class titled Support and Resources for the Community. This output class includes policy development and the provision of information and education programmes.
- Combining all expenditure associated with supporting the governance, management, operation and regulation of education providers in an output class titled Support and Resources for Education Providers. This output class includes policy development, regulation of providers, resourcing, provision of services and interventions with at-risk providers.
- Leaving property-related expenditure largely unchanged in an output class titled School Property Portfolio Management. This output class now contains the output expense from Provision of School Sector Property and Provision of Teacher and Caretaker Housing.
- Combining all expenditure associated with the ministry's support for teaching into a single output class titled Support and Resources for Teachers. This includes policy development, teaching and assessment resources and professional development.

- f) Combining all expenditure associated with the ministry's interventions to assist target student groups to participate in education into a single output class titled Interventions for Target Student Groups. This output class includes policy development, scholarships and grants, special education services, advice and support for at-risk students and advice and support for students from non-English speaking backgrounds.
- g) Combining all expenditure associated with the ministry's leadership in the Tertiary System into a single output class titled Strategic Leadership in the Tertiary System. This output class includes cross-agency coordination, policy development, monitoring of the system, research, supporting international education, and supporting the Minister for Tertiary Education.

The output structure for both years is shown below:

Output expenses

2007/08	2006/07
Education	
Interventions for Target Student Groups	Administration of Education Regulations
School Property Portfolio Management	Administration of Education Sector Resourcing
Strategic Leadership in the Sector	Ministerial Services
Support and Resources for Education Providers	Ownership Advice on Public Education Sector Entities
Support and Resources for Teachers	Policy Advice
Support and Resources for the Community	Provision of Information
	Provision of School Sector Property
	Provision of Teacher and Caretaker Housing
	Purchasing of Services on Behalf of the Crown
	Special Education Services
Tertiary Education	
Strategic Leadership in the Tertiary System	Tertiary and International Policy and Ownership Advice
	Tertiary Information Services

The major costs for the ministry relate to provision of school property and housing, which are reflected in output expense School Property Portfolio Management. These transactions account for approximately 72% of the ministry's operating budget.

Specifically:

- ▲ the capital charge on these assets for 2007/08 has increased by \$12.2 million. This is mainly owing to a combination of:
 - further growth in the value of the property portfolio through ongoing investment in new classrooms and schools
 - being partially offset by the impact of final transfers of core teacher housing to schools in 2006/07 and disposal of other surplus properties
- ▲ depreciation costs having increased by \$6.3 million, largely owing to additional schools and classrooms required for roll growth, staffing improvement and modernisation projects, but partially offset by changes to teacher and caretaker housing as discussed above
- ▲ increased provision for the continuing compliance programme and to meet increases in volume and land rentals (\$2.0 million).

Major increases in funding between 2006/07 and 2007/08, other than those related to school property, comprise:

- ▲ ongoing development of a schools payroll project (\$2.3 million) under Support and Resources for Education Providers
- ▲ ongoing implementation of enrolment management systems, largely under Support and Resources for Education Providers (\$1.9 million)
- ▲ the consequential impact of delays on systems developments on capital charge across a range of outputs (\$1.2 million)

- ▲ increased resourcing for special education, mainly under output expense Interventions for Target Student Groups (\$6.7 million), owing to a combination of:
 - provision for cost increases for other providers
 - price adjustments for Ongoing and Reviewable Resourcing Schemes (ORRS) and other funds
 - provision for additional specialist support in the early childhood education sector
 - funding for settlement of collective agreements
 - delays to several projects resulting in costs moving from 2006/07 to 2007/08, including addressing disruptive behaviour
 - provision for initial establishment of a universal newborn hearing screening programme.
- ▲ provision for increased representation in the Gulf region to maximise the benefits of international education (Strategic Leadership in the Tertiary System)
- ▲ costs related to improving the ministry's infrastructure, including document management and web infrastructure and provision for shared information technology services for education agencies (\$1.3 million across all outputs).

These have been partially offset by reductions in costs that reflect:

- ▲ reduced activity related to the adult literacy and life skills survey and foundation education projects (\$2.8 million under output expenses Strategic Leadership in the Sector and Support and Resources for the Community)
- ▲ timing of work on student management systems (\$0.7 million) under Support and Resources for Education Providers

- ▲ implementation of new funding and regulatory systems for the ECE sector (\$1.1 million mainly under Support and Resources for Education Providers)
- ▲ implementation of improved network infrastructure for schools (\$0.3 million) under School Property Portfolio Management
- ▲ phasing of the work to improve teaching capability, focused on the capability of in-service teacher educators and applying quality teaching practice (\$1.6 million), under the output expense Support and Resources for Teachers.

There is no surplus or deficit forecast for 2007/08. Ministry expenditure is constrained by the level of output expense appropriations. Most of these services are purchased by the Crown, although some funds are received from third parties – mainly for teacher housing rental, special education services and fees for payroll deductions.

The ministry will also receive a capital injection of \$213.1 million in 2007/08. This mainly provides for the delivery of new school accommodation, and the enhancement of existing accommodation, to support school-age population growth through:

- ▲ the purchase of 11 new school sites required for schools needed in the future and the extension of existing school sites to cater for roll growth
- ▲ the construction of ten new schools to open in 2008 and 2009 in response to demographic changes and roll growth in specific locations
- ▲ the continued implementation of five-year plan renewals and property guides for all school types
- ▲ the establishment of new kura kaupapa Māori and other special character schools, and extending current kura to wharekura

- ▲ delivery of 200 additional classrooms to meet increased school rolls
- ▲ announcement of a school property guide deficiency programme of \$22 million and replacement building programme of \$20 million
- ▲ disposal of surplus property with net proceeds of \$28 million.

Total expenditure on the property works programme is expected to be approximately \$568 million.

In addition, there is also provision for additional classrooms arising from the school staffing improvements for new entrants policy.

This capital injection also provides for the development of a new teacher payroll system, enrolment management systems, the ongoing development of an ECE funding system and a system for secure connection of education sector participants to multiple education databases.

The projected increase in taxpayers' funds of \$213.1 million over the estimated position at 30 June 2007 reflects that additional investment, particularly in school property.

Changes in operating and investing cash flows principally reflect a movement in the purchase of fixed assets between 2006/07 and 2007/08. The property programme is effectively financed from depreciation funding and increased capital investment for the year, as is investment in ministry chattels. In addition, ongoing investment in ministry infrastructure during 2007/08 is also partially funded from the balance sheet.

Prospective statement of financial performance

for the year ending 30 June 2008

	2007/08 Budget \$000	2006/07 Budget \$000	2006/07 Estimated Actual \$000
Revenue			
Crown	1,568,320	1,542,285	1,542,285
Department ¹	2,902	4,464	4,464
Other ²	7,125	7,625	7,625
Total Revenue	1,578,347	1,554,374	1,554,374
Output Expenses			
Personnel	180,268	177,007	177,007
Audit Fees	367	446	446
Rentals and Leases	12,651	12,450	12,450
Operating Costs	204,870	209,014	206,566
School Property Management	25,893	24,293	24,293
Depreciation and Amortisation	380,098	371,279	373,727
Capital Charge ³	774,200	759,885	759,885
Total Output Expenses	1,578,347	1,554,374	1,554,374
Net Surplus/(Deficit)	–	–	–

¹ Departmental revenue primarily reflects the subsidy the ministry receives for the State Sector Retirement Savings Scheme. But 2006/07 also included funding for Atawhaingia Te Pā Harakeke and support for Samoa and Tokelau under the Official Development Assistance Programme.

² The reduction in other revenue is mainly owing to lower teacher and caretaker housing rental as a consequence of divesting the portfolio to schools.

³ The increase in capital charge mainly relates to ongoing investment in school property assets.

Prospective balance sheet

as at 30 June 2008

	Budget as at 30 June 2008 \$000	Estimated Actual as at 30 June 2007 \$000	Actual Position as at 30 June 2006 \$000
Current Assets			
Cash and Cash Equivalents	32,249	19,380	29,788
Debtor Crown ⁴	–	–	15,600
Prepayments	5,241	5,241	5,206
Receivables and Advances	8,611	8,611	10,734
Debtors for Property, Plant and Equipment	28,424	33,424	39,942
Non-current Assets Held for Sale	77,427	77,427	81,427
Total Current Assets	151,952	144,083	182,697
Non-current Assets			
Property, Plant and Equipment	10,301,501	10,124,236	10,030,160
Intangible Assets	52,078	26,068	12,723
Total Non-current Assets	10,353,579	10,150,304	10,042,883
Total Assets	10,505,531	10,294,387	10,225,580
Current Liabilities			
Payables and Accruals	78,925	80,925	94,574
Provision for Payment of Surplus	–	–	1,684
Employee Benefit Liabilities	9,129	9,129	8,999
Total Current Liabilities	88,054	90,054	105,257
Non-current Liabilities			
Employee Benefit Liabilities	4,652	4,652	4,652
Total Non-current Liabilities	4,652	4,652	4,652
Total Liabilities	92,706	94,706	109,909
Taxpayers' Equity			
General Funds	4,185,621	3,972,477	3,888,467
Revaluation Reserve	6,227,204	6,227,204	6,227,204
Total Taxpayers' Equity	10,412,825	10,199,681	10,115,671
Total Liabilities and Taxpayers' Equity	10,505,531	10,294,387	10,225,580

⁴ Debtor Crown figure related to cash that had not been drawn down that will be used for upgrading ministry infrastructure.

Prospective statement of cash flows

for the year ending 30 June 2008

	2007/08 Budget \$000	2006/07 Budget \$000	2006/07 Estimated Actual \$000
Cash Flows from Operating Activities			
<i>Cash Provided from:</i>			
Supply of Outputs to:			
Crown	1,568,320	1,557,885	1,557,885
Department	2,902	4,895	4,895
Other	7,125	9,317	9,317
<i>Cash Applied to:</i>			
Output Expenses	(424,049)	(438,136)	(435,688)
Net GST received/(paid)	–	(918)	(918)
Capital Charge	(774,200)	(759,885)	(759,885)
Net Cash from Operating Activities	380,098	373,158	375,606
Cash Flow from Investing Activities			
<i>Cash Provided from:</i>			
Proceeds from Sale of Property, Plant and Equipment	35,221	37,718	37,718
<i>Cash Applied to:</i>			
Purchase of Property, Plant and Equipment	(580,224)	(532,744)	(485,192)
Purchase of Intangible Assets	(35,370)	(23,314)	(20,866)
Net Cash from Investing Activities	(580,373)	(518,340)	(468,340)
Cash Flow from Financing Activities			
<i>Cash Provided from:</i>			
Capital Contribution from the Crown ⁵	213,144	154,921	89,133
<i>Cash Applied to:</i>			
Payment of Surplus to the Crown	–	(1,684)	(1,684)
Capital Withdrawal ⁶	–	(5,123)	(5,123)
Net Cash from Financing Activities	213,144	148,114	82,326
Net Increase/(Decrease) in Cash and Cash Equivalents	12,869	2,932	(10,408)
Cash and Cash Equivalents at the Beginning of the Year	19,380	29,788	29,788
Cash and Cash Equivalents at the End of the Year	32,249	32,720	19,380

⁵ Capital Contribution comprises \$193.7 million for the school property works programme and \$19.5 million for ministry chattels. In 2006/07 \$132.2 million was allocated for the property works programme and \$22.7 million for chattels.

⁶ The capital withdrawal mainly relates to the proceeds from the sale of the core teacher and caretaker housing portfolio to schools during 2006/07. No withdrawal has been forecast for 2007/08.

Reconciliation of net surplus/(deficit) to net cash flow from operating activities from the prospective statement of financial performance

for the year ending 30 June 2008

	2007/08 Budget	2006/07 Budget	2006/07 Estimated Actual
	\$000	\$000	\$000
Net Surplus/(Deficit)			
<i>Add/(Deduct) Non-cash Expenses/(Revenue)</i>	–	–	–
Depreciation and Amortisation	380,098	371,279	373,727
<i>Add/(Deduct) Movements in Working Capital</i>			
Accounts Receivables and Advances	–	17,688	17,688
Payables and Advances	–	(15,679)	(15,679)
Employee Benefits	–	(130)	(130)
Net Cash Inflow/(Outflow) from Operating Activities	380,098	373,158	375,606

Prospective statement of changes in taxpayers' equity

for the year ending 30 June 2008

	2007/08 Budget	Estimated Actual as at 30 June 2007
	\$000	\$000
Taxpayers' Equity at Beginning of the Year	10,199,681	10,115,671
<i>Adjustments for Flows to and from the Crown:</i>		
Capital Contributions from the Crown	213,144	89,133
Capital Withdrawals	–	(5,123)
Total Adjustments for Flows to and from the Crown	213,144	84,010
Taxpayers' Equity at End of the Year	10,412,825	10,199,681

Details of property, plant, equipment and intangibles by category in the prospective financial statements

as at 30 June 2008

	Budget Position as at 30 June 2008			30 June 2007
	Cost \$000	Accumulated Depreciation \$000	Net Book Value \$000	Estimated Actual \$000
Property, Plant and Equipment				
<i>School Sector Property and Housing:</i>				
▲ School Land	3,158,966	–	3,158,966	3,167,966
▲ School Buildings	7,747,388	707,443	7,039,945	6,844,121
▲ Residential Buildings	74,097	4,200	69,897	76,897
<i>Ministry Chattels:</i>				
▲ Motor Vehicles	10,496	3,100	7,396	6,923
▲ Computer Hardware	18,116	9,486	8,630	9,436
▲ Furniture and Fittings	30,899	14,738	16,161	18,010
▲ Plant and Equipment	5,016	4,510	506	883
Total Property, Plant and Equipment	11,044,978	743,477	10,301,501	10,124,236
<i>Intangibles:</i>				
Computer Software	76,438	24,360	52,078	26,068
Total Intangibles	76,438	24,360	52,078	26,068
Total Property, Plant, Equipment and Intangibles	11,121,416	767,837	10,353,579	10,150,304

Departmental capital expenditure

for the year ending 30 June 2008

(to be incurred in accordance with section 24 of the Public Finance Act 1989)

Departmental Capital Expenditure	Forecast 2007/08	Estimated Actual 2006/07	Budget 2006/07	Actual 2005/06	Actual 2004/05	Actual 2003/04	Actual 2002/03
	\$M	\$M	\$M	\$M	\$M	\$M	\$M
School Buildings	568	475	523	429	418	373	286
Chattels	35	42	47	24	18	15	12
Total	603	517	570	453	436	388	298

Budgeted capital expenditure on school sector property during the year includes:

- ▲ the purchase of 11 new school sites required for schools needed in the future and the extension of existing school sites to cater for roll growth
- ▲ the construction of ten new schools to open in 2008 and 2009 in response to demographic changes and roll growth in specific locations
- ▲ the continued implementation of five-year plan renewals and property guides for all school types
- ▲ the establishment of new kura kaupapa Māori and other special character schools, and extending current kura to wharekura
- ▲ delivery of 200 additional classrooms to meet increased school rolls
- ▲ announcement of a school property guide deficiency programme of \$22 million and replacement building programme of \$20 million
- ▲ disposal of surplus property with net proceeds of \$28 million.

Capital expenditure on chattels is mainly related to:

- ▲ development of a system for secure connection of sector participants to multiple education databases
- ▲ development of an electronic document and record management system
- ▲ enhancement of IT capability
- ▲ routine replacement and upgrade of vehicles, office accommodation, information technology and office equipment.

Statement of objectives specifying the prospective financial performance of the ministry

	Unit	2007/08 Budget	2006/07 Budget	2006/07 Estimated Actual
Operating Results				
Revenue – Other	\$000	10,027	12,089	12,089
Output Expenses	\$000	1,578,347	1,554,374	1,554,374
Operating Surplus before Capital Charge	\$000	774,200	759,885	759,885
Working Capital				
Net Current Assets	\$000	63,898	67,369	54,029
Current Assets over Current Liabilities	CA/CL	1.73	1.75	1.60
Average Debtors Outstanding	Days	60	53	53
Average Creditors Outstanding	Days	33	28	28
Resource Utilisation				
Property, Plant and Equipment:				
Additions as Percentage of Property, Plant and Equipment	%	6.0%	5.5%	5.1%
Total Property, Plant and Equipment at End of the Year	\$000	10,353,579	10,202,752	10,150,304
Taxpayers' Funds at End of the Year	\$000	10,412,825	10,265,469	10,199,681
Other – Cash Flows				
Surplus from Operating Activities	\$000	380,098	373,158	375,606
Deficit from Investing Activities	\$000	(580,373)	(518,340)	(468,340)
Surplus from Financing Activities	\$000	213,144	148,114	82,326
Net Increase/(Decrease) in Cash Held	\$000	12,869	2,932	(10,408)
Total Number of Full-time Equivalent Staff	No.	2,576	2,550	2,500
Staff Turnover through Resignations	%	11	14	12

Statement of objectives specifying the prospective performance for each output expense for the year ending 30 June 2008

The ministry has agreed to provide output expenses in 2007/08 that meet the requirements of the Vote ministers and various purchasers in terms of their nature, outcome emphasis, timeliness, quality and quantity specifications and cost.

Summary of departmental output expenses

Departmental output expenses to be delivered by the ministry and their associated revenues, expenses and surplus or deficit, are summarised below.

Output statements of financial performance: 2007/08

Departmental Output Expense Description	Crown Revenue \$000	Other Revenue \$000	Expenditure \$000	Surplus/(Deficit) \$000
Portfolio Minister: Minister of Education				
Strategic Leadership in the Sector				
Delivers policies and services focused on the ministry's leadership role in the education sector.	33,101	339	33,440	–
Support and Resources for the Community				
Delivers policies and programmes focused on improving the community's knowledge and participation in the education system.	14,425	141	14,566	–
Support and Resources for Education Providers				
Ensure that education providers have the resources and support required to deliver services to the education sector.	85,864	1,425	87,289	–
School Property Portfolio Management				
Provision and management of the property portfolio for the State school sector.	1,156,989	3,244	1,160,233	–
Support and Resources for Teachers				
Provision of resources and support to teachers and principals, in order to enhance professional leadership, learning and teaching.	65,699	141	65,840	–

Departmental Output Expense Description	Crown Revenue \$000	Other Revenue \$000	Expenditure \$000	Surplus/(Deficit) \$000
Interventions for Target Student Groups				
Delivers policies, funding and services focused on targeted student groups' or individuals' participation in education including children and young people with special education needs.	187,759	4,737	192,496	–
Portfolio Minister: Minister for Tertiary Education				
Strategic Leadership in the Tertiary System				
Delivers policies and services focused on the ministry's leadership role in the tertiary system and international education.	24,483	–	24,483	–
Total	1,568,320	10,027	1,578,347	–

Reporting entity

The reporting entity is known as the Ministry of Education (the ministry), which includes all activities carried out in terms of the outputs purchased by the Minister of Education and the Minister for Tertiary Education.

Statutory base

The prospective financial statements for the Ministry of Education are prepared pursuant to Section 38 of the Public Finance Act 1989.

Statement of compliance

These prospective financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand. They comply with New Zealand equivalents to International Financial Reporting Standards (NZ IFRS) and other applicable Financial Reporting Standards, as appropriate for public benefit entities. These are the ministry's first set of prospective financial statements complying with NZ IFRS, and NZ IFRS 1 has been applied.

Statement of significant underlying assumptions

These prospective financial statements have been compiled on the basis of government policies and the Ministry of Education's Output Plan as agreed with the Minister of Education and the Minister for Tertiary Education at the time the statements were finalised. These prospective financial statements have been prepared on a going concern basis.

Statement of significant accounting policies

The accounting policies set out below have been applied consistently to all periods presented in these prospective financial statements.

The measurement base applied is historical cost modified by the revaluation of certain assets and liabilities as identified in this statement of accounting policies.

The accrual basis of accounting has been used unless otherwise stated. These prospective financial statements are presented in New Zealand dollars rounded to the nearest thousand dollars (\$000).

Property, plant and equipment

Property, plant and equipment are stated at cost less accumulated depreciation and any impairment in value, except in the case of school buildings, which are stated at cost or valuation less accumulated depreciation.

Land and buildings are valued at fair value. For school buildings this is assessed using optimised depreciated replacement cost. School land is recorded at market value assessed on a highest and best use basis. The remainder of the portfolio is recorded at assessed market value using the rateable values or if in the disposal process, an independent valuation. In addition, capital work in progress is included at cost.

Impairment of property, plant and equipment

The carrying amounts of plant, property and equipment are reviewed at least annually to determine if there is any indication of impairment. Where an asset's recoverable amount is less than its carrying amount, it will be reported at its recoverable amount and an impairment loss will be recognised. Losses resulting from impairment are reported in the Statement of Financial Performance, unless the asset is carried at a revalued amount in which case any impairment loss is treated as a revaluation decrease.

Intangible assets

Intangible assets are initially recorded at cost. The cost of an internally generated intangible asset represents expenditure incurred in the development phase of the asset only. Expenditure incurred on research of an internally generated intangible asset is expensed when it is incurred.

Intangible assets with finite lives are recorded at cost less any amortisation and impairment losses. Amortisation is charged to the Statement of Financial Performance on a straight-line basis over the useful life of the asset.

The useful lives and associated amortisation rates of major classes of intangible assets have been estimated as follows:

Computer Software 3 – 5 years 20 – 33 %

Non-current assets held for sale

Non-current assets held for sale are classified as held for sale if their carrying amount will be recovered principally through a sale transaction, not through continuing use.

Non-current assets held for sale are measured at the lower of their carrying amount and fair value less costs to sell.

Non-current assets held for sale are not depreciated.

Cost allocation

The ministry's output costs shown in these statements are derived from a cost allocation system, which is outlined below.

Cost allocation policy

All costs are charged to activities or projects. Direct costs are charged directly to non-overhead activities or projects. Indirect costs are charged to overhead activities.

Costs in the overhead activities are then ascribed to non-overhead activities based on cost drivers.

Criteria for direct and indirect costs

'Direct Costs' are those costs charged directly to a non-overhead activity. 'Indirect Costs' are those overhead costs that cannot be identified with a specific output in an economically feasible manner, and are charged to an overhead activity.

Direct costs assigned to outputs

Non-overhead activities are mapped directly to outputs. Costs in these activities are therefore assigned directly to the relevant outputs. This includes costs related to the provision of school sector property.

Basis for assigning indirect and corporate costs to outputs

Indirect costs are assigned to non-overhead activities, and thereby to outputs, on the basis of direct salary costs captured within the non-overhead activity.

Foreign currency

Transactions in foreign currencies are initially translated at the foreign exchange rate at the date of the transaction. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at year-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the Statement of Financial Performance.

Employee entitlements

Employee entitlements to salaries and wages, annual leave, long service leave, retiring leave and other similar benefits are recognised in the Statement of Financial Performance when they accrue to employees. Employee entitlements to be settled within 12 months are reported at the amount expected to be paid. The liability for long-term employee entitlements is reported as the present value of the estimated future cash outflows.

Financial instruments

Financial instruments primarily comprise bank balances, accounts receivables, accounts payables and foreign currency forward contracts, which are recognised in the balance sheet. Revenue and expenses in relation to all financial instruments are recognised in the Statement of Financial Performance.

Cash and cash equivalents include cash on hand, cash in transit, bank accounts and deposits with a maturity of no more than three months from date of acquisition.

Loans, receivables and payables are non-derivative financial assets and liabilities with fixed or determinable payments that are not quoted in an active market.

Loans and receivables are recognised initially at fair value plus transaction costs and subsequently measured at amortised cost using the effective interest rate method. Loans and receivables issued with duration less than 12 months are recognised at their nominal value, unless the effect of discounting is material. The allowances for estimated irrecoverable amounts are recognised when there is objective evidence that the asset is impaired. Interest, impairment losses and foreign exchange gains and losses are recognised in the Statement of Financial Performance.

Accounts payable are recorded at cost.

Goods and Services Tax (GST)

Revenue, expenses, assets, and liabilities are recorded as GST exclusive, except for debtors and creditors, which are recorded as GST inclusive.

Finance and operating leases

Finance leases transfer to the ministry as lessee substantially all the risks and rewards incident on the ownership of leased assets. Initial recognition of a finance lease results in an asset and liability being recognised at amounts equal to the lower

of the fair value of the leased property or the present value of the minimum lease payments. The capitalised values are amortised over the period in which the ministry expects to receive benefits from their use.

Operating leases, where the lessor substantially retains the risks and rewards of ownership, are recognised in a systematic manner over the term of the lease. Leasehold improvements are capitalised and the cost is amortised over the unexpired period of the lease or the estimated useful life of the improvements, whichever is shorter. Lease incentives received are recognised evenly over the term of the lease as a reduction in rental expense.

Depreciation

Depreciation is provided on a straight-line basis on all property, plant and equipment other than land, over the expected useful life as follows:

Permanent school building roof, services, fitouts, lifts and boilers	15 – 40 years
Relocatable classrooms	40 years
Ancillary buildings, covered ways, houses, kindergartens, playcentres, site improvements, swimming pools	25 – 50 years
Permanent school building fabric	60 years
Motor vehicles	4 years
Plant and equipment	3 – 8 years

Revenue

Revenue is derived through the provision of outputs to the Crown and for services to third parties. This revenue is recognised when earned and is reported in the financial period to which it relates.

Changes in accounting policies

There have been no changes in accounting policies.

Non-departmental appropriations administered – Minister for Tertiary Education

for the year ending 30 June 2008

	2007/08 Budget \$000	2006/07 Estimated Actual \$000
Output Expenses to be Provided by Other Parties		
Centres of Research Excellence	22,841	22,745
Developing Strategic Coherence Across the Tertiary Sector	29,444	28,129
Management of Grants and Contracts	13,909	13,809
Tertiary and International Advisory Services	10,750	9,310
Training for Designated Groups	287,351	254,608
Total Output Expenses to be Provided by Other Parties	364,295	328,601
Benefits and Other Unrequited Expenses		
Māori and Pacific Island Scholarships and Bursaries	993	3,407
Tertiary Scholarships	26,137	22,177
Other Benefits and Subsidies	7,170	6,717
Total Benefits and Other Unrequited Expenses	34,300	32,301
Other Expenses to be Incurred by the Crown		
Performance Based Research Fund	215,920	200,376
Tertiary Education and Training	1,818,407	1,698,718
Other Expenses	83,715	64,725
Total Other Expenses to be Incurred by the Crown	2,118,042	1,963,819
Capital Expenditure		
Tertiary Capital Contributions	36,473	31,610
Crown Entities	4,750	6,789
Tertiary Education Commission Disbursements	44,314	48,298
Total Capital Expenditure	85,537	86,697
Total Non-departmental Expenditure	2,602,174	2,411,418
Crown Revenue		
Current Non-tax Crown Revenue	11,504	21,053
Capital Crown Revenue	25,822	747
Total Crown Revenue	37,326	21,800

Non-departmental appropriations administered – Minister of Education

for the year ending 30 June 2008

	2007/08 Budget \$000	2006/07 Estimated Actual \$000
Output Expenses to be Provided by Other Parties		
Curriculum Support	68,693	67,851
Education Research Initiatives	3,230	3,230
Professional Development and Support	120,410	107,960
Provision of Information and Advisory Services	25,846	23,815
Qualifications Support Structures ⁷	6,199	–
Quality Assurance ⁷	9,520	–
School Transport	127,174	124,833
Secondary School Examinations ⁸	23,760	25,324
Stewardship of the New Zealand Qualifications System	–	12,007
Supporting Parenting	19,360	18,947
Total Output Expenses to be Provided by Other Parties	404,192	383,967
Benefits and Other Unrequited Expenses		
National Study Awards	20,002	22,135
Other Benefits and Subsidies	32,035	29,951
Total Benefits and Other Unrequited Expenses	52,037	52,086
Other Expenses to be Incurred by the Crown		
Early Childhood Education	755,222	586,006
Primary Education	2,123,871	2,069,445
Secondary Education	1,647,083	1,614,101
Special Needs Support	268,157	261,258
Other Expenses	72,779	67,889
Total Other Expenses to be Incurred by the Crown	4,867,112	4,598,699

⁷ This output was previously appropriated as part of Stewardship of the New Zealand Qualifications System.

⁸ This output was previously entitled Administration of National Assessment of Secondary Qualifications.

cont/d...

	2007/08 Budget \$000	2006/07 Estimated Actual \$000
Capital Expenditure		
Schools Capital Contributions	18,374	28,729
Crown Entities	2,340	850
Teacher and Caretaker Housing	–	7,402
Total Capital Expenditure	20,714	36,981
Total Non-departmental Expenditure	5,344,055	5,071,733
Crown Revenue		
Current Non-tax Crown Revenue	39,736	40,100
Total Crown Revenue	39,736	40,100

Output expense specifications

Changes to the output expense structure

The ministry revised its departmental output structure for 2007/08 as one part of a package of changes to the ministry's management information and decision-making capability. These changes aim to provide the ministry an improved ability to measure what is delivered and achieved from any

given piece of expenditure, enabling better prioritisation of work programmes and resource allocation; and support the assessment of expenditure from efficiency, effectiveness and, ultimately, a value-for-money perspective. The changes are explained on page 76.

Output Expense 1: Strategic Leadership in the Sector

Portfolio Minister: Minister of Education

This output expense delivers policies and services focused on the ministry's leadership role in the education sector. This includes coordination with other sector and government agencies and forums to achieve shared goals; undertaking research and analysis; monitoring education sector

capability and viability; developing strategic policy related to the education sector and education outcomes; and providing ministerial support to assist the Minister of Education and Associate Minister to meet their obligations to Parliament.

Performance Dimensions

Dimension	Measure	Metric
Quantity & Timeliness	The leadership group of chief executives of the six education agencies has the overall responsibility for this output. There will be 12 monthly meetings per year.	100% compliance
Quality	Every meeting will have: <ul style="list-style-type: none"> ▲ an agenda ▲ minutes ▲ assigned action items. 	100% compliance

Output 1.2 Research and Analysis

Performance Dimensions

Dimension	Measure	Metric
Quantity	Research and survey programmes will be delivered according to the Research and Survey work programme.	100%
	The Best Evidence Synthesis (BES) programme will be delivered according to the published programme.	100%
	Number of routine data inquiries addressed.	650 – 850
	Reports to enable Strategic Leadership delivered.	35 – 45
Quality	Percentage of research programmes that meet ministry's quality requirements for methodology, contracts and reports.	100%
	BES reports will be produced according to the standards for the BES programme defined in the ministry's 'Guidelines for Generating a Best Evidence Synthesis Iteration'.	100%
	Client satisfaction rating of 3 (satisfied) or greater.	100%
Timeliness	Percentage of research programmes provided within the agreed timeframes.	100%
	External reports – to meet various external deadlines.	100%
	Internal reports – to provide timely information for action to the ministry.	

Output 1.3 Monitoring of the Education Sector

Performance Dimensions

Dimension	Measure	Metric
Quantity	Production of the annual School Sector Report and State of Education report.	100%
	Publication of all key sector statistics on the Education Counts website.	100%
	Monitor crown entities by analysis of strategy, capability, financial performance and achieving of targets of the following:	
	▲ Letters of Expectation	4
	▲ Statements of Intent	4
	▲ Output Plans	4
Quality	Assist in the development and planning of Letters of Expectation, Statements of Intent and Output Plans.	16
	Monitor and facilitate the Board appointments for four entities.	
	Every education sector report will be peer reviewed prior to publication.	100%
	Peer review by the relevant crown entities.	100%
Timeliness	Education Sector Reporting will adhere to the timeliness and publication dates set by the Treasury's Budget timelines.	100%
	A report analysing each quarterly crown entity report will be produced to the Minister within 10 working days of receipt.	100%
	Letters of Expectation, Statements of Intent, and Output Plans will comply with statutory deadlines.	100%
	Analysis and comment on the performance of all central education Crown entities under their output agreements will be provided to the Minister within 30 working days of receipt of reports.	100%

Output 1.4: Development and Evaluation of Strategic Policy

Performance Dimensions

Dimension	Measure	Metric
Quantity	Policy will be delivered according to the work programme (and any subsequent amendments) negotiated between the Minister of Education and the Secretary for Education.	100%
Quality	Percentage of policy that meets the ministry's quality criteria as described in the ministry's 'Guide to Excellent Policy Advice'.	100%
Timeliness	Percentage of policy provided within the agreed timeframes.	100%

Output 1.5 : Support for the Education Minister

Performance Dimensions

Dimension	Measure	Metric
Quantity	Parliamentary questions and petitions.	1,350 – 1,555
	Select Committee examinations and inquiries.	125 – 145
	Statutory information.	190 – 215
	General ministerial correspondence, including responses to requests from the Minister.	7,500 – 9,010
Quality	The content of all ministerial services provided will be factually accurate and appropriate in style and content for the individual Minister, consistent with the ministry's 'Ministerial Correspondence Guidelines'.	100%
Timeliness	All responses and provision of information to the Minister of Education and Parliament, and its committees, will be prepared to the following timelines, or as otherwise specifically agreed:	
	▲ Parliamentary questions and petitions – in accordance with parliamentary Standing Orders	100%
	▲ Select Committee examinations and inquiries – as specifically agreed	100%
	▲ Statutory information – as required in legislation	100%
	▲ general ministerial correspondence – within 20 working days, or as specifically agreed.	100%

Cost

This output expense class will be provided with the appropriated sum of \$33.440m.

Year	Cost (\$000)	Total (\$000)	Crown (\$000)	Other (\$000)	Surplus (\$000)
2007/08	33,440	33,440	33,101	339	–

Output Expense 2: Support and Resources for the Community

Portfolio Minister: Minister of Education

This output expense delivers policies, programmes and services focused on improving the community's knowledge of, and participation in, the education system. This includes working with iwi and community groups to build relationships and foster greater participation; providing information to enable better informed decision-making

about education options; supporting and delivering programmes to provide education stakeholders in the community with the knowledge and skills required to support the education system; and delivery of timely and relevant policy advice to the Minister of Education.

Output 2.1: Development and Evaluation of Community Policy

Performance Dimensions

Dimension	Measure	Metric
Quantity	Policy will be delivered according to the work programme (and any subsequent amendments) negotiated between the Minister of Education and the Secretary for Education.	100%
Quality	Percentage of policy that meets the ministry's quality criteria as described in the ministry's 'Guide to Excellent Policy Advice'.	100%
Timeliness	Percentage of policy provided within the agreed timeframes.	100%

Output 2.2: Engagement and Provision of Information to the Community

Performance Dimensions

Dimension	Measure	Metric
Quantity	Engagement with Pasifika communities through fono, measured by national fono meetings between the Secretary for Education and Pasifika communities.	8 – 9 per annum
	Meetings of the Pasifika Advisory Group.	3 per year (2 national, 1 regional)
	Engagement with separate iwi groups, measured by total number of iwi groups engaged with the ministry.	17
	Meetings between ministry/iwi education managers.	10 per annum
	Meetings between Secretary for Education and iwi.	1 per annum
	Contracts for service based on shared outcomes between the ministry and iwi education managers.	10 – 15
	Percentage of the Team-Up target group (parents with children aged between 0 and 17 years) who have received the Team-Up message.	80%
	Talanoa Ako – Pacific Education Talk news magazine.	3 publications per annum
	Good Morning Television (GMTV) programme segments for parents, and associated fact sheets/web content.	20 – 44

Dimension	Measure	Metric
Quality	Pasifika community's satisfaction rating for fono, reflecting:	3 (satisfied) or greater
	▲ pre-fono briefings for Secretary for Education and senior management	
	▲ multimedia presentation finalised and project management agreed with regional offices	
	▲ fono report prepared with key actions recorded and followed up through regional work programmes or groups as relevant.	
	Meetings of the Pasifika Advisory Group with Secretary for Education and managers of relevant work streams reflecting agreed agenda. Key actions are followed up.	100%
	Engagement with separate iwi groups. Key actions will be recorded and managed from each ministry/iwi education manager meeting. A brief will be prepared prior to each annual Secretary for Education/iwi group meeting; key actions will be recorded and followed up.	100%
	Contracts for service based on shared outcomes between the ministry and iwi education managers. Milestone reporting is in place, contractual commitments met, lessons learned captured, and performance meets contractual requirements.	100%
	Awareness of Team-Up within target group (parents with children aged between 0 and 17 years).	65% rated as 'aware'.
Pasifika groups' satisfaction with Talanoa Ako (Pacific Education Talk news magazine).	65%	
Information for parents developed to time, to ministry quality standards (including content, format, written and web standards) and tested with target communities.	100%	
Timeliness	Activities occur as contractually agreed with iwi education managers.	100%
	Team-Up services delivered according to the agreed project plan.	100%
	Services provided within the weekly timeline for the provision of GMTV.	95% completion by deadlines

Output 2.3: Provision of Services to the Community

Performance Dimensions

Dimension	Measure	Metric
Quantity	The number of targeted interventions.	160 – 170
	Number of contracted providers to the Promoting Participation Project.	20 – 35
	Provision of professional development and support to licence-exempt groups.	750 – 900
	Parent mentoring target interventions.	2 clusters
	Parent mentoring information packs sent to the Far North.	170
	Parents attending playgroups in Manukau per year.	150
	Provide training through the Atawhaingia Te Pā Harakeke programme to:	
	▲ provider groups	20 – 30
	▲ individuals	40 – 50
	▲ regional forums.	4
	Provider groups supplied with specialist resource material.	50
Quality	All contracted activity and reporting is completed to time and standard, and information demonstrates that outcomes are being met for the target/contracted populations within each contract.	95%
	Meet the requirements of the contracted Service Level Agreements within the Atawhaingia Te Pā Harakeke programme.	100%

Dimension	Measure	Metric
Timeliness	Three-monthly reporting based on contract monitoring.	95%
	Parent mentoring information packs distributed within a fortnight of request.	100%
	Annual reporting of attendance (Manukau) and number of (Far North) packs distributed based on contract monitoring.	100%
	To meet the reporting deadlines within the Atawhaingia Te Pā Harakeke programme.	100%

Cost

This output will be provided with the appropriated sum of \$14.566m.

Year	Cost (\$000)	Total (\$000)	Crown (\$000)	Other (\$000)	Surplus (\$000)
2007/08	14,566	14,566	14,425	141	–

Output Expense 3: Support and Resources for Education Providers

Portfolio Minister: Minister of Education

This output expense involves a range of outputs to ensure that education providers have the resources and support required to deliver services to the education sector. This includes delivery of timely and relevant policy advice to the Minister of Education; administration of a range of legislative and regulatory controls; the determination and delivery of

funding and other resources; providing services that support the governance, management and operation of education providers; and monitoring and intervening in providers that are at risk in relation to financial viability, student achievement or participation.

Output 3.1: Development and Evaluation of Provider Policy

Performance Dimensions

Dimension	Measure	Metric
Quantity	Policy will be delivered according to the work programme (and any subsequent amendments) negotiated between the Minister of Education and the Secretary for Education.	100%
Quality	Percentage of policy that meets the ministry's quality criteria as described in the ministry's 'Guide to Excellent Policy Advice'.	100%
Timeliness	Percentage of policy provided within the agreed timeframes.	100%

Output 3.2: Regulation of Providers**Performance Dimensions**

Dimension	Measure	Metric
Quantity	New enrolment schemes (State schools).	50 – 70
	Supplementary integration agreements.	30 – 100
	Integration of private schools.	0 – 3
	Approval of attendance dues.	4 – 6
	New Early Childhood Education Centre charters approved.	50 – 150
	Early Childhood Education Centre licences reclassified from Full to Provisional.	100 – 200
	Prosecutions for illegal schooling.	1 – 2
	Prosecutions for non-enrolment of students.	5 – 10
	The following circulars will be published:	100%
	<ul style="list-style-type: none"> ▲ fees & donations ▲ suspensions ▲ truancy. 	
Timeliness	Inquiries from the Ombudsman.	5 – 7
	Provider licensing completed to agreed timeframes.	100%
	Ensure that the Student Enrolment Circular and all other circulars are current.	100%

Output 3.3: Resourcing Education Providers

Performance Dimensions

Dimension	Measure	Metric
Quantity	Percentage of education providers subject to resource allocation audits (including repeat audits and special reviews).	12% – 17%
	Number of programmes managed (within non-departmental output expense appropriations) under which services are purchased.	130 – 150
	Number of purchasing agreements managed (excluding purchasing agreements managed with schools).	1,020 – 1,100
	Number of agreements managed within two school transport service agent agreements.	300 – 340
	Number of school transport agreements with bus operators managed.	390 – 400
	Number of contracts managed with schools.	1,000 – 1,100
	Number of non-contestable agreements managed.	40 – 50
Quality	Accuracy of all resourcing payments, calculated and delivered, in respect of: <ul style="list-style-type: none"> ▲ the amounts of the payments ▲ the schedules advised to public education service providers, or the agreements agreed with those providers ▲ the timeframes notified to payees ▲ funding delivered to the correct provider ▲ the number of returns and other information. 	98%

Dimension	Measure	Metric
Quality (continued)	All purchasing agreements will:	100%
	▲ fulfil the purpose of the appropriation, and be tailored to the particular business environments within which providers are operating	
	▲ be informed either by analysis of actual performance of the respective providers in previous periods or through referees and other information	
	▲ set terms and conditions consistent with the quality expectations for contracting set out in applicable Treasury and ministry documents, specifically the ministry's 'Purchasing Guidelines' and Treasury's 'Guidelines for Contracts with Non-Government Organisations for Services sought by the Crown' (Treasury, December 2003).	
	Payments will be made only where there is a current signed agreement and only in terms of the conditions set out in the agreement.	100%
	Appropriate action will be taken in all matters of material concern consistent with risk-based monitoring requirements of purchase agreements and the ministry's 'Purchasing Guidelines'.	100%
	Advice and recommendations will be provided to the Minister on significant variances of provider performance in all matters of material concern that have not been resolved through follow-up action.	100%
Timeliness	Purchasing recommendations requiring the Minister's approval will be forwarded to the Minister at least 30 days prior to the commencement of the period to which the agreements apply, to enable the Minister to sign agreements in a timely fashion.	100%
	Agreements will be signed prior to the commencement date for the delivery of goods and services in the period to which the agreements relate.	100%

Output 3.4: Provision of Services

Performance Dimensions

Dimension	Measure	Metric
Quantity	Number of purchasing agreements managed.	1,020 – 1,100
	Discretionary Grants processed.	150 – 200
	Discretionary Grants approved.	50 – 100
	Advice and Support contracts.	30 – 50
	Number of individual payees paid in each pay period (all actual permanent and temporary employees).	54,000 – 87,000
	Number of schools covered by the Risk Management Scheme.	850
	All school sector and kindergarten industrial relations services will be provided to the following standards:	100%
	<ul style="list-style-type: none"> ▲ advice to ministers and actions will be consistent with employment and State sector legislation ▲ the ministry's advice will reflect recent developments in human resources management practice, and take into account good employer objectives ▲ processes will provide for consultation with all relevant stakeholders in the preparation of the industrial relations strategies ▲ management of collective agreement negotiations processes will be within agreed parameters as confirmed by Cabinet from time to time ▲ the provision of advice and guidance on the interpretation and implementation of employment agreement provision will be clear and consistent ▲ concurrence with individual employment agreements will be consistent with the principles and within the agreed parameters as confirmed by the Minister from time to time ▲ discretionary agreement provisions will be applied in accordance with the guidelines contained in the State Sector Act 1988, ministerial guidelines and the Employment Relations Act 	

Dimension	Measure	Metric
Quantity (continued)	<ul style="list-style-type: none"> ▲ manage the negotiation processes of up to 16 current and expired collectives and new collective agreements when bargaining is initiated by the union. The ministry will continue to contribute to the work of the Post Primary Teachers Association (PPTA) and the New Zealand Educational Institute Te Riu Roa (NZEI) on the longer term work programmes. This work is to examine and report on ways to support and promote effective teaching through ongoing professional learning, career pathways and recognition of professional learning through advanced qualifications ▲ individual employment agreements and individual requests from Boards bound by collective agreements will be processed for concurrence. ▲ Loan/investment applications processed. 	0 – 10
Dimension	Measure	Metric
Quality	All contracts entered into on behalf of providers will be actively managed, with established contracts audited annually, and with a level of sampling representative of the size and type of contract.	100%
	Variances greater than 10% in agreed volumes for contracts entered into on behalf of providers reported as a variance report.	100%
	All purchasing agreements will:	100%
	<ul style="list-style-type: none"> ▲ fulfil the purpose of the appropriation, and be tailored to the particular business environments within which providers are operating ▲ be informed either by analysis of actual performance of the respective providers in previous periods or through referees and other information ▲ set terms and conditions consistent with the quality expectations for contracting set out in applicable Treasury and ministry documents, specifically the ministry's 'Purchasing Guidelines' and Treasury's 'Guidelines for Contracts with Non-Government Organisations for Services sought by the Crown' (Treasury, December 2003). 	
	Changes to employees' pays (where required) made correctly each fortnight.	98%
	Employees paid the correct amount each fortnight.	98%

Dimension	Measure	Metric
Timeliness	Purchasing recommendations requiring the Minister's approval will be forwarded to the Minister at least 30 days prior to the commencement of the period to which the agreements apply, to enable the Minister to sign agreements in a timely fashion.	100%
	Agreements will be signed prior to the commencement date, for the delivery of goods and services in the period to which the agreements relate.	100%
	No contracts entered into on behalf of providers will be allowed to lapse.	100%
	Percentage of Payroll payments made on or before advised pay dates.	100%
	The Risk Management Scheme's content deed will be updated and available from the ministry website by 30 July each year.	100%
	Copies of the Risk Management Scheme's comprehensive liabilities programme will be updated and available from the ministry website by 31 January each year.	100%
	An exception report will be provided where Risk Management Scheme contents claims are not processed within 28 working days of acceptance, and/or as set out under the terms of the deed.	100%

Output 3.5: At-risk Provider Interventions

Performance Dimensions

Dimension	Measure	Metric	
		Initiated	Completed
Quantity	Formal Action:	1 – 20	1 – 20
	<ul style="list-style-type: none"> ▲ Medium to high risk is identified beyond the scope of an informal project. 		
	Commissioners and other appointments Section 78 of the Education Act 1989 allows a range of interventions in schools as follows:		
	<ul style="list-style-type: none"> ▲ the Secretary for Education may require a Board to provide specific information [78J] 	0 – 2	0 – 2
	<ul style="list-style-type: none"> ▲ the Secretary for Education may require a Board to engage specialist help [78K] 	10 – 25	8 – 20
	<ul style="list-style-type: none"> ▲ the Secretary for Education may require a Board to prepare and carry out an action plan [78L] 	2 – 4	2 – 4
	<ul style="list-style-type: none"> ▲ the Minister of Education may direct the Secretary to appoint a limited statutory manager [78M] 	20 – 40	20 – 40
	<ul style="list-style-type: none"> ▲ the Minister of Education may dissolve a Board and direct the Secretary to appoint a commissioner [78N(1)] 	3 – 15	3 – 15
	<ul style="list-style-type: none"> ▲ the Secretary for Education may dissolve a Board and appoint a commissioner [78N(3)]. 	3 – 15	3 – 15
	Schooling improvement:		
	<ul style="list-style-type: none"> ▲ support for education outcomes in clusters of schools where common achievement issues have been identified. 	2 – 5	1 – 3

Dimension	Measure	Metric	
		Initiated	Completed
Quality	Schooling improvement		
	▲ Interventions will occur in all cases where a medium to high risk of poor performance is identified.		100%
	▲ Percentage of schooling improvement schools, where the ministry intervened, improved sufficiently to move off the intervention list.		20%
Timeliness	To specifically agreed timeframes		100%

Cost

This output will be provided with the appropriated sum of \$87.289m.

Year	Cost (\$000)	Total (\$000)	Crown (\$000)	Other (\$000)	Surplus (\$000)
2007/08	87,289	87,289	85,864	1,425	–

Output Expense 4: School Property Portfolio Management

Portfolio Minister: Minister of Education

This output expense involves the provision of the property portfolio for the State school sector. This includes managing the existing property portfolio, focusing on upgrades and improvements to sustain the current quality of the portfolio; purchasing and constructing new property to expand the

portfolio's capacity to meet the demands of schooling or demographic changes; identifying and disposing of surplus State school sector property; and the management of teacher and caretaker housing.

Output 4.1: Management of the School Sector Property Portfolio

Performance Dimensions

Dimension	Measure	Metric
Quantity	The 2007/08 work programmes will be implemented in accordance with the 2007/8 School Property Business Case.	100%
Quality	<p>The ministry will ensure that:</p> <ul style="list-style-type: none"> ▲ a current Property Occupancy Document will be held with all boards of trustees ▲ all State schools will have ten-year property plans in place prior to accessing capital funding, with the exception of funding required to rectify a catastrophic loss ▲ all schools with a Compliance Schedule will hold a current Building Warrant of Fitness. 	100%
	All programmes will be consistent with the Business Case, completed on schedule and within budget.	100%
	All projects will comply with all statutory, regulatory and ministry design standards and implemented in accordance with the project management guidelines.	100%
Timeliness	All schools suffering a catastrophic incident of loss (fire, flood, earthquake, etc) will be restored to operational status within three working days of the loss.	100%

Output 4.2: Purchase and Construction of New School Property

Performance Dimensions

Dimension	Measure	Metric
Quantity	Delivery of classrooms in schools will occur as necessary to meet increased school rolls.	100%
Quality & Timeliness	All projects will comply with all statutory, regulatory and ministry design standards and be implemented in accordance with the project management guidelines.	100%
	All programmes will be consistent with the Business Case, completed on schedule and within budget.	100%
	Post Occupancy Evaluations will be completed for each new school.	100%

Output 4.3: Disposal of Surplus School Property

Performance Dimensions

Dimension	Measure	Metric
Quantity & Quality	Surplus properties will be identified and disposed of in accordance with legislative requirements.	100%
Timeliness	Surplus properties will be sold on average within 22 months of them ceasing to be required for educational purposes.	100%

Output 4.4: Management of Teacher and Caretaker Housing

Performance Dimensions

Dimension	Measure	Metric
Quantity & Quality	Surplus properties will be identified and disposed of in accordance with legislative requirements.	100%
Timeliness	Surplus properties will be sold on average within 22 months of them ceasing to be required for educational purposes.	100%

Cost

This output will be provided with the appropriated sum of \$1,160.233m.

Year	Cost (\$000)	Total (\$000)	Crown (\$000)	Other (\$000)	Surplus (\$000)
2007/08	1,160,233	1,160,233	1,156,989	3,244	–

Output Expense 5: Support and Resources for Teachers

Portfolio Minister: Minister of Education

This output involves the provision of resources and support to teachers and principals to support professional leadership, learning and teaching. This includes providing the curriculum and achievement standards; providing resources to educators to support teaching, learning and assessment;

providing professional development programmes, scholarships, awards and other resources to teachers and principals to support professional leadership and learning; and delivery of timely and relevant policy advice to the Minister of Education.

Output 5.1: Development and Evaluation of Teaching Policy

Performance Dimensions

Dimension	Measure	Metric
Quantity	Policy will be delivered according to the work programme (and any subsequent amendments) negotiated between the Minister of Education and the Secretary for Education.	100%
Quality	Percentage of policy that meets the ministry's quality criteria as described in the ministry's 'Guide to Excellent Policy Advice'.	100%
Timeliness	Percentage of policy provided within the agreed timeframes.	100%

Output 5.2: Provision of Teaching and Learning Resources

Performance Dimensions

Dimension	Measure	Metric
Quantity	The final National Curriculum will be published and disseminated.	By September 2007
	Learning, teaching and assessment resources will be provided in four formats:	
	▲ English-medium	152
	▲ Te Reo Māori	33
	▲ Pasifika	10
	▲ online delivery.	24
Quality	The development of learning, teaching and assessment of resources will occur according to the ministry's resource development process.	100%
Timeliness	Learning, teaching and assessment resources will be provided according to the individually agreed deadlines.	100%

Output 5.3: Provision of Services to Support Professional Leadership and Learning

Performance Dimensions

Dimension	Measure	Metric
Quantity	Number of contracts to the value of \$90,000 managed for professional development programmes and other resources.	240 – 280
	Number of Principal Development Planning Centre attendees.	160
	Number of online Leadspace conferences provided.	3
	Applications for the following scholarships and awards will be processed:	
	▲ scholarships for teachers and teacher trainees	1,550 – 2,000
	▲ Secondary Subject Trainee Allowance and loan support for trainee teachers and teachers	1,400 – 1,600
	▲ priority staffing initiatives to support relocation of individual teachers in both schools and early childhood education centres	1,200 – 1,500
	▲ national study awards for teachers and teacher trainees	480 – 580
	▲ government boarding bursaries.	1,200 – 1,500
	Quality	Contracts for professional development programmes and other resources will be managed according to the ministry's 'Contracting Guidelines' policy.
Percentage of Principal Development Planning Centre attendees with approved development plans.		95%
Scholarships and awards will be:		
▲ awarded in line with government policies and published criteria		98%
▲ calculated accurately		
▲ paid to the correct payee and paid within the timeframes notified.		
Timeliness	Milestone reports will be provided by the suppliers of professional development programmes and other resources in accordance with contractual responsibilities.	100%

Cost

This output will be provided with the appropriated sum of \$65.840m.

Year	Cost (\$000)	Total (\$000)	Crown (\$000)	Other (\$000)	Surplus (\$000)
2007/08	65,840	65,840	65,699	141	–

Output Expense 6: Interventions for Target Student Groups

Portfolio Minister: Minister of Education

This output delivers policies, resources and services focused on targeted student groups' or individuals' participation in education. This includes targeted interventions, specialist support services, funding and other resources to assist

students to participate in education in meaningful ways; and delivery of timely and relevant policy advice to the Minister of Education.

Output 6.1: Development and Evaluation of Student Intervention Policy

Performance Dimensions

Dimension	Measure	Metric
Quantity	Policy will be delivered according to the work programme (and any subsequent amendments) negotiated between the Minister of Education and the Secretary for Education.	100%
Quality	Percentage of policy that meets the ministry's quality criteria as described in the ministry's 'Guide to Excellent Policy Advice'.	100%
Timeliness	Percentage of policy provided within the agreed timeframes.	100%

Output 6.2: Targeted Student Participation Interventions

Performance Dimensions

Dimension	Measure	Metric
Quantity	The following allowances and bursaries will be administered: <ul style="list-style-type: none"> ▲ boarding allowances and bursaries ▲ home schooling allowances ▲ Mapihi Pounamu. 	100%
	The following resources will be provided to students from non-English speaking backgrounds: <ul style="list-style-type: none"> ▲ English Language Learning Framework Professional Development programme ▲ English Language Intensive Programme ▲ DVD series ▲ selection series ▲ CD Rom series. 	100%
Quality	Allowances and bursaries will be: <ul style="list-style-type: none"> ▲ awarded in line with government policies and published criteria ▲ calculated accurately ▲ paid to the correct payee ▲ paid within the timeframes notified. 	98%
	Sector and academic feedback on services for students from non-English speaking backgrounds will be sought and addressed (where appropriate).	100%
Timeliness	Services for students from non-English speaking backgrounds will be provided as per specially agreed timelines.	100%

Output 6.3: Special Needs Interventions

Performance Dimensions

Dimension	Measure	Metric
Quantity	Number of Communication Services students.	5,500 – 7,000
	Number of Behavioural Services students.	8,000 – 10,000
	Number of Behavioural Services workshops.	550 – 650
	Number of Early Intervention Services students.	11,000 – 13,000
	Number of verified students on the Ongoing and Reviewable Resourcing Schemes (ORRS).	6,800
	Number of ministry-provided ORRS students.	3,500 – 4,500
	Number of specialist service provider ORRS students.	2,500 – 3,500
Quality	Percentage of Communication Services clients who have received over 10 hours of service during the year surveyed.	10%
	Percentage of Behavioural Services client surveys taken at closure.	100%
	Percentage of Behavioural Services client groups surveyed.	10%
	Percentage of Early Intervention Services client surveys taken at the end of the provision.	100%
	Percentage of total Early Intervention Services client groups surveyed.	10%
	Percentage of ORRS client surveys taken at the end of the provision.	100%
	Percentage of total ORRS client groups surveyed.	10%

Dimension	Measure	Metric
Timeliness	Communication Services delivered to individually agreed timelines.	100%
	Behavioural Services delivered to individually agreed timelines.	100%
	Early Intervention Services delivered to individually agreed timelines.	100%
	ORRS services delivered to individually agreed timelines.	100%
	Payments to providers occurring according to schedule.	100%

Cost

This output will be provided with the appropriated sum of \$192.496m.

Year	Cost (\$000)	Total (\$000)	Crown (\$000)	Other (\$000)	Surplus (\$000)
2007/08	192,496	192,496	187,759	4,737	–

Output Expense 7: Strategic Leadership in the Tertiary System

Portfolio Minister: Minister for Tertiary Education

This output expense delivers policies and services focused on the ministry's leadership role in the tertiary education system. This includes coordination with other sector and government agencies and forums to achieve shared goals; undertaking research and analysis; developing strategic policy related to tertiary and international education; monitoring the performance and capacity of the tertiary

system; providing information on tertiary and international education services; representing the education sector internationally; supporting international students in New Zealand; supporting the development of the international education industry; and providing ministerial support to assist the Minister for Tertiary Education and Associate Minister to meet their obligations to Parliament.

Output 7.1: Cross-tertiary Agency Coordination

Performance Dimensions

Dimension	Measure	Metric
Quantity	The sector leadership group (chief executives of the Ministry of Education, Tertiary Education Commission and New Zealand Qualifications Authority) has the overall responsibility for this output. They will meet as frequently as required.	100%
Quality	Every meeting will have: <ul style="list-style-type: none"> ▲ an agenda ▲ minutes ▲ assigned action items. 	100%
Timeliness	The meetings will occur with a frequency aligned with the specific workloads of this group.	100%

Output 7.2: Tertiary and International Research and Analysis

Performance Dimensions

Dimension	Measure	Metric
Quantity	The Profile and Trends Report, the Student Loans Annual Report, and the Achievement of the goals of the Tertiary Education Strategy report will be published.	100%
	Supporting analytical reports.	> 10
	The statistics on the tertiary sector will be produced annually.	100%
	A report on the national survey of international students will be published.	100%
Quality	Every report will adhere to the established process of active feedback in every instance.	100%
Timeliness	The Student Loans Annual Report will adhere to the Public Finance Act 1989 timeliness statements.	100%
	The Profile and Trends report will be published annually. Other reports will be published to specific, mutually agreed deadlines.	

Output 7.3: Monitoring the Tertiary System

Performance Dimensions

Dimension	Measure	Metric
Quantity, quality & timeliness	The analysis and trends will be monitored for exception cases throughout the data collection period.	100%

Output 7.4: Development and Evaluation of Tertiary and International Policy

Performance Dimensions

Dimension	Measure	Metric
Quantity	Policy will be delivered according to the work programme (and any subsequent amendments) negotiated between the Minister of Education and the Secretary for Education.	100%
	Advice will be provided as required by the Minister.	100%
Quality	Percentage of policy that meets the ministry's quality criteria as described in the ministry's 'Guide to Excellent Policy Advice'.	100%
	Advice to the Minister will meet the Minister's office guidelines for delivery.	100%
Timeliness	Percentage of policy provided within the agreed timeframes.	100%
	Responses to the Minister will occur in line with the delivery timelines agreed with the Minister's office.	100%

Output 7.5: Provision of Tertiary and Other Information

Performance Dimensions

Dimension	Measure	Metric
Quantity, quality & timeliness	<p>Information will be delivered in accordance with documented terms of reference/ specifications for each publication, campaign, seminar, or other form of information. Information will be provided as follows:</p> <ul style="list-style-type: none"> ▲ one report on the tertiary education sector ▲ one report on the Student Loans Scheme ▲ one report on the achievement of goals in the Tertiary Education Strategy ▲ further portal development to provide quality information to identified audiences ▲ ICT coordination and support services to education agencies ▲ publication of strategies, research and other reports as developed, in support of the Tertiary Education Strategy, Tertiary Information Strategy, International Strategy and the Tertiary E-Learning Strategy, and adult foundation learning (literacy, numeracy and language). 	100%

Output 7.6: Support for International Education

Performance Dimensions

Dimension	Measure	Metric
Quantity	Network of seven education counsellors deployed, as specified in International Education Agenda, and joint working group meetings held as specified in bilateral agreements.	100%
	Number of international students requiring pastoral care annually.	80,000 – 100,000
	International education will be developed according to the contract set out with Education New Zealand.	100%
Quality	Stakeholder satisfaction as represented by consultation with the Minister, other government agencies and sector bodies.	100%
	Pastoral care will be administered to the standards set out in the ministry's 'Code of Practice for the Pastoral Care of International Students'.	100%
	The Education New Zealand contract for the delivery of Levy and Crown-funded industry development work programme quarterly milestones will be examined in every instance, and monthly meetings will be held with Education New Zealand.	100%
	The Export Education Levy Annual Report will be delivered to the timelines specified by the Export Education Levy Steering Group.	100%

Output 7.7: Support for the Tertiary Minister

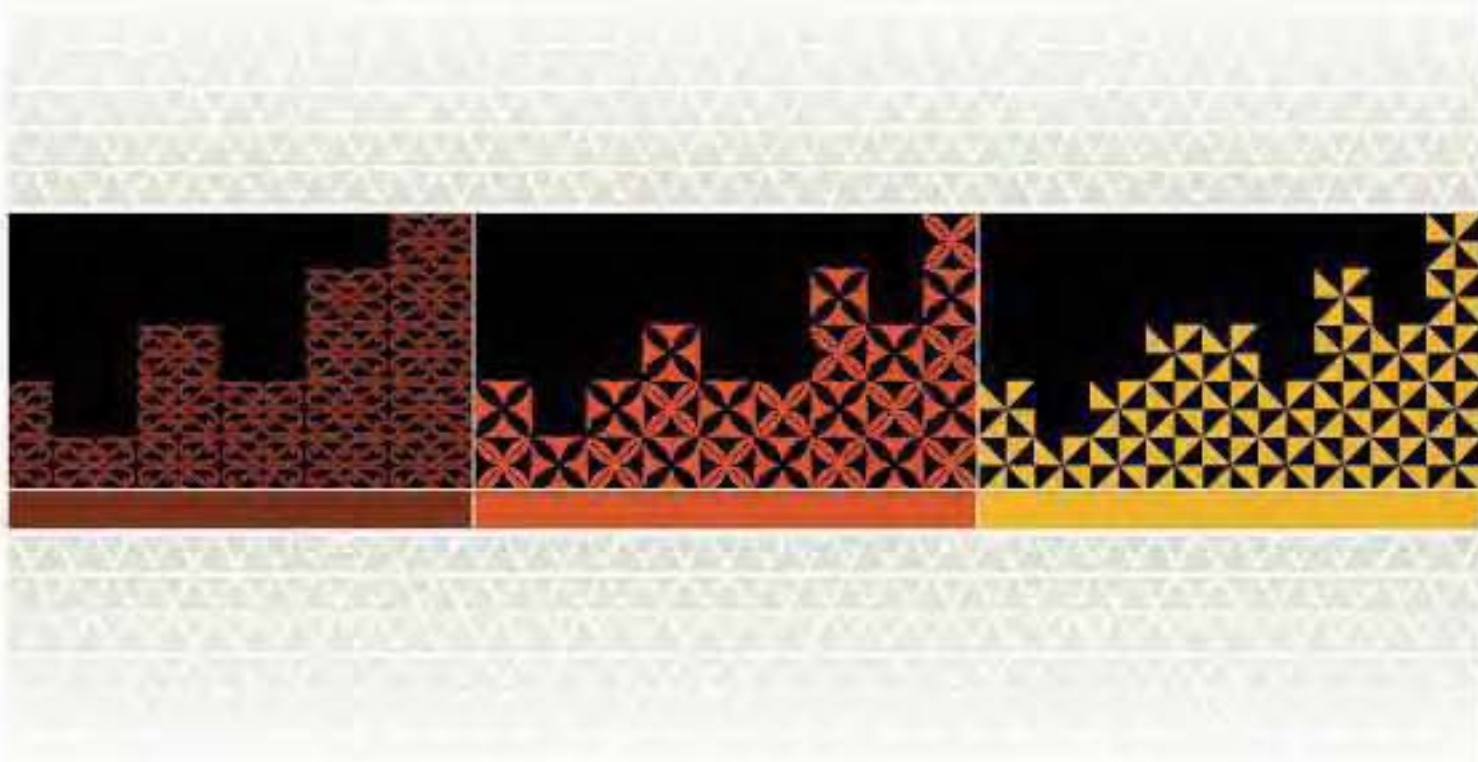
Performance Dimensions

Dimension	Measure	Metric
Quantity	Ministerial services will be provided in the following ranges:	
	▲ parliamentary questions and petitions	225 – 295
	▲ statutory information	30 – 35
	▲ general ministerial correspondence.	1,725 – 2,070
Quality	The content of all ministerial services provided will be factually accurate and appropriate in style and content for the individual Minister consistent with the ministry's 'Ministerial Guidelines'.	100%
Timeliness	All responses and provision of information to the Minister for Tertiary Education and Parliament, and its committees, will be prepared to the following timelines, or as otherwise specifically agreed:	100%
	▲ parliamentary questions – in accordance with parliamentary Standing Orders	
	▲ Select Committee examinations and inquiries – as specifically agreed	
	▲ statutory information – as required in legislation	
	▲ general ministerial correspondence – within 20 working days.	

Cost

This output will be provided with the appropriated sum of \$24.483m.

Year	Cost (\$000)	Total (\$000)	Crown (\$000)	Other (\$000)	Surplus (\$000)
2007/08	24,483	24,483	24,483	–	–



Our logo, what does it stand for?

The Ministry of Education's logo is made up of very distinctive and symbolic elements.

In a meeting house, the Tāhuhu is the ridgepole, the backbone, which supports the rafters, and knits the whole edifice together. It runs the length of the meeting house from the interior rear to the verandah section, linking with the carved frontal face, the Koruru. Within the meeting house are figures of the descendants, the supporters of the whānau, linked together to signify unity. In both real and symbolic terms, the Tāhuhu is the source of strength and unity for the meeting house.

The Ministry of Education, Te Tāhuhu o te Mātauranga, becomes the ridgepole of the meeting house of learning, so acknowledging its responsibility to provide strength and unity.

The three triangles, which appear in the logo, represent the three areas of education: early childhood education, compulsory education and post-compulsory education and training.

Visually, the triangle is a powerful symbol of aspirations and dreams. The triangles, then, are representative of mother earth, and symbolic of the challenge that education offers to the people.

Finally, the triangle is a powerful cultural symbol regularly used in tukutuku designs, to depict strength (the kaokao design) and determination (the shark's tooth).

New Zealand is an island nation; the wave patterns beneath the triangles represent the waterways of the land and symbolise the lifeblood of Aotearoa. They also suggest waves of communication – which is at the heart of education. And they act graphically to tie together the distinct triangles, suggesting that education is a continuous and ongoing process.



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