



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

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NGĀ HAEATA MĀTAURANGA

Annual Report on Māori Education



Ngā Haeata Mātauranga

Assessing Māori Education



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EXECUTIVE SUMMARY

The Māori Education Strategy: Ka Hikitia - Accelerating Success 2013-2017 is an updated strategy building on the changes of 'The Māori Education Strategy: Ka Hikitia - Managing For Success 2008-2012' (which set the direction for improving how the education system performs for Māori students). This renewed strategy aims to change how the education system performs so that all Māori students gain the skills, qualifications and knowledge they need to enjoy and achieve education success as Māori.

Ngā Haeata Mātauranga provides a national picture of how Māori learners are progressing in each focus area towards the goals laid out in Ka Hikitia – Accelerating Success as the strategy is implemented.

MĀORI EDUCATION: A SUMMARY OVERVIEW

Creating an education system which expects and supports young Māori to engage and to achieve academic success as Māori is the shared vision of this Government, iwi leaders, education providers and the whānau Māori. Realising this vision will benefit individual young Māori, their whānau and communities, and New Zealand as a whole.

Ka Hikitia – Accelerating Success (2013-2017) is the Government's strategy to set the direction to improve how the education system performs for Māori students. This strategy aims to improve how the education system performs so that all Māori students gain the skills, qualifications and knowledge they need to enjoy and achieve education success as Māori.

Ngā Haeata Mātauranga provides a national picture of how Māori learners are progressing in each focus area towards the goals in *Ka Hikitia – Accelerating Success*.

The education system needs to expect and support Māori to engage and to achieve academic success as Māori. This statement reflects a shared vision for education developed by Government, iwi leaders, education providers and whānau and rangatahi Māori. Realising this vision is critical for individual young Māori, their whānau and communities, and New Zealand as a whole.

Ka Hikitia – Accelerating Success (2013-2017) identifies critical factors, principles and five focus areas to accelerate success for Māori learners. Since the launch of the first Ka Hikitia strategy - *Ka Hikitia – Managing For Success (2008-2012)*, progress has been made at each level of the education system toward set targets.

Ngā Haeata Mātauranga provides a national picture of how Māori learners are progressing in each focus area as the strategy is implemented. Below is a summary of the current situation in each of the five focus areas of *Ka Hikitia-Accelerating Success*.

FOCUS AREA 1: MĀORI LANGUAGE IN EDUCATION

The key outcome for Māori language in education is that all Māori students have access to high quality Māori language in education. This includes both Māori medium, and Māori language in English medium. Measures for this focus area include:

- the availability of Māori medium education,
- the participation by all students in Māori language in education,
- achievement in Māori medium education at a schooling level,
- participation in tertiary Māori language, and Māori language teaching qualifications, both of which are indicative of the availability of high-quality Māori language education in the future.

The availability of Māori medium Early Childhood Education (ECE) and the number of Māori participating in it have both remained relatively stable since 2010. The proportion of Māori participating in Māori medium education (MME) is higher in early learning (22.5%) than in any other sector of education.

The *Ka Hikitia* target that 22% of all students would participate in Māori language in education in 2015 (immersion levels 1-5, see Table 1, p10) has been met. There were 172,564 (22.2%) students participating in Māori language in education.

Looking at only Māori students, 73,275 (40%) were participating in Māori language in education in 2015. Almost one-quarter of these (17,383 students, 9.5% of Māori students) were in Māori medium education (MME). Large numbers of Māori are leaving MME at key transition points in education. Of the 2,628 Māori students that started school in 2014 and attended a kōhanga reo, only 1,275 students (49%) started school in MME. Of the 1,708 students in Year 6 in 2011 that were in MME, only 700 students (41%) were still in MME in Year 9 in 2014.

From the sample of schools which returned Ngā Whanaketanga Rumaki Māori results, achievement was well below the target of 85%. Achievement of NCEA Level 1 literacy and NCEA Level 2 was much higher for school leavers from Māori Medium education than for other Māori school leavers, however, school leavers from MME made up only 3.2% of all Māori school leavers.

Enrolments and completions in tertiary reo Māori qualifications have both followed an upward trend in recent years. The number and proportion of teachers completing their initial teacher training in Māori Medium has also increased over the previous five years.

FOCUS AREA 2: EARLY CHILDHOOD EDUCATION

Progress towards the target of an increased number of services working in partnership with whānau Māori cannot be assessed at this stage because the information to make a comparison is not available. The Education Review Office are responsible for collating the information for this measure.

Rates of Māori learners participating in ECE have increased from 89.9% at the start of the first phase of *Ka Hikitia* to 94% (14,485 children) in June 2015.

Despite this positive increase, more action still needs to be taken for Māori students to meet the 98% target.

FOCUS AREA 3: PRIMARY AND SECONDARY EDUCATION

Overall, across the schooling system, Māori students have exhibited an improvement in achievement and engagement results in comparison to 2013.

In 2014, 65% of Māori students in Years 1-8 were at or above the expected National Standard levels for mathematics, reading and writing. This is a 2.8 percentage point increase since 2011.

The achievement gap between Māori and non-Māori has narrowed for all measures of achievement in secondary education with the exception of school leavers with NCEA Level 3, where it has widened by 0.2 percentage points. Māori continued to have higher rates of stand-downs and suspensions than non-Māori in 2014, but the age-standardised rate of stand-downs and suspensions has decreased by 2.4 and 1.2 students per 1000 respectively since 2013.

FOCUS AREA 4: TERTIARY EDUCATION

The proportion of the Māori 25 year old population who have completed a qualification through the New Zealand tertiary education system has increased each year since 2007 to 30% in 2014, a total increase of ten percentage points. The achievement gap between Māori and the total population has not changed since 2007.

In September 2015 the Māori employment rate was 57.5% and Māori unemployment was 12.9%, compared to the New Zealand rates of 64.5% and 6% respectively.

However for Māori with tertiary qualifications the employment rate was 71.3%. For this group, employment outcomes have improved since 2012 as the labour market recovers from the contraction of the global financial crisis of 2008, which disproportionately affected Māori.¹ The earnings premium for Māori who completed tertiary qualifications is greater than for non-Māori.

At all levels of tertiary qualification except doctorate qualifications, the median earnings of Māori graduates are similar to non-Māori one year after completing study, but by five years post-study non-Māori have higher median earnings. This gap is smallest for graduates with a bachelors/level 7 qualification. Māori doctorate graduates earn more five years post study than non-Māori graduates.

¹ Statistics New Zealand. (2012). The New Zealand labour market during recession.

FOCUS AREA 5: ORGANISATIONAL SUCCESS

Succeeding in lifting the performance of the education system for Māori, which is the core goal of *Ka Hikitia, Accelerating Success*, requires coordinated work across the sector in partnership with Māori whānau and iwi. Development and implementation of action plans based on the strategies of *Ka Hikitia-Accelerating Success (2013-2017)* and *Tau Mai Te Reo – The Māori Language in Education Framework*, and using the Whakapūmautia, Papakōwhaitia, Tau ana: Grasp, Embrace and Realise model for excellent relationships between iwi and the Ministry of Education by all education sector stakeholders is a way to coordinate efforts across the sector.

This has been done in several major and overarching action plans including:

- The Tertiary Education Commission's (TEC) *Tū Māia e te Ākonga 2013–2016: Framework for Māori Learners*.
- Ngā Pou Here-ERO's framework for review.
- Te Rautaki Māori a te Mana Tohu Mātauranga o Aotearoa 2012–2017 (NZQA) - the New Zealand Qualifications Authority (NZQA) strategy to guide action towards fulfilling its contribution to the Government's education sector goal of Māori enjoying and achieving education success as Māori.
- Education sector contributions to cross-government initiatives, strategies, programmes and plans including (but not limited to) Whānau Ora, Social Sector Trials and He Kai Kei Aku Ringa - The Māori Economic Development Growth Strategy and Action Plan.

The Ministry of Education must also lead the implementation of *Ka Hikitia* in each sector of the education system. This report will focus on how this has been done by outlining how the key actions outlined by *Ka Hikitia* for each area of education have been implemented.

CONCLUSION

Since the launch of *Ka Hikitia – Managing for Success (2008-2012)* progress has been made at each level of the education system toward the targets set. Participation in Early Childhood Education in particular has been an area of strong growth. Areas where significantly more progress is needed to meet the targets are transitions in Māori Language in Education and achievement in primary education. Increased investment, and ongoing work across the sector under the umbrella strategies of *Ka Hikitia – Accelerating Success (2013-2017)* and *Tau Mai Te Reo* ensure that efforts to lift the performance of the education sector for Māori will continue.



Focus Area 1: Māori Language in Education

FOCUS AREA 1: MĀORI LANGUAGE IN EDUCATION

INTRODUCTION

Why this is a focus area

Education is a key vehicle to revitalise and sustain the Māori language and is critical in enabling the Crown to meet its Treaty obligations to strengthen and protect the Māori language.

Te reo Māori is a cornerstone of Māori culture and identity. Learning in and through Māori language is an important way for Māori students to participate in Te Ao Māori, and it supports students to connect with their identity as Māori. This is a strong foundation for well-being and achievement.

Providing all students access to Māori language in education is a key ingredient of the education system. High quality provision, leadership, teaching and learning, supported by effective governance is necessary for success in this focus area.

STAKEHOLDERS IN MĀORI LANGUAGE IN EDUCATION

Iwi uphold a critical role as kaitiaki of Māori language in all Māori language in education options. The strongest Māori language in education pathways are those embedded in homes and communities, on marae and, most importantly, within whānau. Ambitions for the Māori language will only be achieved when education is coupled with active intergenerational language transmission, in homes and communities.

Productive partnerships among education professionals, iwi, whānau and communities are critical to achieving high quality outcomes for students of Māori language in education. Whānau are the main constituents of iwi in a social context; they have the single greatest influence on students' achievement. Education professionals, including teachers and leaders, have the greatest influence in an education setting.

The Ministry of Education, ERO and education sector agencies play an important role in supporting Māori language acquisition and revitalisation in the early learning, primary, secondary and tertiary education sectors. Their role includes providing funding, resources, support and information, and developing policies and regulations.

Tau Mai Te Reo – the Māori Language in Education Strategy 2013-2017 underpins the Māori Language in Education focus area of *Ka Hikitia-Accelerating Success 2013-2017*. It sets the framework for investment, identifies key priorities and strengthens government accountability for Māori language in education outcomes.

Tau Mai Te Reo	Kia tau te reo - Supporting Māori language in education: delivering strong, coordinated effort and investment				
Focus Areas	Work with and for iwi, communities and Māori language providers to support Māori language in education	Strengthen and grow the Māori medium sector and networks	Support Māori language in the English medium sector	Build the evidence base for Māori language and Mātauranga Māori	Increase accountability for Māori language in education

Tau Mai Te Reo seeks to ensure a connected and cohesive approach to the Ministry of Education's, ERO's and education sector agencies' contributions towards supporting and strengthening the Māori language.

MĀORI LANGUAGE IN EDUCATION: AN OVERVIEW

The goals, priorities and actions for Māori language in education are integrated across the focus areas of *Ka Hikitia*.

EARLY CHILDHOOD EDUCATION

Te Whāriki is the curriculum for all licensed early childhood education (ECE) services, kōhanga reo and playgroups. It is a bicultural document written in both English and te reo Māori for services in each medium. *Te Whariki* provides a strong basis for teachers and leaders to promote aspects of Māori language and culture in early learning environments.

Ka Hikitia aims that all Māori parents and whānau are accessing their choice of high quality early childhood education. The key actions for achieving this in terms of Māori language in education are increasing the supply and quality of Māori medium early childhood education and promotion of the benefits of Māori language in education. The measured outcome for the success of these actions is the supply and the demand for Māori medium early childhood education.

PRIMARY AND SECONDARY EDUCATION

The demand for Māori language education pathways in primary and secondary education is an indicator of the accessibility and perceived value of te reo Māori in education. The *Ka Hikitia* goal is that, by 2015, 22% of all students will participate in Māori language in primary and secondary education.

In primary education, Ngā Whanaketanga Rumaki Māori describe the literacy and numeracy skills and knowledge that students in years one to eight Māori medium education are expected to gain. It is critical for the strengthening and protection of the Māori language that students who study in Māori medium education achieve at least at an equivalent level to those who do not. Therefore, *Ka Hikitia* sets the goal that, by 2017, 85% of Māori students will be achieving at or above their appropriate Ngā Whanaketanga Rumaki Māori in literacy and numeracy.

TERTIARY EDUCATION

Developing Māori language in tertiary education is important for ensuring strong educational pathways for learners in the future. Increasing the number of qualified immersion or bilingual teachers will improve the accessibility and quality of Māori language in education. Therefore *Ka Hikitia* has set goals of increasing the number of people participating in and completing Māori language qualifications and immersion or bilingual initial teacher education.

ORGANISATIONAL SUCCESS

In order to realise the vision of an education system which supports Māori students to enjoy and achieve education success as Māori, the Ministry of Education, ERO and education sector agencies must lead, coordinate and support the implementation of *Tau Mai Te Reo* and *Ka Hikitia* across the education system.

In practice, this means that these agencies must incorporate both strategies into their planning and accountability processes.

Definitions:

Māori language in education provision in the early learning and schooling sectors consists of two streams. These are Māori medium education and Māori language in English medium education. They are distinct and likely to deliver varying language outcomes for learners.

The table below outlines the Māori language in education immersion levels that are used throughout *Tau Mai Te Reo* when referring to these streams.

Table 1: Māori language immersion levels across early learning and schooling sectors

Early learning Sector (0 – 6 yrs)	Schooling Sector (5 – 16+ yrs)	Māori language stream
Te Kōhanga Reo (100%)	Kura Kaupapa Māori – section 155 (100%)	Māori medium education (MME)
Level 1: 81-100% of the time spoken	Level 1: the curriculum is taught in / through the use of Māori language 81-100% of the time	
Level 2: 51-80% of the time spoken	Level 2: the curriculum is taught in / through the use of Māori language 51-80% of the time	
Level 3: 21-50% of the time spoken	Level 3: the curriculum is taught in / through the use of Māori language 31-50% of the time	Māori language in English medium education
Level 4: 12-20% of the time spoken	Level 4a: the curriculum is taught in / through the use of Māori language 12-30% of the time	
	Level 4b: the learner is learning Māori language as a separate subject for at least 3hrs per week	
	Level 5: the learner is learning Māori language as a separate subject for less than 3hrs per week	

MĀORI LANGUAGE IN EARLY CHILDHOOD EDUCATION

Where we want to go: Ka Hikitia Goals and Actions

GOALS

1. All Māori students have access to high quality Māori language in early childhood education.
2. All parents and whānau are providing high quality early learning experiences (education and language).

MEASURES

- ERO reports on the quality of Māori Medium early childhood education will improve.
- The number of Māori medium early childhood services will increase.
- The proportion that te reo Māori is incorporated into English medium services will increase.
- The number of children enrolled in Māori medium early childhood education will increase.

Where We Are: 2015 Data

QUALITY OF MĀORI MEDIUM ECE

In 2010 the Education Review Office (ERO) report "*Success for Māori Children in Early Childhood Services*" identified understanding and responsiveness to the expectations of whānau Māori as one of the biggest challenges for early childhood managers and educators.

In February 2012, an ERO national evaluation "*Partnership with Whānau Māori in Early Childhood Education*" found that, while 78% of early childhood services built positive relationships with whānau, only 10% had built effective and culturally responsive partnerships.

The ERO evaluation recommended that ECE services needed systematic self review to achieve this, alongside professional development for most early childhood educators to give full effect to *Te Whāriki* and help Māori children achieve their potential. Accordingly, an increase to 85% of ECE services working in partnership with whānau Māori was set as a goal for *Ka Hikitia, Accelerating Success 2013-2017*. Unfortunately the 2012 ERO evaluation has not been repeated to date, and thus the progress toward the target of improved partnerships between ECE services and whānau Māori cannot be measured in this report.

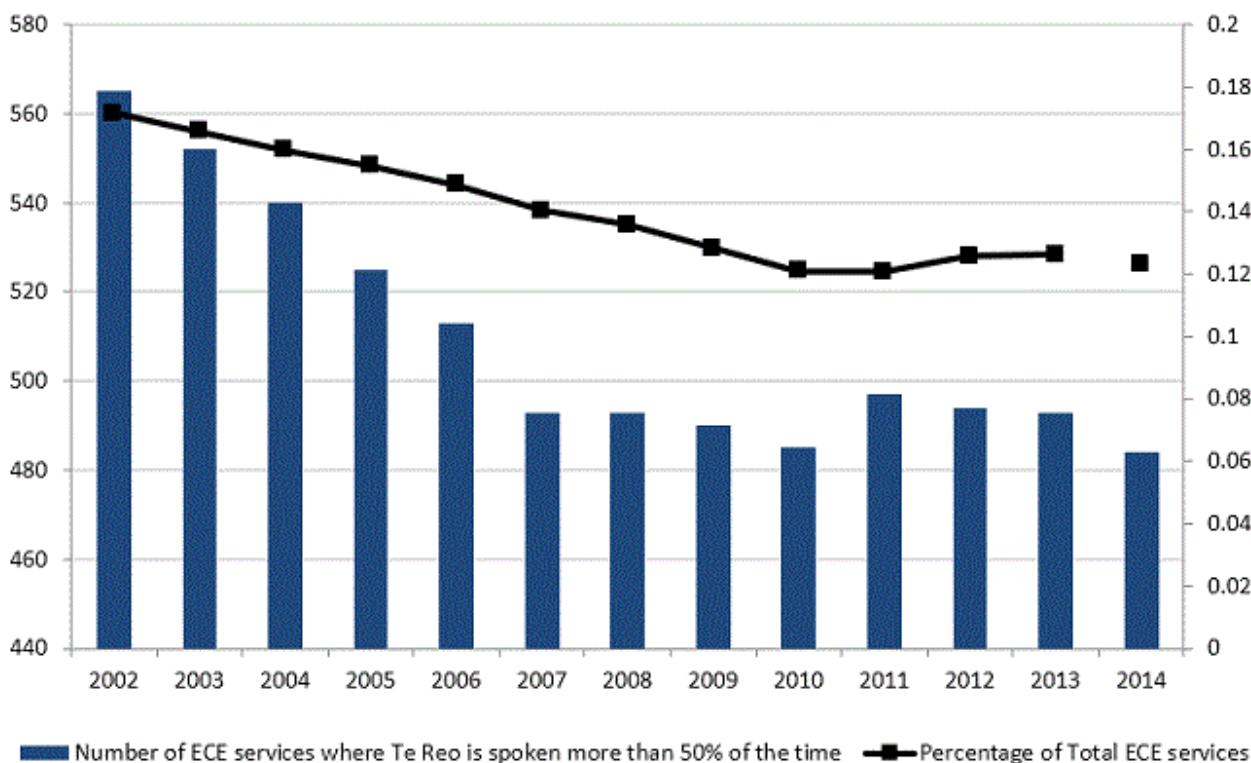
Availability of Māori Medium Early Childhood Education

Overall, the availability of Māori Medium early childhood education, in terms of number of service providers and the proportion of providers which are MME has decreased between 2002 and 2010. It has stabilised since 2010 at approximately 12% of providers offering Māori medium early childhood education.

It should be noted that in 2011 the maximum number of children allowed on one ECE license was increased from 50 to 150. Previously some larger centres held multiple licenses. This may explain the decrease in the number of ECE services in 2012 (see figure 1.2)

This increase in maximum capacity means that the 484 MME providers of 2014 have a much greater enrolment capacity than the 485 providers of 2010. However any increase in the availability of MME is theoretical only. A comparison of 2013² to 2010 shows that there were 8 more MME ECE providers and 145 more children enrolled in 2013. This suggests that the numbers of children enrolled in each centre has not changed significantly.

Figure 1. 1: Number & percent of ECE Services in which te reo Māori is the primary language (2002-2014)

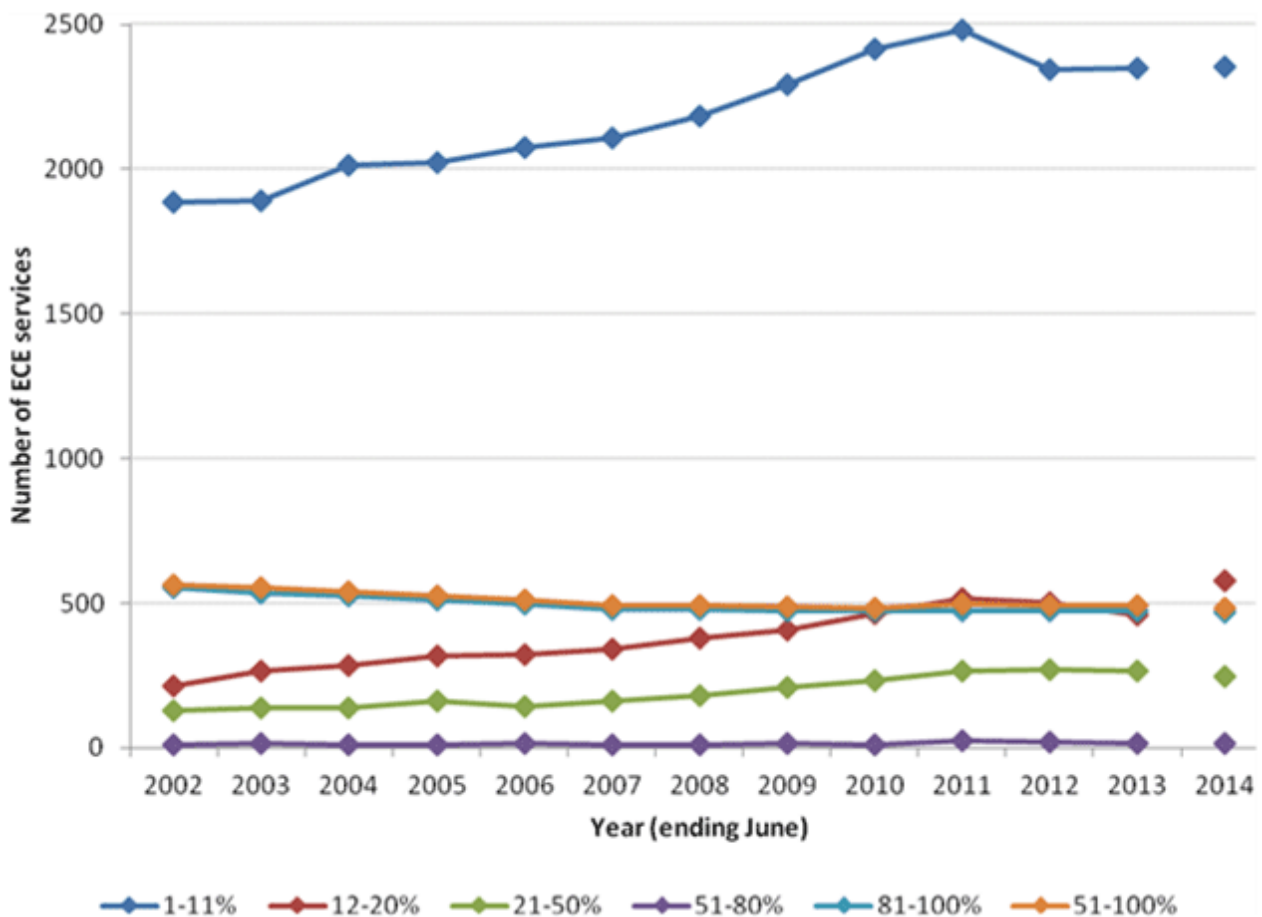


Since 2010 the number of Māori Medium ECE services has fluctuated between 484 and 497. In contrast the number of non-Māori Medium ECE services increased steadily between 2002 and 2011 with larger increases in the number of services with the lowest levels of te reo Māori.

² Method of data collection for enrolments in ECE changed in 2014 and so it is not appropriate to compare 2014 data with previous years. See technical notes for an explanation of the change.

Between 2002 and 2010 there was a steady decrease in the number of Māori Medium early childhood education (ECE) providers and in the proportion of all ECE services which were MME. Most of this decrease was from the closure of services where te reo Māori is spoken 81-100% of the time.

Figure 1. 2: Number of service providers, by percentage of time te reo Māori is spoken (2002-2014)



Māori Enrolment in Māori Medium Early Childhood Education

Enrolment with an early childhood provider is a choice.

The number of children whose whānau/caregivers have made this choice is indicative of the numbers for whom MME ECE is available, accessible and valued as being of benefit.

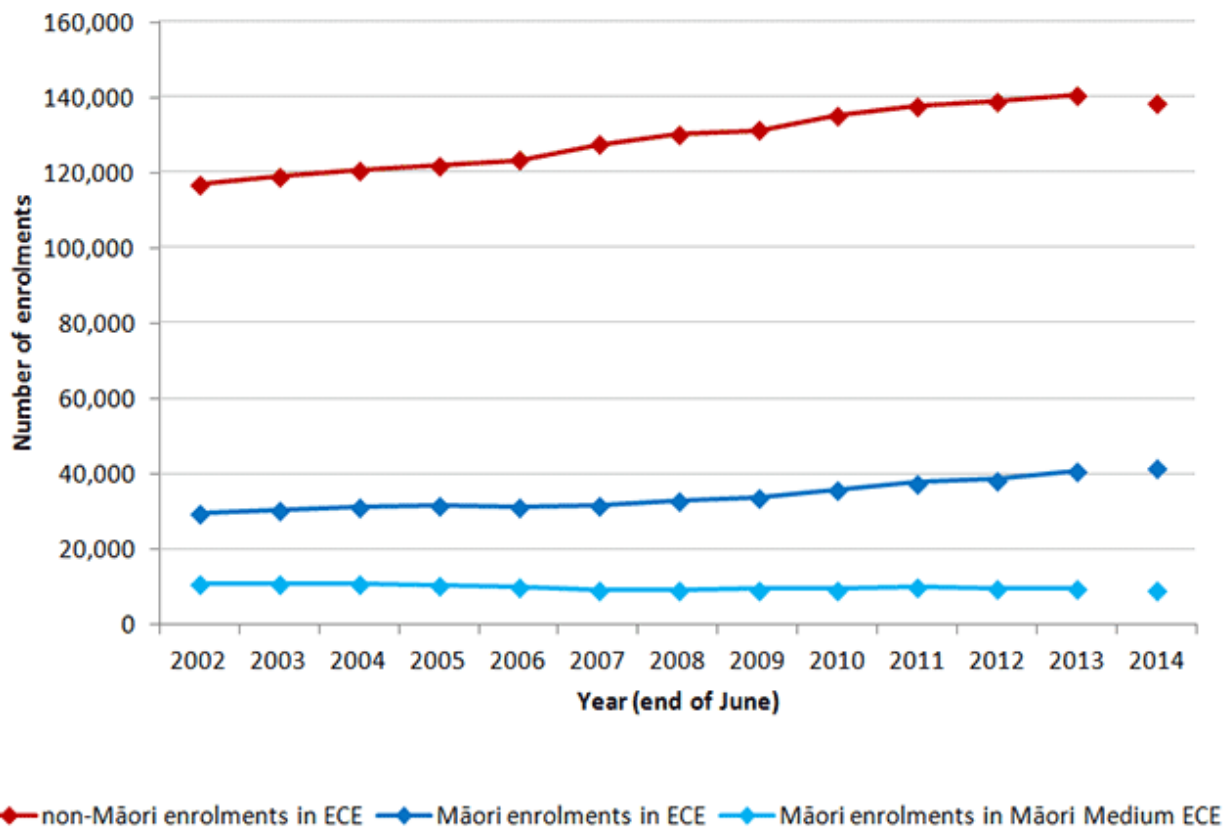
That this set of conditions for Māori Medium education be met is a prerequisite for the protection and revitalisation of the Māori language.

The total number of Māori enrolled in ECE services has increased steadily since 2002 (see figure 1.3).

In contrast, the number of Māori students enrolled in Māori Medium early childhood education decreased by 1,367 children between 2002 (10,831 enrolments) and 2010 (9,464 enrolments).

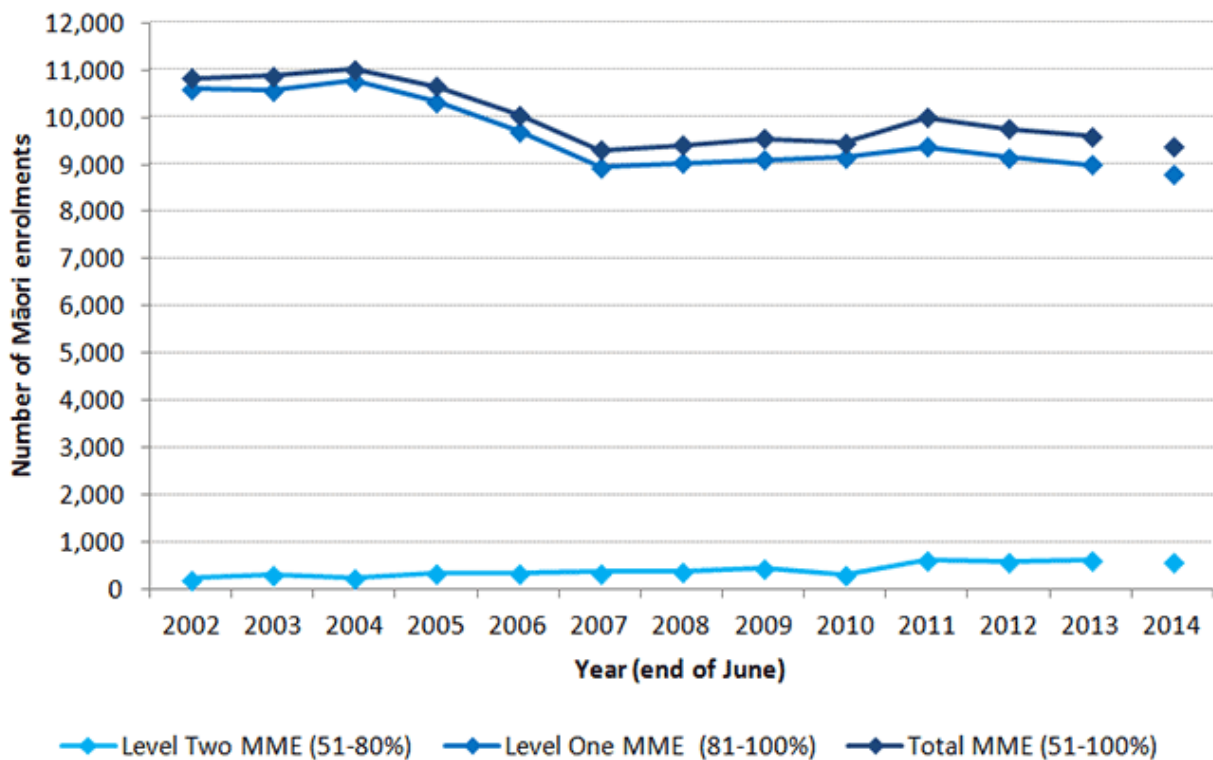
During this time the number of Māori Medium ECE providers decreased by 80 providers.

Figure 1. 3: Enrolments in Early Childhood Education (ECE) Services by medium (2000-2014²)



Since 2010, the proportion of all ECE services which are Māori Medium has remained relatively constant (11-12%) while the number of services has fluctuated (see figure 1.1) and the number of Māori enrolled has increased slightly to 9,609 (2013²). At the same time, the total number of Māori children enrolled in ECE has increased, and therefore a lower proportion of Māori are enrolled in Māori Medium education. This trend would need to be reversed to achieve the outcome of improving the access to Māori medium early childhood education.

Figure 1. 4: Māori Enrolments in Māori Medium ECE Services by immersion level (2002-2014¹)



MĀORI LANGUAGE IN PRIMARY AND SECONDARY EDUCATION

Where we want to go: Ka Hikitia Goals and Actions

GOALS

1. All Māori students are engaged in quality teaching and learning experiences.
2. All stakeholders with a role to play in Māori education success:
 - Have high expectations for all Māori students.
 - Are sharing and growing knowledge and evidence of what works.
 - Are collaborating to achieve excellent education and Māori language outcomes.
3. All Māori students have access to learning pathways of their choice that lead to excellent education and Māori language outcomes.

KEY OUTCOME

All Māori students have access to high quality Māori language in compulsory education.

MEASURES

Ka Hikitia set a goal of increasing participation in Māori language in education to 22% of all students in 2015. Participation is where students are, as a minimum, learning te reo Māori as a separate subject, and at the highest level are being taught the curriculum in or through te reo Māori 81-100% of the time.

It is also important to measure the participation by Māori in Māori Medium Education (MME) at a primary and secondary schooling level. The uptake by Māori of Māori medium primary and secondary education (MME) is indicative of the accessibility and perceived value of te reo Māori in education. Achievement levels in Māori medium education are an indication of how well this pathway is serving these students.

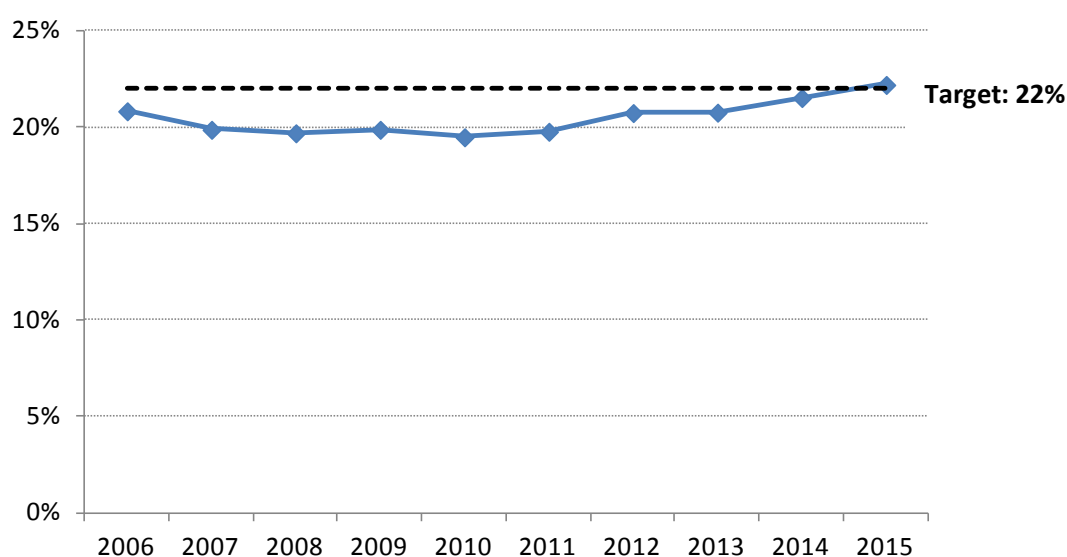
- By 2015, 22% of all students will participate in Māori language in education (primary and secondary education).
- By the end of 2017 85% of Māori students will be achieving at or above their appropriate Ngā Whanaketanga Rumaki Māori in literacy and numeracy

WHERE WE ARE: 2015 DATA

Participation in Māori Language in Primary and Secondary Education

The target that 22% of all students will participate in Māori language in education has been met. In 2015, 22.2% of all students in years 1-13 participated in Māori language in education at levels 1-5. This means that 172,564 students were learning in and through the Māori language, at least as a separate subject (level 5), and up to 100% of the time (level 1). The proportion of all students participating in Māori language in education (levels 1-5) has increased steadily each year since 2010 (19.5%).

Figure 1. 5a: Percentage of all students participating in Māori language in education (2006-2015)



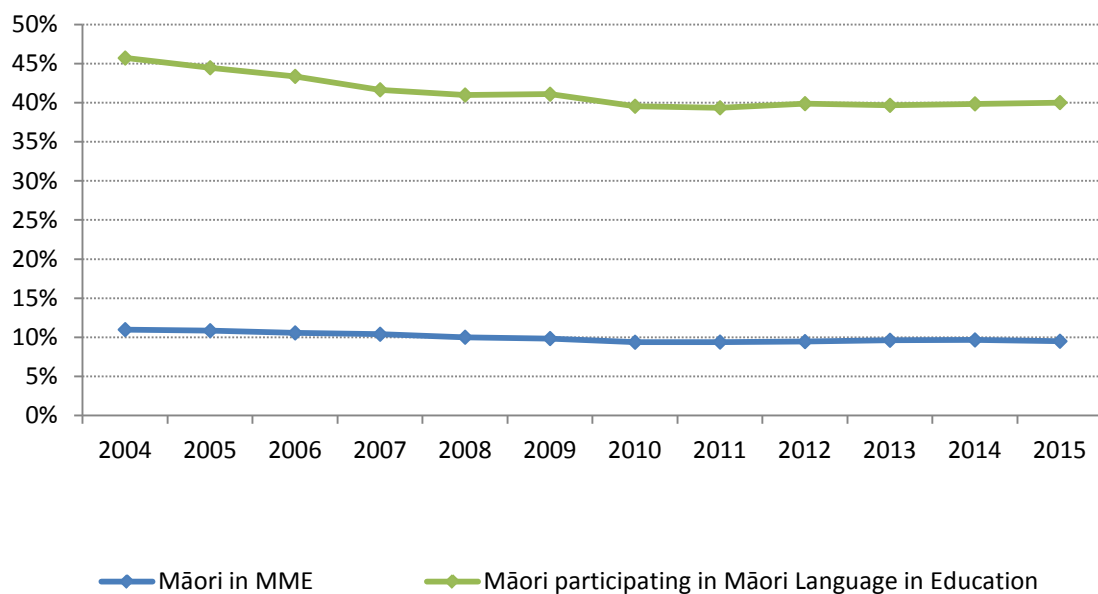
Of all Māori students in years one to thirteen, 40% (73,275 students) were participating in Māori language in education in 2015. This is an increase of 2,051 students (0.1 percentage points) from 2014.

Māori Participation in Māori Medium Education (MME)

The number of Māori students in Māori medium Education (MME) decreased from 17,143 (10.6% of Māori students) in 2006 to 15,916 in 2010 (9.4% of Māori students). Since 2010, the number of students in MME has increased each year to 17,383 in 2015, which equates to 9.5% of all Māori students. Approximately two thirds of these MME students each year since 2006 have been enrolled in level one MME (learning in or through the Māori language 81-100% of the time).

In 2015, 82.9% of Māori MME students were in primary education (years 1-8). This is a typical proportion; since 2006 primary age students have made up 82% to 85% of all MME students.

Figure 1. 5b: Percentage of Māori students participating in Māori language in education by immersion level (2004-2015)



Achievement in Māori Medium Education in Years One to Eight

Kura and schools using Te Marautanga o Aotearoa (the national curriculum for Māori medium) reported their results for Ngā Whanaketanga Rumaki Māori for the third year in 2014. Compared to 2012, on average, there are 1,961 more students' in each of the three literacy subjects of kōrero, pānui and tuhituhi.

This framework for Māori medium is relatively new, and there is a large difference in the sample of schools that supplied data in 2013 compared to 2014. For example, of the 199 schools and kura with Year 1-8 students that were using Te Marautanga o Aotearoa in 2014, 131 provided Ngā Whanaketanga Rumaki Māori data. The proportion of schools that provided data for 2013 **and** 2014 ranges from 36% for Te Ine me te Āhuahanga to 77% for Tuhituhi. Therefore there is a large amount of variability in the raw data, which means that time-series comparisons are inadvisable, and so this report shows only 2014 achievement.

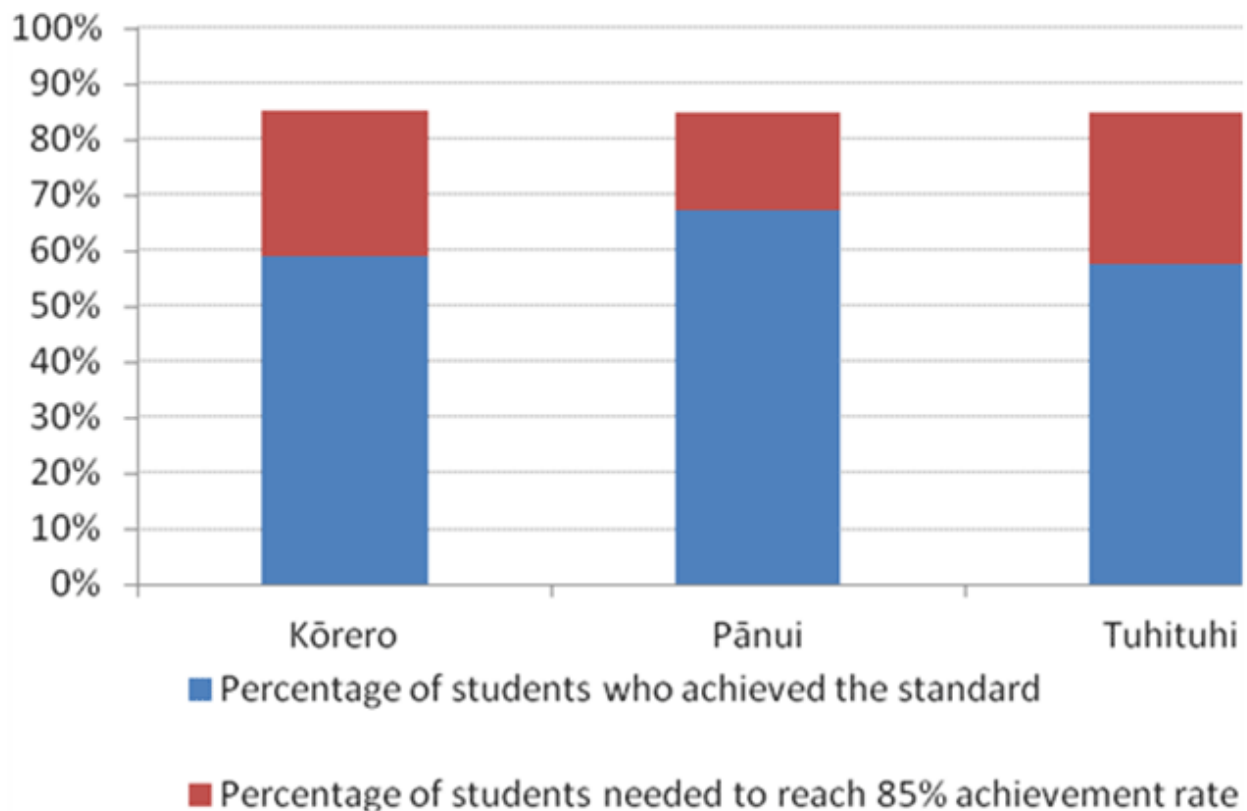
However, the data quality is improving each year, and gives an increasingly accurate 'snapshot' of the true picture. Consistent return of student achievement data in 2015, 2016 and 2017 would allow time-series comparisons to be made about the rate of progress.

The 2014 rate of achievement indicates that more work needs to be done if the target of 85% of students achieving the Ngā Whanaketanga literacy and numeracy standards by the end of 2017 is to be achieved

Literacy Ngā Whanaketanga Rumaki Māori (2014)

In the 2014 sample of Ngā Whanaketanga students' results there were 5,274 students in kōrero with an achievement rate of 59%, 6,143 students in pānui with an achievement rate of 67%, and 6,059 students in tuhituhi with an achievement rate of 58%. Thus the average achievement gap between the results of students in the sample and the target result of 85% of students achieving the Ngā Whanaketanga Rumaki for literacy by 2017 is 23.7%. The achievement gap is smallest for pānui (18%) and largest for tuhituhi (27%).

Figure 1. 6: Achievement rate Ngā Whanaketanga Rumaki Māori in literacy (2014)



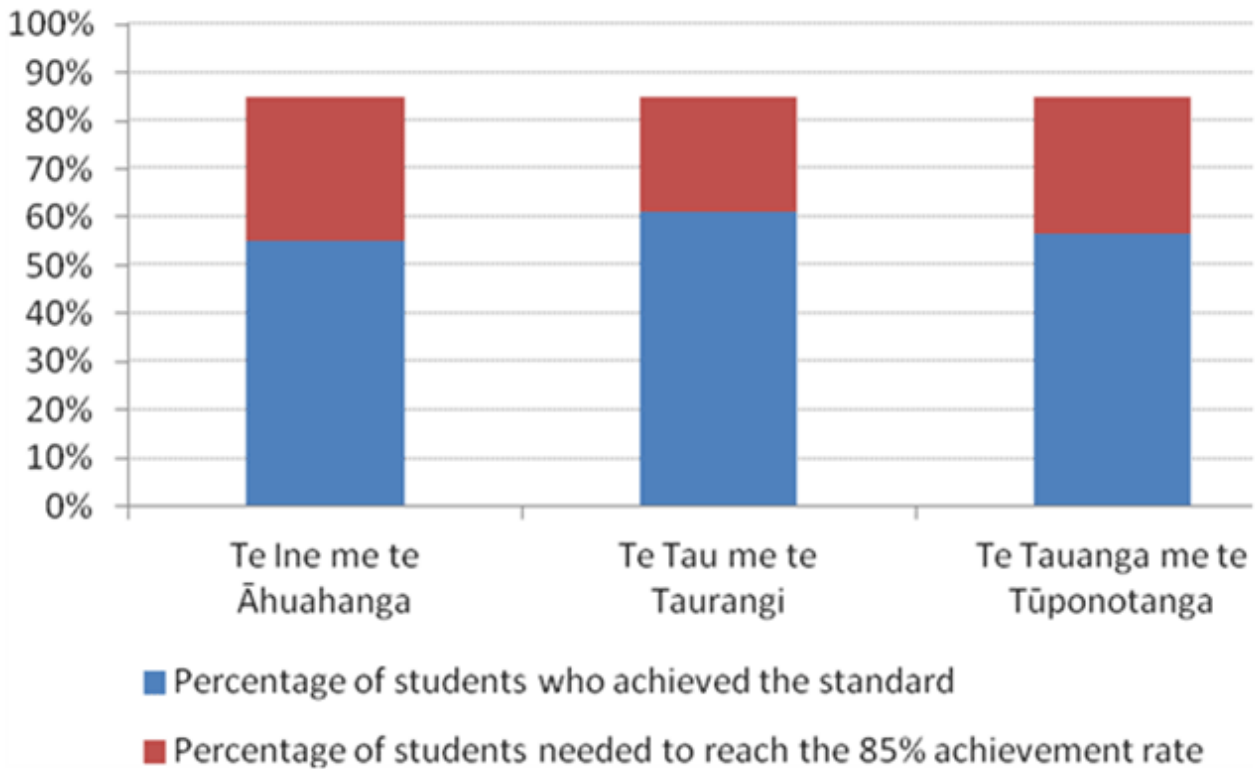
Numeracy Ngā Whanaketanga Rumaki Māori (2014)

The numeracy (pāngarau) component of Ngā Whanaketanga is made up of three categories: Te Ine me te Āhuahanga (Measurement/ Geometry), Te Tau me te Taurangi (Number/ Algebra) and Te Tauanga me te Tūponotanga (Statistics).

The achievement rate was similar for each category (55%-61%) but the number of students in the sample varied. There were 1,651 more student results in Te Tau me te Taurangi (4,639 students) than in Te Tauanga me te Tūponotanga (2,986 students).

The average achievement gap between the results of students in the sample and the target result of 85% of students achieving the Ngā Whanaketanga Rumaki Māori for numeracy by 2017 is 27%.

Figure 1. 7: Achievement rate Ngā Whanaketanga Rumaki Māori in numeracy (2014)



Achievement in Māori Medium Education in Years Nine to Thirteen

Māori who leave school from Māori medium secondary schools are more likely to stay in school until age 17, and more likely to have achieved NCEA Level 2 or above by the time they leave school.

In 2014, 58% of the 12,350 Māori leaving school who were not in MME had achieved NCEA Level 2 or above. This is a 13 percentage point increase since 2009. Of these students 69% had stayed in school until age 17 or above, which is a 7 percentage point increase since 2009 (see figure 1.10).

In the same time period, the percentage of Māori leaving school from MME who had achieved NCEA Level 2 increased by 19 percentage points. Of the 404 Māori leaving school from MME providers in 2014, 75% achieved NCEA Level 2 and 78% had stayed in school until age 17 or above.

It should be noted that the number of Māori leaving MME at a secondary school level is very small, only 3% of all Māori school leavers in 2014 (see figure 1.9). It has increased from 330 leavers in 2009 (2.8% of all Māori school leavers) to 404 leavers in 2014 (3.2% of all Māori school leavers).

Figure 1. 8: Percentage of Māori School Leavers with NCEA Level 2 or above, by medium (2009-2014)

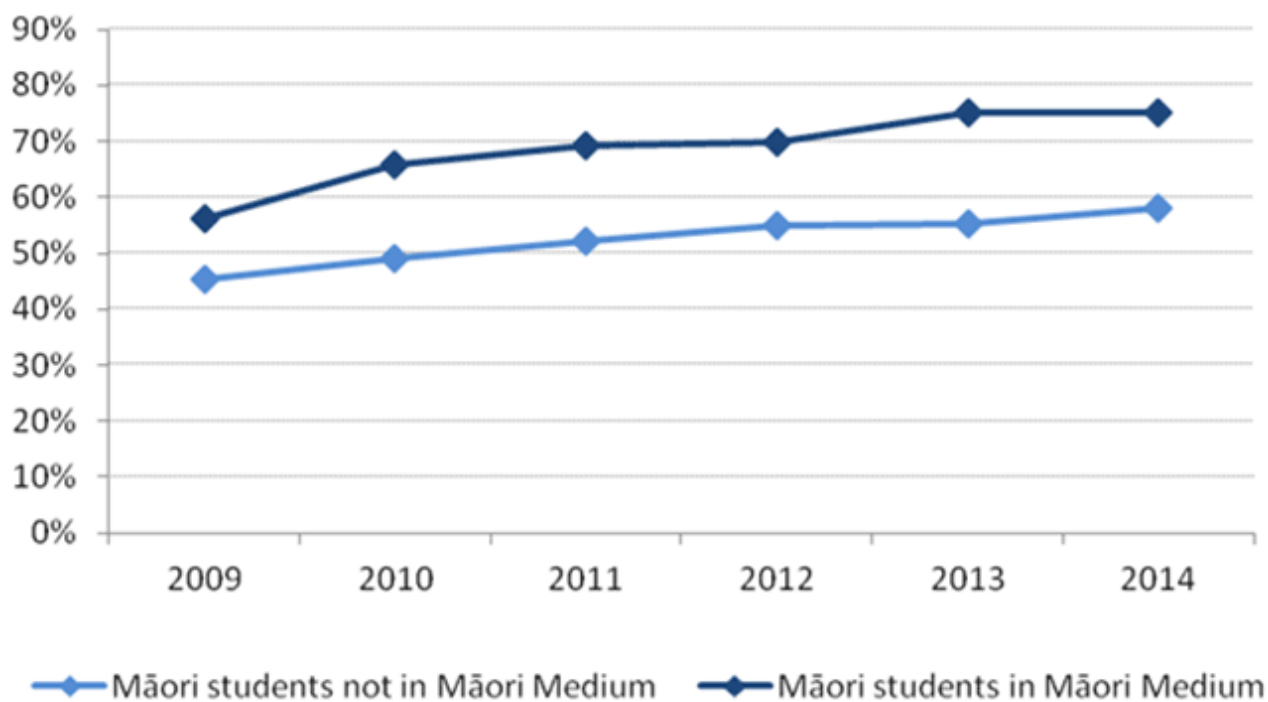


Figure 1. 9: Number of Māori school leavers, by medium (2009-2014)

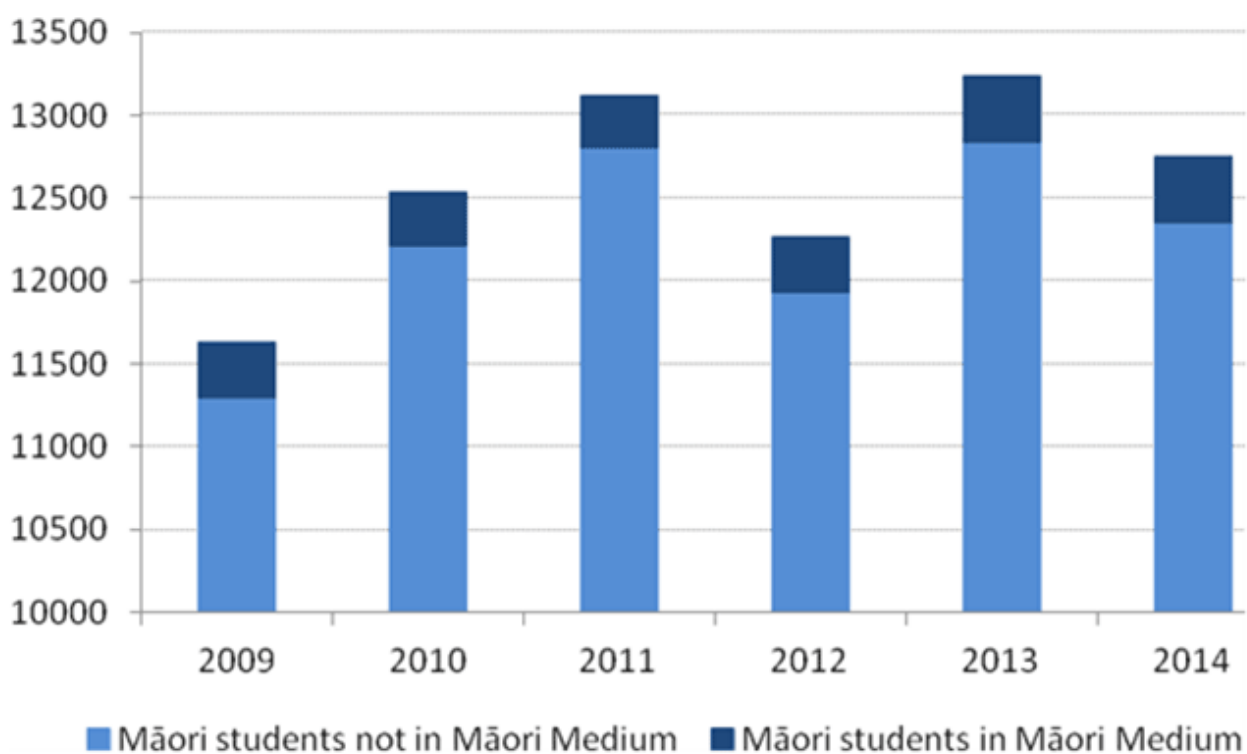
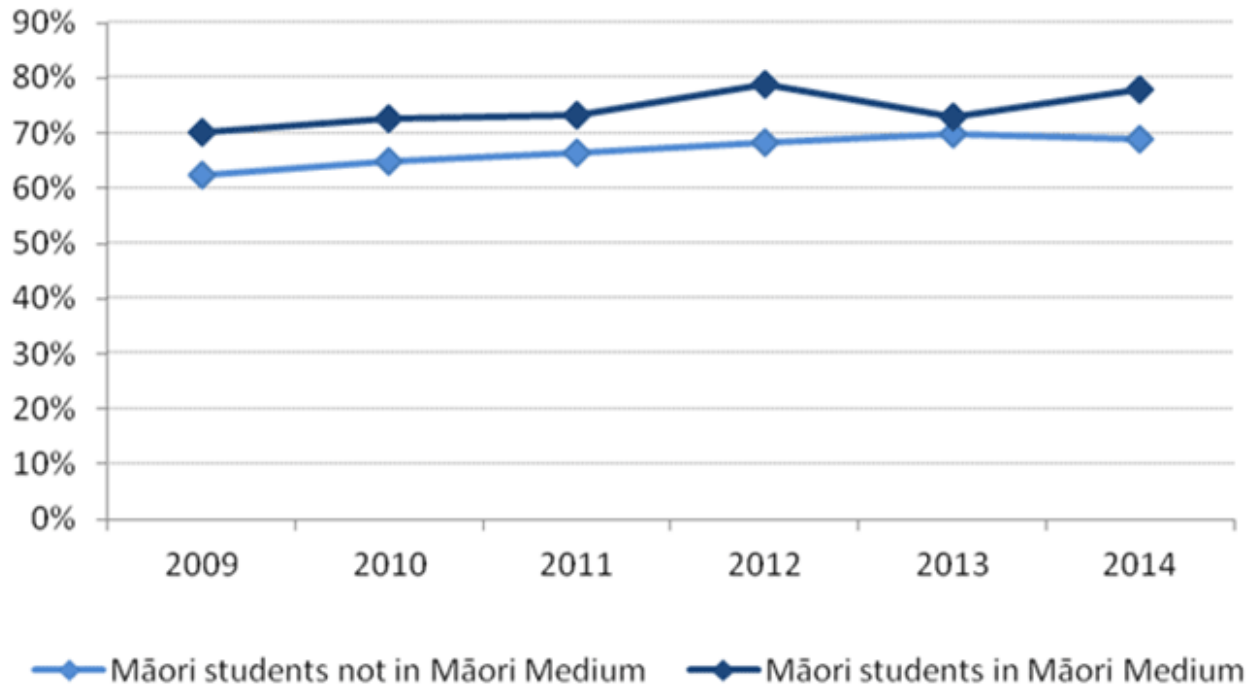


Figure 1. 10: Retention of Māori Students to age 17, by medium (2009-2014)



MĀORI LANGUAGE IN TERTIARY EDUCATION

Where we want to go: Ka Hikitia Goals and Actions

GOALS

Of the four goals outlined in Ka Hikitia for tertiary education, one relates specifically to Māori language:

- Increase participation and completion in Māori language courses at higher levels, in particular to improve the quality of Māori language teaching and provision.

MEASURES

- The number of students enrolled in Māori language qualifications at a tertiary level increases.
- The number of tertiary students enrolled in Māori Medium Initial Teacher Education increases.
- The number and rate of students completing tertiary Māori language qualifications increases.

WHERE WE ARE: 2014 DATA

There were 11,445 domestic students enrolled in te reo Māori at a tertiary level in 2008³

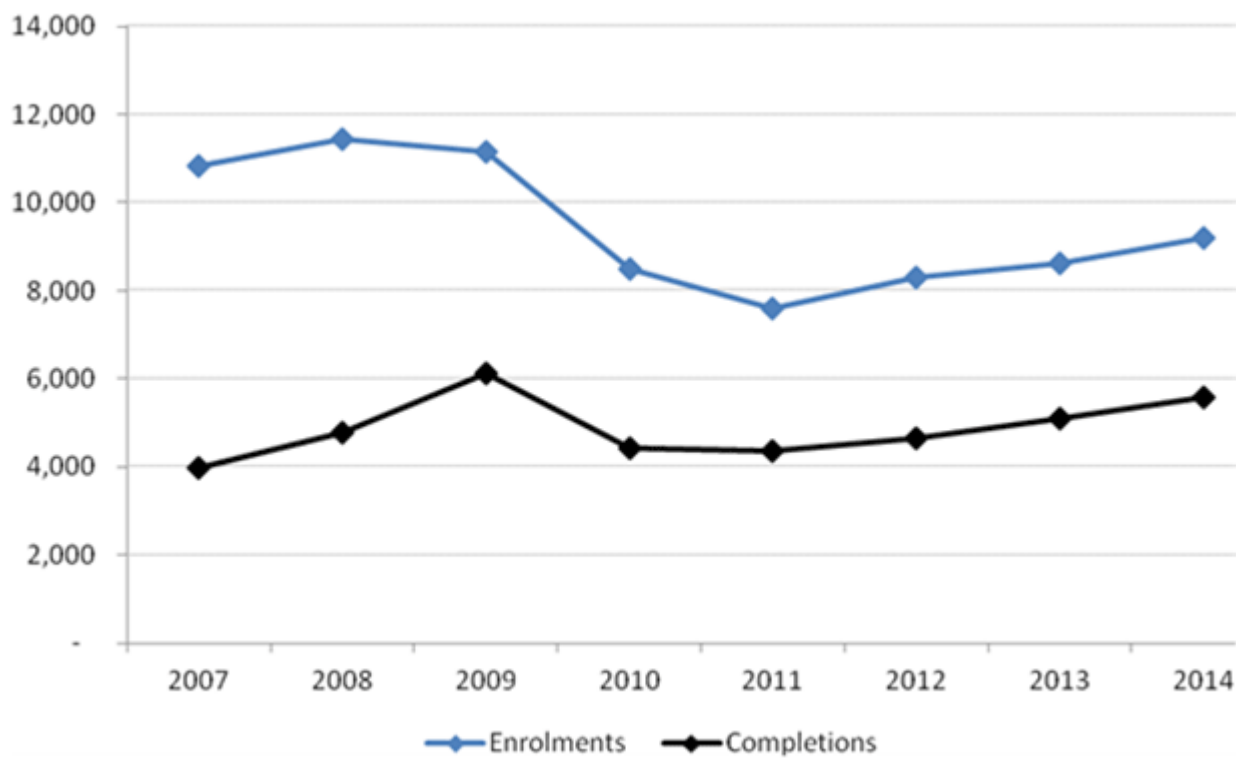
This number decreased abruptly by 3,570 students to 7,600 in 2011. Since 2011, numbers of students enrolled in te reo Māori qualifications has increased steadily to 9,200 students in 2014.

Completions of te reo Māori tertiary qualifications have followed a similar pattern. 6,130 students completed the qualification in 2009, 2,170 more than in 2007. Overall the number of students completing tertiary level te reo Māori qualifications has followed an upward trend since 2007⁴

³ This includes all students in a qualification with New Zealand Standard Classification of Education (NZSCED) 091502. It does not include students enrolled in other qualifications taking te reo Māori courses.

⁴ It should be noted that tertiary institutions can and do continue to return results for previous years, and so completion data is **provisional only**, particularly for the most recent years.

Figure 1. 11: Total number of domestic students enrolled in and completing tertiary te reo Māori qualifications



The number of enrolments and completions in Māori Medium Initial Teacher Education increased by 235 enrolments and 140 completions since 2008, to 750 enrolments and 215 completions in 2014.² The bulk of these were in the primary sector (see figure 1.13). Total enrolments peaked in 2011 and 2012 at 990 students; they have decreased in 2013 and 2014. The data shows that the number and proportion of teachers completing their initial teacher training in Māori Medium has increased over the previous five years. The proportion of all ITE students enrolled in MME has remained constant (6% in 2012 to 2014). The proportion of all ITE completions which are in Māori Medium was 2% in 2008, and has trended upward since then, although it has fluctuated from year to year.

Figure 1. 12: Total number of students enrolled in and completing Māori Medium Initial Teacher Education qualifications (2008-2014)³

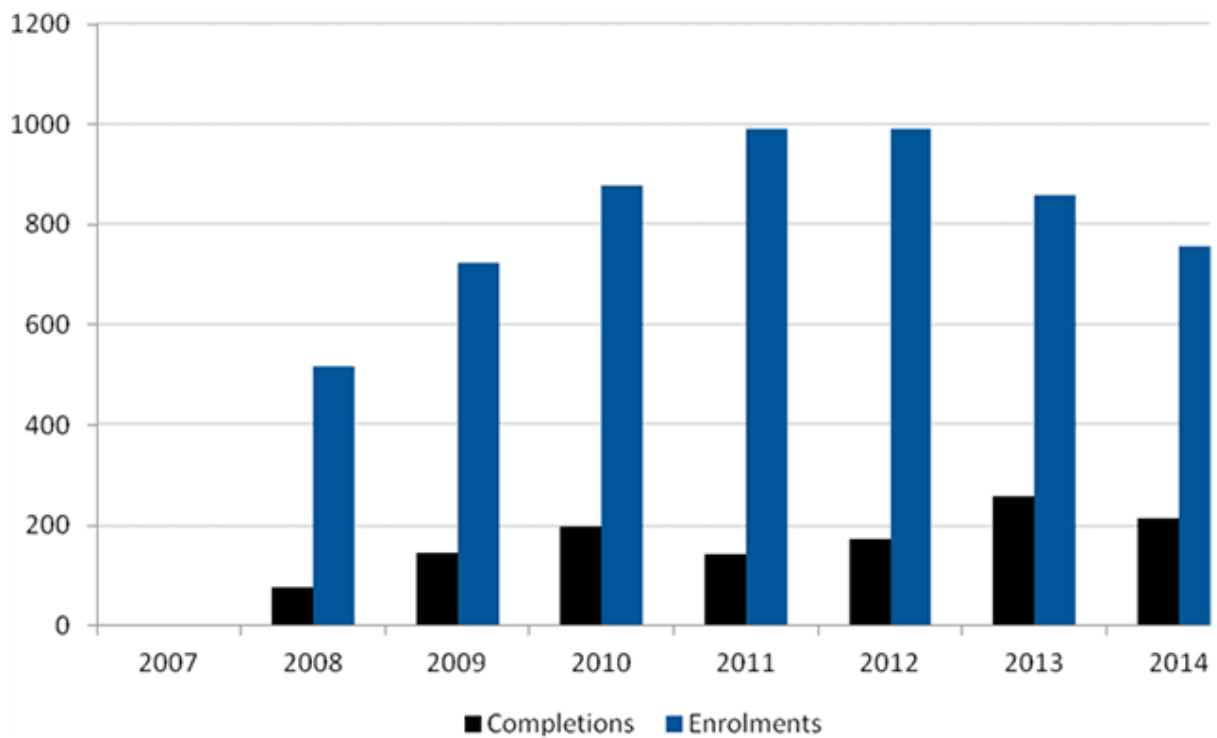
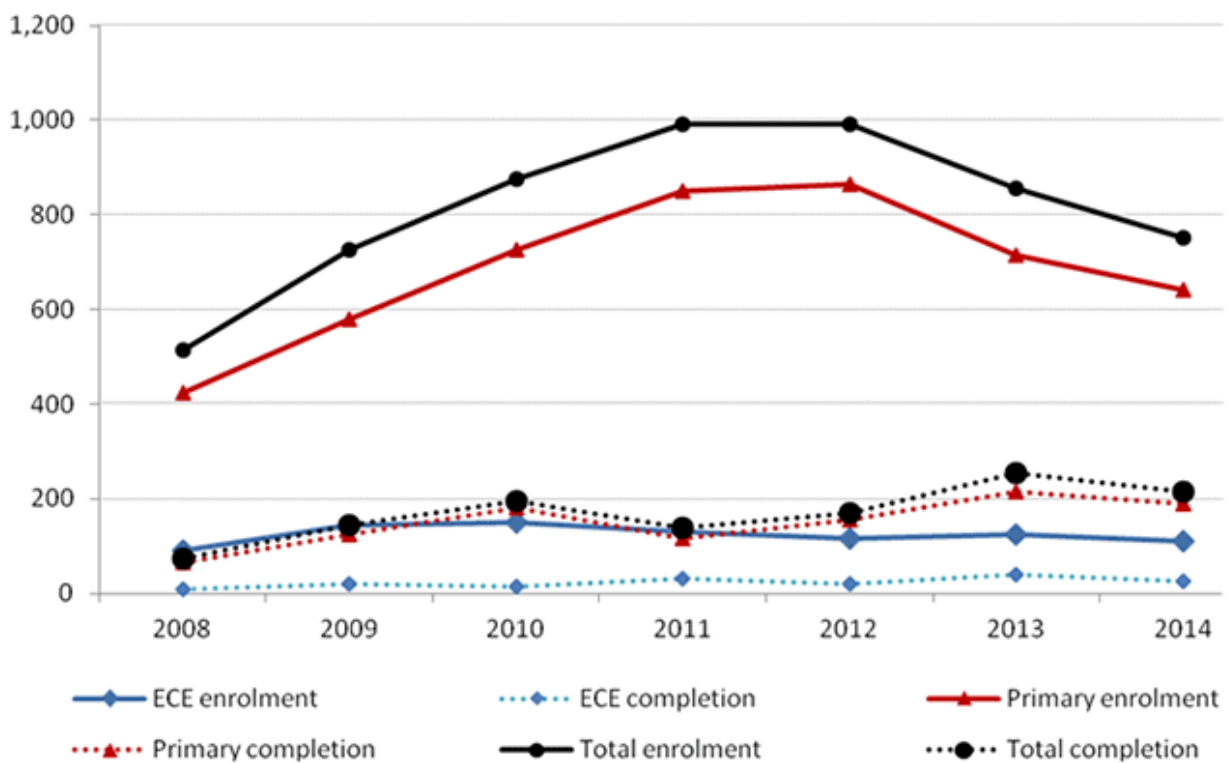


Figure 1. 13: Total number of students enrolled in and completing Māori Medium Initial Teacher Education qualifications, by sector (2008-2014)³





Focus Area 2: Early Childhood Education

FOCUS AREA 2: EARLY CHILDHOOD EDUCATION

INTRODUCTION

Why this is a focus area

Strong early learning experiences provide critical foundations for success in later education. While the number of Māori children participating in quality early learning is increasing, Māori children still have lower rates of participation in early learning compared with the national participation rate.

Increasing participation by Māori to the national participation rate, and to the Better Public Services (BPS) goal of 98% in 2016, will increase the number of Māori who receive this foundation for success in later education.

Where we want to go: Ka Hikitia Goals and Actions

GOALS

1. All Māori parents and whānau are accessing their choice of high quality early childhood education
2. All parents and whānau are providing high quality early learning experiences (education and language).

MEASURES

- In 2016, 98% of Māori children starting school will have participated in quality early childhood education
- By 2017, 85% of early childhood education services reviewed by ERO will be working to some extent or to a high extent in partnership with Māori whānau.

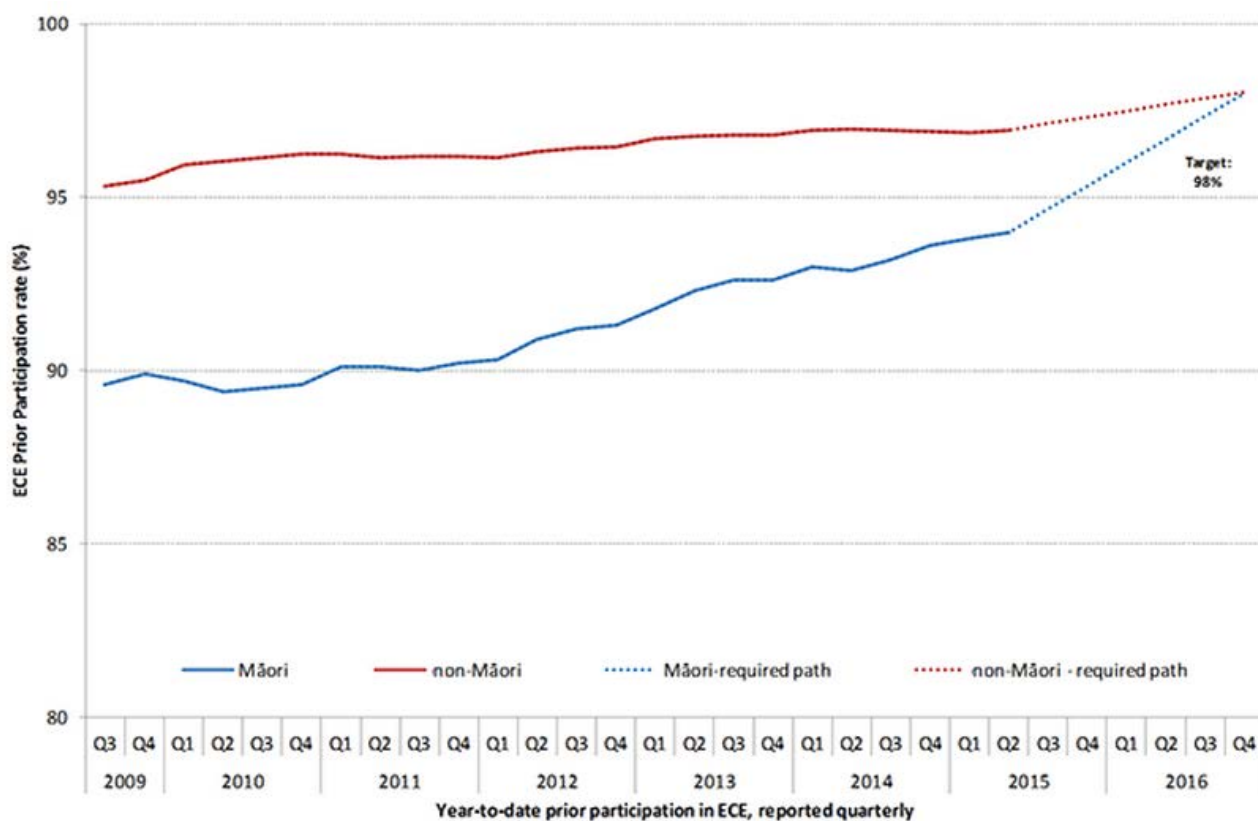
PRIOR PARTICIPATION IN ECE

Between June 2014 and June 2015, the proportion of Māori children having participated in early learning before enrolling in school rose 1.1 percentage points to 94% (14,896 children). The increase was 0.8 percentage points larger than the national increase (0.3 percentage points) and was a larger percentage point increase than European/Pākehā, Pasifika, Asian or 'Other' ethnicities experienced in the same time period.

Māori participation in early learning has increased at a faster rate than non-Māori. As a result the participation gap between Māori and non-Māori has narrowed from 6.6 percentage points in 2010 to 2.9 percentage points in 2015 (year ending June).

The target is that 98% of all Māori new school entrants in 2017 have prior participation in early learning. Despite the positive increases to date, action still needs to be taken to meet this target.

Figure 2. 1: Percentage of new entrants with prior participation in early childhood education (2009-2014)



QUALITY ECE

Access to quality early learning can be supported through increasing provision of quality, culturally responsive early learning opportunities.

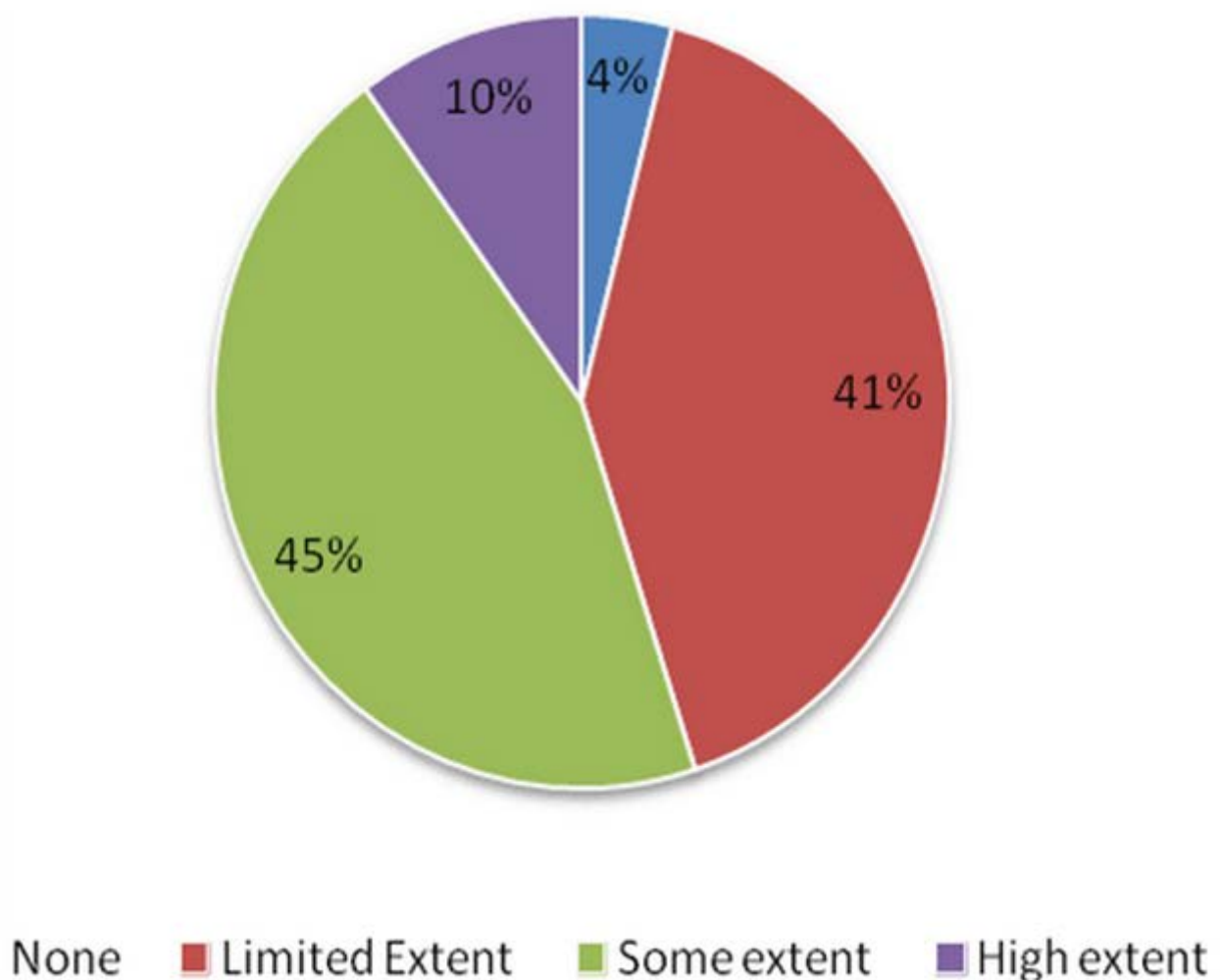
In 2012, ERO published a report evaluating how early childhood services work in partnership with the whānau of Māori children. The report was based on data gathered from a nationally representative sample of 374 early learning services. It found that, while 78% of the services built positive relationships with whānau only 10% had built effective, culturally responsive partnerships. An additional 45% were categorised as working to some extent in partnership with whānau Māori.

Ka Hikitia sets the target that, by 2017, 85% of early childhood education services reviewed by ERO will be working to some extent or to a high extent in partnership with Māori whānau. This would be an increase of thirty percentage points over five years from the 55% which met this criteria in 2012.

Partnership with Whānau Māori in Early Childhood Services defines effective partnership as having occurred when early learning educators and whānau have:

- Developed a shared understanding of how to work together to design a curriculum that is responsive to the needs of Māori children and aspirations of their whānau.
- Educators consciously plan and use teaching and learning strategies and contexts that are linked to whānau contexts.
- Worked together to ensure that educators use te reo Māori and practise tikanga appropriately for the diverse needs of Māori in their centre.

Figure 2. 2: ERO findings on the extent to which ECE service providers' work in partnership with whānau Māori⁵



Since 2012, there has not been a follow-up national report on the extent to which ECE providers are working in partnership with whānau, and progress towards the 85% target cannot be assessed at this time.

⁵ Education Review Office. (2012). *Partnership with Whānau Māori in Early Childhood Services*. p11



Focus Area 3: Primary and Secondary Education

FOCUS AREA 3: PRIMARY AND SECONDARY EDUCATION

INTRODUCTION

Why this is a focus area

The largest numbers of Māori students in formal education are in primary and secondary school. Māori students in English medium schools are more likely to have lower levels of achievement in literacy, numeracy and science than non-Māori students. If not addressed early, students are likely to fall behind and will be at risk of disengaging in the early years of their education.

Ninety percent (183,079 students) of Māori in primary and secondary education are in English-medium schools. Lifting the performance of the education system for these students is vital to realising the *Ka Hikitia* vision of Māori achieving and enjoying academic success as Māori.

The literacy and numeracy skills gained at primary school during Years 1-8 are essential skills upon which all other learning is based. Students who achieve the National Standards for these essential skills have the ability to gain the necessary prerequisites to move on with more challenging areas of education.

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

Despite recent improvements, many Māori students are leaving education early and without the skills and qualifications they need to reach their potential.

Where we want to go: Ka Hikitia Goals and Actions

GOALS

1. All Māori students are engaged in quality teaching and learning experiences.
2. All stakeholders with a role to play in Māori education success:
 - Have high expectations for all Māori students.
 - Are sharing and growing knowledge and evidence of what works.
 - Are collaborating to achieve excellent education and Māori language outcomes.
3. All Māori students have access to learning pathways of their choice that lead to excellent education and Māori language outcomes.

MEASURES

By the end of 2017:

- 85% of Māori students will be achieving their appropriate National Standard in literacy and numeracy.
- 85% of the Māori who turn 18 in 2017 will achieve a minimum of NCEA Level 2.
- Māori school leavers will achieve NCEA Level 3 on par with non-Māori school leavers.

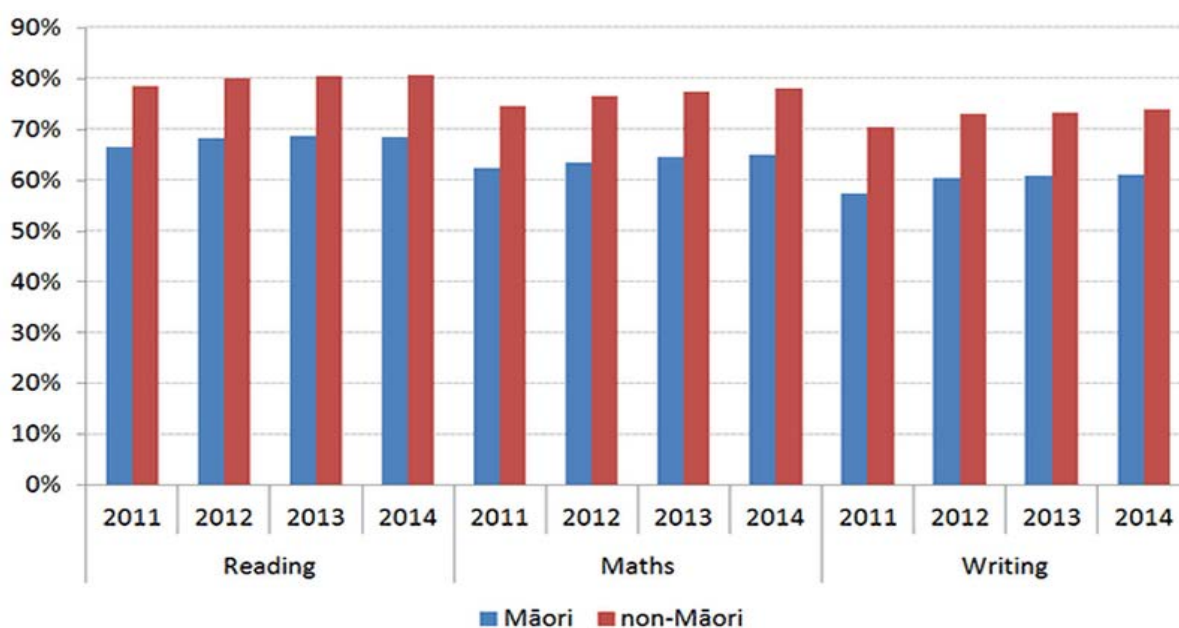
NATIONAL STANDARDS

The National Standards are descriptions of what students should know and be able to do in reading, writing and mathematics in years one to eight of their education. They set clear, consistent expectations for learning and are designed to support students in developing key competencies and strong foundations for achievement in all learning areas. They are designed so that students who achieve the standards will be on track to achieve at least NCEA Level 2 in Year 12 at secondary school.

Since National Standards achievement data was first collected in 2011, Māori students' progress against National Standards has improved each year, although the rate of progress has slowed between 2013 and 2014 compared to previous years. Current achievement levels show 68.6% are at or above the expected level in reading, 65.0% are at or above the expected level in mathematics and 61.2% are at or above the expected level in writing.

Despite displaying positive increases to date, significant action needs to be taken to ensure the outcome measure of 85% of Māori students achieve the National Standard in literacy and numeracy in 2017.

Figure 3. 1: Proportion of learners in years 1-8 achieving at or above the National Standards, by subject and ethnicity (2011-2014)



ENGAGEMENT IN SCHOOL: ATTENDANCE, STAND-DOWNS AND SUSPENSIONS

A student's engagement, their 'opportunity to learn', is an essential part of helping students to reach their educational potential and obtain the prerequisites for higher education and training or for many entry-level jobs. Non-attendance, stand-downs and suspensions are indicators that this pre-requisite engagement is not occurring. A decreasing rate of these indicators for Māori will be an indication of progress toward the *Ka Hikitia* vision for Māori educational success.

Although these indicators still occurred at higher rates in Māori than in non-Māori in 2014, the gap between Māori and non-Māori continues to narrow.

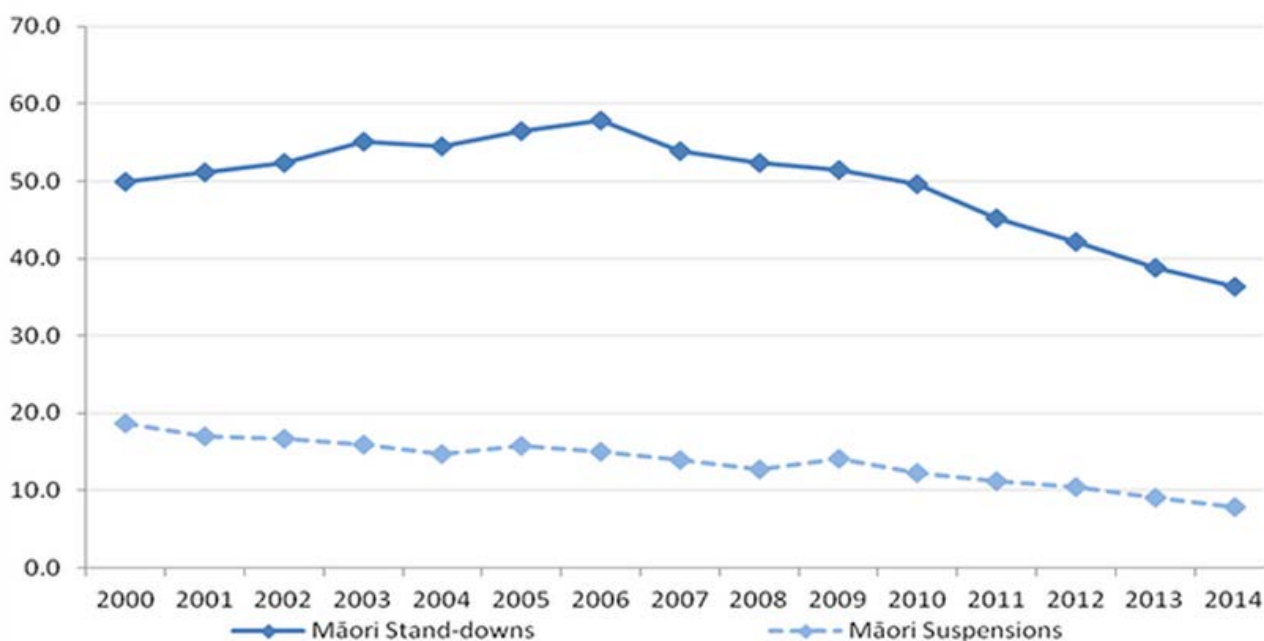
In 2014, Māori students had an unjustified absence rate of 7.4%. This is a higher rate than Pasifika (6.4%), European/Pākehā (3.3%) and Asian students (3.0%). Unjustified absences are correlated with age, and were highest for all ethnicities in years 10-13 (typically 14-18 years old).

In 2014, 36.4 Māori students per 1,000 were stood down. This is the highest rate of any ethnicity; 1.5 times higher than the rate for Pasifika (24.7 per 1,000) and 2.5 times higher than the rate for European/Pākehā students (14.8 per 1,000).

Schools are suspending more Māori students than students from any other ethnic group. In 2014 the age standardised suspension rate for Māori students (7.8 suspensions per 1,000) was twice as high as for Pasifika students (3.9 suspensions per 1,000) and over three times as high as for European/Pākehā students (2.6 suspensions per 1,000).

However, there has been a decrease in the Māori rate of both stand-downs (by 13.6 students per 1,000) and suspensions (by 10.8 students per 1,000) between 2000 and 2014. Since 2013 the rate of stand-downs has decreased by 2.4 students per 1,000 and the rate of suspensions has decreased by 1.2 students per 1,000.

Figure 3.2: Age-standardised rate of stand-downs and suspensions per 1,000 Māori students (2000-2014)



NCEA LEVEL 1 LITERACY AND NUMERACY

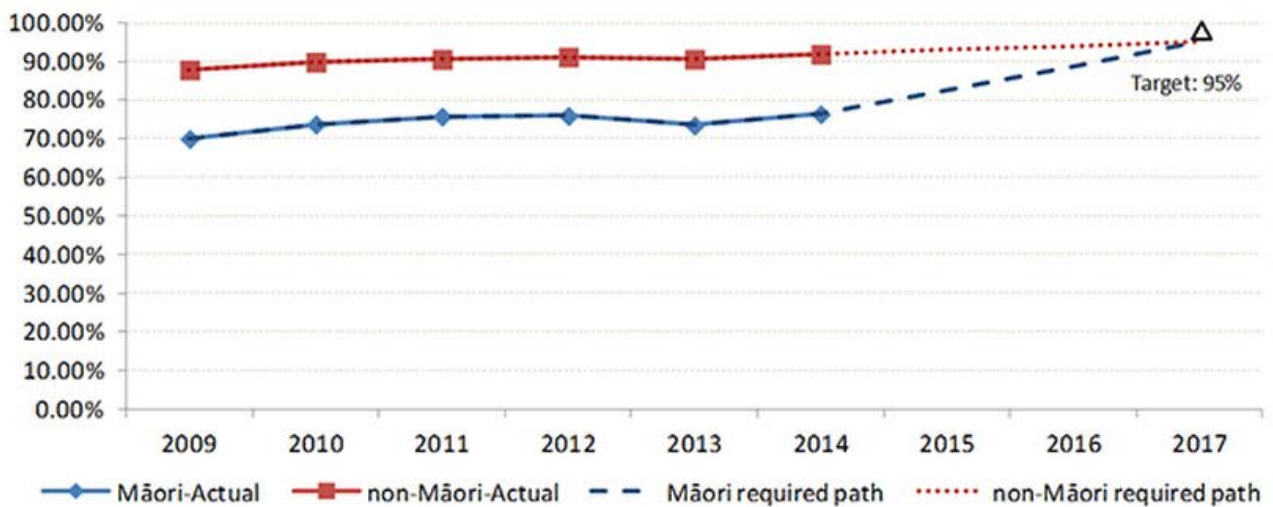
A good level of literacy and numeracy obtained from schooling is vital for establishing foundations needed for lifelong learning.

The percentage of Māori school leavers in 2014 who achieved NCEA Level 1 literacy and numeracy was 76.4%; an increase from 70.0% in 2009.

As a result the gap between the proportion of Māori and non-Māori school leavers with this literacy and numeracy qualification has decreased by 2.3 percentage points between 2009 and 2014. However there is still a 15.5 percentage point gap between Māori and non-Māori.

The target for 2017 is to have 95% of all Māori school leavers achieving NCEA Level one literacy and numeracy requirements. Even with the positive increases to date, action still needs to be taken to achieve this.

Figure 3.3: Proportion of school leavers with NCEA Level 1 literacy and numeracy requirements, by ethnic group (2009-2014)



SCHOOL LEAVER'S HIGHEST ATTAINMENT

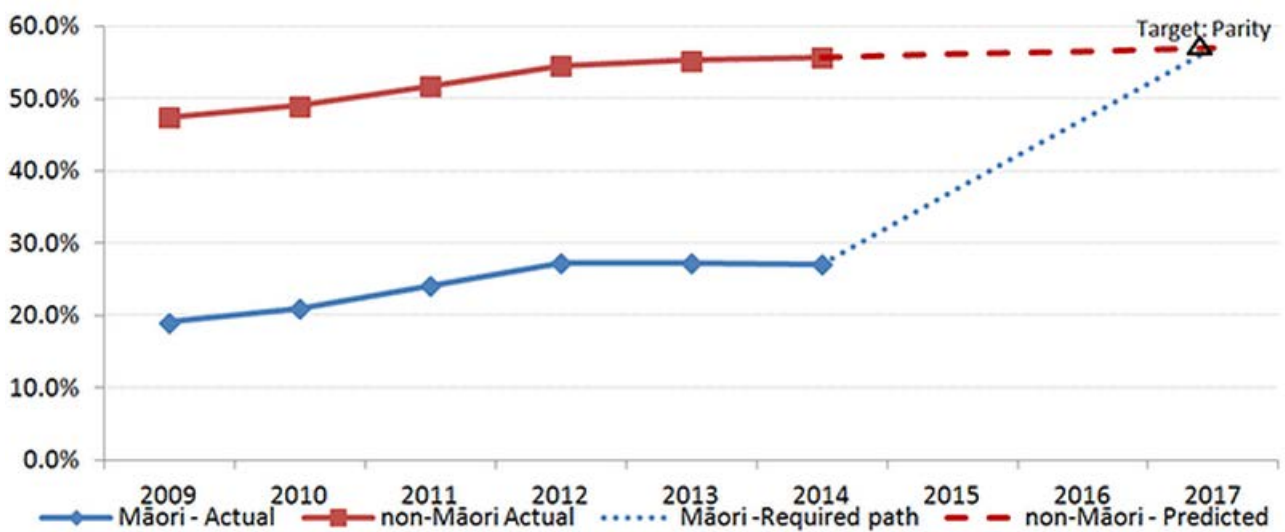
This indicator is a measure of those students who successfully achieve a full senior secondary school education. Success is measured by the attainment of NCEA Level 3 (the qualification typical of Year 13) or above.

In 2014, the University Entrance criteria were strengthened and as a result the increase on previous year's achievement has slowed for all ethnicities.

From 2009 to 2014, the proportion of Māori school leavers achieving NCEA Level 3 or above has increased from 19.1% in 2009 to 27.2% in 2014, an increase of 8.1 percentage points. During this same period, the proportion of non-Māori school leavers achieving NCEA Level 3 or above has increased from 47.5% to 55.8%, an 8.3 percentage point increase.

Although there has been a significant increase in the proportion of Māori school leavers achieving NCEA Level 3 or above, the gap between Māori and non-Māori achievement has widened since 2009. It is unlikely that the goal of parity will be achieved in 2017.

Figure 3.4: Proportion of school leavers gaining NCEA Level 3 or university entrance award, by ethnic group (2009-2014)



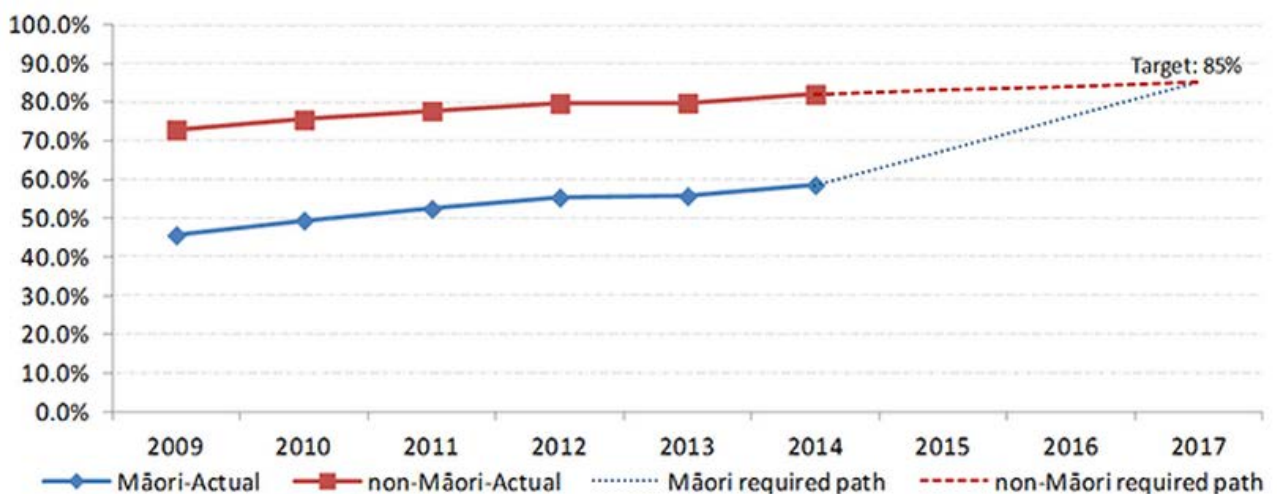
18-YEAR-OLDS WITH NCEA LEVEL 2 OR ABOVE

An NCEA Level 2 qualification gives people opportunities in terms of further education and employment, contributes to better health outcomes and to a better quality of life.

Since 2011, there has been a 10.6 percentage point increase in the proportion of Māori 18-year-olds achieving NCEA Level 2 or above, to 67.7% in 2014. As a result of this increase, the gap in achievement between Māori and non-Māori has narrowed 4.8 percentage points since 2011.

Despite the positive increases to date, action still needs to be taken if the target of 85% of Māori 18-year-olds achieving NCEA Level 2 or equivalent in 2017 is to be met.

Figure 3. 5: Proportion of 18-year-olds with at least NCEA Level 2 or equivalent, (2009-2014)



MĀORI REPRESENTATION OF SCHOOLS' BOARD OF TRUSTEES

To be successful in realising the *Ka Hikitia* vision of all Māori achieving academic success, all stakeholders with a role to play in Māori education success must have high expectations for Māori students and collaborate to realise them.

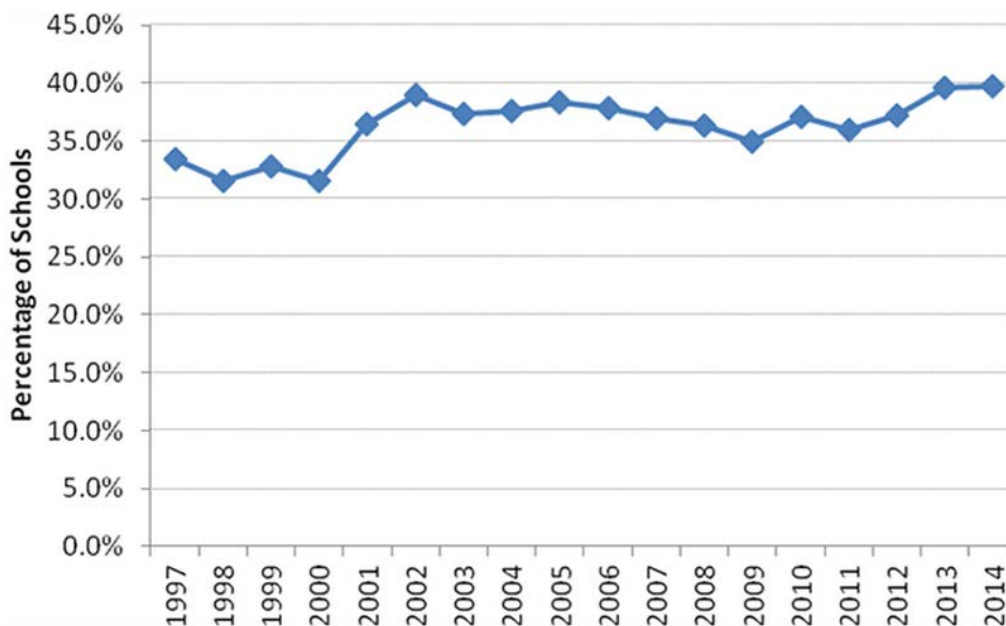
School boards of trustees are responsible for the governance of the school or kura. Promoting the value of board membership to Māori parents, whānau, hapū, iwi and communities is identified as an important way to ensure governance decisions support strong outcomes for Māori students. The extent to which a school's Board of Trustees is representative of the proportion of Māori students attending the school is indicative of how successful this promotion has been.

In 2014, there were 1,910 schools with sufficient numbers of Māori students that, for the students to be fairly represented, we would expect to have at least one Māori parent on the school board of trustees. This expectation is based both on the number of Māori students and the number of positions on the board.

The proportion of schools with fair Māori representation has fluctuated, but trended upward since 1997, from 33.5% in 1997 to 39.7% in 2014. The number of Māori parent representatives in the remaining 60.3% (1,152 schools) does not reflect the number of Māori students in these schools.

Demographics such as family size may contribute to this under-representation. Based on the 2013 Population Census, for every 10 school aged Māori children (5-19 years old) there are 12 Māori adults aged 25 to 49. In comparison there are 16 non-Māori adults for every 10 non-Māori children.

Figure 3. 6: Proportion of schools with fair Māori representation on their Board of Trustees (2000-2014)





Focus Area 4: Tertiary Education

FOCUS AREA 4: TERTIARY EDUCATION

INTRODUCTION

Why this is a focus area

Higher-level tertiary qualifications, including vocational education and training at NZQF levels 4 to 6 and at bachelor's level and above, have the greatest benefits for students. Qualifications at these levels increase students' future income and employment opportunities. Māori with a NZQF qualification at level four or above are more likely to be employed and earn higher incomes. Māori with post-school qualifications are also more likely to live longer.

Historically, there has been a significant participation and achievement gap between Māori and non-Māori in tertiary education. The earnings premium for Māori who completed tertiary qualifications in 2011 was greater than for non-Māori, suggesting that tertiary education qualifications tend to reduce the disparities between the earnings of Māori and non-Māori.⁵ After graduation, Māori and non-Māori graduates earnings are similar for the first two years but there is a significant gap five years after training. This gap was largest for those who complete level 1 to 4 certificates, smallest for bachelors and other level 7 qualifications, and was reversed for Māori doctorate graduates who earned more than their non-Māori counterparts five years after study.

Finally, the *Outcomes of tertiary education for Māori* report found that Māori graduates lower quartile earnings declined most against non-Māori graduates in the years after study, and concluded that the implication was that Māori were more likely to be working part time/lower paying jobs.⁶ Closing this gap contributes to better health outcomes for future generations of Māori and reduced inequity.

⁶ Mahoney, P (2014) [The outcomes of tertiary education for Maori graduates](#).

Where we want to go: Ka Hikitia Goals and Actions

GOALS

There are four tertiary education goals outlined in Ka Hikitia-Accelerating Success. One relates specifically to Māori language in education and so is covered in focus area one. The other three are more general goals for Māori in tertiary education:

1. Māori participate and achieve at all levels at least on par with other students in tertiary education
2. Māori attain the knowledge, skills and qualifications that enable them to participate and achieve at all levels of the workforce
3. Grow research and development of mātauranga Māori across the tertiary sector.

KEY OUTCOME:

Māori participate and achieve at all levels at least on par with other students in tertiary education

MEASURES:

- The proportion of Māori who attain a NZQF Level 4 or above qualification by age 25 increases
- Employment outcomes for Māori improve

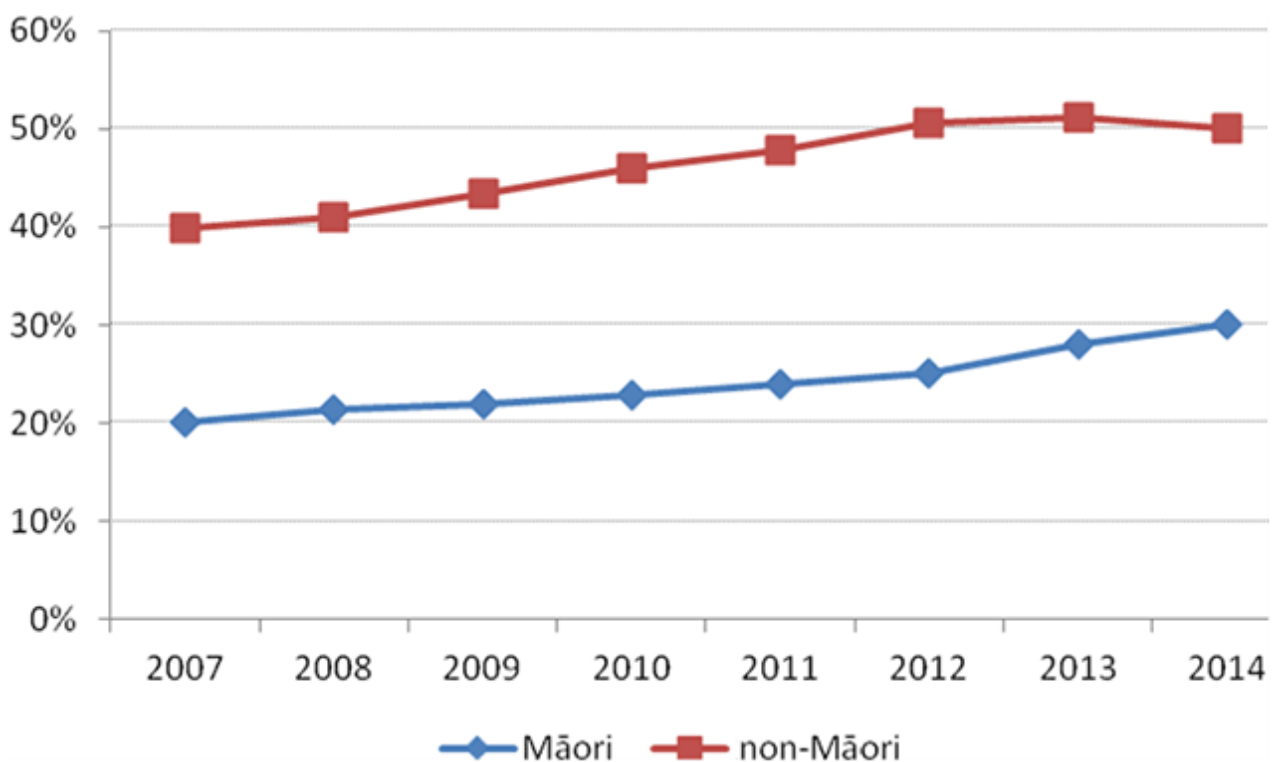
PROPORTION OF 25-YEAR-OLD MĀORI WHO HAVE COMPLETED A QUALIFICATION AT LEVEL 4 OR ABOVE THROUGH THE NEW ZEALAND TERTIARY SYSTEM

The proportion of 25 year old Māori who have completed a Level 4 qualification or above by age 25 has increased each year since 2007 to 30% (3,880) in 2014, a total increase of ten percentage points and 1,795 Māori.⁷

Over the same time period, the proportion of the total population has increased from 40% to 50%, a total increase of ten percentage points and 7,060 non-Māori.

The *Ka Hikitia* goal of an increase in the proportion of Māori who attain a NZQF Level 4 or above qualification by age 25 has been achieved. However between 2007 and 2014 there has consistently been a gap of at least twenty percentage points between the proportions of Māori and non-Māori twenty-five year olds who have completed a tertiary qualification at NZQF Level 4 or above. To achieve the vision of Māori participating and achieving at all levels of tertiary education at least on par with other students, the number of Māori entering tertiary qualifications must continue to increase.

Figure 4.1: Proportion of the 25 year old population who have completed a qualification at Level 4 or above through the New Zealand tertiary education system, by ethnicity (2007-2014)



⁷ Source: Statistics New Zealand, Household Labour Force Survey (customised data)

EMPLOYMENT RATE FOR MĀORI

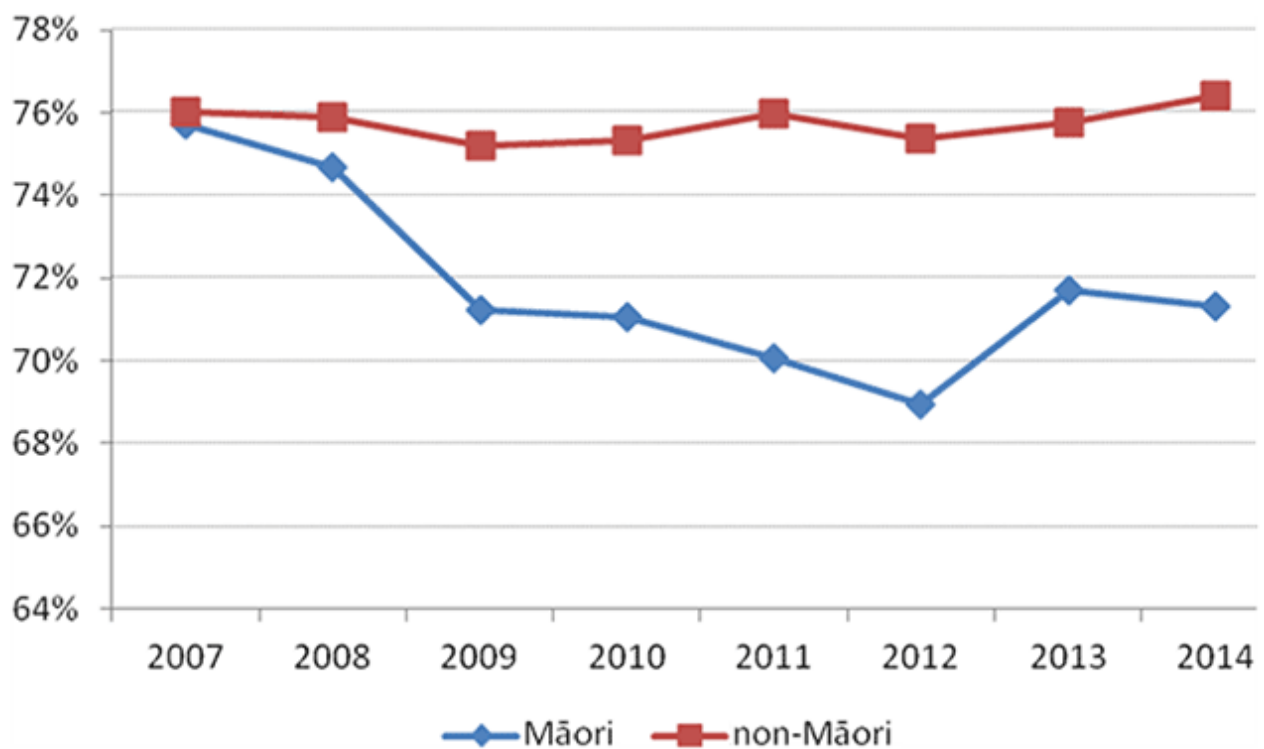
Post school qualifications improve students' future income and employment opportunities. Therefore *Ka Hikitia* sets goals for more Māori participating and achieving at a tertiary level and uses employment outcomes for Māori as a measure.

Since 2007 the employment rate for Māori with post-school qualifications aged 15 and over has decreased five percentage points (from 76% to 71%) while the percentage of 25-year-old Māori who have completed tertiary qualifications has increased ten percentage points (from 20% to 30%). This period encompasses the global financial crisis of 2008 which affected the New Zealand labour market in many ways beginning in mid-2008⁵. Unemployment rose, more people went into study, people worked fewer hours, fewer jobs were available and labour market turnover slowed. While Māori were disproportionately affected by this, the protective effects of post-school qualification are evident in the much higher employment rate for Māori with a post school qualification. This group have an employment rate of 71% in 2014, 13.8 percentage points higher than the total Māori employment rate of 57.5%.

Māori are younger than the total New Zealand population and more likely to have young children (*see Quick Stats, Population Context*) and consequently more likely to be in part-time employment. 24% of the Māori population live in Auckland (2001, 2006 and 2013 Census data). These factors may partially explain why the impact of the recession was greater for Māori than for the total population. Statistics New Zealand identify young people, those living in Auckland and those working part-time as more likely to have been affected by the recession earlier and to be affected for longer⁶.

Since 2012, the trend in the employment rate for people with a post school qualification aged 15 and over shows a faster rate of increase for Māori than for non-Māori.

Figure 4.2: Employment rate for people with post-school qualification aged 15 and over, by ethnicity (2007-2014)



DESTINATION OF GRADUATES

A Ministry of Education report on the outcomes of tertiary education for Māori graduates, published in June 2014, looked at the destinations and income level of Māori compared to non-Māori graduates at one and five years post study³.

The report found that, one year after completing study, the destinations of Māori and non-Māori graduates were similar with a few exceptions.

These exceptions included lower employment rates for Māori graduates of lower level qualifications (NZQF Levels 1-4) than non-Māori. Employment rates were similar between ethnic groups after completing qualifications at higher levels but Māori were less likely to be in employment than non-Māori after completing lower level studies.

This pattern persisted to five years post study; Māori were less likely to be employed than non-Māori and were more likely to be in further study. At the lower level 1-4 certifications Māori were over twice as likely to be on a benefit one year after completing study.

In some fields, including economics, chemical sciences, other natural and physical sciences, earth sciences, rehabilitation therapies, philosophy and religious studies and nursing, Māori bachelors degree graduates were more likely to be in employment five years after study than non-Māori, while in other fields the differences were insignificant.

Māori graduates were less likely to be overseas than non-Māori after completing qualifications at a diploma level or above, but there was no real difference below this level.

Median earnings comparison by ethnicity and qualification level at one, two and five years post study⁵.

One year post study, Māori graduates median earnings were \$1,600 greater than non-Māori for graduates certificate or diploma, and \$300 greater for bachelors degree completers. Five years post-study non-Māori graduates median earnings were higher than non-Māori for all qualification types, except at a doctorate level.

The earnings differences were: \$3,300 for masters completers, \$3,800 at level 8, \$1,800 at level 7, \$2,000 at bachelors, \$2,100 for diplomas, \$2,600 for level 4 certificates, and \$3,200 for level one to three certificate completers. Māori doctorate completers' median earnings were almost \$9,400 than non-Māori graduates.

The outcomes of tertiary education report found that the earnings premium over all national median employment earnings enjoyed by people gaining qualifications is better for non-Māori than for Māori graduates. Non-Māori graduates earned more compared to the national median income than Māori graduates two and five years after study, for all levels of qualification completed.

Māori graduates' median earnings was above the national median five years after study for level 5 to 7 diploma completers and above, but non-Māori graduates earned above this at all levels.

Figure 4.3: Median earned annual income of young domestic completers one year after study, by qualification level and ethnic group

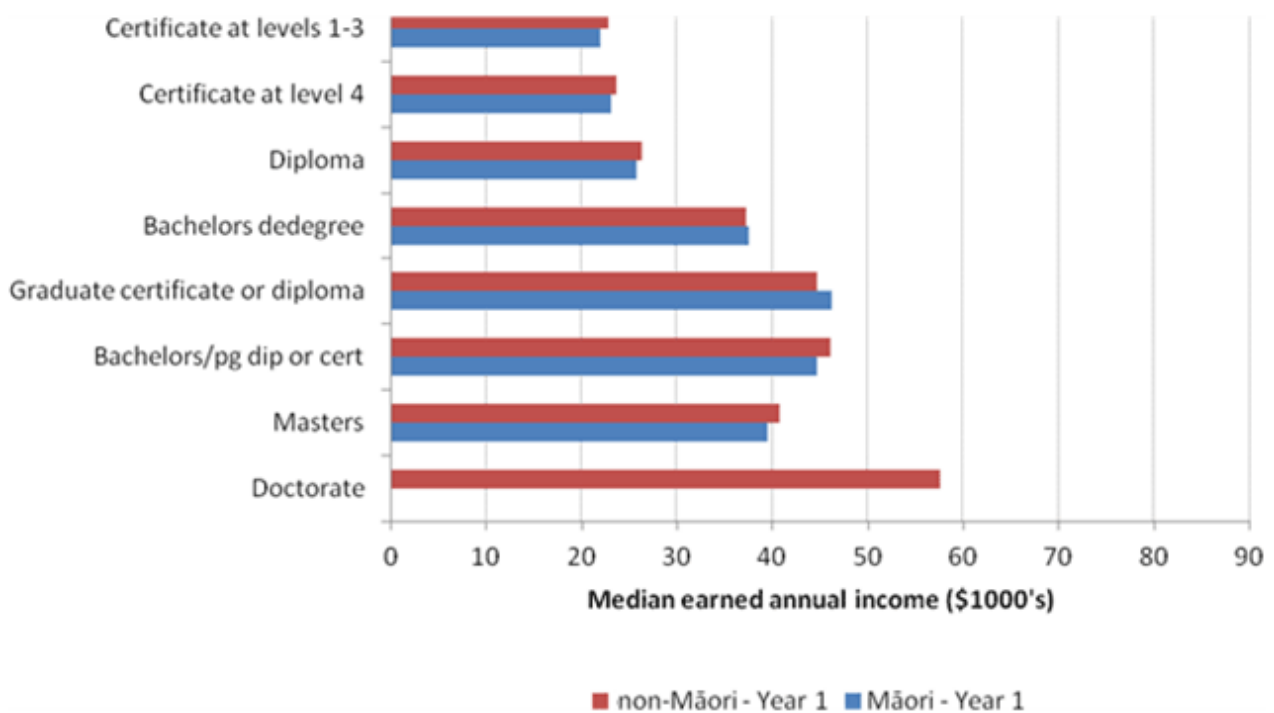


Figure 4.4: Median earned annual income of young domestic completers two years after study, by qualification level and ethnic group

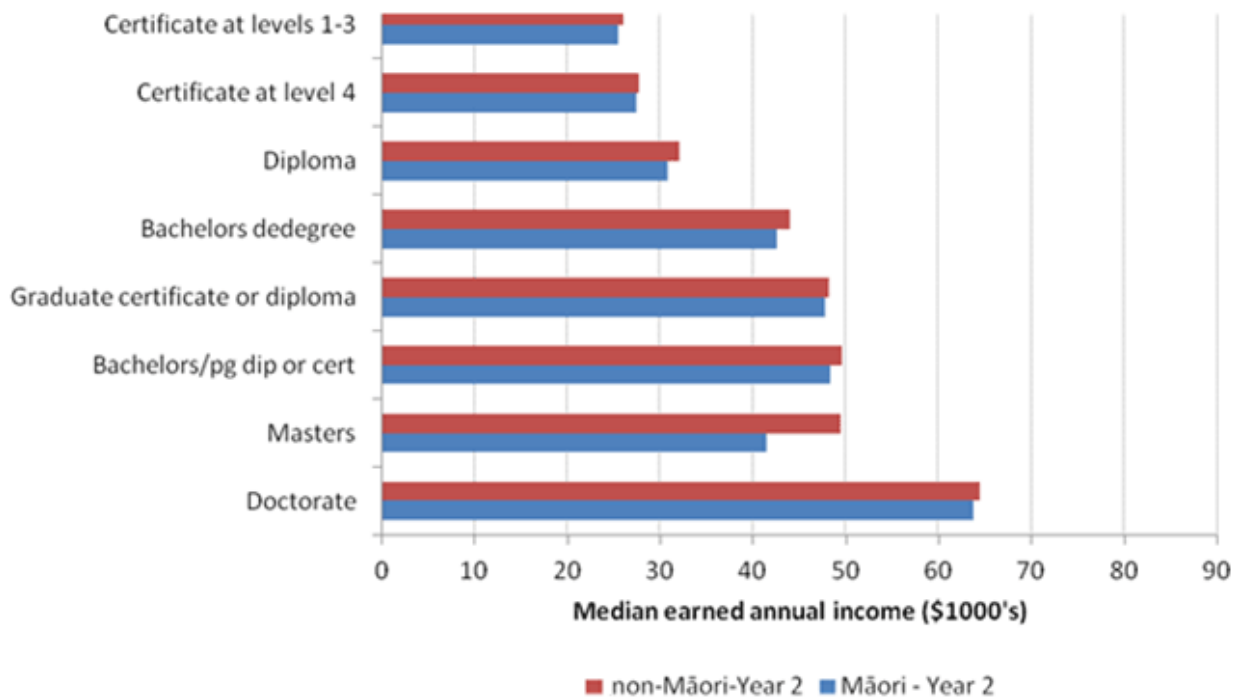
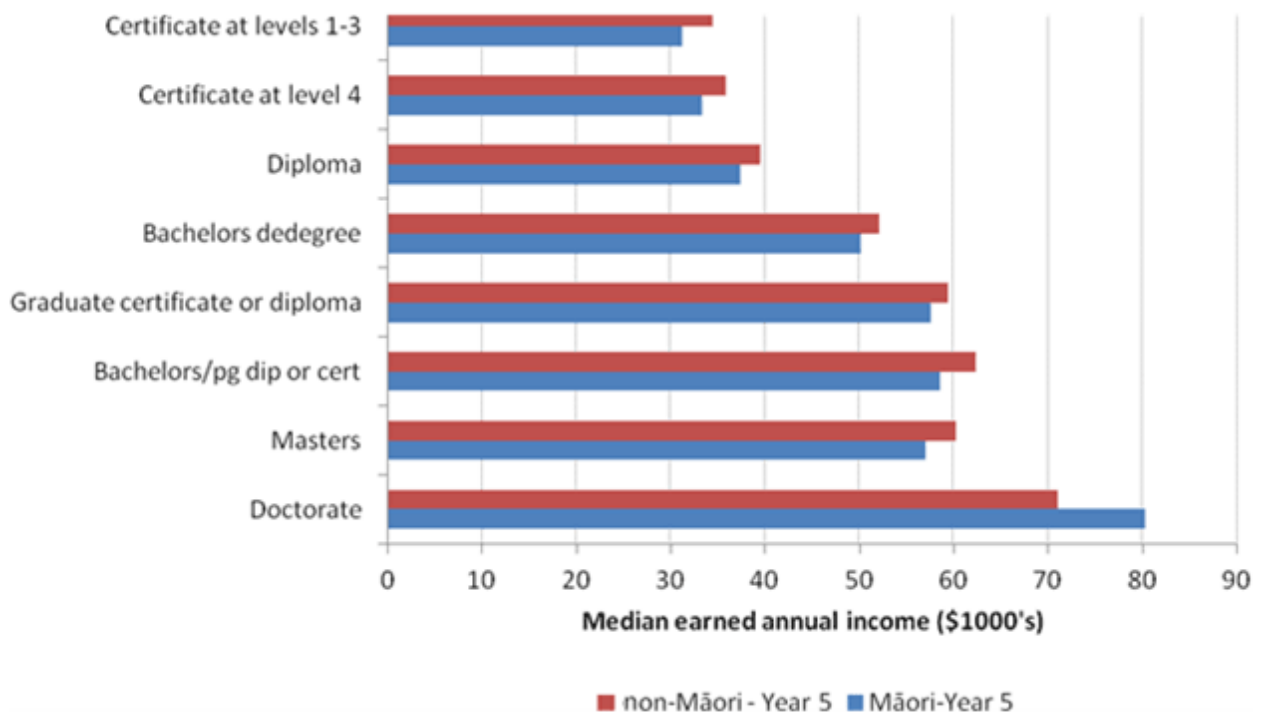


Figure 4.5: Median earned annual income of young domestic completers five years after study, by qualification level and ethnic group





Focus Area 5: Organisational Success

FOCUS AREA 5: ORGANISATIONAL SUCCESS

INTRODUCTION

Why this is a focus area

The Ministry of Education, ERO and education sector agencies must lead, coordinate and support the implementation of *Ka Hikitia-Accelerating Success* in order to improve education system performance for Maori students. A collaborative and coordinated approach is necessary for this change to be effective.

Key actions for improvement have been set out by *Ka Hikitia* for each sector of the education system. This report will describe how these actions have been implemented.

Where we want to go: Ka Hikitia Goals and Actions

GOALS

1. The Ministry of Education provides strong leadership to all relevant government agencies and the education sector that supports Māori educational success.
2. *Ka Hikitia-Accelerating Success 2013-2017* and evidence of what works for and with Māori students are embedded into all education sector agencies' planning and accountability processes.
3. The Ministry of Education sector agencies take steps to increase their capacity and capability to lift the performance of the education system for Māori students.

KEY ACTIONS

1. Continue to build the Ministry of Education, ERO and education sector agencies' capability and commitment to lifting the performance of the education system for Māori students, including implementing:
 - *Whakapūmautia, Papakōwhaitia, Tau ana: Grasp, Embrace and Realise*-A model of excellent education relationships between iwi and the Ministry of Education.
 - *Tau Mai Te Reo*- The Māori Language in Education Strategy 2013-2017.
 - *Tātai Pou* – competency framework.
 - *Ka Hikitia* Measurable Gains Framework
2. Develop shared implementation plans to deliver on the goals and actions of *Ka Hikitia – Accelerating Success 2013-2017*, supported by building capability across the Ministry of Education, ERO and education sector agencies, and improving monitoring, evaluation and measuring of progress.

MEASURES

Ka Hikitia-Accelerating Success, outlines key actions in each focus area across the education sector. How these actions have been implemented is indicative of how effectively *Ka Hikitia* is being put into practice across the sector and is reported below.

ORGANISATIONAL SUCCESS – MĀORI LANGUAGE IN EDUCATION

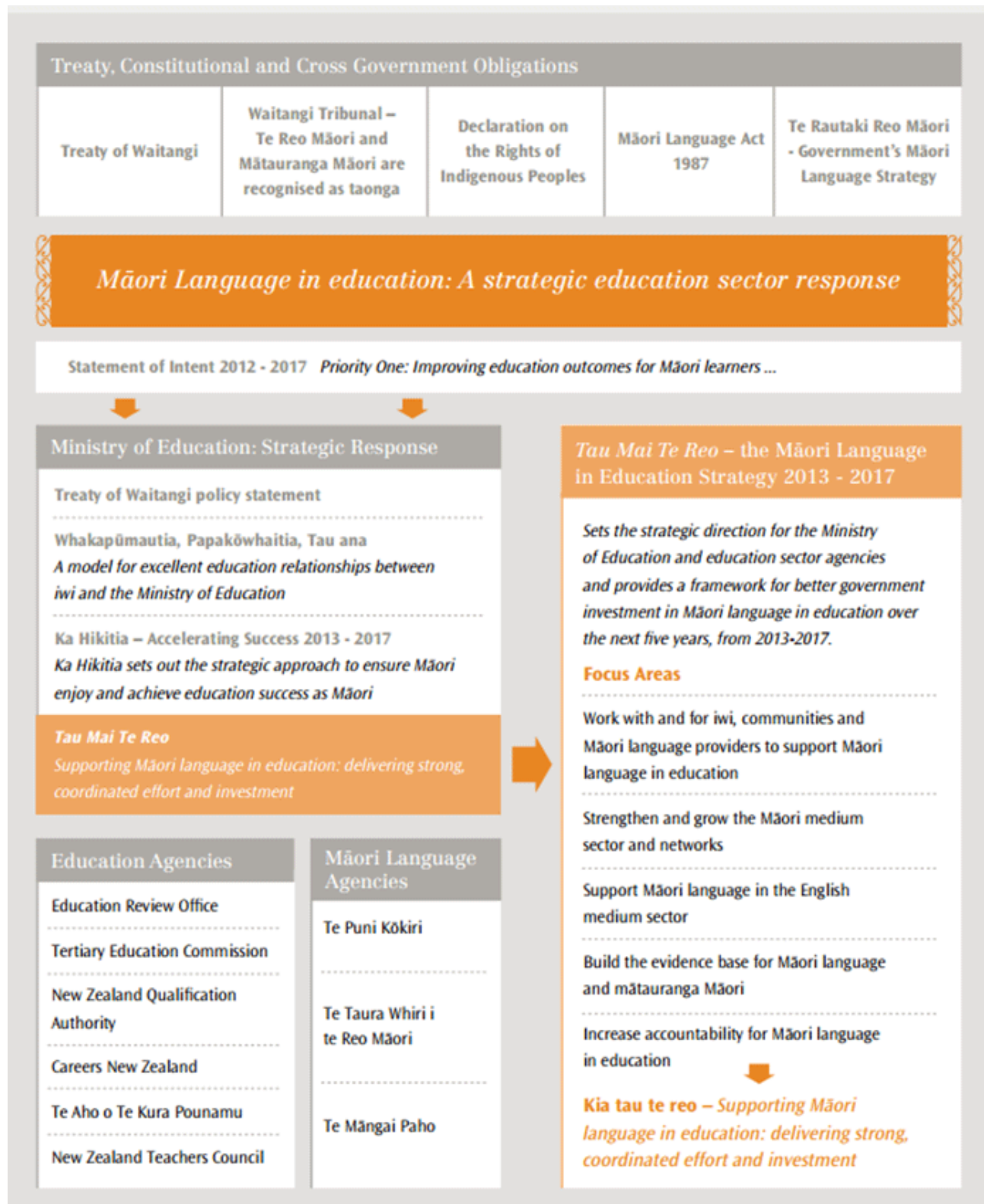
Strategy

Tau Mai Te Reo – The Māori Language in Education Strategy 2013-2017 helps to coordinate activities across the Ministry of Education and the other education sector agencies. The agencies agreed to a connected and cohesive approach to implementation of the Strategy. The *Tau Mai Te Reo* Implementation Plan 2013/14 (Year One) report analysed progress achieved by the agencies across 51 initiatives (programmes, projects or activities). The *Tau Mai Te Reo* Implementation Plan 2014/15 (Year Two) report analyses progress achieved by the agencies across 69 initiatives. The Year Two report shows that 83% of the initiatives were successfully completed and a further 13% were substantially progressed.

Tau Mai Te Reo informs and supports the Māori language in education related elements within *Ka Hikitia – Accelerating Success*. It sets the strategic direction for the Ministry of Education and education sector agencies and provides a framework for better government investment in Māori language in education from 2013 to 2017. *Tau Mai Te Reo* focuses on opportunities to strengthen existing investment in Māori language in education and provides for a staged approach to ensure that Māori language in education activity by the Ministry is deliberate and comprehensive. The focus areas of *Tau Mai Te Reo* are:

- Work with and for iwi, communities and Māori language providers to strengthen Māori language in education.
- Strengthen and grow the Māori medium sector and networks.
- Support Māori language in the English medium sector.
- Build the evidence base for Māori language and mātauranga Māori.
- Increase accountability for Māori language in education.

These focus areas are incorporated into the key actions for each section of *Ka Hikitia*, and reported against within those sections below.



ORGANISATIONAL SUCCESS – EARLY CHILDHOOD EDUCATION

[Te Whāriki](#) is the curriculum for all licensed early childhood education (ECE) services, kōhanga reo and playgroups. It is a bicultural document written in both English and te reo Māori for services in each medium. The guiding principles of *Ka Hikitia – Accelerating Success* align with the four principles of *Te Whāriki*: empowerment, holistic development, family and community, and relationships.

Te Whāriki emphasises the learning partnership between kaiako (educators) and parents, families and whānau. Kaiako weave a holistic curriculum in response to children's learning and development in the early childhood setting and the wider context of the child's world.

Ka Hikitia: Key Actions

1. Increase the supply and quality of early childhood education and early learning
 - The Targeted Assistance for Participation (TAP) fund supports increasing participation in early learning by providing start-up funding and incentives to create new child places in communities where they are most needed (e.g. a property extension). TAP funding works on innovative ways to lift the participation of children from communities that have been less likely to participate in early learning. Over the past five years a total of \$78.5 million has been invested through 211 TAP grants. These grants have created almost 8,000 new child places in areas with the highest need for new child places.
 - Strengthening Early Learning Opportunities (SELO) is a professional development programme for early learning. It is targeted at ECE providers and kōhanga reo that have low participation rates or need support in providing quality early learning. There are three different programmes available. Each programme will be shaped to the needs of individual services.
 - The Education Review Office (ERO) reports to parents, managers of early learning services, and the Government on the education and care of children in early childhood services. ERO reviews services according to how well placed a service is to promote positive learning outcomes for children.
2. Remove barriers to access and promote the benefits of participation in quality early childhood education
 - The Ministry's Early Learning Taskforce works to attract, locate and engage the families of vulnerable children and tailors solutions so that these children enjoy the benefits of ongoing, quality early learning. The concept of "local intelligence, plus local people, equals solutions" reflects the need to ensure sustainability by building around community strength.
 - Alongside community partnerships the Taskforce collaborates with early learning providers, iwi, Māori organisations, Pasifika churches and organisations, as well as other Government agencies. Two examples of Taskforce initiatives are:
 - Working with Te Kōhanga Reo National Trust to support them to enrol more children into kōhanga reo. The Taskforce is supporting Purapura in Tai Tokerau and South Auckland to implement action plans to increase participation.

- Implementing Puna Kāinga, a new initiative focusing on 4 year olds that have not previously participated in early learning. Puna Kāinga delivers an accelerated programme, tailored to provide meaningful learning experiences that allow the children to develop some school readiness (including a focus on transition to school).
 - The Ministry's Participation Programme is designed to raise participation in early learning by targeting specific local areas where participation is low. This Programme is made up of various initiatives that aim to support Māori, Pasifika, and low-income families to enrol their children in early learning. It aims to reduce and remove barriers to participation that these families and whānau face. At 31 December 2015, just over 14,400 children from those target populations had been enrolled in early learning. Two examples of initiatives are:
 - The Engaging Priority Families (EPF) programme engages with the whānau and families of Māori and Pasifika children and low-income whānau and families to improve participation in early learning. The Ministry currently contracts 20 providers for the EPF programme. These providers support almost 1,000 children from priority families at any given time.
 - Supported Playgroups provide an early childhood option for communities that have large numbers of non-participating children. It is often attractive to parents of younger children who want to remain with their child. The Ministry currently contracts nine Supported Playgroups in targeted areas.
3. Ensure parents and whānau have good support and information in their role as first teachers
- The Better Information for Parents project promotes the value and benefits of early learning for hard to reach whānau of children not yet participating in early learning. This includes, encouraging whānau to be involved in early learning and to enrol their children in an early learning service. Examples of work undertaken as part of the Better Information for Parents project information projects include:
 - development of two brochures - *Early learning a great start* and *Be involved get enrolled*. These are currently being translated into te reo Māori and 5 Pasifika languages
 - a bus shelter campaign promoting early learning
 - providing a Choices booklet containing information about early learning and early learning services to first time parents
 - distribution of a set of 100 te reo Māori books to every kōhanga reo
 - a radio campaign across Māori and Pasifika networks with early learning messages.
 - Poipoia te Mokopuna provides support for whānau with Māori children under three years old to make early learning a priority and develop a readiness to enrol their child into an early learning service.
 - The Incredible Years programme is targeted to parents of children aged 3–8 years to build positive relationships with their children.

ORGANISATIONAL SUCCESS – PRIMARY AND SECONDARY EDUCATION

Strategy

Ka Hikitia: Accelerating Success is the strategy used in primary and secondary education. It is embedded into the planning and accountability processes of Boards of Trustees, who are govern state and state-integrated schools.

There is a high level of collaboration across the educational sector in supporting and implementing *Ka Hikitia-Accelerating Success* in primary and secondary schools.

Key Actions

1. Continue to enhance the quality of school leadership and teaching and raise the professional status of teaching.
The Government has introduced several new initiatives focused on lifting the quality of teaching and leadership in the schooling system;
 - Since 2013 The Ministry of Education, in conjunction with the Education Council, tertiary education providers and the Tertiary Education Commission (TEC), has been implementing a plan to explore good practice in Initial Teacher Education (ITE). This will continue for the next two years in order to influence the supply and quality of ITE provision.
 - Exemplary Initial Teacher Education (ITE) programmes at the post-graduate level are underway in English medium for primary and secondary levels and for ECE qualifications. Programmes in Māori medium will commence in the second semester of 2016. Evaluation of these programmes will inform future advice about quality improvements for ITE.
 - Teach First NZ is a two year, field-based post-graduate ITE programme operating in low decile schools with high Māori and Pasifika rolls. To date, two cohorts have graduated from the programme.
 - Ongoing teacher and leadership professional learning and development. The Minister of Education has announced a new approach to centrally funded Professional Learning and Development (PLD).The changes will:
 - frame investment in PLD within a focused number of national priorities. From 2017, the national priorities for teacher professional development will be mathematics/pāngarau, science/pūtaiao, te reo matatini (pānui, tuhituhi, kōrero), /reading and writing and digital fluency. These national priorities will be in place for the next 3-5 years.
 - grow leadership capability across the system
 - mobilise quality assured internal and external expertise
 - strengthen profession-led support for curriculum, teaching and learning

- A new professional body for teachers
 - The Education Council of Aotearoa New Zealand is the new professional organization for teachers. It will champion good teaching practice, set high standards, and strengthen the regulatory framework and disciplinary regime for teaching. In this way, the Education Council will help to raise the status of the teaching profession, and help to bring about improvements in teaching practice and educational leadership.
2. Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.

The Ministry aims to embed culturally responsive and relational pedagogy that connects with Māori and Pasifika learners' interests and knowledge including their identities, language, and culture into a more student-centred education system.

- Building on Success is a key initiative with a focus on accelerating achievement for Māori learners to generate greater equity and more urgently realise the goal of Māori students enjoying and achieving education success as Māori.
 - Building on Success delivers a tailored approach to meet the identified strengths and needs of the individual school and their Māori students, whānau, hapū and iwi. This approach is informed by individual school, teacher and student self-review data.
 - Building on Success is being implemented in 103 schools with approximately 22,500 Māori learners and 8,300 teachers who are directly or indirectly involved.
 - Evaluation data showing progress against indicators such as attendance and retention, and provisional 2015 NCEA attainment data, is expected in March 2016.
 - ARONA is actively working towards engaging Māori and Pasifika students in education. It is specifically focused on individuals who are at risk of not achieving in education. ARONA will help to identify every Māori and Pasifika learner born in 1999 who will be on their way to achieving NCEA Level 2 at age 18, in 2017. This will enable the Ministry to see which students may need extra support to achieve this goal. Once it is known which students need extra support the Ministry will look at the students' individual needs and make sure that the correct support gets to them directly and that they remain engaged in education.
3. Strengthen capability and accountability for Māori education and language outcomes across all stakeholders.

The Ministry continues to work towards its goals of improving education outcomes for Māori and Pasifika learners so they can gain the skills and qualifications necessary to succeed in life. For this to be accomplished, a multi-pronged approach is required to change the system, build capability and accelerate achievement. Initiatives and activities that are currently being undertaken to achieve this goal include:

- Strengthening engagement with parents, whānau and families, iwi, and communities through initiatives such as NCEA and the Whānau, Whānau Education Action Plans with iwi, and targeted information dissemination to parents and families.

- Improving access to quality data and information to support monitoring, reporting and continuous improvement across the education system. One example of this is Public Achievement Information. This is a collection of infographics available on the education counts website that summarise a wide range of education topics. The goal of these is to help provide the public with a clearer understanding of New Zealand's education system.
4. Support all stakeholders to have high expectations for all Māori students and to develop and use a range of networks to share and grow knowledge and evidence of what works to support excellent education and Māori language outcomes.
- Iwi education profiles show educational participation and engagement for more than 60 iwi education partners from around New Zealand. The profiles offer an iwi-by-iwi breakdown of how the education system is performing for Māori students affiliated with the iwi partner and also for Māori students within iwi partner rohe. Quality information provides a practical basis for iwi, communities and whānau to work with schools and kura so that all young New Zealanders reach their full potential.
 - Investing in Educational Success (IES) and the formation of Communities of Learning (CoL) is the Government's single biggest investment to lift achievement for all learners in the system over recent times. Across the 96 CoL that have been established, the 789 participating schools have a combined roll of over 250,000 learners, including almost 65,000 Māori and learners and almost 21,000 Pasifika learners.
5. Develop and support clear pathways that lead to excellent education and Māori language outcomes

The Ministry has been focused on strengthening the Māori medium pipeline (in which there is a high outflow of learners at key transition points) and improving the quality of provision. The immediate focus is on encouraging participation in IES including the formation of CoL and improving supply side factors.

- The Youth Guarantee, led by the Ministry and the Tertiary Education Commission, is a major initiative to ensure all 16-19-year-olds have the opportunity to achieve at least an NCEA Level 2 qualification or equivalent, enabling progression into higher levels of study, training or employment. The Youth Guarantee aims to increase student achievement, student retention and the progression of young people into further study, training or employment by providing a wider range of learning opportunities, making better use of the education network, and creating clear pathways from school to work and study for learners. There are a range of initiatives within the Youth Guarantee, including the Vocational Pathways, fees-free places at tertiary providers, and trades academies.
 - Vocational Pathways allow learners to see the connection between what they are studying at NCEA Level 2 to 3 future study and employment options. The pathways cover six broad industry sectors (manufacturing and technology, construction and infrastructure, creative industries, primary industries, social and community services, and services industries). The Level 3 Vocational Pathways awards are being implemented in 2016. Of the 7,601 Māori students who achieved NCEA Level 2 or equivalent in 2014, 992 or 13.1% did so with a Vocational Pathways Award.

- Trades academies allow young people to remain enrolled at school, while participating in various forms of education delivered by tertiary education organisations. Twenty-three trades academies are operating in 2016, with 6,190 allocated student places across New Zealand (an increase of 940 places from 2015). In 2015, approximately 2,000 Māori participated in trades academies, Maori participation in trades academies is expected to be around 43% in 2016 as a result of more direct targeting of those programmes with a greater ability to target Māori and Pasifika students (at least 2,650 of 6,190 places). In 2014, 77.1 of Māori who exited a trades academy achieved NCEA Level 2. This rate was 86.7% for Māori who completed a trades academy programme.
- Fees-Free places provide 16-19 year olds with an opportunity to study towards NCEA Level 2 aligned with the Vocational Pathways, or equivalent, at tertiary providers free of charge. A range of polytechnics, wānanga and private training establishments offer Fees Free. There are around 9450 EFTS (Equivalent Full Time Student) fees places in the tertiary education system. Māori make up a third of participants in fees-free places.
- A.R.T: Achievement. Retention. Transitions initiatives involve working in partnership with secondary schools and tertiary providers to identify young people at risk of not achieving NCEA Level 2, with a particular focus on Maori and Pasifika students. ART targets the top 150 schools and 85 tertiary providers based on numbers of Māori and Pasifika learners and historic performance with these learners, although participation is not limited to this number (in 2015, 43 schools from outside of the top 150 were also engaged). The ART 150 schools and the additional 43 schools accounted for 5,345 Māori and Pasifika student leavers who left school without achieving NCEA Level 2 in 2014. This was out of a total of 6,151 Māori and Pasifika leavers without NCEA Level 2.
- Count Me In works with Maori and Pasifika 16-18 year olds that are outside the education system to re-engage in learning (mostly tertiary pathways) and attain NCEA Level 2 qualifications. This project involves government agencies, iwi and communities working together to evaluate a young person's educational position and goals in order to establish the options available to them to become qualified for the career or job they want.

ORGANISATIONAL SUCCESS – TERTIARY EDUCATION

Strategy

The goals for tertiary education in *Ka Hikitia – Accelerating Success 2013-2017* are reflected in the priorities in the Government's *Tertiary Education Strategy 2014-2019 (TES)*. The TES also supports the *Tau Mai Te Reo* and *He Kai Kei Aku Ringa: the Crown-Māori Economic Growth Partnership* strategies. The TES can be found at: <http://www.education.govt.nz/further-education/policies-and-strategies/tertiary-education-strategy/>

The TES sets high expectations for tertiary education providers' performance and for attaining better outcomes for skills for industry, Māori and Pasifika learners, at-risk young people and for adult literacy and numeracy.

Key Actions

1. Expanding trades training:

- Industry training is government-subsidised workplace training that leads to qualifications on the New Zealand Qualifications Framework. It is driven by the needs of industry: industries design the qualifications being pursued, trainees and apprentices must be employed in the area they are being trained in, and their employers agree to support the learning process. Reforms that took effect in 2014 included higher funding rates and the introduction of New Zealand Apprenticeships, which must lead to a Level 4 qualification of at least 120 credits.
- The Maori and Pasifika Trades Training (MPTT) initiative aims to increase Māori and Pasifika participation and achievement in trades training. It contributes to the skills strand of the Government's Business Growth Agenda which aims to lift the participation of young Māori and Pasifika into meaningful employment. To help grow the scheme and meet a wider range of learner and employer needs, the Government has widened the age range for eligibility and broadened the variety of learning pathways it supports. Information on the latest expansion of MPTT can be found at <https://www.beehive.govt.nz/release/more-opportunities-maori-and-pasifika-trades-training>.

2. Maintaining a strong performance element to tertiary funding – to ensure providers are accountable and have the incentives to support better educational outcomes for Māori students:

- The Tertiary Education Commission (TEC) is committed to boosting achievement for Māori learners by supporting tertiary providers to ensure Māori learners attain higher levels of achievement in areas that are valued in the future labour market, as well as in areas of social and cultural value. The TEC provides incentives for tertiary education providers that are linked to their performance commitments for participation and achievement of Māori learners.

3. Continuing to improve the information available on tertiary education, particularly on careers advice, employment outcomes and skills in demand, for Māori students, whānau, communities and iwi to enable them to make informed educational choices.

- Information for learners is provided in several ways; through Occupational Outlook and Vocational Pathways, as well as the forthcoming introduction of Rate My Qualification, which will help learners to see which courses and qualifications are valued by employers.

4. Examining existing support for research based on mātauranga Māori as part of the reviews of the Performance Based Research Fund and the Centres of Research Excellence.

- In 2012/13 the Performance Based Research Fund (PBRF) was reviewed. The Research Degree Completion component of the PBRF now includes an equity weighting formula for Māori and Pasifika student completions and for theses completed in Te Reo Māori.
- In 2015 the Government dedicated specific funding for a Māori Centre of Research Excellence to support high quality Māori research and the development of Māori researchers.

5. Supporting approaches to up-skill Māori in the workforce by connecting tertiary education with the Māori economic development initiatives.
 - A review of foundation education programmes is being conducted to focus on delivering outcomes that learners need to move on to higher levels of education or training, and into the workforce.
 - Improvements to Youth Guarantee and Vocational Pathways have been implemented to make the transition from school to tertiary study, training and employment more effective for more young people
 - Youth Guarantee initiatives are about improving the transition from school to work, by providing a wider range of learning opportunities, making better use of the education network and creating clear pathways from school to work and further study. Trades Academies and Youth Guarantee fees-free are key initiatives in the Youth Guarantee programme.
 - Vocational Pathways help students see how their learning and achievement is valued by aligning the NCEA Level 2 Assessment Standards with industry requirements.
6. Ensuring that Māori students' success is more transparent in NZQA's quality assessment of tertiary providers, so students, parents, whānau and iwi can better judge individual providers, improving the quality of Māori medium initial teacher education
 - NZQA provides a practical and interactive programme, "*NCEA and the Whānau*," to support whānau to help their children achieve educational success. This is available in English and in te reo Māori.
7. Looking for opportunities for better inclusion of mātauranga Māori in tertiary programmes.
 - Governance arrangements for wānanga changed with the Education Amendment Act 2015. These changes include the increased ability of tertiary education institutions (including wānanga) to determine the composition of their Councils.
 - NZQA has incorporated the Mātauranga Māori evaluative quality assurance (MMEQA) into its processes. This will enable NZQA to respond more comprehensively to the distinct educational needs and aspirations of Māori learners, whānau, hapū and iwi.



Appendices

Ethnicity

Ethnicity is the ethnic group or groups to which an individual belongs. The concept of ethnicity adopted by the Ministry of Education is a social construct of group affiliation and identity. The Ministry of Education uses the definition of ethnicity used by Statistics New Zealand, namely:

A social group whose members have one or more of the following characteristics they:

- share a sense of common origins
- claim a common and distinctive history and destiny
- possess one or more dimensions of collective cultural individuality
- feel a sense of unique collective solidarity.

Individuals may identify with multiple ethnicities. In total response ethnicity they will be counted once against each of the ethnicities with which they affiliate, except for the overall totals in which they are counted only once. This overall total has been used to calculate the total non-Māori, in order to make comparisons between Māori and non-Māori throughout this report.

Decile

The decile assigned to the school. Students from low socio-economic communities face more barriers to learning than students from high socio-economic communities. Schools that draw their roll from these low socio-economic communities are given greater funding to combat these barriers. The mechanism used to calculate and allocate this additional funding is most often known as school deciles.

Schools are assigned a socio-economic score based on five census derived socio-economic factors. The 10 percent of schools with the lowest scores are considered decile 1 schools, the next 10 percent of schools are considered decile 2 schools, etc. Decile 1 schools have the highest proportion of low SES students.

Population Context

Most of the data in this table was taken from the New Zealand Census of Population and Dwellings on Tuesday 5th March 2013. It includes information about people who stated in the census that they identified as Māori, either as their only ethnic group or as one of several groups. More detailed information about Māori by region and by iwi can be found at:

<http://www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/ethnic-profiles>

Non-Māori data in this table was calculated by subtracting total Māori from total New Zealand population.

Total New Zealand data includes all respondents to the census, including Māori.

Employment rate data was sourced from the September 2015 Household Labour Force Survey and compares Māori to total New Zealand, including Māori. More detailed information can be found at: <http://www.stats.govt.nz/infoshare/default.aspx>

Māori in Education - Overview Statistics

This information comes from the roll returns and is current as of 1 July unless otherwise stated.

Māori Language in Education

Participation in Māori Language in Education: This measure includes all students (Māori and non-Māori) participating in Māori Language in Education immersions levels one to five (see definitions, Table One, page 10).

Māori in Māori Medium Education: the number of students in Māori Medium Education (primary and secondary) reported here will be slightly fewer than in other Ministry reports. This is because, as 97% of students in MME are Māori, the data is not normally broken down by ethnic group.

MĀORI LANGUAGE IN EARLY CHILDHOOD EDUCATION (ECE)

Language data source and coverage

Data on language use in ECE services is collected by the Annual Census of ECE Services.

Services which have not answered the applicable census question, home-based services and The Correspondence School are not included in this data (Figures 1.1 to 1.4), and so the total number of ECE services recorded here may be lower than that recorded elsewhere.

All services are required to account for 100% of teaching time. Kōhanga Reo services are assumed to be 100% Māori speaking.

For more information about language use in ECE see Education Counts:

<http://www.educationcounts.govt.nz/statistics/early-childhood-education/language-use-in-ece>

Enrolment by medium data

Enrolment data by ethnicity and Māori Medium level (Figures 1.3 and 1.4) includes only enrolments in Education and Care, Kindergarten, Playcentre and Te Kōhanga Reo services which have answered the relevant question in the Annual Census of ECE Services.

The total number of learners (prioritised ethnicity) has been used to calculate the total non-Māori (excluding 'unknown ethnicity'), in order to make comparisons between Māori and non-Māori.

Numerical comparisons are made to 2013, rather than 2014, because the method of data collection changed in 2014 (see below). The figures relating to enrolment and to ECE numbers show a break in the trend line for this reason.

From 2000 to current (60% of 2014 collection for licensed services), enrolment data describes regular enrolments in ECE licensed services.

Data collection and definition change

In 2014, the method for data collection changed and around 40% of services completed the Annual Census using the Ministry's new electronic collection tool for ECE: ELI. For these services, the data shown in this workbook relates to attendances in ECE licensed services, not enrolments. This is a change to the definition of the data and means that the data should not be compared to previous years. For more information on ELI see the link below: <http://eli.education.govt.nz/>

From 2002 to current (60% of 2014 collection for licensed services), data on enrolments has been collected by the paper-based Annual Census of ECE Services. Note that within this data, a child may be enrolled and therefore counted in more than one service during the Census week. Enrolment counts will therefore generally be more than the number of children.

Enrolments in casual education and care services and hospital-based services have historically not been included because they do not have regular enrolments, they are also not included in the attendance data.

Enrolment rates show the enrolments as a percentage of the total number of children of that age in the population.

Māori Language in Primary and Secondary Schooling

Where teaching and learning are guided and directed by Te Marautanga o Aotearoa, kura and schools use Ngā Whanaketanga Rumaki Māori to monitor and report students' progress and achievement.

Ngā Whanaketanga describes the kōrero (oral language), pānui (reading), tuhituhi (writing) and pāngarau (mathematics) skills and knowledge students need to learn in all learning areas across Te Marautanga o Aotearoa, at different points of their year 1 to 8 schooling. Pāngarau results are reported in the three separate categories of Te Ine me te āhuahanga (measurement/geometry), Te Tau me te Taurangi (number/algebra) and Te Tuanga me te Tūpūnotanga (statistics/probability). Results in these parts of the subject are grouped to give a total number for pangarau, therefore the number of students reported in pangarau will be approximately three times that of each of the other three subjects.

The descriptions used in Ngā Whanaketanga Rumaki Māori to show students progress and achievement are:

- **Manawa Toa:** Kei runga noa atu. The student is progressing and achieving higher than expected for particular learning areas.
- **Manawa Ora:** Kua tutuki Ngā Whanaketanga Rumaki Māori. The student is progressing and achieving as expected for particular learning areas.
- **Manawa Āki:** E whanake tonu ana kia tutuki Ngā Whanaketanga Rumaki Māori. The student is progressing but requires further support to assist their achievement for particular learning areas.
- **Manawa Taki:** Me āta tautoko kia tutuki Ngā Whanaketanga Rumaki Māori. The student requires in-depth support to assist their achievement for particular learning areas
- Approximately 200 kura and schools with year 1 to 8 students use Te Marautanga o Aotearoa. In 2014, the Ministry of Education were able to report on the data of 122 schools and kura using Ngā Whanaketanga Rumaki Māori.
- Due to the low proportion of schools and kura with Ngā Whanaketanga Rumaki Māori information reported, care must be taken when interpreting the data.
- Ngā Whanaketanga Rumaki Māori data is not reported by ethnic group as over 99% of the students identify as Māori.

MĀORI LANGUAGE IN TERTIARY EDUCATION

Initial Teacher Education (ITE)

As the sector of teaching has been derived in some cases from the underlying course data the results should be seen as indicative only. Further, a number of students complete more than one ITE qualification and so the number of qualification completions may overstate the supply of potential teachers.

Māori Medium Initial Teacher Qualification

The way that tertiary institution qualifications are classified in the NZSCED means that it is not a straightforward process to classify a qualification as Māori-medium or non-Māori medium. For example, some qualifications have a non-Māori-medium NZSCED at the qualification level but offer a specialisation in Māori medium. To determine if a student is taking a Māori medium qualification it is necessary to examine their course level data. This means that Māori-medium statistics are partly derived from underlying course data, and are therefore indicative only.

EARLY CHILDHOOD EDUCATION

Enrolment rates show the enrolments as a percentage of the total number of children of that age in the population.

The total number of learners (prioritised ethnicity) has been used to calculate the total non-Māori (excluding 'unknown ethnicity'), in order to make comparisons between Māori and non-Māori.

Data collection and definition change

From 2000 to current (60% of 2014 collection for licensed services), enrolment data describes regular enrolments in ECE licensed services.

In 2014, the method for data collection changed and around 40% of services completed the Annual Census using the Ministry's new electronic collection tool for ECE: ELI. For these services, the data shown in this workbook relates to attendances in ECE licensed services, not enrolments. This is a change to the definition of the data and means that the 2014 data should not be compared to previous years.

Enrolments in casual education and care services and hospital-based services have historically not been included because they do not have regular enrolments, they are also not included in the attendance data.

PRIMARY AND SECONDARY EDUCATION

All results in this report are taken from information publicly available on Education Counts. For more information on how Māori 2014 results compare to other ethnicities, and on the dimensions used to classify student type, school decile and other factors go to:

<https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6028>

National Standards

Where teaching and learning are guided and directed by the New Zealand Curriculum, schools monitor and report on year 1 to 8 students' progress and achievement using National Standards.

Engagement in School: Attendance, Stand-downs and Suspensions

The most recent published survey of attendance was undertaken in Term 2, 2014. All state and state-integrated schools were invited to participate, with attendance data received from 1,832 schools (a response rate of 75%). National absence rates were estimated based on one week of Term 2, 9–13 June. Attendance information in this report is taken from the most recent of the publication series Attendance and Absence in New Zealand Schools which can be found at <http://www.educationcounts.govt.nz/publications/schooling/2503>

Stand-downs: As a consequence of a serious breach of school rules, a school principal can order a student to stand down from school for a period of up to five school days. A stand-down, for any student, can total no more than five school days in any term, or 10 days in a school year. Students return automatically to school following a stand-down.

For very serious breaches of school rules, a principal can suspend a student from attending school until the school board of trustees decides on the consequence for the student. The board may decide to lift the suspension with or without conditions, to extend the suspension, or, in the most serious cases, exclude or expel the student.

Ethnic differences analysis for stand-downs and suspensions uses prioritised ethnicity.

More information about stand-downs, suspensions, exclusions and expulsions from school can be found at: <http://www.educationcounts.govt.nz/indicators/main/student-engagement-participation/Stand-downs-suspensions-exclusions-expulsions>

NCEA Highest Attainment

School leavers are identified from the Ministry of Education's ENROL system, while the highest qualification status for each leaver is obtained from NZQA. Where a student achieved a non-NQF qualification, highest attainment information is obtained directly from their school.

The number of school leavers with a Level 1 qualification or above includes school leavers who attained:

- NCEA Level 1 or other Level 1 NQF qualification; or
- A non-NQF award at the equivalent of NCEA level 1 including Accelerated Christian Education (ACE), International Baccalaureate (IB) or Cambridge International exams (CIE), or another overseas award at Year 11;
- NCEA Level 2 or other Level 2 NQF qualification; or
- A non-NQF award at the equivalent of NCEA level 2 including Accelerated Christian Education (ACE), International Baccalaureate (IB) or Cambridge International exams (CIE), or another overseas award at Year 12;
- NCEA Level 3 or other Level 3 NQF Qualification; or
- A non-NQF award at the equivalent of NCEA level 3 including Accelerated Christian Education (ACE), International Baccalaureate (IB) or Cambridge International exams (CIE), or another overseas award at Year 13;

- NZ Scholarship or National Certificate at Level 4 or above

as at the end of the school leaver year (eg. 1 March 2014 for the 2013 school leaver year).

School leavers with a NCEA Level 2 or above or NCEA Level 3 or above qualification includes the school leavers who achieved at that level of NCEA and those who achieved an NQF award or non-NQF level described at the appropriate level as above.

NCEA Level 1 Literacy and Numeracy

In 2013, students were required to obtain 10 literacy and 10 numeracy credits at level 1 to achieve an NCEA Level 1 qualification. This is an increase on the 8 credits previously required to achieve NCEA Level 1. No historical adjustment has been made for this change.

NCEA Level 2

In 2013, for the first time, students were required to obtain 10 literacy and 10 numeracy credits at level 1 to achieve a NCEA Level 2 qualification. Investigation shows that an additional 0.4 percent of school leavers in 2013 would have achieved NCEA Level 2 under the old requirements.

NCEA Level 3 or University Entrance (UE) Award

A level 3 or above qualification or the NZQA university entrance award (university entrance standard) is considered the minimum requirements to enable students to go directly into further tertiary study at degree level. Educational qualifications are also linked to labour force status and incomes. For example, in 2011, New Zealanders with no qualification possessed two-thirds of the relative earning power of those with a Bachelor degree or higher, on average (OECD, 2013).

Proportion of school leavers with at least a level 3 qualification or a university entrance award:

Numerator: (*Data Source: Ministry of Education: ENROL*)

The total number of school leavers who attained:

- A NZQA University Entrance award; or
- National Certificate Level 3 (NCEA level 3); or
- A non-NQF award at the equivalent of NCEA level 3 or University Entrance award including Accelerated Christian Education (ACE),
- International Baccalaureate (IB) or Cambridge International exams (CIE), or another overseas award at Year 13;
- NZ Scholarship or National Certificate Level 4

as at the time they left school in a given school year.

The highest qualification status for each student is obtained from NZQA. Where a student achieved a non-NQF qualification, highest attainment information is obtained directly from their school.

Denominator: (*Data Source: Ministry of Education: ENROL*)

The total number of school leavers in a given school year.

School Leavers

School leavers in a given year are students that permanently left school to enter the workforce and/or undertake further education and training outside of the compulsory schooling system sometime between 1 March and the last day of February (inclusive) of that year. School leavers are identified using ENROL. Students counted as school leavers are:

- Domestic students who were aged less than 19 in their first enrolment in ENROL; including alternative education students, students 16 or over on 1 March in the year of interest, and students attending teen parent units.
- Students with leave reason; 'end of schooling' or 'early leaving exemption'
- Students with leave reason 'transferred to another school in New Zealand' or 'transferred to home schooling' but did not reenrol in another school according to ENROL
- Students with leave reason 'gone overseas permanently', who meet the age criteria
- Students who attend for a period of time at the start of the current year but leave before 1 March are counted with the school leavers of the previous year.

This excludes:

- Returning adult students (aged 19 or more) with a year gap in their attendance
- Exchange and International fee-paying students
- Students who successfully transferred to another school in New Zealand or to home schooling
- Deceased students

Alternative education students are counted in the total for leavers but not reported with the school they are funded from. This is to reflect that the funding school may not be the last school the student attended.

School leavers are counted under the last school they attended for at least 70 days. If they did not attend a school for 70 days within the school leaver year, then they are included under a 'transitory leaver' group.

18-year-olds

To boost skills and employment the Government has set a Better Public Service target that 85% of 18-year-olds will have achieved Level 2 or an equivalent qualification in 2017.

Cohort numbers are identified through the Ministry's ENROL database, and based on New Zealand Domestic Students who turned 18 within a calendar year. Attainment details are sourced from the Ministry of Education School Leaver dataset, New Zealand Qualifications Authority, and Tertiary Single Data Returns (SDRs).

TERTIARY EDUCATION

Proportion of 25-year-old Māori with a qualification of NZQF Level Four or Above

The information this table is based on has been revised with 2014 data and includes some adjustments to previous years. The population for Māori is as at 18 years to correct for later out migration while the population for total and non-Māori is as at 25 years.

Employment Rate for Māori

Information in this section is taken from the Statistics New Zealand Household Labour Force Survey (HFLS), customised data and from the Statistics New Zealand paper "The New Zealand labour market during recession" (2012) with reference to 2013 Census data about the age structure of the Māori population.

Destinations of Graduates

Information in this report is based on the paper "The outcomes of tertiary education for Māori graduates" published in June, 2014, looks at the earnings and outcomes for young Māori and non-Māori who completed a qualification in the New Zealand tertiary education system. It focuses on the differences in post study earnings and destinations between Māori and non-Māori graduates. It should be noted that the paper does not attempt to explain these differences. For example it does not examine whether there is a difference in employment type, or in hours worked, between Māori and non-Māori. More information about the findings and methodology of the report can be found at http://www.educationcounts.govt.nz/publications/tertiary_education/education-outcomes/the-outcomes-of-tertiary-education-for-maori-graduates

ADDITIONAL TABLES

QUICK STATISTICS

Table A1: Population Context

(Statistics NZ, 2013 Census data unless otherwise specified)

	Māori	non-Māori
Population	598,605	3,643,446
Proportion of New Zealand population	14.1%	85.9%
Median age (years)	24	38
Proportion with formal qualifications	66.7%	79.1% (all NZ adults, incl. Māori)
Employment rate	57.5%	64.5% (total NZ, incl. Māori)
Unemployment rate*	12.9%	6 (total NZ, incl. Māori)
Fertility rate (births per woman)	2.5	1.9 (Total NZ incl. Māori)
Median income (year ending March 2013)	22,500	\$28,500 (Total NZ incl. Māori) Range: \$19,700 (Pacifika) - \$37,300 (New Zealander)

Table A2: General Statistics-Māori in Education

	Number and % of Māori) June 2015
Number of Māori students in compulsory schooling	183,079
Number of Māori students in:	
Primary Education (years 1-8)	122,258 (67%)
Secondary Education (years 9-13)	60,821 (33%)
Māori Medium Education (MME)	17,383 (9.5%)
Proportion of Māori students in:	
Deciles 1-3	44.5%
Deciles 4-7	44.7%
Deciles 8-10	10.8%
Number and percentage of Māori teaching staff in state and state integrated schools	5,291 Māori teaching staff (9.8% of all teaching staff) 351 Māori Principals (14.8% of all principals, 6.6% of all Māori teaching staff) 4,490 teachers (9.5% of all teachers, 84.9% of all Māori teaching staff) Remaining 9% of Māori teaching staff are management, resource teachers, guidance counsellors and therapists
Number of teachers in Māori Medium Services (years 1-13)	1,014
Proportion of New Zealand schools with fair* Māori representation on Board of Trustees (as at 1 December 2014)	37.9%

*see *Primary and Secondary Education: Māori Representation on Schools' Board of Trustees* for details

Table A3: Māori Language in Education

Māori Medium Education	June 2015 (↑ since 2014, unless otherwise stated)
MME ECE Providers (2014)	484 (12%) ↓ providers and 0.3 percentage points from 2013)
Māori participating in MME ECE	9,389 (end of June 2014) 22.5% of Māori in ECE were in MME services
MME Schools (1 July 2015)	279 schools ↓ 3 schools since 2014
Māori MME students (2015)	17,383 students (9.5% all Māori students) ↑ 120 students (↓ 0.2 percentage points)
Total Māori students participating in Māori language in education (at levels 1-5)	73,275 students (40.0% of all Māori students) ↑ 2,051 students (↑ 0.1 percentage points)
Total students participating in Māori language in education (at levels 1-5)	172,564 students (22.2% of all students) ↑ 7,328 students (↑ 0.7 percentage points)
Achievement in Ngā Whanaketanga Rumaki Māori:	
Kōrero	59.1%
Pānui	67.2%
Tuhituhi	57.7%
Pāngarau (grouped)	58.0%
Māori school leavers from MME -achieving NCEA Level 2	404 students (↑ 8 students) 75.2% (↑ 0.2 percentage points)
Tertiary students in 2014 -enrolled in Māori language qualifications* -completing Māori language qualifications*	9,205 students (↑ 585 students from 2013) 5,570 students (↑ 470 students from 2013)
Number of people who completed immersion or bilingual initial teacher training (ITE)*	215 (↓ 42 people)

*data is indicative only, see technical notes

Table A4: Early Childhood Education

Early Childhood Education (ECE)	June 2015 (↑ since 2014, unless otherwise stated)
Number of Māori starting school with prior participation in ECE (June 2015)	14,896 (↑ 216 students)
Proportion of Māori starting school with prior participation in ECE (June 2015)	94% (↑ 1.1 percentage points)

Table A5: Primary and Secondary Education

Primary and Secondary Education	2014 (↑ since 2013)
Māori achievement in National Standards: Writing Mathematics Reading	61.1% (↑ 0.3 percentage points) 65.0% (↑ 0.4 percentage points) 68.6% (↓ 0.1 percentage points)
Māori school leavers with NCEA Level 1 literacy and numeracy or above	76.4% (↑ 6.4 percentage points)
Māori 18-year-olds achieving NCEA Level 2 or above	67.7% (↑ 4.4 percentage points)
Māori school leavers (all mediums) -achieving NCEA Level 2 or above -staying in school until age 17 or above -achieving NCEA Level 3 or above	12,574 total leavers 58.6% (↑ 2.8 percentage points) 69.1% (↓ 0.9 percentage points) 27.2% (↓ 0.1 percentage points)
Māori school leavers from MME -achieving NCEA Level 2 -staying in school until age 17 or above	404 students (↑ 8 students) 75.2% (↑ 0.2 percentage points) 78.0% (↑ percentage points)
Tertiary students in 2014 -enrolled in Māori language qualifications -completing Māori language qualifications	9,205 students (↑ 585 students) 5,570 students (↑ 470 students) <i>Data is indicative only, see technical notes</i>
Number of people who completed immersion or bilingual initial teacher training (ITE)	215 (↓ 42 people) <i>Data is indicative only, see technical notes</i>

Table A6: Tertiary Education

Tertiary Education	2014 (↑ since 2013, unless otherwise stated)
Proportion of 25-year-old Māori with a qualification at NZQF Level 4 or above	30.0% (↑ 2 percentage points)
Employment rate for Māori aged 15 and over (HFLS Sep 2015)	57.5% (↓ 0.6 percentage points)
Employment rate for Māori aged 15 and over with a post-school qualification (average, year to December, 2014)	71.3% (↓ 0.4 percentage points)

MĀORI LANGUAGE IN EARLY CHILDHOOD EDUCATION

Table 1.1: Number and percentage of ECE service providers, by medium* (2002-2014)

Service type	Year (end of June)												
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Number of MME service providers	565	552	540	525	513	493	493	490	485	497	494	493	484
Total ECE Services	3,293	3,332	3,381	3,395	3,451	3,515	3,630	3,822	4,006	4,120	3,926	3,906	3,927
Percentage of all ECE services which are MME	17%	17%	16%	15%	15%	14%	14%	13%	12%	12%	13%	13%	12%

Note: Home-based services, the Correspondence School and some other services are not included, see technical notes for details.

Table 1.2: Number of licensed service providers by percentage of time Te Reo Māori is spoken, 2002-2014

Percentage of time spoken	Year												
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1-11%	1886	1889	2012	2023	2075	2107	2185	2295	2417	2482	2346	2349	2356
12-20%	212	268	286	316	322	341	379	410	463	517	500	461	578
21-50%	127	140	140	163	145	163	183	210	235	264	273	265	248
51-80%	9	15	12	13	16	13	13	15	13	23	21	17	16
81-100%	556	537	528	512	497	480	480	475	472	474	473	476	468
51%-100%	565	552	540	525	513	493	493	490	485	497	494	493	484

Note: Home-based services, the Correspondence School and some other services are not included, see technical notes for details.

Table 1.3: Enrolment in Early Childhood Education Services, by ethnicity and medium (2002-2014)

Enrolments in ECE	Year (end of June)												
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total enrolments in ECE ¹	146,683	149,595	152,241	153,938	154,875	159,328	163,337	165,229	171,252	175,586	177,595	181,534	180,340
non-Māori enrolments in ECE	116,888	119,152	120,833	122,097	123,387	127,610	130,403	131,397	135,367	137,778	138,951	140,625	138,542
Māori enrolments in ECE	29,795	30,443	31,408	31,841	31,488	31,718	32,934	33,832	35,885	37,808	38,644	40,909	41,798
Māori enrolments in Māori Medium ECE	10,831	10,881	11,015	10,654	10,064	9,312	9,413	9,551	9,464	9,998	9,754	9,609	9,389

Notes:

1. This **only** includes enrolments in Education and Care, Kindergarten, Playcentre and TKR. Home-based services, the Correspondence School and some other services are not included.
2. Numerical comparisons are made to 2013, rather than 2014, because the method of data collection changed in 2014. See technical notes for more detail:
http://www.educationcounts.govt.nz/topics/maori_education/nga-haeata-matauranga-annual-report-on-maori-education/additional-tables-and-technical-notes

Table 1.4: Māori enrolments in Māori medium ECE, by immersion level (2002-2014)

Māori Enrolments in ECE	Year (end of June)												
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Level Two MME (51-80%)	223	323	244	331	351	361	385	456	312	623	600	608	590
Level One MME (81-100%)	10,608	10,558	10,771	10,323	9,713	8,951	9,028	9,095	9,152	9,375	9,154	9,001	8,799
Total MME (51-100%)	10,831	10,881	11,015	10,654	10,064	9,312	9,413	9,551	9,464	9,998	9,754	9,609	9,389

Note: Home-based services, the Correspondence School and some other services are not included, see technical notes for details.

Only enrolments in Education and Care, Kindergarten, Playcentre and Te Kōhanga Reo are included

MĀORI LANGUAGE IN PRIMARY AND SECONDARY EDUCATION

Table 1.5a: Number and percentage of all students participating in Māori language in Education, by immersion level (2006-2015)

Participation in Māori Language in Education in Years 1-13	Year										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
Level One MME (81-100%)	12,235	11,987	11,772	11,634	11,738	11,818	11,816	12,028	12,704	12,958	
Level Two MME (81-100%)	5,187	5,420	5,157	5,161	4,587	4,729	4,976	5,315	5,009	4,884	
Level Three (31%-50%)	5,450	5,154	4,795	4,649	4,904	4,807	4,936	4,843	4,884	5,819	
Level 4a (12%-30%)	6,469	5,926	7,007	6,727	6,303	5,640	5,357	5,718	5,723	5,950	
Level 4b (at least 3 hours)	19,875	20,191	19,151	21,128	20,010	20,131	21,245	21,141	22,249	21,208	
Level 5 (less than 3 hours)	109,386	102,447	101,511	102,014	101,514	103,777	109,405	109,352	114,667	121,745	
Total students in Levels 1-5	158,602	151,125	149,393	151,313	149,056	150,902	157,735	158,397	165,236	172,564	
Percentage of all students participating in Māori language education at levels 1-5	20.8%	19.9%	19.7%	19.9%	19.5%	19.8%	20.8%	20.8%	21.5%	22.2%	
Total students	760,745	759,878	758,094	760,859	764,398	762,682	759,960	762,400	767,258	776,815	

Table 1.5b: Number and percentage of Māori students participating in Māori language in Education, by immersion level (2004-2015)

Level of Immersion	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total Māori	160,616	162,493	162,319	163,978	165,379	166,872	169,869	171,811	173,011	175,449	178,691	183,079
Level 1: 81-100%	12,469	12,626	12,125	11,874	11,664	11,511	11,565	11,710	11,710	11,930	12,568	12,842
Level 2: 51-80%	5,164	4,994	5,018	5,166	4,890	4,911	4,351	4,423	4,643	4,945	4,695	4,541
Number of Māori in MME	17,633	17,620	17,143	17,040	16,554	16,422	15,916	16,133	16,353	16,875	17,263	17,383
% of Māori in MME	11.0%	10.8%	10.6%	10.4%	10.0%	9.8%	9.4%	9.4%	9.5%	9.6%	9.7%	9.5%
Level 3: 31-50%	5,006	5,187	4,820	4,600	4,338	4,192	4,372	4,308	4,412	4,261	4,240	5,013
Level 4(a): up to 30%	4,488	3,773	4,377	4,342	4,834	4,735	4,516	4,265	3,794	4,024	4,048	4,100
Level 4(b): At least 3 Hours	15,160	13,759	13,512	13,299	12,969	13,670	13,305	13,196	13,715	13,374	13,817	13,543
Level 5: Less than 3 Hours	31,147	31,934	30,553	29,034	29,095	29,554	29,084	29,715	30,734	31,068	31,856	33,236
Level 6: Taha Māori	48,336	49,700	49,614	52,628	54,894	60,059	61,651	63,334	63,581	64,002	64,810	66,375
No Māori language learning / Not Applicable	38,846	40,520	42,300	43,035	42,695	38,240	41,025	40,860	40,422	41,845	42,657	43,429
Number of Māori at level 5 and above	73,434	72,273	70,405	68,315	67,790	68,573	67,193	67,617	69,008	69,602	71,224	73,275
Percentage of Māori at Level 5 and above	45.7%	44.5%	43.4%	41.7%	41.0%	41.1%	39.6%	39.4%	39.9%	39.7%	39.9%	40.0%

Table 1.6a: Number of students at each level of Ngā Whanaketanga Reo by gender and achievement level (2014)

Subject	Student type	At or Above	Below or well below	Total students
Kōrero	Female	1738	992	2730
	Male	1378	1166	2544
	Total	3116	2158	5274
Pānui	Female	2299	871	3170
	Male	1830	1143	2973
	Total	4129	2014	6143
Tuhituhi	Female	2024	1106	3130
	Male	1472	1457	2929
	Total	3496	2563	6059

Table 1.6b: Percentage of students at each level of Ngā Whanaketanga Reo, 2014

Subject	Student type	At or Above	Below or well below
Kōrero	Female	63.7	36.3
	Male	54.2	45.8
	Total	59.1	40.9
Pānui	Female	72.5	27.5
	Male	61.6	38.4
	Total	67.2	32.8
Tuhituhi	Female	64.7	35.3
	Male	50.3	49.7
	Total	57.7	42.3

Table 1.7a: Number of students at each level of Ngā Whanaketanga Pāngarau, 2014

Subject	Student type	At or Above	Below or Well Below	Total
Te Ine me te Āhuahanga	Female	918	726	1644
	Male	822	696	1518
	Total	1740	1422	3162
Te Tau me te Taurangi	Female	1507	880	2387
	Male	1322	930	2252
	Total	2829	1810	4639
Te Tauanga me te Tūponotanga	Female	878	668	1546
	Male	809	631	1440
	Total	1687	1299	2986

Table 1.7b: Percentage of students at each level of Ngā Whanaketanga Pāngarau, 2014

Subject	Student type	At and above	Below or Well Below
Te Ine me te Āhuahanga	Female	55.8	44.2
	Male	54.2	45.8
	Total	55.0	45.0
Te Tau me te Taurangi	Female	63.1	36.9
	Male	58.7	41.3
	Total	61.0	39.0
Te Tauanga me te Tūponotanga	Female	56.8	43.2
	Male	56.2	43.8
	Total	56.5	43.5

Table 1.8: Number and percentage of Māori School Leavers with NCEA Level 2, by medium (2009-2014)

Medium of education	2009		2010		2011		2012		2013		2014	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
non-Māori Medium	5122	45.3	5987	49.0	6662	52.0	6561	55.0	7081	55.2	7174	58.1
Māori Medium	185	56.1	215	66.0	218	69.2	235	69.9	297	75.0	304	75.2
All Māori School Leavers	5307	45.7	6202	49.5	6880	52.5	6796	55.4	7378	55.8	7478	58.6

Table 1.9: Number of Māori School Leavers, by medium (2009-2015)

Medium of education	2009	2010	2011	2012	2013	2014
non-Māori Medium	11296	12215	12801	11932	12838	12350
Māori medium	330	326	315	336	396	404
Total Māori school leavers	11626	12541	13116	12268	13234	12754

Table 1.9a: Māori MME School Leavers, by highest attainment

Highest attainment	Year					
	2009	2010	2011	2012	2013	2014
Below Level 1 Qualification	98	69	63	52	49	56
Level 1 Qualification	47	42	34	49	50	44
Level 2 Qualification	77	70	71	66	84	89
Level 3 or above	43	61	49	37	63	93
University Entrance	65	84	98	132	150	122
Total	330	326	315	336	396	404

Table 1.9b: Māori non-MME School Leavers, by highest attainment (2009-2014)

Highest attainment	Year					
	2009	2010	2011	2012	2013	2014
Below Level 1 Qualification	4175	4046	3912	3455	3795	3303
Level 1 Qualification	1999	2182	2227	1916	1962	1873
Level 2 Qualification	3014	3510	3646	3394	3687	3924
Level 3 or above	539	719	1045	1035	1111	1527
University Entrance	1569	1758	1971	2132	2283	1723
Total	11296	12215	12801	11932	12838	12350

Table 1.10: Retention of Māori students to age 17, by medium (2009-2014)

Medium of education	Year											
	2009		2010		2011		2012		2013		2014	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	Percentage
non-Māori Medium	7039	62.3	7911	64.8	8509	66.5	8150	68.3	8975	69.9	8499	68.8
Māori Medium	232	70.3	237	72.7	231	73.3	265	78.9	289	73.0	315	78.0
All Māori School Leavers	7271	62.5	8148	65.0	8740	66.6	8415	68.6	9264	70.0	8814	69.1

MĀORI LANGUAGE IN TERTIARY EDUCATION

Table 1.11: The number of domestic students who enrol in, and complete, Māori language* qualifications increases

Year	Enrolments	Completions
2007	10,840	3,965
2008	11,445	4,765
2009	11,170	6,135
2010	8,505	4,430
2011	7,595	4,365
2012	8,290	4,650
2013	8,620	5,100
2014	9,205	5,570

Note: data in tables rounded to nearest five students

Total number of domestic students **enrolled** in formal qualifications with NZSCED of "091502 Te Reo Māori"

Total number of domestic students **completing** formal qualifications with NZSCED of "091502 Te Reo Māori"

Table 1.12: Domestic students enrolled in Māori medium ITE qualifications (2008-2014)

Sector	2008	2009	2010	2011	2012	2013	2014
ECE	90	145	150	130	115	125	110
Primary	425	580	725	850	865	715	640
Secondary							
Unknown	0	0	5	10	10	15	5
Total	515	725	875	990	990	855	750
% of all enrolments	3.5%	4.5%	5.1%	6.1%	6.3%	6.2%	6.1%

Notes:

1. Data relates to students enrolled at any time during the year with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's full-time duration).
2. Students can enrol in qualifications in more than one sector, so summing individual sectors may not equal the total.
3. The sector of study and whether a student is enrolled in a Māori Medium programme has been derived from the underlying data and should be seen as indicative only.
4. In some cases, sector of qualification has been derived from the courses studied by a student and so should be seen as **indicative only**.
5. Where sector of study has not been able to be determined, students have been placed in the "Unknown" category.
6. Data in this table has been revised, and may differ from previously published figures.
7. Data in this table, including totals, have been rounded to the nearest 5 to protect the privacy of individuals, so the sum of individual counts may not add to the total.

Table 1.13: Domestic students completing Māori medium ITE qualifications (2008-2014)

Sector	2008	2009	2010	2011	2012	2013	2014
ECE	10	20	15	30	20	40	25
Primary	65	125	180	115	155	215	190
Secondary							
Unknown							
Total	75	145	195	140	170	255	215
% of all completions	1.6%	3.0%	4.1%	2.5%	3.0%	5.0%	4.6%

Notes:

1. Students can complete a qualification in more than one sector, so summing individual sectors may not equal the total.
2. The sector of study and whether a student completed a Māori Medium programme has been derived from the underlying data and should be seen as indicative only.
3. In some cases, sector of qualification has been derived from the courses studied by a student and so should be seen as **indicative only**.
4. Where sector of study has not been able to be determined, students have been placed in the "Unknown" category.
5. During 2015, providers can report further completions for previous years. So the completions data in this table is provisional.
6. Data is subject to revision and so may differ from that previously provided.
7. Data in this table, including totals, have been rounded to the nearest 5 to protect the privacy of individuals, so the sum of individual counts may not add to the total.

EARLY CHILDHOOD EDUCATION

Table 2.1a: Number of new entrants starting school with prior participation in early childhood education by ethnic group and year*(2010-2015)

Year	Ethnic group		Total
	Māori	non-Māori	
Jun 2010	12,639	40,912	53,551
Jun 2011	13,164	41,956	55,120
Jun 2012	13,595	42,756	56,351
Jun 2013	14,475	44,486	58,961
Jun 2014	14,680	43,875	58,555
Jun 2015	14,896	44,542	59,438

*For all children starting school in the 12 months ending in June each year.

Table 2.1b: Rate of prior participation in early childhood education in new entrants, by ethnicity (2010-2015)

Year ending	Ethnic group		Total
	Māori	non-Māori	
Jun 2010	89.4%	96.0%	94.4%
Jun 2011	90.1%	96.2%	94.6%
Jun 2012	90.9%	96.3%	95.0%
Jun 2013	92.3%	96.8%	95.6%
Jun 2014	92.9%	97.0%	95.9%
Jun 2015	94.0%	96.9%	96.2%

Table 2.2: Percentage of ECE services working in partnership with whānau Māori (2012 review)

	None	Limited Extent	Some extent	High extent
Percentage of the ECE Services in the study	4%	41%	45%	10%

PRIMARY AND SECONDARY EDUCATION

Table 3.1: Proportion of learners in years 1-8 achieving at or above the National Standards, by subject and ethnicity (2011-2014)

	Māori				non-Māori			
	2011	2012	2013	2014	2011	2012	2013	2014
Reading	66.5	68.2	68.7	68.6	78.6	80.1	80.5	80.8
Maths	62.5	63.6	64.6	65	74.6	76.5	77.5	78.2
Writing	57.5	60.4	60.8	61.2	70.5	73	73.4	74

Table 3.2: Age standardised rate of stand-downs and suspensions per 1,000 Māori students (2000-2014)

	Year														
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Stand-downs	50.0	51.2	52.3	55.1	54.4	56.5	57.8	53.9	52.4	51.5	49.6	45.1	42.2	38.8	36.4
Suspensions	18.6	16.9	16.7	15.9	14.7	15.8	15.1	14.0	12.8	14.2	12.3	11.2	10.4	9.0	7.8

Table 3.3: School Leavers with NCEA Literacy and Numeracy, by ethnicity (2009-2014)

Year	Māori		non-Māori	
	Number	Percentage	Number	Percentage
2009	8136	69.98%	41396	87.86%
2010	9248	73.74%	43879	89.84%
2011	9941	75.79%	44863	90.57%
2012	9316	75.94%	43672	91.22%
2013	9721	73.45%	44682	90.65%
2014	9742	76.38%	43953	91.89%

Table 3.4a: Number and proportion of school leavers with NCEA Level 2, by ethnicity (2009-2014)

Year	Māori		non-Māori	
	Number	Percentage	Number	Percentage
2009	5307	45.6%	34342	72.9%
2010	6202	49.5%	36881	75.5%
2011	6880	52.5%	38508	77.7%
2012	6796	55.4%	38149	79.7%
2013	7378	55.8%	39334	79.8%
2014	7478	58.6%	39251	82.1%

Table 3.4b: Number and proportion of school leavers with NCEA Level 3, by ethnicity (2009-2014)

Year	Māori		non-Māori	
	Number	Percentage	Number	Percentage
2009	2216	19.1%	22390	47.5%
2010	2622	20.9%	23980	49.1%
2011	3163	24.1%	25655	51.8%
2012	3336	27.2%	26134	54.6%
2013	3607	27.3%	27299	55.4%
2014	3465	27.2%	26697	55.8%

Table 3.5: Number and proportion of 18-year-olds with NCEA Level 2 or above, by ethnicity (2009-2014)

Year	Māori		non-Māori	
	Number	Percentage	Number	Percentage
2011	7888	57.1%	40291	78.9%
2012	8196	60.9%	40721	81.7%
2013	8602	63.3%	41161	82.8%
2014	8947	67.7%	41490	84.8%

Table 3.6: Number and proportion of schools with fair Māori representation on their Board of Trustees (1997-2014)

Year	Total schools ¹	Schools with fair representation	
	Number	Number	Proportion
1997	1,756	588	33.5%
1998	1,756	553	31.5%
1999	1,727	567	32.8%
2000	1,738	547	31.5%
2001	1,760	642	36.5%
2002	1,807	705	39.0%
2003	1,834	686	37.4%
2004	1,786	672	37.6%
2005	1,798	690	38.4%
2006	1,775	672	37.9%
2007	1,738	643	37.0%
2008	1,868	679	36.3%
2009	1,870	654	35.0%
2010	1,800	667	37.1%
2011	1,877	673	35.9%
2012	1,902	708	37.2%
2013	1,889	748	39.6%
2014	1,910	758	39.7%

Notes:

1. "Total schools" is the number of schools in New Zealand with a sufficient number of Māori students to expect at least one Māori parent representative on the board.
2. This indicator is a snapshot of the composition of boards of trustees as at 1 December of each year.

TERTIARY EDUCATION

Table 4.1: Number and proportion of 25 year olds who have completed a qualification at Level 4 or above through the New Zealand tertiary system, by ethnicity (2007-2014)

Year	Māori		non-Māori	
	Number	Percentage	Number	Percentage
2007	2,085	20%	18,502	40%
2008	2,260	21%	19,332	41%
2009	2,460	22%	20,416	43%
2010	2,735	23%	21,490	46%
2011	2,930	24%	22,223	48%
2012	3,170	25%	23,495	51%
2013	3,530	28%	24,694	51%
2014	3,880	30%	25,560	50%

Table 4.2a: Employment and unemployment rate, all ages, Māori and total New Zealand (2008-2015)

Year (Sep, Q3)	Māori		Total	
	Unemployment rate	Employment rate	Unemployment rate	Employment rate
2008	8.2	61.6	4.1	65.4
2009	13	57.5	6.3	63.3
2010	13.7	56.9	6.3	63.5
2011	13.2	57.1	6.4	63.6
2012	15.2	55.8	7.2	63
2013	12.4	57.6	6.2	63.9
2014	12.4	58.1	5.5	64.6
2015	12.9	57.5	6	64.1

Source: Statistics NZ

Table Reference HLF180AA, HLF031AA

Table 4.2b: Employment rate for people aged 15 years and over with a post-school qualification, Māori and total New Zealand (2007-2014)

Year	Rate of employment	
	Māori	Total
2007	76%	76%
2008	75%	76%
2009	71%	75%
2010	71%	75%
2011	70%	75%
2012	69%	75%
2013	72%	75%
2014	71%	76%

Source: Statistics New Zealand, Household Labour Force Survey (customised data)
Average for year to December

Table 4.3: Median earned annual income (\$000s): one year after completing study, by qualification level and ethnic group

Level of study	Māori	non-Māori
Doctorate	C	57.526
Masters	39.461	40.733
Bachelors/pg dip or cert	44.586	46.084
Graduate certificate or diploma	46.236	44.607
Bachelors degree	37.484	37.214
Diploma	25.679	26.321
Certificate at level 4	23.041	23.596
Certificate at levels 1-3	21.959	22.752

Source: Mahoney, P. (2014). The outcomes of tertiary education for Māori graduates. Ministry of Education

Table 4.4: Median earned annual income (\$000s): two years after completing study, by qualification level and ethnic group

Level of study	Māori	non-Māori
Doctorate	63.768	64.463
Masters	41.438	49.423
Bachelors/pg dip or cert	48.272	49.508
Graduate certificate or diploma	47.735	48.123
Bachelors degree	42.556	43.911
Diploma	30.848	32.046
Certificate at level 4	27.35	27.731
Certificate at levels 1-3	25.516	26.081

Source: Mahoney, P. (2014). The outcomes of tertiary education for Māori graduates. Ministry of Education
See technical notes for more information

Table 4.5: Median earned annual income (\$000s): five years after completing study, by qualification level and ethnic group

Level of study	Māori	non-Māori
Doctorate	80.313	70.943
Masters	56.993	60.282
Bachelors/pg dip or cert	58.496	62.343
Graduate certificate or diploma	57.583	59.366
Bachelors degree	50.093	52.045
Diploma	37.386	39.528
Certificate at level 4	33.286	35.851
Certificate at levels 1-3	31.256	34.458

Source: Mahoney, P. (2014). The outcomes of tertiary education for Māori graduates. Ministry of Education
See technical notes for more information

Table 4.6: Median and quartile annual earnings of young domestic graduates, one, two and five years after study by ethnic group and qualification level

Level of study	Measure	Māori - Years after study			non-Māori - Years after study			Māori earnings as a percentage of non-Māori earnings %		
		One	Two	Five	One	Two	Five	One	Two	Five
Doctorate level degree	Upper quartile	C..	C..	C..	\$69,529	\$73,173	\$81,964	N/a	N/a	N/a
	Median	C..	\$63,768	\$80,313	\$57,526	\$64,463	\$70,943	N/a	99	113
	Lower quartile	C..	C..	C..	\$35,056	\$52,711	\$52,667	N/a	N/a	N/a
Masters degree	Upper quartile	\$51,196	\$52,264	\$66,597	\$52,928	\$59,910	\$74,447	97	87	89
	Median	\$39,461	\$41,438	\$56,993	\$40,733	\$49,423	\$60,282	97	84	95
	Lower quartile	\$24,624	\$26,601	\$46,547	\$24,929	\$36,271	\$45,244	99	73	103
Bachelors honours /pg dip or cert	Upper quartile	\$56,041	\$57,752	\$74,958	\$53,391	\$57,252	\$75,914	105	101	99
	Median	\$44,586	\$48,272	\$58,496	\$46,084	\$49,508	\$62,343	97	98	94
	Lower quartile	\$33,993	\$35,070	\$41,334	\$35,109	\$37,698	\$46,745	97	93	88
Graduate cert or diploma	Upper quartile	\$50,318	\$52,400	\$68,180	\$49,400	\$54,006	\$70,035	102	97	97
	Median	\$46,236	\$47,735	\$57,583	\$44,607	\$48,123	\$59,366	104	99	97
	Lower quartile	\$39,394	\$40,436	\$42,179	\$32,436	\$39,870	\$44,306	121	101	95
Bachelors degree	Upper quartile	\$45,967	\$49,198	\$61,098	\$46,141	\$52,269	\$64,662	100	94	94
	Median	\$37,484	\$42,556	\$50,093	\$37,214	\$43,911	\$52,045	101	97	96
	Lower quartile	\$26,669	\$31,543	\$34,096	\$25,543	\$33,898	\$38,094	104	93	90
Diploma	Upper quartile	\$34,613	\$39,498	\$47,336	\$34,362	\$41,712	\$49,463	101	95	96
	Median	\$25,679	\$30,848	\$37,386	\$26,321	\$32,046	\$39,528	98	96	95
	Lower quartile	\$17,319	\$20,298	\$22,982	\$16,684	\$20,438	\$28,052	104	99	82
Certificate at level 4	Upper quartile	\$30,163	\$34,043	\$41,394	\$30,534	\$34,666	\$43,234	99	98	96
	Median	\$23,041	\$27,350	\$33,286	\$23,596	\$27,731	\$35,851	98	99	93
	Lower quartile	\$15,513	\$18,330	\$23,638	\$15,052	\$17,955	\$25,828	103	102	92
Certificate at levels 1 to 3	Upper quartile	\$30,804	\$33,622	\$40,789	\$31,081	\$33,520	\$43,369	99	100	94
	Median	\$21,959	\$25,516	\$31,256	\$22,752	\$26,081	\$34,458	97	98	91
	Lower quartile	\$13,543	\$16,393	\$20,113	\$13,635	\$16,167	\$24,242	99	101	83

Source: Mahoney, P. (2014). The outcomes of tertiary education for Māori graduates. Ministry of Education

See technical notes for more information



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