



Te Kawa Mataaho
Public Service Commission

Better Public Services: Boosting skills and employment [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Result 5: Increase the proportion of 18-year-olds with NCEA Level 2 or equivalent qualification

Why is this important for New Zealand?

Success in education is essential to the Government's goal of building a productive and competitive economy. It also helps New Zealanders develop the skills needed to reach their full potential and contribute to the economy and society.

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

How will we know we are achieving this result?

The Government's target is:

- 85% of 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification in 2017.

Projected 2016 NCEA Level 2 Achievement Rate for 18 year olds

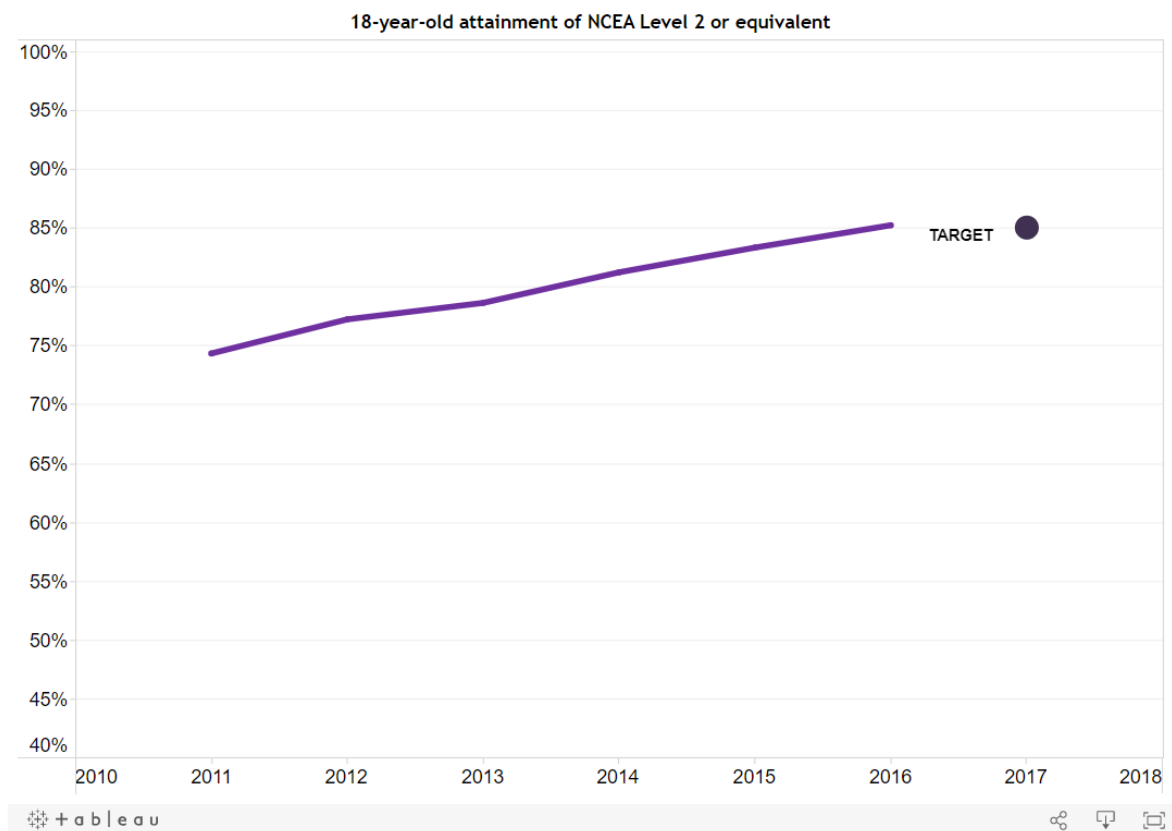


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Better Public Services: Boosting skills and employment [archived]

Ministry of Education provisional data suggests that the number of 18 year olds with NCEA Level 2, or an equivalent, is projected to be around 85.2 percent for 2016. This suggests that achievement is on track to reach the Government's target of 85 percent of 18 year olds holding NCEA Level 2 or an equivalent qualification in 2017.

The chart below shows progress towards the NCEA Level 2 for 18 year olds from 2011-2016.



2016 NCEA Level 2 Achievement Rate for 18 year olds

The table below shows progress towards the NCEA Level 2 for 18-year-olds from 2011-2015.

Table 1: Percentage of 18-year-olds with NCEA L2 2011-2015

What are we doing to achieve this result?



Better Public Services: Boosting skills and employment [archived]

- \$43 million in extra funding, over four years, to schools with a total of around 150,000 students most at risk of educational underachievement. Secondary schools can use this funding to help more students achieve NCEA Level 2.
- Around 6190 Trades Academy places for students; a 10 fold increase since 2011. We now have one Trades Academy place for every 26 students.
- Some 9600 free-fees places were offered to 16 to 19 year old students in 2016. Students study towards NCEA level 2, with tertiary providers, free of charge.
- In 2015, 271 secondary schools used Ministry data to identify over 4000 students needing extra help to achieve NCEA Level 2. Around 7400 young people have achieved NCEA Level 2 with such assistance since 2012.
- 24 Trades Academies helping students achieve NCEA Level 2.
- The launch of the Secondary-Tertiary pilot programme, DualPathways in 2016. DualPathways students will be enrolled part-time in secondary school at Year 12 or 13 and part-time in either tertiary education or industry training. This comes into effect this year.
- Launched FindMyPath - Youth Guarantee, a website to help young people explore the qualifications they need to succeed in to achieve their career goals.
- Funding was continued in Budget 2016 for Youth Guarantee initiatives such as Vocational Pathways and Achievement 2013-17 programme to increase NCEA level 2 achievement and student progression into further study, train or work.
- Increased Trades Academy funding to \$67.186 million in 2016/17. An extra 1200 students will gain access to trades academies over the next four academic years from 2016 as a result of this increase.
- Working with schools and tertiary providers to build transitions pathways from Levels 2 and 3 to Level 4+, and into employment, to support industry skill needs in line with Business Growth Agenda.
- Extended and maintaining Vocational Pathways from Level 1 to 3 and higher.
- Promotion of best practice around secondary-tertiary partnerships, utilising Vocational Pathways to guide student decisions, and responding to industry skill needs.
- Facilitating 61 community-led Youth Guarantee Partnerships and projects to better use local education resources for students and build capability within the education sector.
- Progressing with the "Count me in" programme to assist around 2,000 around and Pasifika 16-18 year olds who have left school to re-engage with education or to begin vocational training leading to a meaningful qualification at NCEA Level 2 or better.



Better Public Services: Boosting skills and employment [archived]

Result 6: Increase the proportion of 25 - 34 year olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above)

Why is this important for New Zealand?

We need to increase the level of skills in our workforce to support New Zealand's economic growth. A higher skilled workforce supports better innovation and productivity.

Individuals with higher qualifications tend to have better economic and social outcomes than those with low qualifications. People who gain higher level qualifications, especially at degree level and above, are more likely to be employed, have higher earnings, and less likely to be receiving a benefit.

How will we know we are achieving this result?

The Government's target relates to the percentage of 25–34-year-olds who have a qualification at Level 4 or above. In 2012, the Government set a target that 55% of 25-34 year-olds would hold a qualification of level 4 or above in 2017. In 2014, the Government updated the target to be 60% of 25-34-year-olds in 2018. The target was revised as it was expected that the 55% target would be met before 2017, given recent trends in the measure and for other positive trends in tertiary completion rates.

The annual average to June 2016 was 56.5%, up from 55.8% for the year to March 2016, and 53.5% for the year to June 2015. The annual average to June 2016 is the highest result reported to date, and is the second quarter in a row that the result has exceeded 55%.



Better Public Services: Strong Foundation for Work & Life



Result 5: Improve mathematics & literacy skills ([/resources/bps-strong-foundation-work-life/#result5](#))

Result 6: Upskill the New Zealand Workforce ([/resources/bps-strong-foundation-work-life/#result6](#))

Result 5: Improve mathematics, literacy and te reo matatini skills for all students

What is the target?

The targets to raise the achievement of all our children and young people in mathematics and mathematics writing and tuhituhi are that, by 2021:

- 80% of Year 8 students will be achieving at or above the National Standard in mathematics, or at Manawa Ora or Manawa Toa in Toa Whanaketanga Rumaki Rumaki of Year 8 students will be achieving at or above the National Standard in writing, or at Manawa Ora or Manawa Toa in Toa Whanaketanga Rumaki tuhituhi.

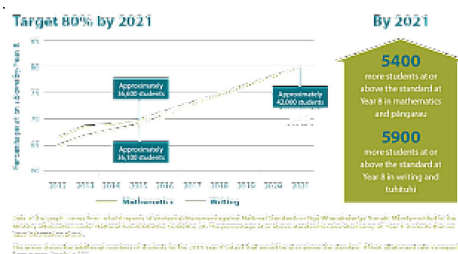
Reaching the 80% target will mean that, by 2021, 5400 more students will be at or above the Year 8 standard in mathematics or mathematics and 5900 more students in writing or tuhituhi.

Why is this important for New Zealand?

These new targets are part of the government's continuing commitment to support schools to help more of our children and young people enjoy educational success.

Having the right level of skills in mathematics, writing and tuhituhi really matters for children and young people. A strong foundation in these areas means they will have more opportunities to progress in their learning and more choices in their transition into further education, training and employment.

How will we know we are achieving this result?



Reaching these targets will mean that significant numbers of additional students will be achieving at or above the standards each year in mathematics and mathematics writing and tuhituhi.

This Result is about more children progressing over time. Schools have a number of years to support children to reach the new targets by 2021. To achieve them, we expect that more schools will identify students facing challenges in these areas earlier, from new entrants through to Year 8, and put in place plans that meet each individual child's learning needs.

What are we doing to achieve this result?

The Ministry of Education will support teachers, school leaders, family and family to help our children achieve these targets. These supports include:

- Investing \$359 million to support teachers and principals in our Communities of Learning | Learning Ako, so schools and early learning services can share resources, along with high quality teaching and learning practices, to support students' progress. This collaboration will be crucial in enabling schools to meet our new targets.
- The Teacher-led Innovation Fund to support teams of qualified teachers from Years 0-13 to collaboratively develop innovative practices that improve learning.
- Working with schools to improve their use of achievement data to assist students who need help the most to progress and achieve in their learning.
- Developing the Learning Progression Frameworks (LPF) (<http://assessment.tki.org.nz/Assessment-tools-resources/Learning-Progression-Frameworks>) to illustrate the significant steps that students take as they develop their reading, writing and mathematics expertise from Years 1 to 10. These are available to all teachers so they can better understand individual student progress and plan to meet each individual's learning needs.
- The Progress and Consistency Tool (PaCT), and Te Waharoa Araua Waharoa (TWA), to help teachers produce accurate and consistent judgements about students' progress in mathematics, writing and reading. These tools also assist teachers to target the right resources to the right students, and at the right time to help lift their performance.
- Professional Learning and Development (PLD) for teachers, which has been redesigned to focus on core subjects including mathematics, including writing and tuhituhi. PLD focuses on lifting teacher knowledge about subject content, the effective use of student data, and on more effective teaching practices to meet the individual needs of students.
- Programmes for Students, to help students at greatest risk of underachievement. These include Accelerating Learning in Literacy (ALL), Accelerating Learning in Mathematics (ALiM) and Mathematics Support Teachers (MST).
- Promoting tools and ideas for parents, to help develop their children's literacy and numeracy skills from Years 1 to 8, in schools and on our website for parents. See <http://parents.education.govt.nz/primary-school/learning-and-development-at-home/ideas-to-help-with-reading-writing-and-maths/> (<http://parents.education.govt.nz/primary-school/learning-and-development-at-home/ideas-to-help-with-reading-writing-and-maths/>)

Result 6: Upskill the New Zealand Workforce

What is the target?

60% of 25–34 year olds will have advanced trade qualifications, diplomas and degrees (Level 4 or above on the New Zealand Qualifications Framework) by 2018.

Why is this important for New Zealand?

New Zealand's prosperity relies on a skilled, flexible and innovative workforce. A higher skilled workforce supports innovation and productivity.

Individuals with higher qualifications tend to have better economic and social outcomes than those with low qualifications. People who gain higher level qualifications, especially at degree level and above, are more likely to be employed and have higher earnings. They are less likely to be receiving a benefit.

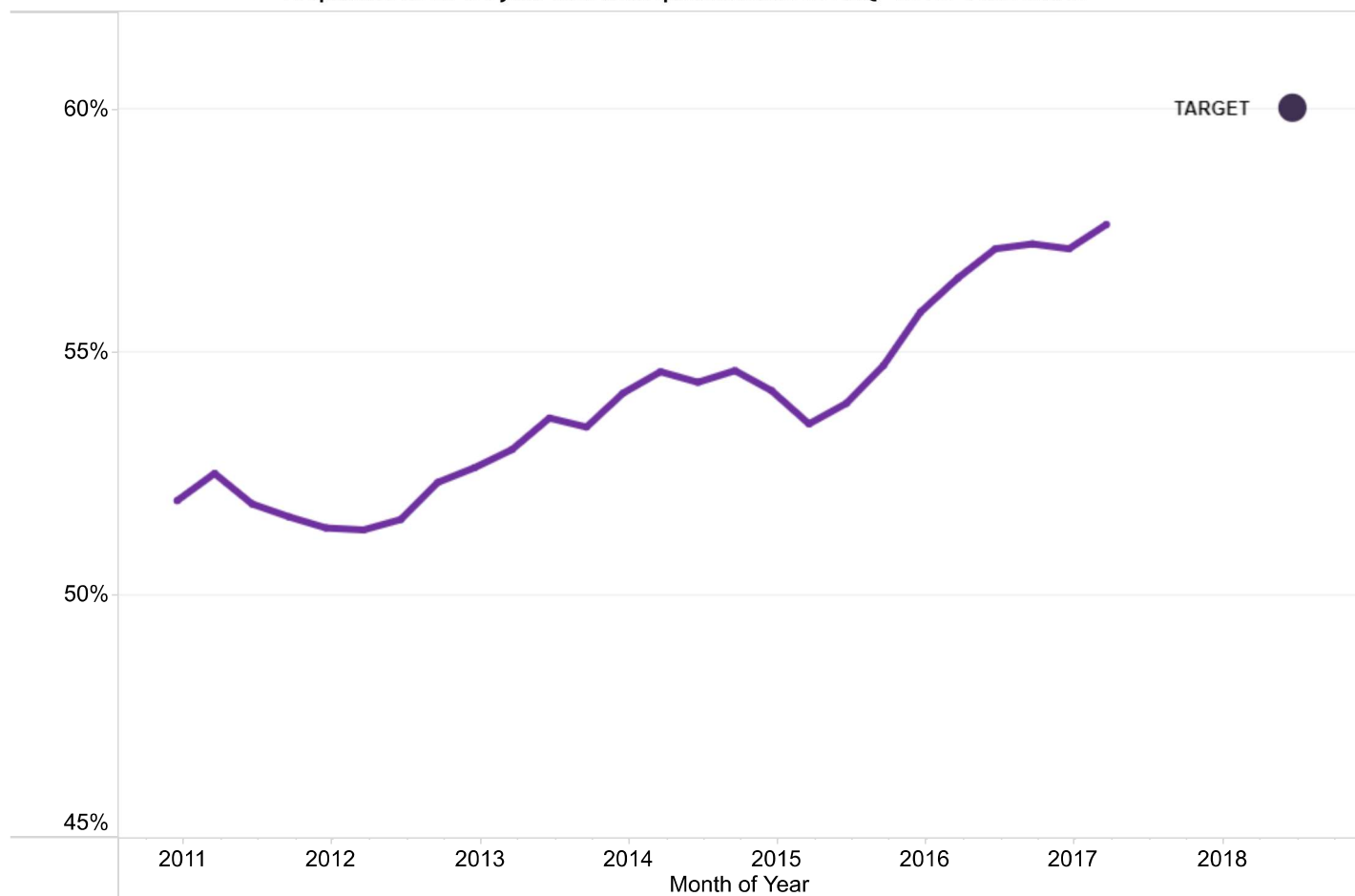
How will we know we are achieving this result?

When the BPS Results were introduced in 2012, the target was 55% of 25-34 year olds with qualifications at Level 4 and above by 2017. In 2014, better than expected results lead to an increase in the target, to 60% by 2018.

The annual average data for June 2017 showed that 57.6% of 25–34 year olds had a qualification at Level 4 or above. This compared to 57.1% in the year to March 2017, 56.5% in the year to June 2016, and 52.3% in the year to December 2012.

This means that the original target of 55% has already been achieved, and we are now working towards the revised target of 60%.

Proportion of 25-34 year olds with qualifications at NZQF Level 4 and above



Progress towards the target is measured quarterly through the Household Labour Force Survey, and is reported as a rolling annual average each quarter. Quarterly results in the Survey tend to fluctuate for the target, with small sample sizes for 25-34 year olds. Annual average data provides a more robust measure.

Growth in this indicator reflects the ability of New Zealand's education system to develop the skills and qualifications of our domestic population, our ability to retain domestic talent, and our success in attracting highly skilled and talented people to New Zealand's workforce.

Monitoring the performance of the tertiary education system, in terms of higher participation and completion rates, helps track progress towards the target. We are refreshing and improving the way we report our lead indicators (enrolment in qualifications at Level 4 and above by age 19 and completions by age 22). These will be updated once available.

Changes to the skill mix arising from different patterns of inward and outward migration tend to have different impacts on the proportion with Level 4 or above qualifications. New Zealand is experiencing record net permanent and long-term migration gains as a result of retaining highly skilled New Zealanders, more New Zealanders returning home and more overseas migrants moving here.

In the year to June 2017, the net migration rate for those aged 25-34 years (excluding international students) was 2.9%. This means that there was a net gain or increase in the number of 25-34 year olds in New Zealand during 2016.

What are we doing to achieve this result?

The Government is working to provide tertiary education provision that meets the needs of students, the labour market and the economy. This draws together work by the Ministry of Education, the Tertiary Education Commission, the New Zealand Qualifications Authority, the Ministry of Business, Innovation and Employment, and the wider tertiary sector.

Increase participation and success in tertiary education and training

Education provision needs to have pathways, linked to industry needs, which support more young people to move into study at Level 4 or above, and into careers. We will continue to work closely with education providers, Communities of Learning | Learning Ako, industry, employers and the wider community to ensure that students receive high quality education that is relevant to industry.

We are improving participation and success by:

- *Increasing numbers enrolling in New Zealand Apprentices*—there were approximately 43,000 apprentices in 2016, compared to just over 36,000 in 2012. In November 2016 the Government announced a new target to have 50,000 people in apprenticeships by 2020.
- *Extending the the and Pasifika Trades Training (MPTT) initiative* – expanding MPTT from 1,200 allocated places in 2015 to 3,000 places in 2017. MPTT gives more gives and Pasifika young people the opportunity to complete foundation and pre-apprenticeship education so they can move into employment and further training through New Zealand Apprenticeships.
- *Fostering partnerships between schools, tertiary providers, industry training organisations and employers through initiatives such as Youth Guarantee* – senior secondary school students can enrol part-time in school and part-time in tertiary education or industry training and get a head start on a vocational qualification, alongside completion of NCEA Level 2 or 3.
- *Expanding fees-free foundation education* – expanding fees free foundation education to students of all ages from 2017. Basic foundation skills provide options for people to go on to further study or training, including towards qualifications at Level 4 or higher, which have better employment outcomes.

Improve quality, relevance and achievement

There is a strong focus on improving the overall quality of higher level tertiary education provision, and on increasing achievement at Level 4 or above through tertiary education and training. The Government is continuing to support education providers, Communities of Learning | Learning Ako and industry to lift the quality and relevance of tertiary education and training, and to improve achievement.

We are improving the quality and relevance of tertiary education and training, and improving learner achievement by:

- *Establishing three ICT Graduate Schools* – the three ICT Graduate Schools are now open and are designed to lift the number of ICT graduates available to staff New Zealand's fast-growing software and software services industry.
- *Improving performance monitoring of tertiary education organisations* – legislation is progressing, that will strengthen the performance monitoring of tertiary education organisations.
- *Improving outcomes for MPTT* – additional targets and performance measures for MPTT consortia and providers to improve both participation and outcomes for MPTT learners.

Improve information for decision making

The Government has focused on supporting learners to make better informed study and career decisions. We will continue to improve the quality and availability of information by:

- *Publishing national-level employment outcomes of tertiary education* – to provide students with information on the employment and earning outcomes of study choices. From 2017, providers will be required to publish their own outcomes data to give students more information with which to make good study choices.
- *Developing online tools that enable students, their families and families to compare study options and careers* – examples include Occupation Outlook, My Q (Rate my qualification) and FindMyPath, which builds on the Vocational Pathways profile builder.
- *Creating a refocused careers service within the Tertiary Education Commission* – to improve careers advice to students, schools and Communities of Learning | Learning Ako. This will help strengthen links between educators and employers, and support students to successfully transition into further education and training and employment.
- *Supporting initiatives aimed at raising awareness* – examples include 'Got a Trade' week and 'Make the World' Engineering to Employment (E2E).



Better Public Services Result 5 - Case Study: Pasifika students Power Up for success [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Over 1600 Pasifika students, parents and family members signed up to a new programme to boost the number of Pasifika students achieving NCEA.

"Pasifika Power Up for NCEA" is connecting Pacific parents, families and communities with their children's learning.

There are eight Power Stations established in churches, community centres and schools - positive places for students and their families to learn how best to plan, prepare and study for NCEA.

The programme started with an eight week study course specifically for young people, together with their parents and families. The vision was that by the end of the course, everyone in the family would feel much more confident and able to support their young people as NCEA exams begin. Key to the

success of the programme is putting together a whole family education plan.

Gaining NCEA qualifications is an important step in providing greater choice and opportunities for students.

The Government is committed to reaching the Better Public Services goal of 85% of 18-year olds achieving NCEA Level 2 or an equivalent qualification by 2017.

2012 NCEA Level 2 achievement results for Pasifika students show a move in the right direction, with more than an 8 per cent increase over three years (64.8% achieving NCEA Level 2 in 2012 compared with 56.5% in 2009).

"Pasifika Power Up for NCEA" is a joint initiative between the Ministries of Education and Pacific Island Affairs. It is part of the implementation of the Government's [Pasifika Education Plan 2013-2017](#).

(http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/~/_media/MinEdu/Files/EducationSectors/PasifikaEducation/PasifikaEdPlan2

Ministry of Pacific Island Affairs Chief Executive Pauline Winter said staff from both agencies turned out night after night to help deliver the initial eight-week programme.

"It was really inspiring on the final night, to hear parents and families talking about their new knowledge and understanding of education, and their desire to use this to advance education for their own children and others," Ms Winter said.

This initiative recognises that New Zealand's Pacific population is young and fast growing and these students have an important role to play in our nations' future prosperity. Power Up will help ensure that they have the skills and qualifications they need to contribute.

Read the Celebrating Success story Programme to increase Pasifika students NCEA achievement praised ([/bps-pasifika-students-ncea-achievement-praised](#))



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Better Public Services Result 5 - Case Study: Massey High School and the Auckland West Vocational Academy [archived]

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Building a house, refurbishing a Chevron sports car, and a planned culinary trip to France. Well, at Massey High School all these activities, and more, are helping students achieve NCEA Level 2, and progress to further learning or work.

Nationwide, up to 70% of school leavers do not go to university. Massey High School, via the Auckland West Vocational Academy, and using the 2012 Vocational Pathways framework,

is delivering a more 'hands on' and employer-relevant learning experience for these students.

The relationship between Massey and the West Auckland Vocational Academy has significantly lifted NCEA Level 2 pass rates, improved student attendance and increased student retention, according to Bruce Ritchie, Principal of Massey High School.

"For example overall, in the first year, students reached or exceeded 80% NCEA Level 2 achievement in every academy where this was a Ministry target. In carpentry, all the students achieved 100% of the Level 2 BCAT's (National Certificate). And thirteen out of fourteen achieved

Level 2 NCEA."

Clearer vocational pathways have also led to a vast improvement in student attitudes, Bruce says.

"Students now have a sense of achievement, take pride in what they are learning and have developed a 'team' approach through the academy. This has led to a significant improvement in school attendance. At this time in 2013, 120 out of 126 Academy students have attendances that meet the required 80% minimum. Student retention has also drastically increased. Nearly all students remain. Only two out of 126 have decided the academy is not for them," Bruce says.

Massey High School welcomes the "direct connection the academy gives students to work with employers, community organisations and service groups. The majority of students who have completed learning in the academy have progressed to employment that was related to the academies or to tertiary institutions, " Bruce says.

For Bruce and his teachers, having their students achieve more is not just about ticking some boxes. It's about the pleasure they get from seeing students do things they never thought possible, and from seeing the pride that parents and the take in their children's achievements.

"One student on work experience from the Academy burst into tears in a review, saying that they were the only person in their family who had ever had a job. They now have part-time work, and an offer of full-time work once they complete the academy.

"A 'Roof Shout' was held for the house built by our carpentry students. Every parent attended, along with extended family members. It was a very special day. One at risk student, unlikely to remain in school, attended the Academy and now has employment in an apprenticeship. The student returned to thank the school and inform students how important the academy was. We encourage this - it has happened in about a dozen cases already.

"Partnering with vocational and trades academies, and the arrival of the Vocational Pathways programme, are two of the most significant changes made for New Zealand's students in recent years. Both are changing pupils lives, and their futures," Bruce says.



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Better Public Services Result 5 - Case Study: Foodie student gets taste for success [archived]

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Year 13 student at Hawera High School, Brittany Godderidge is enthusiastic about delicious desserts.

Hawera High School

Brittany Godderidge has a self-confessed sweet tooth and has always enjoyed baking treats with her family, including her Dad who used to be a chef.

The keen cook jumped at the chance to study 'chefing' through her school's Trades Academy programme in 2013. She then followed up in 2014 with a work placement at Lush Café in New Plymouth. Both of these helped Brittany earn credits toward her NCEA qualifications.

"I am doing what I love and its helping me get through school, its brilliant!" she says.

In addition to learning valuable food preparation skills and time management, she perfected some of her favourite dishes and the art of making them "pretty on the plate".

"I enjoyed learning some subjects through the Trades Academy because I'm more of a practical learner," Brittany says.

And the hands-on learning has worked.

Brittany has been offered an apprenticeship as a chef at the Hotel Intercontinental in Wellington starting January 2015. She's excited to be taking up this fantastic opportunity.

Brittany ultimately wants to become a patisserie chef – preferably in France. “I'd love to be a patisserie chef there. My goal is to work in a famous, fancy restaurant,” she says.

Nigella Lawson, one of the budding patisserie chef's idols, had better watch out – or hire her before someone else snaps her up - Brittany has already been offered a job at Lush Cafe.

The manager at the cafe was only too happy to take her on. “Soon after I started the manager said she was going to offer me a job!” Brittany says.

Brittany has successfully completed her NCEA Level 2 and is working towards a Services Industries Vocational Pathway Award. This will show that she has aligned her school study with a specific sector.

“At school you get told about the real world but through the Trades Academy I experienced it, and realised that I could do what I had always dreamed of,” she says.

Arthur Graves, the Ministry of Education's Group Manager for Youth Guarantee which offer the Trade Academy programmes and Vocational Pathways says: “When students study subjects in areas which are relevant and interesting to them, then they are much more likely to stay at school and remain engaged with their learning. Having NCEA Level 2 also means students are well-prepared to undertake further training, study or work, as they have a solid foundation to build on.”

As well as Trade Academy programmes, Hawera High School utilises various schemes to ensure that students are catered for including, Gateway funding or Star. These are all offered within the Vocational Pathways framework.

This year nearly 200 Year 11 to 13 students at Hawera High are experiencing horticulture or agriculture, 60 have sampled chef training, 40 have tried tourism while another 216 are trying a range of other jobs.

Of the 95 Year 12 and 13 students who undertook work experience through work placement programmes, the majority (97 percent) are leaving for fulltime apprenticeships, jobs in the community or extending their education at WITT (Western Institute of Technology), Ucol or even university.



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Better Public Services Result 5 - Case Study: Hagley School of Animation [archived]

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Falling in love with school again - Hagley College, Christchurch

Ezra Taulamana is a girl with a lot of love. She loves performance, dance, singing, drawing, painting, and art. She also has a lot of love for her family, and her church. But last year what she didn't love was school.

The Year 13 student had relocated with her family to Christchurch. She didn't settle and dropped out before completing NCEA Level 3.

"The subjects were different. I wasn't inspired and I just disengaged. I decided school wasn't for me."

Ezra's parents run a painting and labouring business and with "a tonne of earthquake repair work to be done" it was a case of all hands on deck. Ezra started doing the admin and is now the business' health and safety manager.

But Ezra doesn't want to work in her parents' painting business forever. On attending a 'Get a taste of Hagley - Do what you love in 2015' open night, she had an inspiring conversation with Gavin Hewitt, Head Teacher for one of the College's newest schools - the School of Animation and Digital

Design.

"I was thinking I'd like to do something with dance or music and I ended up having this awesome conversation with Gavin. At the School of Animation and Digital Design I found I could incorporate all my passions."

Gavin explains students can focus on subjects they are interested in. Due to the collaboration within the College, signing up for the Animation and Digital Design course means Ezra also works with students in the Hagley Dance Company, Hagley Theatre Company, the School of Fashion and the Writers' Institute.

"In the past we had only offered animation as a subject. This year we've taken in a step further and have turned it into a full-time course. There has been plenty of demand. The 20 spaces filled up within a couple of weeks," says Gavin.

Students on the Hagley School of Animation and Digital Design course work towards NCEA Level 3, and University Entrance. As well as the required numeracy and literacy components, the course covers 3D modeling, creature design, story boarding, animation, digital painting and illustration, character design, mechanical design, graphic design, type and image sequencing, compositing, camera skills, studio lighting and photographic compositing.

It fits in the creative section of Vocational Pathways and there is a clear pathway and links to further study at Auckland's Media Design School, Massey Univeristy, CPIT Christchurch and AUT, Auckland.

"We have a proud history of past students achieving national and international success as artists in the film and gaming industries. It's great to be able to talk to students about where they could end up," says Gavin

"We have people like Sir Richard Taylor from Weta talk to students about opportunities in the film industry but we can also tell them about former students like James Ellis and Tom Robinson who have both had art featured in *Into the Pixel* a collection of video game art debuted at E3. (The Electronic Entertainment Expo is an annual international trade fair for the video games industry.) "Hearing from people successful in industry is very inspiring for our students."

Consequently Ezra is loving school again and can see a clear path to an exciting future. Following her parents' lead as outreach workers she'll be applying for an internship with ARISE church in 2016.

"ARISE is very embracing of new ideas and with the skills I'm learning at the School of Animation and Digital Design I'll be able to do productions and video. I feel very excited about what I'm doing and what I'll be able to put out into the world," she says.

Related Case Studies (/bps-case-studies)



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Better Public Services Result 5 - Case Study: NCEA and Whānau [archived]

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Darlia Walker is a member of the Ministry of Education's Parents, Families and Whānau (PFW) team. The PFW team works one-on-one with whānau to help set and follow through with education goals for their child.

Last year, Darlia worked over five weeks in the Far North with 14 whānau of students needing additional support. When she started, most of these students were not likely to get NCEA Level 2. But, by the time she had finished, nine of the 14

young people achieved NCEA Level 2 in 2012. Another two achieved it early this year.

Darlia started by hosting an NCEA and the Whānau workshop. At the workshop, Darlia explained to the children's whānau how NCEA works and how they could help their child achieve it.

But that was just the beginning. Getting whānau engaged after the workshop was hard work, but it was worth it Darlia says. To follow up, Darlia visited them in their own comfort zone - their homes. It took 5-8 separate visits or sessions to gain the trust of the whānau. Once she had it, they were on board and fully behind their child's success.

More than 3,600 people have attended NCEA and the Whānau workshops, similar to that run by Darlia, since September 2011. PFW and the New Zealand Qualifications Authority (NZQA) have teamed up in this initiative. The PFW team run the workshops on behalf of NZQA. The excellent relationships the PFW team have with iwi means more parents benefit from the workshops.

Ngāwai Kena-Gledye, a parent who went to a workshop, says "it's just so much easier for her (my daughter) and me too. I'm not on her case all the time. I so know where she is around her subjects that she's taking. I know what she wants to do now in regards to where she needs to go at the end of her schooling year.

"We know from whānau feedback that the workshops do make a difference. Whānau are clearer about what NCEA is about, more confident to work with their child to choose subjects and to contact their child's school to ask questions," says PFW National Manager Sheridan McKinley.

Teacher feedback on the impact of the NCEA and the Whānau workshops has been great as well. As one told the PFW team, "I really like it when the student realises "Oh my gosh! Mum and Dad know what I have to do now!" "

Questions and answers

Why is the Ministry targeting whānau to help them to understand NCEA?

Parents and whānau are the most important out of school influence on children's educational success. Yet, for parents of the "School Cert" generation, the NCEA can be mystery. Some parents have also had poor experiences of the education system as children. Others find it hard talking to teaching staff about their child's education. Engaging more parents and whānau in their children's education success is key to boosting NCEA Level 2 achievement rates and employment rates, or further study, amongst Māori.



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Better Public Services Result 5 - Case Study: Tamaki College - that learner needs oxygen now! [archived]

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Tamaki College in Auckland has doubled the percentage of students achieving NCEA Level 2 in 2012. 51.5% of students achieved Level 2 in 2012, compared with only 25.2% in 2011.

Tamaki took part in a pilot initiative in partnership with the Ministry of Education's Student Achievement Function (SAF) practitioner, Colleen Maguinness. Schools provided intensive support to identified students to boost the number of students achieving NCEA Level 2. There are 48

SAF practitioners working in schools across New Zealand.

In term 3 2012 Colleen and Tamaki Principal, Soana Pamaka worked on an analysis of the school's achievement data.

It was clear to Soana that drastic action was needed. Unless something was done quickly, some 40 pupils were in danger of not achieving NCEA Level 2 in 2012. "We called them the blue students because we felt they needed some oxygen," Soana said.

The school moved fast. Deans, heads of departments and support teachers "adopted" two students each. Staff worked with students to identify what needed to change so they could achieve. In some cases, the teacher sat with them through a class to identify what support was needed.

The attendance of 11 of the 40 students was a focus. The school visited families at home and showed them the student's attendance rate. The parents did their part. Six of these eleven students achieved NCEA Level 2.

Most initiatives were put in place over just a few weeks. The long term impact is very positive. Mentoring relationships between students and teachers have continued. There is more focus on student results and progress towards the student's own achievement goals. Students know how many credits they need to achieve.

The focus also had a positive impact on the motivation of other students. Students not in the blue group clearly saw the positive results of the increased attention on their student friends - some are now asking for the same help.



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 5- Case Study: Tayla getting to where she wants to go [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Primary Industries Trades Academy (PITA), Taratahi

Tayla is in year 12 at Wairarapa College and wants to study agricultural science at university. Tayla grew up on a beef and sheep farm outside Masterton and wants to take the knowledge she picked in her youth and make it her career.

Last year, Tayla successfully applied to the Primary Industries Trades Academy (PITA) at Taratahi Agricultural College as part of her studies in the Primary Industries Vocational Pathway. This meant that one day a week she went onsite to Taratahi to learn the theory of farming and went on a work experience placement to a farm where she had to roll up her sleeves and learn on the job.

Tayla is now in her second year of the programme and through her work on the farm is learning about building relationships, how to succeed in a team and is being treated like any other farm worker - like an adult. Tayla is learning real life skills.

PITA at Taratahi allows Year 11 and 12 students to come onto campus one day a week and learn on the job. Because Taratahi operates as a farming business, students really feel like they are contributing as if in the work place. At the same time, their efforts and learning contribute to gaining

NCEA Level 2 without them buckling under the pressures of the classroom which often leads some students to drop out altogether. Attendance at the PITA is structured to minimise disruption to normal secondary school activities and to maximise tertiary and work placement opportunities.

Tayla's interest is beef and lamb and she says that she is not afraid of handling big cattle nor does she shy away from the tough jobs like fencing. Tayla knows that she has to prove she can do the basics if she wants to further her career with tertiary study and specialise.

"I like that the programme is practical" says Tayla, "and I like that I can learn outside the classroom.'

Tayla is getting a solid foundation at Taratahi and it is raising her confidence. This encourages Tayla to pursue agricultural education at a higher level.

"This is about practical application and combining qualifications with skills. We encourage our students to see their destination as employment and we inspire them to achieve this. It's as much about having the right attitude as well as aptitude. Farms become their classrooms and every placement becomes the opportunity for a future job or study," says Dr Donovan Wearing, CEO at Taratahi.


Arthur Graves, Group Manager Youth Guarantee at the Ministry of Education oversees the Vocational Pathways. He says, "New Zealand has to improve the rate of NCEA Level 2 achievement, the minimum qualification a young person needs to get to be ready for a better future. To get employment you need to get a solid education, achieving at least a minimum qualification, or more.

According to Arthur, "New Zealand has poor retention rates of 15-19 year olds remaining in education to get qualifications and skills that will benefit them and not enough young people progressing to Level 4 or above on the New Zealand Qualifications Framework."

"Learning in a Trades Academy gives students real life skills and qualifications and using the Vocational Pathways young people can choose their study options and see how it relates to future job or career options. Students can get relevant qualifications and a Vocational Pathway which will set them up for their next steps, whether it's into tertiary study, industry training or employment."

Tayla has two younger brothers and two younger sisters and she knows she is setting an example to them that if you work hard and focus on a certain career path you can get to where you want to go.

More than 4,200 senior secondary schools students from 264 schools are currently enrolled at a Trades Academy this year in 22 Secondary-Tertiary Programmes throughout New Zealand. For initial outcomes from these programmes, see the 'Youth Guarantee Monitoring Report: Impact of Trades Academies & Youth Guarantee Fees-Free Provision on Student Performance' to see the

effect on outcomes for students  <http://youthguarantee.net.nz/assets/assets/Youth-Guarantee-Monitoring-Report-one-page-for-YG-staff.pdf> (<http://youthguarantee.net.nz/assets/assets/Youth-Guarantee-Monitoring-Report-one-page-for-YG-staff.pdf>)

The Ministry of Education is holding regional workshops on the Youth Guarantee focused on raising achievement, retention and transitions of young people across secondary schools and tertiary providers. The workshops will discuss initiatives to raise student achievement and develop relevant learning opportunities for students; connecting school, tertiary and future employment.

Last modified: 26 August 2014



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 5 - Case Study: Rough start turns to bright future [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Tama MacDonald is finding his place in the world despite a 'rough and confusing' start.

Marlborough Boy's College

Tama doesn't like change so the transition from school into the workforce has been daunting for the Marlborough teenager. But strong relationships with supportive teachers at Marlborough Boys' College and the

right school curriculum have set him on a smoother course.

Life hasn't been plain sailing for Tama who is under the care of Child, Youth and Family.

"I'm nervous about change. I like things to stay the same. I didn't see a bright future. I was stressed out. There were changes in family life, in life all together. The prospect of working, of getting a job was too much to get my head around," he says.

Assistant Principal of Marlborough College James Ryan says Tama was doing poorly in the traditional school system.

“We wanted to help Tama and we knew he had potential,” says James. “So we worked closely with him and decided Tama was a good candidate for Vocational Pathways and the Gateway funding.”

Using the Vocational Pathway profile builder with Tama, his teachers looked at his interests, computer gaming and cooking, and his strengths and mapped out where he should focus his study. And Tama agreed that ‘Services Industries’ and hospitality in particular made sense for him.

James says that they also looked job prospects in Marlborough and aligned Tama’s skills with these opportunities.

As a result, Tama secured a place in the kitchen of function centre, Clubs of Marlborough.

Tama has spent every Thursday working as cook and chief fryer for Marlborough Club’s Taylor Restaurant.

Through this Tama was able to earn credits to achieve NCEA Level 2.

Tama says his future is now brighter.

“I’m looking at a better future. What I’m doing is fun and I look forward to it. I really like and enjoy the people I’m working with. I know I have a lot of support. I’m already working part-time for Clubs of Marlborough and I am hopeful this will lead to a permanent job in the future. I feel good about myself.”

Tama says the programme and Vocational Pathways has given him an opportunity to settle into the real world.

“Without it I wouldn’t have been able to settle in. It means I’m ready, and confident. I know I’m a reliable asset to the team.”

Marlborough Boys’ College has strong Gateway and STAR (Secondary Tertiary Alignment Resource) funded programmes which come under the Ministry of Education’s Youth Guarantee initiative and are implemented under Vocational Pathways. Vocational Pathways is a tool that provides a clear framework for subject options helping link a student’s study to study or work after school.

James says this year the school has had over 40 boys out in the workplace for one day a week.

“The record of students using the Gateway funded programme to get experience in the workplace to help drive academic achievement as well as secure jobs is clear. Even students who don’t have a particularly successful placement use it as a learning experience about the difference between the classroom and work.

“But the Gateway funded programme already has a high conversion rate of work placement into jobs or apprenticeships. The reputation in the local community is so high that our co-ordinator is frequently stopped in the street and asked if we have anyone available.

“Our STAR funding programme is designed to expand our curriculum and help give the boys an education that they would not normally get. We also use the funding to help our Gateway students with skills that will enhance their time in the work placement such as a First Aid course.

Last modified: 19 February 2015



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 5 - Case Study: Motivated to make a difference [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Otumoetai College

Television drama series NCIS has inspired Otumoetai College student Ellie Robinson to want to study forensics at the University of Otago.

The Year 11 student, who is also a keen artist, has used Vocational Pathways to clarify her aspirations and set a path to make sure she achieves her goals.

“Vocational Pathways has formalised the direction I am heading. At one stage I was considering becoming an Animal Control Officer or a Customs officer, however I realise now that I am more scientific. It’s nice to be creative but I see my art as a hobby.”

Vocational Pathways is a tool that provides a clear framework for vocational options, supports better programme design, careers advice, and improves links between education and employment.

Ellie is also highly motivated in other areas of school life, working towards a Break Free Expedition to Mexico where Otumoetai College raises funds to build houses for the poor.

“All my spare time is taken up with fundraising. Each student needs to raise \$4,000 and Otumoetai College an additional \$20,000 to build the two houses.

“I wanted to experience a different country and make a difference while doing it.”

Deputy Principal Bruce Farthing says Vocational Pathways is an excellent innovation as a tool to initiate discussion with students. He says the College is using the Vocational Pathways profile builder in conjunction with academic mentoring and online progress reporting with great success.

“Learners are able to identify their progress and identify where they need to raise their level of achievement when planning their courses and check course selections provide the necessary pathways needed to achieve goal,” says Bruce.

“We are seeing a marked difference in comparison to previous years. Students are more engaged and focused, they are asking better questions when considering their options and our careers advisors are booked out. With progress at the touch of a button, all involved can see what needs to be done for students to achieve their goals. This is no small task in a school of more than 2,000 students. We are also getting great feedback from parents on how motivated students are.”



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 5 - Case Study: No school is an island: meet the Waitakere Community of Learning [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



A group of 12 diverse schools in West Auckland are collaborating by sharing their knowledge and skills to help all their students achieve.

Communities of Learning (CoL) enable teachers to work together to share and benefit from each

other's experience.

Introduced by the government in 2014, CoL form part of the Investing in Educational Success initiative, and aim to lift student achievement and offer new career opportunities for teachers and principals.

The Waitakere CoL is made up of 12 West Auckland schools: Birdwood School, Henderson North Primary, Holy Cross School, Pomaria Primary, Ranui Primary, St Paul's School, Summerland Primary, Western Heights Primary, Henderson Intermediate, Liston College, St Dominic's College and Waitakere College.

Waitakere College deputy principal and CoL leader Shona Smith became involved in the development of the CoL in August 2015.

"The process of bringing the schools together started in late 2014 and took time, but from a broad and varied place we emerged with a shared purpose and vision," she says.

"It's important each school in the CoL maintains its uniqueness and is successful, but it's just as important for each school to work together, to maximise teaching quality and lift educational achievement for every student."

The Waitakere CoL is comprised of a diverse group of students and teachers.

"Waitakere College principal Mark Shanahan was instrumental in the formation of our group," says Shona.

"From the start, Mark took collaboration to a new level when he suggested creating a CoL that included both state and Catholic schools."

The student population of the Waitakere CoL is ethnically diverse, with 21 percent ethnically and 29 percent Pasifika in the 2013-14 primary cohorts, along with similar proportions of along and smaller numbers of other groups including Asian, African, Middle Eastern and European migrants.



Waitakere CoL conference participants being welcomed into Waitakere College

Pinpointing challenges

The Waitakere CoL held its first conference in June this year.

The meeting brought together Across Schools teachers and Within Schools teams to begin sharing knowledge and ideas on how to lift achievement for all students.

This involved looking at data from all the schools in the CoL and pinpointing particular areas that needed positive change.

That change includes raising achievement levels for includes and Pasifika students in reading, writing and maths, increasing the percentage of maths, and Pasifika leaving school with NCEA Level 2 or higher, and improving the retention of and students.

"We have strong of and Pasifika representation across the CoL including on boards of trustees and a genuine commitment from all teaching staff to lift their knowledge and practice of culturally responsive pedagogy."

Shona says the boards of trustees across the CoL have been supportive and committed and all 12 have now signed up to a shared 'memorandum of agreement', and hope to hold a combined board meeting later this year.

"We know however that the real challenge is still in front of us, as we discover what actions and interventions in practice will make a difference to student achievement.

"It is one thing to know the challenge but how to actually make change is the bigger challenge."

A shared vision

Shona says that by combining resources, the schools that make up the Waitakere CoL can begin to realise their big plans.

Two plans in particular are to involve more particular and community input, and consult students about what they believe would help them through school.

"Our students are our success story and we want them to share their journeys and dreams. Our job is to listen, enhance their stories, support their journeys and help them realise their aspirations," she says.

Another plan is to build more effective transition processes to support students as they move from primary and intermediate and into secondary schools.

"Some of our schools have already held combined Matariki celebrations, which brought parents and celebrations, from the primary and intermediate schools into the secondary school to watch their tamariki perform. This is just a tiny first step towards creating smoother pathways for all our learners," says Shona.

"Most of this year will be spent getting to the start of the implementation process and while we can't do everything, we will definitely give everything we have to ensure our achievement challenges are realised and the journey for our entire CoL community is inclusive and rewarding."

"We are working as a team rather than as islands and we will gradually understand what is possible at each school - we know we can't do everything!"



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 5 - Case Study: Girls at Wellington East gear up for the future of IT [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Connaire McKeefry, a Wellington East Girls' College Year 12 student, is challenging her own stereotype. She is a bright, young women predisposed to studying law or commerce, but after a life changing school trip this year, she is now focussed on a future in ICT.

Connaire was one of 39 Wellington East Girls' pupils who visited Silicon Valley and Seattle in the United States earlier this year on a trip designed to counter the 'computer-nerd' myth and

to show students what a real job in the ICT sector actually looks like.

"It's all very well to hear in class about how the ICT industry is huge and that there is not many woman in ICT roles," says Connaire. "But you get another level of understanding by actually visiting Facebook and Google. Now I know what is really out there."

The trip was arranged to inspire young female students to consider ICT as a future career and to encourage them to plan their studies to that end.

Using the Ministry of Education's Youth Guarantee Vocational Pathways tools students are able to choose a combination of subjects, which will help them be better prepared for further study or work in a specific industry – like ICT.

Arthur Graves, the Ministry of Education's Group Manager for Youth Guarantee says: "A trip like this one means that students can immediately connect with an industry or sector and this is likely to inspire them to direct their study toward a certain career. It is essential that young people at school have more choices, ways and places to achieve NCEA Level 2 or equivalent qualifications. When students study subjects in areas which are relevant and interesting to them, then they are much more likely to stay at school and secure the qualifications they need for the future."

Head of Digital Technologies and Computing at the college, Cris Roughton says: "There's been a high level of excitement since we've returned and that has had a huge impact on engagement. You can give students the means to pursue a career in ICT but first they must actually want to go down that pathway. The trip was successful in showing our girls how dynamic the industry is, and how varied."

The group experienced first hand what it's like to work for Google, Facebook, Microsoft, Dreamworks, Boeing and Adobe. Not only did they get high level information and tours, but they got to talk freely with employees – even over lunch in the canteen - to get a real understanding of what the day-to-day work involves.

According to the industry, New Zealand is struggling to meet the demand for IT experts and is importing foreign expertise to meet this shortfall. Initiatives at the school level, like this one, will help ensure that New Zealand is cultivating the high degree of digital literacy it needs for the future.

Intergen, the information technology development and design company, helped sponsor the college's Silicon Valley trip in the hopes of encouraging further students into the industry because it too is finding it hard to source the right talent as it rapidly grows.

Intergen New Zealand's Director of Solutions and Services, Emma Barrett says: "We are taking on 15 graduates next year and would increase that if we could get more with the right skills."

Emma says when it comes to encouraging new talent into ICT careers, the industry needs to start younger and do more. "We need to help build a self-sustaining work base that supports an industry set for untold growth. We need to encourage our young talent to choose a career in IT by showing them how rewarding it can be, and bringing to life the opportunities available."

Emma's own path into ICT was more by good chance rather than good planning. "I was doing a business degree at Otago – papers in marketing and economics. I didn't consider IT until a friend recommended INFO101. It fitted with my timetable, and turned out I really liked it."

Connaire says that the trip to America has made her think carefully about her career and she has now developed a study 'map' to help her better plan for her future. She will be following the Vocational Pathway for Manufacturing and Technology.

"It's definitely got me to hone in. I've used the Careers New Zealand website to help me work out what I need to do, like subjects where I will learn to write code or do programming. If I could do Commerce or a Computer Science Degree with cross over to creative papers – that mix would be my ideal."

Cris agrees: "These girls can now better influence their own futures. They know what qualifications they need and that if done right, there is an amazing future ahead of them."



Te Kawa Mataaho
Public Service Commission

Better Public Services Result 5 - Case Study: Youth Service – helping young people reach their potential [archived]

1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



Youth Service, a Ministry of Social Development (MSD) initiative, works with community-based providers to support and encourage young people into education, training or work-based learning. They gain the learning and skills to continue in their learning, find a job and have an independent future - free of welfare.

Agencies intervene early to help these young people before they become dependent on welfare, or young people under 18 years who enter the welfare system are more likely to remain there as they move into adulthood.

Youth Service has been operational since the middle of 2012. A draft evaluation of its first few months reports many young people saying they appreciate the one-on-one attention and are more disciplined.

One young person told Youth Service "I love the course, it's better than sitting at home. Tutors help out a lot, even with stuff that is not to do with the course. [NCEA] unit standards take a long time at school but it's one-on-one at the course, they help you out until you achieve them."


More young people achieving NCEA Level 2 is a key goal for Youth Service. But, given that school hasn't worked for many that the Youth Service targets, the goal of getting them to NCEA Level 2 requires some different solutions.

For Fati Tagoai, a Youth Service specialist, the key to Youth Service's success will be reaching young people early.

"It [the service] focuses on young people at a pivotal time, when almost every decision has the potential to be life-changing. You have to tackle them in that period where they are experimenting, when they are easily swayed...The important thing is to get your foot in the door, start listening...and working out what their barriers are," says Fati.

Youth Service was set up with close collaboration between MSD and the Ministry of Education. The Ministry of Education helped providers understand the Youth Guarantee initiative which provides a range of ways young people can engage in education, within and outside of school. Youth Guarantee can be appealing for some young school leavers because of the opportunities to learn outside the school environment. The operational collaboration between Youth Service and Youth Guarantee is ongoing.

The Ministry of Education helped Youth Service begin relationships with schools and get information to them. Youth Service has called on schools to help identify students they believe are at risk of dropping out, or to supply information about recent former students who've already left education.

The two ministries created a  joint brochure (<http://www.youthservice.govt.nz/documents/for-providers/schools-flyer.pdf>) to inform schools about Youth Service.

Collaboration across government agencies has meant better monitoring and reporting of the progress these young people are making. It's also meant young people can better access initiatives such as fees-free places.

Find out more information about Youth Service here (<http://www.youthservice.govt.nz/>)

Find out more information about Youth Guarantee here (<http://www.youthguarantee.net.nz/>).