




Pasifika Education Plan

MONITORING REPORT | 2006

Pasifika Education
it's a shared responsibility


MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

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Foreword from the Minister of Education

Today's world is changing at a faster pace than ever before. The skills and knowledge that we valued yesterday may no longer apply as readily, and much of that knowledge is quickly becoming redundant. Children and young people embrace rapid change as part of their natural environment. The education system needs to catch up to the challenges that learners in the 21st century face today.

In the context of constant movement and diminishing boundaries, it is critical that we realise the full potential of children and young people through an education system that is tailored to the needs of every learner by engaging and inspiring them. A system that personalises learning to each individual learner, instead of the one-size-fits-all model, means that all learners get the best from their learning opportunities.

There are many Pasifika children and young people who enjoy success in education, but we haven't yet cracked the code for enough of these learners. We can do better to build on the strengths that every Pasifika student brings to the classroom than we currently do. To do this we need creative and innovative educators who know what works for each individual student, and parents and families who are engaged in supporting learning wherever it takes place.

The *Pasifika Education Plan 2006-2010* was launched in June 2006 with the commitment to raising achievement for each Pasifika student and their family in New Zealand. The goals and targets of the *Plan* give us a strong platform for accelerating change in our education system for Pasifika students.

A year on, I am pleased to present the first *Pasifika Education Plan* Monitoring Report 2006. This report gives you a snapshot of progress towards achieving the goals and targets of the *Plan*. It also gives the education sector a clear picture of where to prioritise across the next twelve months, which areas require fine tuning, and which areas we need to take bigger strides towards.

Message from the Secretary for Education

Pasifika students have celebrated many successes but it is no secret that our education system could and should do more to get better outcomes for Pasifika students and their families.

The overarching outcome for the Ministry of Education is a world leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century. To achieve this outcome, we need to focus on making significant improvements in students' presence, engagement and achievement across early childhood education and schooling, and more quality and relevance in tertiary education.

We have the means, now more than ever before, to generate and analyse the most up-to-date evidence to change what we do for the better and achieve the outcomes we want for students. Over the past year, the ministry has worked to improve what it knows about education outcomes for Pasifika students.

This document, the *Pasifika Education Plan* Monitoring Report 2006, is the first report generated by the monitoring and evaluation cycle of the *Pasifika Education Plan 2006-2010*. You will see that, on the whole we are heading in the right direction but that we still need to retain a sharp focus on:

- ▲ participation and quality in early childhood education
- ▲ strong literacy and numeracy foundations in schooling, and making sure students are engaged in learning, and
- ▲ transitioning students into higher levels of learning and achievement in tertiary education.

Over the coming year, the ministry will continue to grow its evidence base on what works for Pasifika students to inform policy and practice at all levels of education.

It is my hope that you read this report and share its findings with your colleagues and peers across education.





Executive Summary

The *Pasifika Education Plan 2006-2010* (the *Plan*) provides the Ministry of Education with strategic direction for improving education outcomes for Pasifika peoples in Aotearoa/New Zealand. The *Plan* was released in June 2006 and this is its first monitoring report. This report provides a national and, where possible, regional picture of how well the ministry is going towards achieving the goals and targets of the *Plan* based on our current work.



the five year retention rate target to increase retention at all qualification levels from 42 percent to 45 percent is likely to be exceeded with a forecast position of 48 percent by 2010.

The previous *Plan* (2001-2005) saw significant progress in meeting participation targets, however making gains on achievement targets proved challenging. The current *Plan* builds on the strengths of the previous five years while signalling areas where extra effort is required to make significant lifts in Pasifika student achievement.

The report uses 2000 as a base year for quantitative analysis wherever possible and provides information on the current status of each target as well as giving a forecast position out to 2010.

Overall, this report shows a positive 'report card' where based on what we are doing today, all targets bar one are heading in the right direction, forward. This report is the first step in knowing which areas will require additional effort.

More specifically:

▲ *In early childhood education*

- participation will continue to improve from 85 percent in 2006 towards the forecasted position of 95 percent.

▲ *In compulsory education*

- the percentage of Pasifika students leaving school with at least NCEA Level 2 will be at least 51 percent. The forecast position exceeds this target at 52.2 percent;
- Pasifika students leaving school with little or no formal attainment will match that of non-Pasifika school leavers by 2010.

▲ *In tertiary education*

- while Pasifika participation shows the greatest rate of increase at 22 percent since 2001 and at 3.5 percent in 2005, the forecast position is at 4.3 percent participation at degree-level or above, slightly below the target of 5 percent;
- the five year retention rate target to increase retention at all qualification levels from 42 percent to 45 percent is likely to be exceeded with a forecast position of 48 percent by 2010;
- the forecast position on the five year completion rate for students who begin study in 2006 at bachelor degree-level is at 26 percent by 2010 and with more effort and the recent changes in the tertiary sector, it is expected that shifts will be made towards achieving the target currently set at 40 percent.

The activities contributing towards the education sector-wide goals are tracking well to be achieved by 2010. These activities include work on Pasifika languages, building capability and capacity, international work across the Pacific region, and the Auckland Strategic Action Plan amongst others. Table 1.0 below summarises progress to date.



Table 1.0:

	Pasifika Education Plan Targets	Current Status
Early Childhood Education	Lift Pasifika participation in ECE reported on entry to school from 85 percent in 2005 to 95 percent by 2010.	Participation is currently tracking at 91-95 percent by 2010. The impact of FREE ECE and other initiatives focusing on raising participation means that participation at 95 percent is much more likely to be met.
	Increase the number of registered Pasifika ECE teachers (37 percent in 2005).	The target will be met.
	Improve reported quality in Pasifika ECE services.	Analysis to be included in the February 2008 report.
Compulsory Education	Positive shifts in performance as measured by national and international assessments (PISA, PIRLS, TIMSS and NEMP) by 2010.	Data not available until late 2007 and 2008. Analysis will be included in future monitoring reports.
	By 2010 the proportion of Pasifika students leaving school with little or no formal qualifications will match that of all school leavers.	The target will be met.
	Increase the proportion of Pasifika students leaving school with at least NCEA Level 2 or equivalent from 44 percent (2004) to at least 51 percent by 2010.	The target will be exceeded at 52.2 percent.
	Increase the number of registered teachers that are effective for Pasifika students.	This will be informed by Education Review Office reports and included in the February 2008 report.
	Increase the number of Pasifika teachers.	The number of Pasifika teachers has increased since 2002. The Pasifika student: teacher proportion is still at 8 percent of Pasifika students compared with 2 percent of Pasifika teachers. The ministry is working through the TeachNZ campaign, and through Personalising Learning for Pasifika to recruit more Pasifika teachers.
	Improve responsiveness through planning and reporting.	Analysis to be included in the next report and will include information already collected by the Education Review Office.
	Reduce the age-standardised rate of Pasifika suspensions in the compulsory education sector, currently at 9.4 per 1000, by 20 percent over the next 3 years.	Suspensions projected to worsen for Pasifika. However the ministry is working in schools identified with high Pasifika suspension rates to identify ways of helping students stay at school. As a result of an increasing suspension rate, Pasifika has been an explicit focus of the Student Engagement Initiative since 2006. Schools within this initiative reduced suspension rates for Māori by 37.5 percent from 2000 levels.
	Increase Pasifika board representation from 3.1 percent to 4.2 percent of all trustees by the end of 2007.	The ministry is still collecting and analysing elections data from the 2007 elections.
	Establish five school community liaison clusters that are focused on student achievement by 2008.	The target will be met.

Table 1.0: (Cont)

	Pasifika Education Plan Targets	Current Status
Tertiary Education	Increase the Pasifika participation rate at degree-level and above from 3.4 percent in 2004 towards a total of 5.0 percent by 2010.	<p>The forecast is 4.3 percent and is moving towards 5.0 percent. There is room for further increases.</p> <p>The Tertiary Education Strategy 2007/12 sets out the contributions government expects from the tertiary system over the next five years. Education agencies collaboratively, have greater leverage over the system meeting the needs of Pasifika students and communities.</p> <p>The ministry is working collaboratively with the Tertiary Education Commission and other agencies to ensure that all system levers are used to meet the <i>Plan's</i> targets to 2010.</p>
	Increase the Pasifika five-year retention rate at all qualification levels from 42 percent (2000-2004) towards 45 percent by 2010.	Forecast is at 48 percent by 2010. The target will be exceeded.
	Increase the proportion of Pasifika in Industry Training studying at level 4 or higher from 23 percent in 2004 towards 30 percent by 2010.	<p>Based on current efforts, the forecast is at 23 percent, remaining at the same level as in 2004.</p> <p>The ministry is working collaboratively with the Tertiary Education Commission and other agencies to ensure that all system levers are used to meet the <i>Plan's</i> targets by 2010.</p>
	Increase the participation of Pasifika people in Modern Apprenticeships closer to a rate that is in proportion to the Pasifika share of the national working age population by 2010.	<p>Based on current efforts the forecast is at 2.7 percent. This represents an increase towards the Pasifika share of the working age population, but there is room for further increases.</p> <p>The ministry is working collaboratively with the Tertiary Education Commission and other agencies to ensure that all system levers are used to meet the <i>Plan's</i> targets to 2010.</p>
	Increase Pasifika five-year degree-level completion rates from 32 percent (2000-2004) towards 40 percent by 2010.	<p>Based on current efforts, the forecast is at 24 percent. This represents a decrease on the 2000-2004 completion rate.</p> <p>In recent years the five year completion rate of all students in bachelor degree-level qualifications has decreased, possibly as a reflection of a tighter labour market and a preference for shorter, more vocationally orientated certificates and diplomas.</p> <p>The ministry is working collaboratively with the Tertiary Education Commission and other agencies to ensure that all system levers are used to meet the <i>Plan's</i> targets by 2010.</p>
	Maintain the five-year higher level progression rate at 31 percent or higher.	The forecast position is 31 percent. The target will be met.
	Tertiary Education Organisations to be able to demonstrate evidence of actions they have taken to consult with the Pasifika community and to address Pasifika aspirations.	The ministry is working with the Tertiary Education Commission to enhance relationships with Pasifika communities. The Tertiary Education Commission has recently appointed a Pasifika Relationship Manager to provide strategic oversight across the tertiary sector.





Early Childhood Education

Since 1990, enrolments in early childhood education have increased for all age groups, particularly for three year-olds. The number of hours children are enrolled in early childhood education services has also increased. Early childhood education services which offer the greatest flexibility and longer hours of care have absorbed almost all of these increases.

Participation in Early Childhood Education

What we have found

The percentage of Pasifika new school entrants who have participated in early childhood education services has increased over the last five years. While Pasifika new entrants have the lowest prior participation rates, the rates for Pasifika have increased the most from 2000.

Based on the improved participation rate for Pasifika new school entrants since 2000, the forecast position for 2010 is Pasifika participation will improve considerably towards 95 percent.

Why this is important

Time spent in early childhood education enhances future learning. From New Zealand's Competent Children Study we know that:

- ▲ Children who experience quality early childhood education services benefit in cognitive competencies (including literacy, mathematics and logical problem-solving measures) and attitudinal competencies (such as communication, perseverance, and self-management). In the age 14 study, the latest available, researchers found that early childhood education still had associations with positive performance nine years later;
- ▲ Children who start early childhood education between the ages of 1 and 2 had higher scores in mathematics, writing and reading at age 14 than those starting after age 3;
- ▲ Children who had less than 24 months' early childhood education had lower scores than others at age 14 for attitudinal competencies.

These New Zealand results confirm a range of international research that shows the ongoing influence of early childhood education on children's learning.

Measures of participation therefore need to capture information not just on enrolment but on the starting age and amount of time spent in early childhood education.

How we are going

Since 1990, enrolments in early childhood education have increased for all age groups. The highest increases have been for children aged under 3 for whom enrolment rates have more than doubled. The increase in enrolments in early childhood has been absorbed almost entirely by Education and Care services, with 2.7 times as many enrolments in 2005 compared with 1990 (and at nearly 84,000 comprise 45 percent of all enrolments). Over this period the number of hours children are enrolled in early childhood education services has on average increased.

The same period has also seen a strengthening of the labour market, which may have had some impact on enrolment numbers: in a strong labour market parents of young children are more likely to be in work. The growth in Education and Care services may also be explained by the labour market changes: for working parents, Education and Care services, with their diversity of format, offer a great deal of flexibility.

The above enrolment rate indicator over-estimates enrolments in the population because it double- or triple- counts those children who attend more than one early childhood education service. However, it does allow consideration of different patterns of enrolment across ages of children and ECE service types.

This following measure, the percentage of new school entrants who have participated in early childhood education services, allows the calculation of participation rates without the double-counting problems allowing a more accurate calculation by ethnic groups.

What we are trying to achieve

Increase Pasifika children's participation in early childhood education services.

Target: Lift Pasifika participation in early childhood education reported on entry to school from 85 percent (in 2005) to 95 percent by 2010.

Table 1.1: Early childhood education participation rate of Year 1 students, by ethnic group (2000-2005).

Ethnic Group	Percentage of Year 1 students						Percentage Change ¹ (2000 to 2005)
	2000	2001	2002	2003	2004	2005	
Māori	84.8	85.3	86.5	88.4	89.3	89.9	6.0
Pasifika	76.1	76.3	79.4	83.4	84.7	84.5	11.0
Asian	89.2	89.8	92.1	92.4	94.1	95.1	6.6
Other	82.9	84.1	86.6	88.9	89.4	89.9	8.4
NZ European	95.4	96.0	96.6	97.4	97.6	97.7	2.4
Total	91.0	91.4	92.3	93.6	94.1	94.3	3.6

The percentage of Pasifika new school entrants who have participated in early childhood education services has increased over the last five years, from 76 percent in 2000 to 85 percent in 2005. Pasifika new entrants have the lowest prior participation rates, however, the rates for Pasifika have increased the most from 2000, compared with only a slight increase in the rate for NZ European new entrants over the same period.

Based on the improved participation rate for Pasifika new school entrants since 2000, the forecasted position for 2010 is towards 95 percent. This considerable improvement takes into consideration the expected positive impact of FREE ECE which provides 20 free hours for all 3 and 4 year olds.

“
The percentage of Pasifika new school entrants who have participated in early childhood education services has increased over the last five years, from 76 percent in 2000 to 85 percent in 2005.”

Where to find out more

www.educationcounts.edcentre.govt.nz



INDICATORS

Participation in Early Childhood Education

Hours of Participation in Early Childhood Education

Prior Participation in Early Childhood Education

PUBLICATIONS

Pasifika Early Childhood Education

1. Percentage change – The change in the value of 2005 compared to the value in 2000. This change is expressed as a percentage of the 2000 value. For example, 50 in 2005 is 25 percent bigger than 40 in 2000 (50-40=10 and 10 is 25 percent of 40).

What we are trying to achieve

Improve the quality of early childhood education services attended by Pasifika

Target: Increase the number of registered Pasifika early childhood education teachers.

Target: Improve reported quality in Pasifika early childhood education services.

Quality in Early Childhood Education

What we have found

Registered Pasifika Teachers

The percentage of Pasifika ECE teachers that are registered with the New Zealand Teachers' Council is rising at a faster rate than the sector average. However, Pasifika teachers are still less likely to be registered than other ECE teachers. In 2005, 37 percent of Pasifika ECE teachers were registered, compared to 53 percent of non-Pasifika teachers.

Teachers in Pasifika ECE Services

Teachers in ECE services with Pasifika character are much less likely to be registered than other teachers. In 2005 only 26 percent of these teachers were registered.

By the end of 2007, 50 percent of regulated² ECE teachers in every service must be ECE qualified. In 2005, 48 out of the 87 Pasifika ECE services were not meeting this requirement. These services will need to increase their number of registered teachers by the end of 2007 in order to continue to meet licensing requirements.

Why this is important

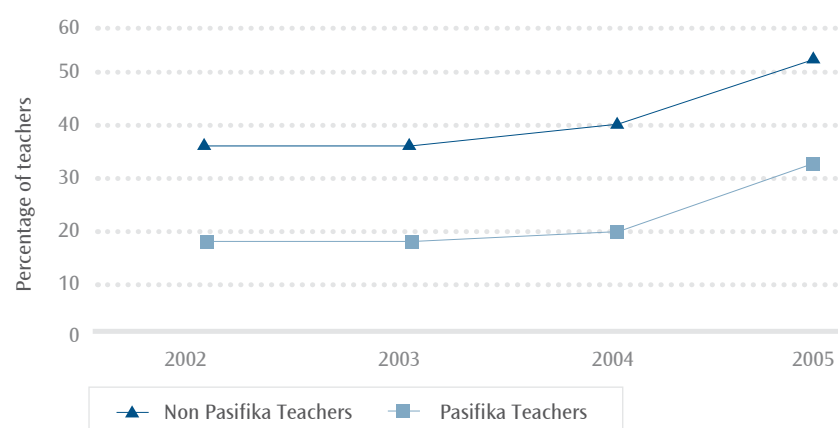
Children benefit from participation in quality ECE services. ECE research shows that quality is the result of the interaction of the ratio of trained adults to children, the number of children (or group size) and, in teacher-led services, the qualification levels of teachers. Collectively, these factors form the foundation on which quality ECE is built.

Teacher registration ensures the quality of teachers because it shows that newly graduated teachers have completed a suitable teacher education programme and are supervised and supported through an advice and guidance programme. Gaining full registration and maintaining a practising certificate assure currency of professional knowledge and practice.

How we are going

This target relates to teaching, so teacher-led ECE services are analysed, for example, kindergartens, education and care services, and home-based centres. Parent-led services, such as play groups, are excluded from this analysis.

Figure 2.1: Percentage of early childhood teachers that are registered with the New Zealand Teachers' Council, by ethnic group.



Notes:

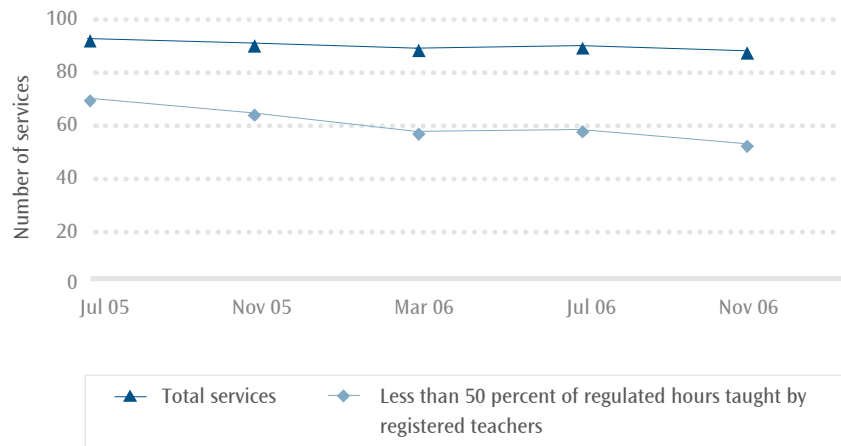
- Person(s) responsible regulations and changes to the funding of services provided incentives for existing qualified teachers to become registered in 2005. As such, there was a large increase in the percentage of teachers that was registered over 2004. However, this increase is largely due to existing qualified teachers becoming registered and is not expected to continue at this level in coming years.
- 2. Here a regulated teacher is a teacher required to meet the regulated teacher-to-child ratios, for example, for all day services 1 teacher is required for every 5 children under two years of age, and 1 teacher is required for every 10 children aged two and over.

Since 2002, the proportion of teachers in ECE who are registered has increased; in 2005 over half (52 percent) of ECE teachers were registered. Most of this growth has been in education and care services, which make up 60 percent of the teacher-led ECE services. Changes in regulations and funding incentives have both contributed to this increase. As of 2005, all person(s) responsible were required to be registered. Additionally, from April 2005 ECE services are funded based on the number of child hours taught by registered teachers. It is expected that the number of registered teachers will increase in coming years as the ECE sector moves towards the 2007 requirement of 50 percent of regulated teachers in each service qualified and registered³.

Registered Pasifika Teachers

The percentage of Pasifika teachers that are registered is growing at a faster rate than the sector average. In 2005, 37 percent of Pasifika teachers were registered, up by 18 percentage points over 2004 figures. During the same period, the sector as a whole increased the percentage of registered teachers by 15 percentage points. However, Pasifika teachers are still less likely to be registered than all ECE teachers.

Figure 2.2: Number of services with Pasifika Character, with 50 percent of their regulated hours taught by teachers that hold ECE qualifications and are registered with the New Zealand Teachers' Council.



Since 2002, the proportion of teachers in ECE who are registered has increased; in 2005 over half (52 percent) of ECE teachers were registered.

Quality in Pasifika ECE Services

Currently we do not have any means to determine the reported quality in ECE services, however, a recent ERO report confirms that having ECE registered teachers leads to improved quality in ECE services⁴. Teachers in services with Pasifika character are lagging behind the rest of the sector in terms of percentage of registered teachers. In 2005, only 26 percent of teachers in these services are registered; though this represents a growth from 14 percent in 2004.

In 2007, 50 percent of regulated teachers⁵ in teacher-led ECE services will be required to be registered. Currently, 48 of the 87 Pasifika services are not meeting the 2007 requirement (see Figure 2.2). These services may face loss of licence and closure if they do not increase the number of ECE registered teachers. Almost two-thirds of Pasifika services are located in Auckland where there is currently high demand for registered ECE teachers.

In July 2007, the first intake of students into the Diploma of Teaching (ECE, Pasifika) graduated from Auckland University of Technology. 2007 will also see the first graduates with the same qualification from Te Tari Puna o Aotearoa, the New Zealand Childcare Association. These current and prospective graduates are expected to increase the number of Pasifika registered and qualified teachers in early childhood education.

3. With an allowance of up to 30 percent of teachers in study for a qualification leading to registration with the New Zealand Teachers' Council.
4. ERO (2006). *Early Childhood Services: Readiness for 2007 Qualification Requirements*. Education Review Office, Wellington.
5. Teachers required for an early childhood education service to meet the minimum regulatory requirements for staff:child ratios. Regulated hours (see Figure 2.2) refers to the total number of hours worked by all regulated staff in a service each day.

Where to find out more

www.educationcounts.edcentre.govt.nz



INDICATORS



Teacher Qualifications:
Schooling

.....

PUBLICATIONS



Picking up the Pace
.....
An Evaluation of Initial Uses and
Impact of Equity Funding





Compulsory Education

The percentage of Pasifika school leavers with little or no attainment is better than Māori, but worse than NZ European. Since 2000, all ethnic groups have improved, with an overall 22 percent reduction in the percentage of school leavers with little or no attainment, however, Pasifika has seen the best improvement with a 37.5 percent reduction.

Achievement at School

What we have found

Little or no attainment

The forecasted position is that there will be considerable improvement towards the target with 12.0 percent of Pasifika school leavers and 11.1 percent of non-Pasifika students leaving with little or no formal attainment by 2010.

NCEA Level 2

The percentage of Pasifika school leavers with NCEA Level 2 is better than the Māori rate, but worse than the NZ European rate. All ethnic groups have improved since 2000 (37.8 percent in 2000 compared with 57.1 percent in 2005), with Pasifika improvement being significantly above average.

The forecasted position is that the target will be met. That is, the percentage of Pasifika students leaving school with at least NCEA Level 2 will be at least 51 percent. The forecast is 52.2 percent of Pasifika school leavers will have NCEA Level 2 by 2010.

What we are trying to achieve

Increase Pasifika students' achievement in education.

Target: Positive shifts in performance as measured by national and international assessments (PISA, PIRLS, TIMSS and NEMP)⁶ by 2011.

Target: By 2010 the proportion of Pasifika students leaving with little or no formal attainment will match that of all school leavers.

Old Target: Increase the proportion of Pasifika students leaving school with at least NCEA Level 2 or equivalent from 52 percent (2004) to at least 60 percent by 2010.

What we are trying to achieve

In 2004 there were methodological changes in the allocation of some attainment levels to school leavers. This had no impact on school leavers with little or no formal attainment, however, for NCEA Level 2 the 2004 data is not comparable with earlier or later data. Because 2004 is the base year for the NCEA Level 2 target, and the basis of the desired position for 2010, the target needs to be recalculated. The corrected target is:

Target: Increase the proportion of Pasifika students leaving school with at least NCEA Level 2 or equivalent from 44 percent (2004) to at least 51 percent by 2010.

Why this is important

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

People with no qualifications have unemployment rates far exceeding those with qualifications. In New Zealand, people with no qualifications have an unemployment rate over 60 percent higher than those whose highest qualification was a Year 12 (sixth form) school qualification or above.

Educational qualifications are also linked to incomes. For example, wage and salary earners with a bachelor degree or higher currently earn around 80 percent more per hour on average than those with no qualification across developed countries.

How we are going

International Assessments

New Zealand is currently participating in a number of international assessments. Information from these assessments will be available towards the end of 2007 and in 2008. A detailed analysis of how Pasifika students are performing will be included in the first *Pasifika Education Plan* Monitoring Report following the release of this information.

Little or no attainment

The percentage of Pasifika school leavers with little or no formal attainment is 15.2 percent. This was 35 percent more than the rate for NZ European (9.9 percent) and 40 percent less than the rate for Māori (25.0 percent).

The number of school leavers with little or no formal attainment decreased by 22 percent from 2000 to 2005. Pasifika school leavers had the biggest improvement with a 38 percent reduction in the number of school leavers with little or no formal attainment.

The wording of the target requires Pasifika to match the performance of all school leavers. Convention in this situation is to compare a group with the sum of the other groups, and not the total which includes its own data.

Based on the recent improvement in Pasifika school leavers, relative to the improvements in non-Pasifika, the forecasted position is that Pasifika students leaving school with little or no formal attainment will be similar than non-Pasifika school leavers by 2010, 12.0 percent and 11.1 percent respectively.

6. PISA: Programme for International Student Assessment; PIRLS: Programme in International Reading Literacy Study; TIMSS: Trends in International Mathematics and Science Study; NEMP: National Education Monitoring Project.

Figure 3.1: Percentage of school leavers with little or no formal attainment, by ethnic group (2000 to 2005).

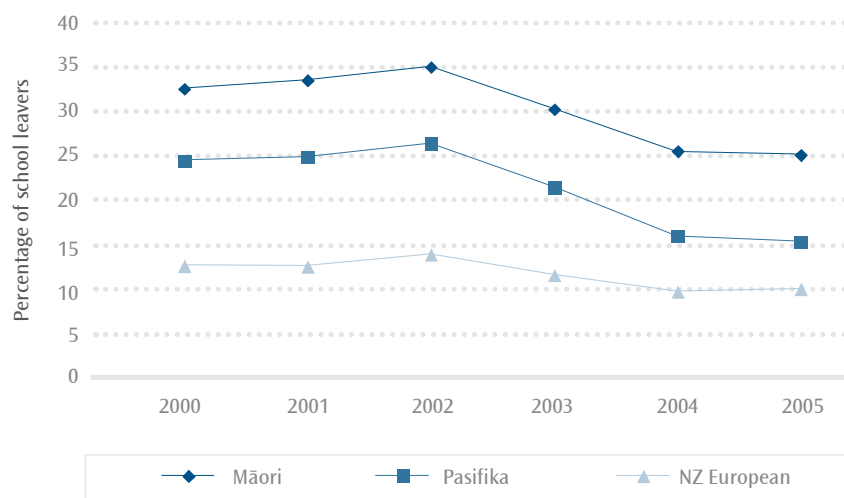


Table 3.1: Percentage of school leavers with little or no formal attainment, by ethnic group (2000 to 2005).

Ethnic Group	Percentage of School Leavers						Percentage Change ⁷ (2000 to 2005)
	2000	2001	2002	2003	2004	2005	
Māori	32.5	33.4	34.9	30.2	25.4	25.0	23.0
Pasifika	24.4	24.8	26.3	21.4	15.9	15.2	37.5
Asian	7.4	8.0	9.1	7.4	5.2	4.6	37.2
Other	21.7	23.6	22.1	17.1	13.4	16.4	24.2
NZ European	12.5	12.4	13.8	11.5	9.6	9.9	21.0
Total	16.5	17.0	18.2	15.3	12.8	12.9	21.9
Non-Pasifika	16.0	16.4	17.6	14.9	12.5	12.7	20.5

7. Percentage change – The change in the value of 2005 compared to the value in 2000. This change is expressed as a percentage of the 2000 value. For example, 50 in 2005 is 25 percent bigger than 40 in 2000 ($50-40=10$ and 10 is 25 percent of 40)



The percentage of Pasifika school leavers with NCEA Level 2 has increased by 82 percent over the last six years (24.9 percent in 2000 compared with 45.3 percent in 2005).

NCEA Level 2

The percentage of Pasifika school leavers with NCEA Level 2 is 45.3 percent. This is about three-quarters of the NZ European rate (63.0 percent) and approximately 40 percent more than the Māori rate which was 32.7 percent.

Table 3.2: Percentage of school leavers with NCEA Level 2, by ethnic group (2000 to 2005).

Ethnic Group	Percentage of School Leavers						Percentage Change (2000 to 2005)
	2000	2001	2002	2003	2004	2005	
Māori	16.5	16.3	20.0	28.8	-	32.7	98.6
Pasifika	24.9	25.2	30.2	42.3	-	45.3	82.0
Asian	64.2	65.6	67.6	75.1	-	79.9	24.4
Other	43.0	37.7	48.2	54.2	-	55.8	29.8
NZ European	41.5	41.4	46.2	57.4	-	63.0	51.8
Total	37.8	37.3	42.0	52.6	-	57.1	50.9

Notes:

- Due to methodological changes in the allocation of attainment levels in 2004, for school leavers achieving a qualification between 'little or no formal attainment' and 'UE standard', the percentages of leavers with at least NCEA Level 2 in 2004 is not comparable with other years, and has been omitted.

The percentage of Pasifika school leavers with NCEA Level 2 has increased by 82 percent over the last six years (24.9 percent in 2000 compared with 45.3 percent in 2005). Māori have also had strong improvement over this same period (99 percent increase) while NZ European had a 52 percent increase in the number of school leavers with NCEA Level 2 (see Table 3.2).

Based on the recent improvement in Pasifika school leavers relative to the total population, the forecasted position is that Pasifika students leaving school with NCEA Level 2 will meet the target of 51 percent by 2010. The forecast is 52.2 percent of Pasifika school leavers will have NCEA Level 2 by 2010.

Where to find out more

www.educationcounts.edcentre.govt.nz



INDICATORS

School Leavers with no Qualifications

School Leavers with NCEA Level 2 or Above

School Leavers with a University Entrance Standard

PUBLICATIONS

Focus on Pasifika Students Achievement in Reading Literacy: Results from PISA 2000

Effective Teaching

What we have found

Increase the number of registered teachers that are effective for Pasifika students

Only 14 percent of schools are identified by ERO as being consistently effective for Pasifika students. However, national professional programmes in literacy and numeracy have resulted in improvement in Pasifika students achievements in these areas.

Increase the number of Pasifika teachers

Pasifika teachers are under-represented in the teaching sector, with Pasifika people making up 8 percent of state school rolls, but only 2 percent of the teaching workforce. Pasifika people are also under-represented in the enrolments and graduates from initial teacher education programmes.

However, the actual numbers of Pasifika teachers has increased.

Improve responsiveness through planning and reporting

In 2005, 3.5 percent of schools had a strategic planning target that specifically mentioned Pasifika students. The most common targets are in the areas of literacy and numeracy.

Why this is important

There is compelling evidence that effective teaching makes the greatest 'in-school' difference to students learning and achievement outcomes. For Pasifika students, the most important factors in raising achievement are quality teaching, high teacher expectations and the involvement of parents.

How we are going

Increase the number of registered teachers that are effective for Pasifika students

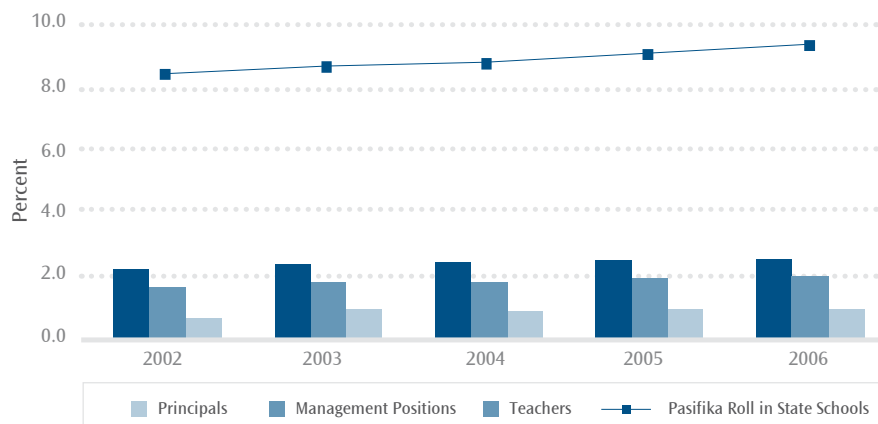
Changes in effectiveness of teachers for particular cohorts of students are difficult to measure. However, a recent ERO report on Pasifika student achievement found that only 14 percent of schools are consistently effective for Pasifika students. ERO suggests that improvement is needed in collecting and analysing student achievement information, analysing information on the attendance and suspension rates of Pasifika students, and engaging with Pasifika communities.

National professional development programmes have resulted in more effective teaching of literacy⁸ and numeracy⁹. Pasifika students have benefited from their teachers involvement with these programmes, with increased achievement in reading, writing and numeracy for these students.

Increase the Number of Pasifika Teachers

Pasifika peoples are under-represented in the teaching workforce. Pasifika students make up 8 percent of the school roll in state schools, but only 2 percent of teachers. Even less Pasifika people are in management or principal positions. There has been little change in these statistics since 2002.

Figure 4.1: Percentage of teaching staff in state schools that are Pasifika, compared to percentage of school roll (2002-2006).



8. Ministry of Education (2006). *Literacy Professional Development Project*. Wellington: Ministry of Education.
 9. Holton, D. (2005). 'Findings from the New Zealand Numeracy Development Project 2004' in *Findings from the New Zealand Numeracy Development Project 2004* by Higgins, J., Irwin, K.C., Thomas, G., Trinick, T. and Young-Loverage, J. Wellington: Ministry of Education.

What we are trying to achieve

Increase the effectiveness of teaching for Pasifika students.

Target: Increase the number of registered teachers that are effective for Pasifika students.

Target: Increase the number of Pasifika teachers.

Target: Improve responsiveness through planning and reporting.



Table 4.1: Percentage of enrolments and graduates from teacher education programmes who are Pasifika (2002-2005).

Measure	Percentage change (2002 to 2005)				Percentage Change ¹⁰ (2000 to 2005)
	2002	2003	2004	2005	
Enrolments	6.0	6.6	6.4	6.0	0.0
Completions	3.7	4.2	4.0	4.5	21.6



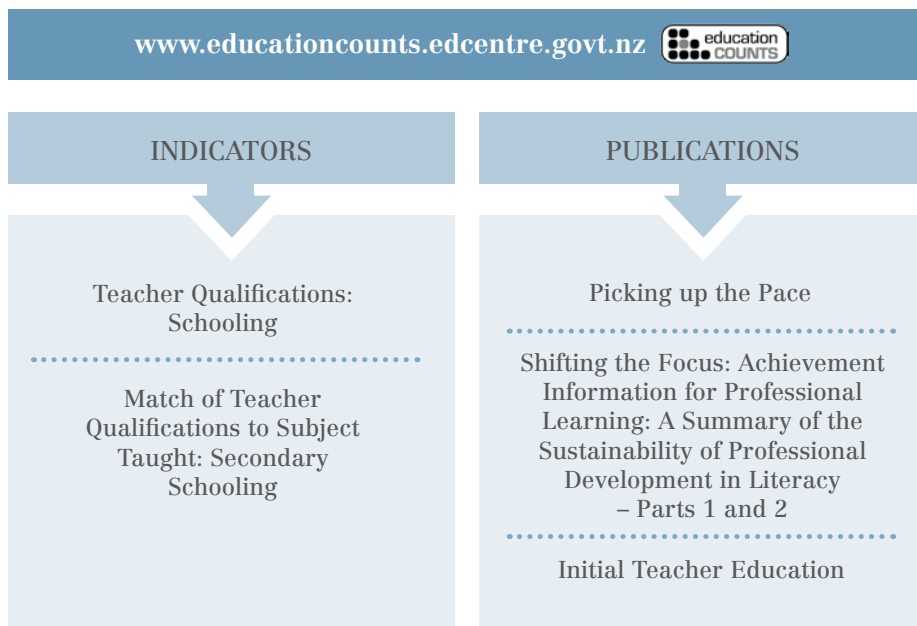
Currently Pasifika people make up 6 percent of the teacher education enrolments and 4 percent of the teacher education graduates.

The actual numbers of Pasifika teachers has increased since 2002, along with the numbers of Pasifika students in schools. Enrolments in teacher education qualifications in the tertiary sector suggest that proportionally, the difference between Pasifika teachers and students is unlikely to change in the near future. Currently Pasifika people make up 6 percent of the teacher education enrolments and 4 percent of the teacher education graduates. For the number of Pasifika teachers to increase there needs to be improved completion rates and increased numbers of Pasifika students attracted into teacher education programmes.

Improve responsiveness through planning and reporting.

All schools are required to document their strategic planning in their annually updated school charters. Targets are set by boards of trustees based on, amongst other things, analysis of achievement data. In 2005, 3.5 percent of schools had set targets that specifically mention Pasifika students, double that of 2004. The most popular targets for Pasifika students were with reference to literacy and numeracy key skills.

Where to find out more



10. Percentage change – The change in the value of 2005 compared to the value in 2000. This change is expressed as a percentage of the 2000 value. For example, 50 in 2005 is 25 percent bigger than 40 in 2000 (50-40=10 and 10 is 25 percent of 40)

Student Engagement in Schooling

What we have found

For 2006, age-standardised suspension rates for Pasifika students are better than Māori suspension rates, but worse than NZ European suspension rates. Since 2000, age-standardised suspension rates for Pasifika have worsened slightly while Māori and NZ European rates have continued to improve.

The majority of suspensions occur for students aged 13 to 15, accounting for 69 percent of total suspensions in 2006. The peak age was 14 years, which had a suspension rate of 24.6 students per 1,000 in 2006. This high correlation with age is why an age-standardised rate should be used for monitoring and target setting. The new target that takes this into account is stated below.

Why this is important

Student engagement, i.e. the '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 many entry-level jobs.

Student disengagement leads to higher risks of negative youth behaviours such as drug and alcohol abuse, and violence. It also causes disruptive behaviour that affects others in the schooling community.

There are clear signals when a student is disengaging from school. These can include a decline in academic performance, behavioural problems and non-attendance. If underlying reasons are not identified and tackled, disengagement could lead to chronic truancy, stand-downs and suspensions, or in the more serious cases exclusion or expulsion of the student. Strategies employed by schools must focus both on students attending school regularly (student presence) as well as student achievement.

How we are going

The age-standardised suspension rate for Pasifika students in 2005 was 9.4 students per 1,000, and sat in the middle of the NZ European and Māori rates. It is just over twice the rate for NZ European (4.4 students per 1,000) and about half the rate for Māori (16.3 students per 1,000).

For 2006 (January – December) the age-standardised suspension rate for Pasifika students was 10.6 per 1,000. Pasifika was the only ethnic group that had an increase in their suspension rate from 2005. The Pasifika rate in 2006 was below the Māori suspension rate (15.6 students per 1,000) and above the Asian (1.3 students per 1,000), NZ European (4.1 students per 1,000) and Other (6.5 students per 1,000) suspension rates.

In an effort to counter the disproportionately high number of Māori suspensions, the Suspension Reduction Initiative (SRI) was established in 2001. The SRI initially involved working with 86 secondary schools with historically high suspension rates for Māori. Additional schools have become part of the SRI since 2001, while some of the original schools have now left the initiative. Since 2003, SRI has become part of a project known as the Student Engagement Initiative (SEI) which focuses on broader aspects of student engagement including suspensions, early leaving exemptions, and attendance.

During the period of 2000-2006, SEI schools (the majority of whom are secondary schools) have reduced their Māori school student suspension rate from 64 per 1,000 to 40 per 1,000. As a result, the suspension reductions made within SEI schools appear to have affected the suspension rates across all secondary schools. For example, the secondary school suspension rate has reduced from 15 students per 1,000 in 2005 to 14 in 2006. The national Māori secondary school student rate has also reduced from 38 to 35 students per 1,000.

What we are trying to achieve

The ministry is working with schools to strengthen student engagement through working relationships that are focused on raising achievement. Due to the overall trend during 2001-2005, which showed an increase in Pasifika suspension rates, it was determined that there was a need to focus on reducing Pasifika suspensions.

Old Target: Reduce the rate of Pasifika suspensions in the compulsory education sector, currently at 9 per 1,000, by 20 percent over the next 3 years.

Target: Reduce the age-standardised rate of Pasifika suspensions in the compulsory education sector, currently at 9.4 per 1,000, by 20 percent over the next 3 years.



The age-standardised suspension rate for Pasifika students in 2005 was 9.4 students per 1,000, and sat in the middle of the NZ European and Māori rates.

Figure 5.1: Age-standardised suspension rate, by ethnic group (2000 to 2006)

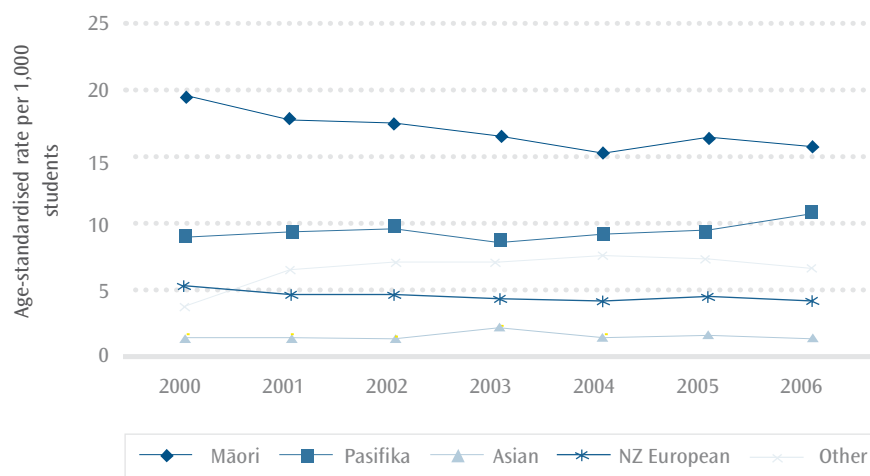


Table 5.1: Age-standardised suspension rates per 1,000 students, by ethnic group (2000-2005).

Ethnic Group	Age-standardised rate per 1,000 students							Percentage Change ¹¹ (2000 to 2005)
	2000	2001	2002	2003	2004	2005	2006	
Māori	19.4	17.6	17.3	16.4	15.1	16.3	15.6	-19.6
Pasifika	8.8	9.2	9.5	8.4	9.1	9.4	10.6	20.5
Asian	1.4	1.4	1.3	2.1	1.4	1.5	1.3	-7.1
Other	3.7	6.4	7.0	7.0	7.5	7.2	6.5	75.7
NZ European	5.2	4.6	4.6	4.3	4.1	4.4	4.1	-21.2
Total	8.0	7.4	7.4	7.1	6.7	7.2	7	-12.5

Based on the worsening age-standardised suspension rate for Pasifika students since 2000, but noting the increased proportion of Pasifika students in SRI schools where improvements in suspension are the norm, and assuming Pasifika rates will show improvements to the scale of Māori and NZ European, the forecasted position is a Pasifika age-standardised suspension rate of 9.9 students per 1,000. Additional effort in this area will be required to achieve the target Pasifika age-standardised suspension rate of less than 7.5 students per 1,000 by 2008.

What we are doing

As a result of the increasing Pasifika suspension rate, Pasifika students have been a focus of SEI since July 2006. The same approach that has been used to reduce Māori suspensions is also being used to reduce Pasifika suspensions. Schools with high rates of suspensions are able to work with the Ministry to implement strategies to reduce their suspension rates. Evidence to date from the SEI work indicates that it takes two to three years for schools to implement changes which are self-sustaining and see a reduction that is maintained at less or equal to the national secondary school average rate. It is anticipated that changes to Pasifika suspension rates will start to become evident in the later part of 2007.

The ministry also focuses on student engagement through Schooling Improvement initiatives. One example is of the Manurewa Enhancement Initiative (MEI). The MEI initiative includes just over 16,000 students, 31 percent of which are Pasifika and includes a student engagement and attendance strand to its focus on raising student achievement. This work includes student mentoring targeted to identified students at-risk of disengagement; and a student engagement contract with the Manurewa District Truancy Services. The service provides individualised support for identified students to transition them back into being engaged with school.

11. Percentage change – The change in the value of 2005 compared to the value in 2000. This change is expressed as a percentage of the 2000 value. For example, 50 in 2005 is 25 percent bigger than 40 in 2000 (50-40=10 and 10 is 25 percent of 40)

Where to find out more

www.educationcounts.edcentre.govt.nz



INDICATORS

Truancy from School

.....
Stand-downs and Suspensions
from School

.....
Exclusions and Expulsions
from School

.....
Early Leaving Exemptions

.....
Retention of Students in Senior
Secondary Schools

PUBLICATIONS

Strengthening Education
in Mangere and Otara
(SEMO)

.....
Attendance and Absence
in New Zealand Schools

Pasifika Representation

What we have found

Pasifika representation on boards of trustees of schools is low, currently 3.3 percent of representatives. There has been a relatively large increase since 2000 and the forecast is moving towards the target of 4.2 percent.

Schools that have a significant number and proportion of Pasifika students do have considerably higher Pasifika representation. In 2005 for these schools, the proportion of boards of trustees' members that were Pasifika was 20.1 percent.

What we are trying to achieve

Increase Pasifika representation, strengthen their retention on school boards of trustees as well as increasing boards' understanding and management of Pasifika issues in education.

Target: Increase Pasifika board representation from 3.1 percent to 4.2 percent of all trustees by end of 2007.

Why this is important

Active participation by Pasifika parents, families and communities in planning, development and delivery of education services will help to ensure that those services are appropriate and effective for Pasifika students. Pasifika representation on boards of trustees is one key mechanism for participation.

How we are going

In 2000 there were 491 Pasifika boards of trustees' members, which accounted for 3.1 percent of members. In 2005 the proportion of boards of trustees' members that are Pasifika has risen to 3.3 percent, an increase of forty percent (see Table 6.1). This increase since 2005 is relatively large, second only to Asian representatives who have a much lower rate of representation.

Based on the recent increase in proportion of boards of trustees' members that are Pasifika the forecast is 3.5 percent of boards of trustees' members will be Pasifika by 2007, moving towards the target of 4.2 percent of boards of trustees' members being Pasifika.

Table 6.1: Proportion of boards of trustees' members, by ethnic group (2000-2005).

Ethnic Group	Percentage of boards of trustees' members						Percentage Change ¹² (2000 to 2005)
	2000	2001	2002	2003	2004	2005	
Māori	13.4	14.8	15.0	15.1	15.7	15.5	15.5
Pasifika	2.3	2.8	2.8	2.8	3.1	3.3	39.9
Asian	0.6	0.6	0.7	0.7	0.8	0.9	58.8
Other	3.7	3.7	3.2	3.2	3.9	4.4	18.8
NZ European	80.0	78.1	78.2	78.2	76.6	75.9	-5.1

12. Percentage change – The change in the value of 2005 compared to the value in 2000. This change is expressed as a percentage of the 2000 value. For example, 50 in 2005 is 25 percent bigger than 40 in 2000 (50-40=10 and 10 is 25 percent of 40)

To get a better understanding of representation on boards of trustees by Pasifika parents, families and communities:

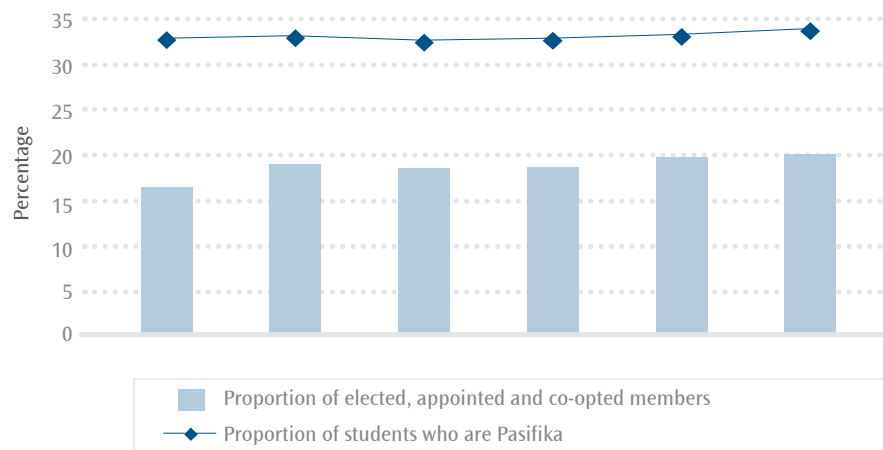
- ▲ representation has been restricted to parent elected, appointed and co-opted representative boards of trustees' members. Other members, such as school principals, staff representatives, student representatives and proprietors representatives are not included in this analysis
- ▲ schools have been restricted to those that have five or more Pasifika students and Pasifika students make up at least 10 percent of the roll.

The results of these restrictions are shown in Table 6.2.

In 2000 there were 341 Pasifika boards of trustees members in the schools included in this analysis, which accounted for 16.5 percent of members. In 2005 the proportion of boards of trustees' members that are Pasifika has risen to 20.1 percent, an increase of twenty-two percent. Analysis of the 2007 elections is underway and will be reported in the next monitoring report.

The proportion of Pasifika on boards of trustees is lower than the proportion of Pasifika students in these schools. This is largely due to demographics; the proportion of the school age population who are Pasifika is considerably higher than the proportion of the population aged 25-50 who are Pasifika. Nonetheless, this gap has narrowed between 2000 and 2005.

Figure 6.1: Proportion of boards of trustees' members who are Pasifika in schools with five or more Pasifika students and Pasifika students make up at least 10 percent of the roll (2000-2005).



“
In 2005 the proportion of boards of trustees' members that are Pasifika has risen to 20.1 percent, an increase of 22 percent.
”

Table 6.2: Proportion of boards of trustees' members,² by ethnic group (2000-2005).

Ethnic Group	Percentage of boards of trustees' members						Percentage Change (2000 to 2005)
	2000	2001	2002	2003	2004	2005	
Māori	17.1	18.3	19.2	19.1	20.8	20.1	17.8
Pasifika	16.5	19.0	18.6	18.7	19.8	20.1	21.6
Asian	1.6	1.7	1.8	1.8	1.6	1.8	7.4
Other	2.4	3.4	3.0	3.1	3.6	3.7	55.1
NZ European	62.3	57.6	57.5	57.3	54.2	54.3	-12.9

Notes:

1. Schools included in this analysis have five or more Pasifika students and Pasifika students make up at least 10 percent of the roll.
2. Members that are elected, appointed, or co-opted.

If this more tightly focussed method for measuring Pasifika representation is converted to the target it would be "Increase Pasifika board representation from 18.6 percent to 25.2 percent of trustees by end of 2007".

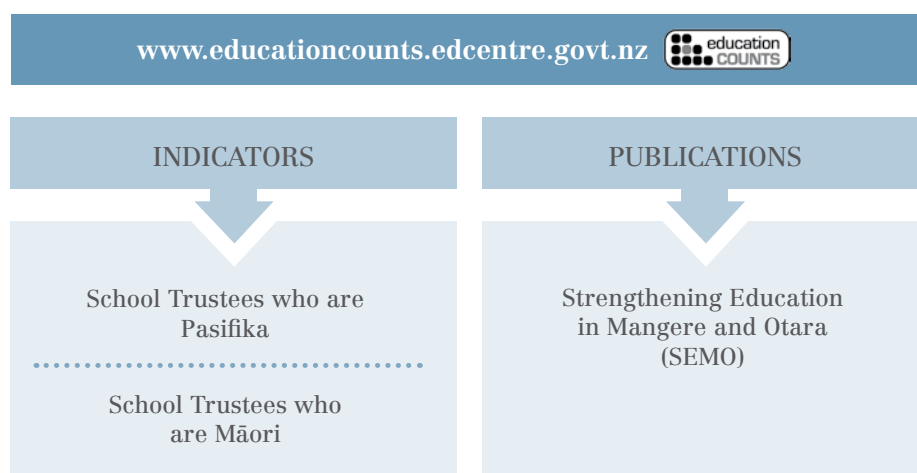
Based on the recent increase in proportion of boards of trustees' members that are Pasifika, the forecast is 22.1 percent of boards of trustees' members in these schools will be Pasifika by 2007.

What we are doing

The 2007 triennial board of trustee elections will have useful data to further inform the forecast included in this report.

For 2007 elections, the ministry engaged in promotional strategies to reach as many potential boards of trustees' members and voters as possible. These strategies included Pasifika communications media including Pasifika radio programmes, the ministry's *Talanoa Ako: Pacific Education Talk* magazine, and interagency collaboration.

Where to find out more



Family and Community Engagement

Why this is important

Research shows that families and communities play a significant role in determining student outcomes.

Active participation by Pasifika parents, families and communities in planning, development and delivery of education services will help to ensure that those services are appropriate and effective for Pasifika students. School community clusters are one key mechanism for active participation where this is tightly focused on student achievement.

How we are going

There are currently six clusters under the Pasifika School Community Parent Liaison (PSCPL) initiative. Clusters are located in Wellington (1), Auckland (3) and Christchurch (2) and involve a range of school staff, parents and families. Each cluster employs a Pasifika Liaison Adviser who provides the cluster with support and professional development over three years.

Late in 2006, the PSCPL DVD and Booklet resource '*Connections and Conversations: Making Links for Learning*' was launched across the country. This is a new tool for PSCPL and is designed to help schools engage with Pasifika communities.

This year's work will include extending the roll out of the PSCPL resource '*Connections and Conversations*' to schools through School Support Services, and planning for new clusters as three clusters are due to finish their PSCPL term at the end of 2007.

The ministry also works through its national and regional Pasifika advisory groups to engage with Pasifika families and communities on education issues.

Where to find out more

www.educationcounts.edcentre.govt.nz



PUBLICATIONS

Pacific Island Parent School Community Liaison Project Case Study

Literature Review on the Effective Engagement of Pasifika Parents and Communities in Education

What we are trying to achieve

Increase parent, family and community engagement in education.

Target: Establish up to five school community liaison clusters that are focussed on student achievement by 2008.





Tertiary Education

In provider-based learning, where learning is mainly undertaken in a tertiary education organisation via lectures, there has been significant improvement in the participation of Pasifika peoples over recent years.

Participation In Tertiary Education

What we have found

What we are trying to achieve

Increase Pasifika students' participation and improve retention in tertiary education

Target: Increase the Pasifika participation rate at degree-level and above from 3.4 percent in 2004 towards a total of 5.0 percent by 2010.

Target: Increase the Pasifika five year retention rate at all qualification levels from 42 percent (2000-2004) towards 45 percent by 2010.

Target: Increase the proportion of Pasifika in industry training studying at level 4 or higher from 23 percent in 2004 towards 30 percent by 2010.

Target: Increase the participation of Pasifika people in Modern Apprenticeships closer to the rate that is in proportion to the Pasifika share of the national working age population by 2010.

While the age-standardised participation rate of Pasifika peoples in bachelors degree-level study is the lowest of all major ethnic groups, this rate has been increasing the fastest of all the groups. Similarly, of those Pasifika engaged in provider-based learning, at any level of study, their propensity to stay enrolled and/or complete their tertiary qualifications is lower than all other groups but that this rate (retention rate) has been increasing faster than that of all other groups except Asian. We are moving towards the participation target by 2010 and of those engaged in tertiary qualifications, the retention rate will achieve its target.

In workplace learning, there are no significant gains in participation of Pasifika peoples. Pasifika peoples are considerably less likely to be studying a qualification above level 3 of the National Qualifications Framework. In Modern Apprenticeships, Pasifika peoples are under-represented compared with their share of the national working age population. Pasifika people make up just over 6 percent of the working age population but comprise only 2.5 percent of all Modern Apprenticeships.

Why this is important

Participation is an important indicator in that it measures how well the population is accessing learning opportunities after compulsory schooling. Success in tertiary education provides benefits to the individual and to society, not only in terms of increased employment opportunities and income but also in terms of wellbeing and social capital.

Being part of a knowledge-society and economy includes the continued participation of people in learning and education over their lifetimes. With rapid changes in society, economy and technology, skills can quickly become outdated. It is important that people continue to access education after they have completed their initial education.

How we are going

Participation at degree level and above

The age-standardised participation rate for Pasifika students studying at degree level or above is 3.5 percent. This rate is lower than both NZ European (4.8 percent) and Māori (3.8 percent).

Pasifika have shown the greatest increase with 22 percent since 2001. This compares to a national decrease of 1 percent and an increase of 11 percent for Māori.

Table 8.1: Age-standardised participation rates for degree level and above¹, by ethnic group (2001-2005)².

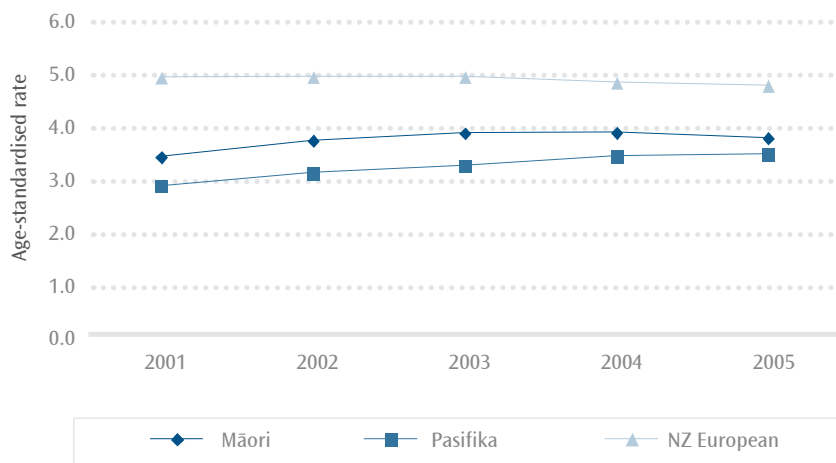
Ethnic Group ³	Age-standardised rate (percentage of the population aged 15 years-old and over)					Percentage Change (2001 to 2005)
	2001	2002	2003	2004	2005	
Māori	3.4	3.7	3.9	3.9	3.8	10.3
Pasifika	2.8	3.1	3.2	3.4	3.5	21.8
Asian	6.7	6.2	6.4	6.6	6.8	0.7
NZ European	5.0	5.0	5.0	4.9	4.8	-3.3
Total⁴	5.0	5.0	5.0	5.0	4.9	-1.0

Notes:

1. Students who were enrolled at more than one degree level and above qualification level have been counted in each level.
2. Age-standardised rates can't be calculated for ethnic groups in 2000.
3. Students who identify with more than one ethnic group have been counted in each group. Consequently, the sum of the students in each group may not add to the total.
4. Totals also include all ethnic groups (including those students with unknown values).

Based on the recent increase in the age-standardised participation rates, we are moving towards the target with a Pasifika participation rate at degree-level and above forecast in 2010 at 4.3 percent.

Figure 8.1: Age-standardised participation rates (percentage) for degree level and above, by ethnic group (2001-2005).



Five year retention rate

Pasifika students are more likely to withdraw from, and/or not complete, their tertiary qualification than students of other major ethnic groups. Of all Pasifika students who started a qualification in 2001, 39.2 percent of them had either completed it or were still enrolled in it five years later. This compares with 42.7 percent for Māori students, 48.7 percent for NZ European students and 57.7 percent for Asian students. However, over time this rate of retention has been increasing faster for Pasifika than that for NZ European and Māori students.

Table 8.2: Five year retention rates (percentage) for tertiary education students, by ethnic group (1998-2005)

Ethnic Group	Year started qualification								Percentage Change (1994 to 2001)
	1994	1995	1996	1997	1998	1999	2000	2001	
Māori	42.7	35.1	39.8	47.7	51.8	53.2	40.2	42.7	0.0
Pasifika	34.8	30.0	35.5	40.0	42.2	44.8	37.9	39.2	12.5
Asian	42.0	37.9	47.3	55.0	56.3	54.7	54.2	57.7	37.2
NZ European	45.0	35.5	42.1	45.8	49.7	50.3	48.3	48.7	8.2
Total	43.4	34.1	40.8	45.9	49.3	50.3	45.7	46.7	7.5

Notes:

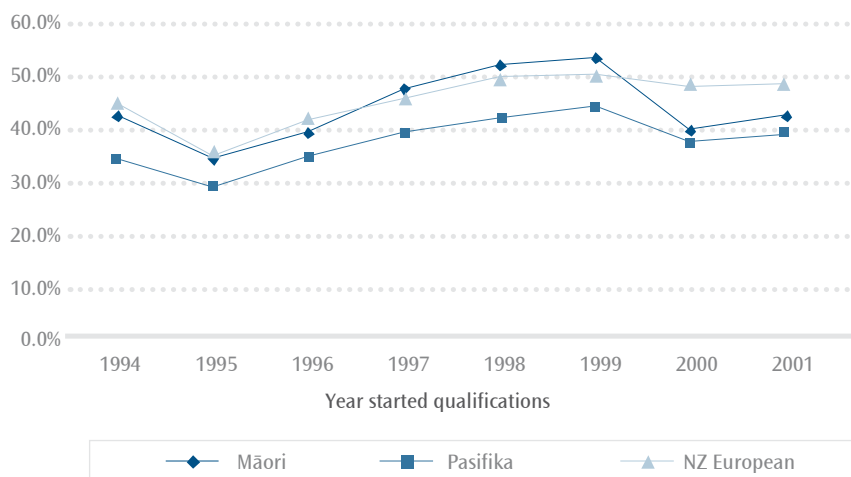
- The five year retention rate is defined as the percentage of students that enrolled in tertiary education qualifications in year *x* and who are either still enrolled in or have completed their qualification *X+4* years later.
- Students who identify with more than one ethnic group have been counted in each group. Consequently, the sum of the students in each group may not add to the total.
- Totals also include all ethnic groups (including those students with unknown values).
- The drop in retention rates of those beginning qualifications in 2000 is due to a combination of a dip in rates at the wānanga (which may due be to changes in provision under managing growth policy) and revised data (due to the existence of multiple NSNs reported for unique students in previous years).



The proportion of Pasifika students participating in industry training has, along with other ethnic groups, been steadily increasing since 2000.

Based on the recent increase in retention rates it is likely that the target of 45 percent of Pasifika students who enrolled in a tertiary education qualification in 2006 either being still enrolled in or having completed their qualification by 2010 will be exceeded. The forecast is a Pasifika retention rate in 2010 of 48 percent.

Figure 8.2: Five year retention rate (percentage) of tertiary education students by selected ethnic grouping, 1994-2001.



Participation in industry training

The proportion of Pasifika students participating in industry training has, along with other ethnic groups, been steadily increasing since 2000. Māori had the highest participation rate (94 adults per 1,000) in 2005. The Pasifika rate was 69 adults per 1,000. (See Figure 8.3)

While Pasifika has comparable participation in industry training, the target is to improve participation at Level 4 and above. In other words it is looking to see more Pasifika people studying at higher levels (Levels 1-3 equate to school level study, while Levels 4 and above are tertiary level study).

Of the Pasifika learners participating in industry training in 2005, 21 percent were studying at Level 4 or above. This is the lowest proportion. Māori had a participation rate at this level of 32.7 percent, while non-Pasifika and non Māori had the highest participation rate for Level 4 or above at 42 percent.

Figure 8.3: Participation rates in industry training of 15-64 year-olds, by ethnic group (2000-2005).

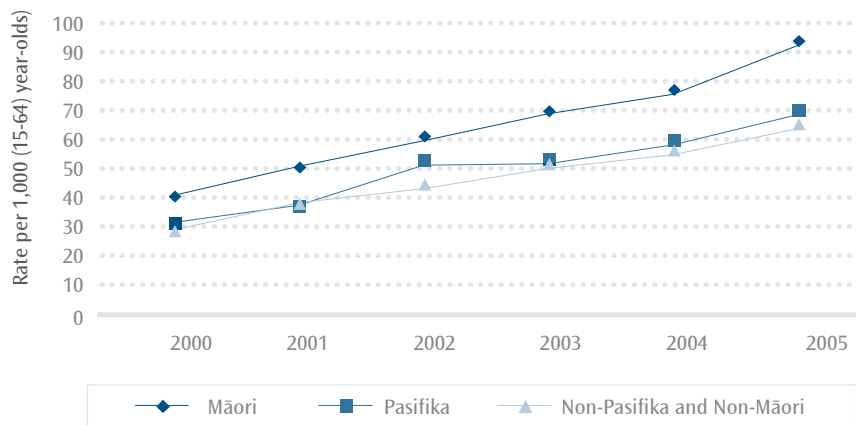


Table 8.3: Proportion of learners in industry training at Level 4 or above, by ethnic group (2000-2005).

Ethnic Group	Percentage studying at Level 4 or above						Percentage Change (2000 to 2005)
	2000	2001	2002	2003	2004	2005	
Māori	43.2	39.8	40.2	35.5	32.4	32.7	-24.4
Pasifika	22.8	21.2	25.6	24.9	22.5	21.7	-4.9
Non-Māori or non-Pasifika	54.6	51.2	50.2	45.0	44.0	42.0	-23.1
Total	50.8	47.3	45.8	41.1	39.6	38.5	-24.2

Since 2000 the proportion of Pasifika students studying at Level 4 has decreased by 5 percent. This is good in comparison to other ethnic groups which have decreased by approximately five times this rate. The forecast is that 23 percent of Pasifika learners participate in industry training at Level 4 or above by 2010.

Participation in Modern Apprenticeships

The number of Pasifika undertaking Modern Apprenticeships has increased the greatest of all the major ethnic groups over the period 2001-2005 (see Table 8.4).

Table 8.4: Numbers of Modern Apprenticeships, by ethnic group (2001-2005).

Ethnic Group	Numbers of Modern Apprenticeships					Percentage Change (2000 to 2005)
	2001	2002	2003	2004	2005	
Māori	380	667	928	1025	1198	215.3
Pasifika	47	91	120	161	213	353.2
NZ European	1570	3457	5051	5746	6621	321.7
Total¹	2049	4344	6259	7175	8390	309.5

Notes:

1. Totals also include all ethnic groups (including those students with unknown values).

However, while the proportion of Māori and NZ European peoples in Modern Apprenticeships reflect their shares of the national population, Pasifika peoples are significantly under represented in Modern Apprenticeships. In 2005, Pasifika peoples comprised only 2.5 percent of all Modern Apprenticeships while they made up 6.2 percent of the working age population (Table 8.5).



The number of Pasifika undertaking Modern Apprenticeships has increased the greatest of all the major ethnic groups over the period 2001-2005.



Table 8.5: Share of Modern Apprenticeship learners by ethnic grouping versus share of working age population (aged 15 to 65 years) by ethnic grouping (2001-2005).

Year	Ethnic Group					
	Pasifika		Māori		NZ European	
	Modern Apprentice	Working-age population	Modern Apprentice	Working-age population	Modern Apprentice	Working-age population
2001	2.3	6.0	19.0	13.7	76.6	78.6
2002	2.1	6.0	15.0	13.7	79.6	77.6
2003	1.9	6.0	15.0	13.7	80.7	76.9
2004	2.2	6.1	14.0	13.7	80.1	76.6
2005	2.5	6.2	14.3	13.8	78.9	76.1

Notes:

- Students who identify with more than one ethnic group have been counted in each group.

The forecast is that 2.7 percent of all Modern Apprenticeships will be people identifying as being of Pasifika ethnicity in 2010, which does represent an increase towards their share of the working age population.

What we are doing

The Tertiary Education Strategy 2007/12 sets out the contributions government expects from the tertiary system over the next five years. It is expected that if tertiary education organisations shift to respond to the priorities outlined in the strategy, this will support the realisation of the *Pasifika Education Plan* targets. One area of focus for the Strategy is “ensuring maximum educational opportunity for all New Zealanders”. For Pasifika people, this means a focus on building on the recent successes to lift achievement at all levels of tertiary education. The Tertiary Education Commission will look for evidence in tertiary education organisations’ Plans and through the quality assurance system that tertiary education organisations are taking steps to ensure that the education they offer supports Pasifika students to achieve their aspirations. The priority outcomes sought through the strategy are:

▲ ***Increasing the educational success for young New Zealanders to achieve qualifications at Level 4 and above by age 25***

For Pasifika, this means tertiary education organisations should ensure they have in place the necessary systems and structures to support Pasifika peoples’ success, and strong links with schools and Career services to ensure Pasifika people can make informed study choices.

▲ ***Increasing literacy, numeracy and language levels for the workforce***

Literacy, numeracy and language form a necessary foundation to support the achievement of *Pasifika Education Plan* targets at the higher levels of tertiary education. This means providing effective literacy, numeracy and language teaching in contexts that make sense to the student (such as workplaces). The high number of second language learners among Pasifika means that language will need to be a specific focus for tertiary education organisations working with Pasifika people.

▲ ***Increasing the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs***

For Pasifika, this means increasing Pasifika achievement across a range of qualifications, including those accessed through Modern Apprenticeships, to support Pasifika economic development, and to meet regional and national industry needs. This means ensuring that Pasifika people can choose from and move into, a range of careers and make a key contribution to New Zealand’s economic transformation.

The ministry alongside the Tertiary Education Commission (TEC) and other government agencies works to increase Pasifika participation through:

- ▲ *Student support* – all New Zealanders are supported through the student loans and allowances scheme to address the financial barriers to participating in tertiary education. Student allowances are designed to provide assistance to those who are unable to support themselves financially while undertaking full time study.
- ▲ *Step Up Scholarships* are also provided to support students from low income backgrounds who are studying in approved degree courses. From 1 January 2008, the number of Step Up Scholarships will increase by 50 percent and the scheme will be redesigned to increase access opportunities for students from low-income backgrounds.
- ▲ *Special Supplementary Grants* – The purpose of these grants is to provide additional funding for tertiary education institutions to improve participation, retention and achievement of Māori and Pasifika learners at higher levels of tertiary education through the provision of services and initiatives that are developed to meet the specific learning needs of these groups. This funding will continue to be made available within the new funding system to operate from 1 January 2008.
- ▲ *For Modern Apprenticeships and Industry Training*, the TEC has an ongoing role working with a wide range of stakeholders, to support the participation and achievement for under-represented groups, including Pasifika peoples in Modern Apprenticeships and Industry Training. The TEC has held regional workshops with key stakeholders that have been successful in strengthening stakeholder networks to promote industry-driven strategies to enhance participation of under-represented groups.
- ▲ *Tupulaga Le Lumana'i (Skill Enhancement)* is provided specifically to support young Pasifika people to undertake training to meet the skills required for an identified industry, which might lead to a Modern Apprenticeship or Industry Training agreement, or further tertiary study.

Where to find out more

www.educationcounts.edcentre.govt.nz



INDICATORS

Participation Rates in
Tertiary Education

Tertiary Student Retention

Participation in industry training

International Students Enrolled
in Formal Tertiary Education

Enrolments in Foundation
Education Courses

PUBLICATIONS

Pacific Peoples and
Tertiary Education:
Issues of Participation

Profile and Trends:
New Zealand's Tertiary
Education Sector

Tertiary Education Strategy
– Monitoring Report

Achievement In Tertiary Education

What we have found

Pasifika students are less likely to complete their bachelor degree-level qualifications within five years than all other students and it is likely that the rate of those completing within five years decreases slightly. This may be impacted by the influence of a tight labour market and the preference for shorter, more vocationally orientated qualifications. However, Pasifika students that complete a qualification, of any level, are more likely than NZ European and Asian students to progress onto a higher qualification within five years of graduation.

Why this is important

Successfully completing a tertiary education qualification provides a sound foundation for lifelong learning, contributes to developing a workforce and society with the ability to meet the challenges of today and the future. Also, attaining higher qualifications (than say Level 1 to 3 sub-degree certificates) provides, on average better economic outcomes and thus can enhance lifestyles.

Pasifika peoples will make up an increasing proportion of young New Zealanders. Pasifika peoples participation and retention in tertiary education has improved but there is a need, however, to significantly increase success for young Pasifika peoples in tertiary education as currently the completion rates of Pasifika are lower than for any other group.

What we are trying to achieve

Increase Pasifika student achievement and progression in tertiary education at all levels, particularly at the degree level and above.

Target: Increase Pasifika five year bachelor degree-level completion rates from 32 percent (2000-2004) towards 40 percent by 2010.

Target: Maintain the five-year higher level progression rate at 31 percent or higher.

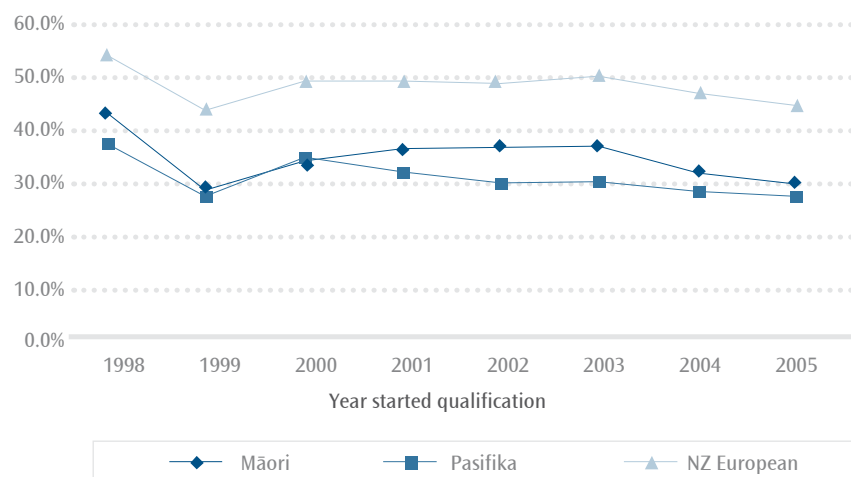
How we are going

Bachelor degree-level completion rates

In recent years the five year completion rate of students in bachelor degree-level qualifications has decreased for all students, possibly a reflection of a tighter labour market and a preference for shorter, more vocationally orientated certificates and diplomas (Figure 8.4). The decrease in completion rate for Pasifika students in bachelor degree-level study has been greater than for their NZ European and Asian counterparts (Table 8.6).

Since 1994, Pasifika students are less likely to complete their bachelor degree-level qualifications within five years of starting. Of all those Pasifika students that started a bachelor degree-level qualification in 2001, 27.9 percent completed by 2005. This compares with 30.0 percent for Māori students, 42.8 percent for NZ European students and 44.7 percent for Asian students.

Figure 8.4: Five year completion rates (percentage) for tertiary education students in bachelor degree-level qualifications, by ethnic group (1998-2005).



The forecast is that 24 percent of this 2006 cohort will complete their bachelor degree-level qualification.

Table 8.6: Five year completion rates (percentage) for tertiary education students, by ethnic group (1998-2005).

Ethnic Group	Year started qualification								Percentage Change (1998 to 2005)
	1998	1999	2000	2001	2002	2003	2004	2005	
Māori	41.7	28.9	33.7	35.9	36.1	36.3	31.7	30.0	-28
Pasifika	36.6	27.8	34.3	31.8	30.0	30.3	28.8	27.9	-24
Asian	49.8	44.9	52.3	50.1	48.3	46.9	44.0	44.7	-10
NZ European	51.3	42.1	47.0	47.0	46.6	47.8	45.0	42.8	-17
Total	49.5	39.8	45.1	45.1	44.5	45.0	42.8	40.8	-18

Notes:

- The five year bachelor degree-level completion rate is defined as the percentage of students that enrolled in tertiary education qualifications at bachelor degree-level in year x and who completed it by X+4 years later.
- Students who identify with more than one ethnic group have been counted in each group. Consequently, the sum of the students in each group may not add to the total.
- Totals also include all ethnic groups (including those students with unknown values).

Higher level progression rates

Pasifika students that complete a tertiary education qualification are more likely to progress onto further study in a qualification at a higher level than NZ European students and Māori students. This rate of progression is also increasing more greatly for Pasifika students over the last six years (15 percent) than for NZ European students (3 percent).

While 24 percent of Pasifika students that completed a tertiary education qualification in 2000 had enrolled in a higher qualification between 2001 and 2005, 23 percent for Asian students and 21 percent for NZ European students (see Table 8.7) did the same.

Table 8.7: Five year higher level progression rates (percentage) for tertiary education students, by ethnic group (2000-2005).

Ethnic Group	Five year higher progression rate (percentage)						Percentage Change (2000 to 2005)
	2000	2001	2002	2003	2004	2005	
Māori	25	26	31	32	32	29	15
Pasifika	21	22	24	25	27	24	15
Asian	18	17	24	25	23	23	24
NZ European	21	20	22	23	23	21	3
Total	21	21	23	24	24	22	7

Notes:

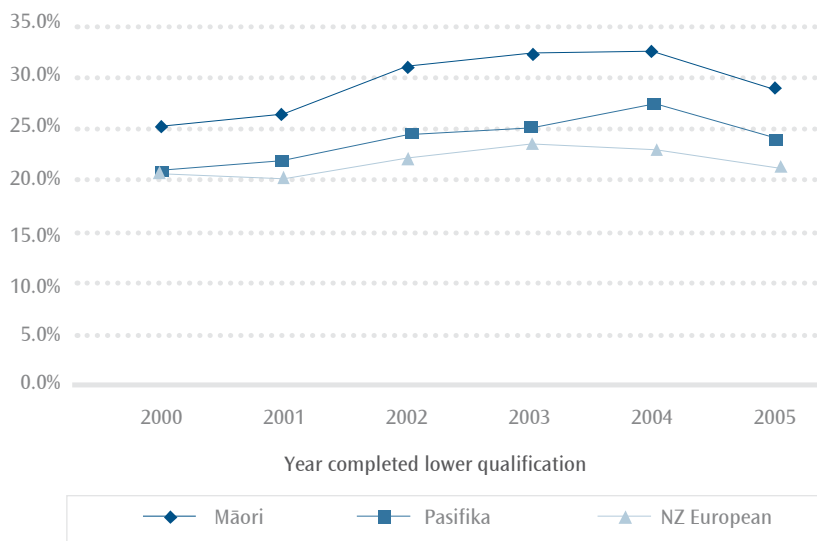
- The five year higher level progression rate bachelor is defined as the percentage of students that completed a tertiary education qualification in year x and who enrolled in a higher qualification within five years time.
- Students who identify with more than one ethnic group have been counted in each group. Consequently, the sum of the students in each group may not add to the total.
- Totals also include all ethnic groups (including those students with unknown values).

Given current trends, it is possible that the proportion of Pasifika progressing onto higher qualifications upon graduation reaches the target of 31 percent by 2010 (for those graduates of 2005). The forecast for 2010 is 31 percent.

“
Pasifika students that complete a tertiary education qualification are more likely to progress onto further study in a qualification at a higher level than NZ European students and Māori students.
”



Figure 8.5: Five year higher level progression rates (percentage) for tertiary education students, by ethnic group (2000-2005).



What are we doing

The ministry is working with the TEC to ensure that all system levers are used to meet the *Plan's* completion target. Work towards this includes:

- ▲ *Special Supplementary Grants –*
The purpose of these grants is to provide additional funding for tertiary education institutions to improve participation, retention and achievement of Māori and Pasifika learners at higher levels of tertiary education through the provision of services and initiatives that are developed to meet the specific learning needs of these groups. This funding will continue to be made available within the new funding system to operate from 1 Jan 2008.
- ▲ *Appointment of a stakeholder engagement manager – Pasifika focus.*
This position provides strategic oversight across the tertiary sector. This work also supports better engagement and responsiveness from the sector to Pasifika students and their communities.

Where to find out more

www.educationcounts.edcentre.govt.nz

INDICATORS	PUBLICATIONS
<div style="text-align: center; margin-bottom: 10px;"> </div> <ul style="list-style-type: none"> <li style="text-align: center; margin-bottom: 10px;">Participation Rates in Tertiary Education <li style="text-align: center; margin-bottom: 10px;">..... <li style="text-align: center; margin-bottom: 10px;">Tertiary Student Retention <li style="text-align: center; margin-bottom: 10px;">..... <li style="text-align: center; margin-bottom: 10px;">Participation in Industry Training <li style="text-align: center; margin-bottom: 10px;">..... <li style="text-align: center; margin-bottom: 10px;">International Students Enrolled in Formal Tertiary Education <li style="text-align: center; margin-bottom: 10px;">..... <li style="text-align: center;">Enrolments in Foundation Education Courses 	<div style="text-align: center; margin-bottom: 10px;"> </div> <ul style="list-style-type: none"> <li style="text-align: center; margin-bottom: 10px;">Pacific Peoples and Tertiary Education: Issues of Participation <li style="text-align: center; margin-bottom: 10px;">..... <li style="text-align: center; margin-bottom: 10px;">Profile and Trends: New Zealand's Tertiary Education Sector <li style="text-align: center; margin-bottom: 10px;">..... <li style="text-align: center;">Tertiary Education Strategy – Monitoring Report

Engagement with Pasifika Communities

What we have found

There is an increase in focus on needs of Pasifika students by tertiary education institutions but still less focus on developing Pasifika peoples' aspirations and development. (Note: As only two Tertiary Education Monitoring reports have been undertaken, it is too early to offer a robust evaluation of this target area).

Why this is important

Pasifika peoples are becoming a larger proportion of the population. Attracting and retaining Pasifika students and developing a culture of lifelong learning will depend on a tertiary system that is responsive to Pasifika students and communities and one that enables Pasifika peoples to become global citizens.

How we are going

Across both the 2005-2007 and 2006-2008 profiles, drafted by tertiary education organisations in 2004 and 2005 respectively, the Tertiary Education Strategy 2002/07 Monitoring Report 2005 *A System in Change* tells us that:

“Around a third of tertiary education organisations had change-focused objectives in profiles relating to engagement with Pasifika communities. Most of this engagement is focused on meeting the needs of Pasifika students. There is less mention of contributing to Pasifika development and almost no mention of an international perspective on Pasifika development. Pasifika communities had varied experiences of engagement which tended to be narrowly focused on student recruitment and support and not to their social goals.”

Where to find out more

www.educationcounts.edcentre.govt.nz



PUBLICATIONS

Getting Started – Report on Stage 1 of the Evaluation of the Tertiary Education Strategy 2002/07

Making Use? Views on the use and usefulness of the Tertiary Education Strategy 2002/07

Lining up? The influence of the Tertiary Education Strategy 2002/07 on tertiary education organisation profile objectives

Tertiary Education Strategy – Monitoring Report

What we are trying to achieve

Ensure that the needs and aspirations of Pasifika communities are identified and addressed.

Target: Tertiary Education Organisations (TEOs) to be able to demonstrate evidence of actions they have taken to consult with the Pasifika community and to address Pasifika aspirations.



A woman with long dark hair, wearing a patterned sweater, is holding a large bouquet of white flowers. She is looking slightly to the right of the camera with a gentle smile. The background is a solid, muted blue color.

Education Sector-wide

Monitoring, evaluation and reporting tools are essential in knowing whether the education system is delivering on the *Plan's* goals and targets and to assist in early risk identification and mitigating strategies.

What we are trying to achieve

Ongoing development and monitoring of the *Pasifika Education Plan* that is driven by robust evidence and linked to education sector and theme strategies.

Target: Finalise monitoring and evaluation framework.

Monitoring Pasifika Plans and Interventions

Why this is important

A monitoring and evaluation framework is a critical tool in knowing what we are doing, whether we are achieving the outcomes we want, and allowing us to reflect on outcomes and update or change them if necessary.

How we are going

The *Pasifika Education Plan 2006-2010* is near its first complete year of implementation. Running alongside this has been the development of the *Plan's* monitoring and evaluation framework. As the *Plan* is a population strategy that includes all sectors of education and has many different stakeholders, this first year has concentrated on developing a collaborative approach towards monitoring which includes engaging stakeholders, establishing roles and responsibilities, and collating data nationally and regionally on Pasifika student achievement and participation.

This annual monitoring report on the *Pasifika Education Plan 2006-2010* is part of the first phase of monitoring work contributing to this target. Future monitoring reports will include national and regional data collected on the ministry's work contributing towards the *Plan*.

Information Availability

Why this is important

Parents and families need to make education decisions based on good information provided through media that is easy to access and understand. Similarly, decisions on teaching and learning by teachers and educators, education providers, and education agencies need to be informed by the most up to date evidence available.

For parents and families specifically, engaging in their children’s learning, and knowledge and ability to access resources to support learning, amongst other things, contributes to student achievement.

How we are going

The Pasifika Communications Strategy includes:

- ▲ publication of the Pasifika education news magazine *Talanoa Ako: Pasifika Education Talk* three times each year;
- ▲ web maintenance on the ministry’s websites;
- ▲ Pasifika community radio programmes; and
- ▲ holding the strategic fono series across the country.

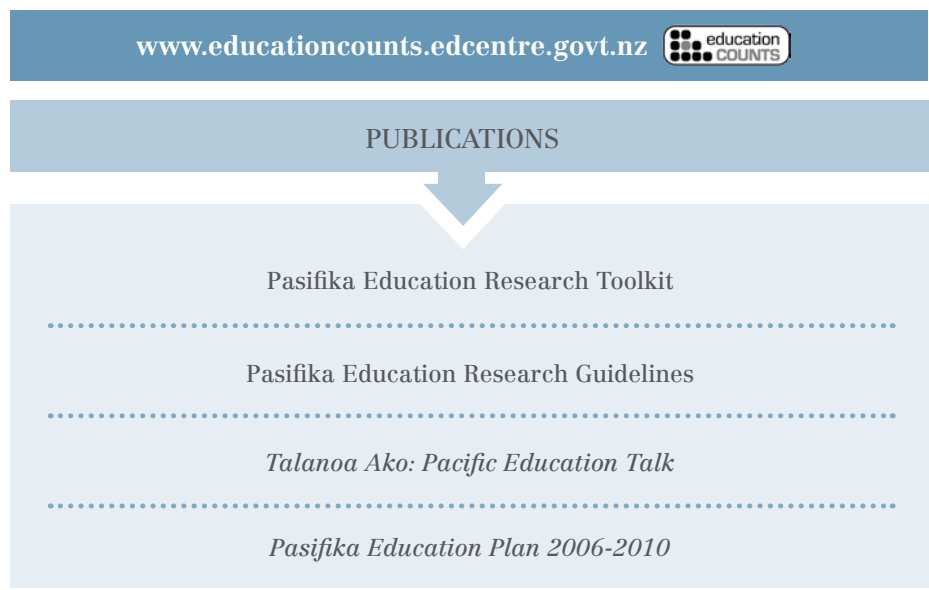
The ministry has achieved some level of success in implementing the Pasifika Communications Strategy since its inception in 2002. In particular the annual strategic fono series led by the Secretary for Education has become a fixture on many Pasifika community and education calendars. Likewise, the distribution of *Talanoa Ako: Pacific Education Talk* has steadily grown since its first issue in 1999. Where possible, radio programmes have been broadcast across the country both in English and in Pasifika languages communicating key education messages.

The challenge over the coming year will be to ensure that this work accurately reflects and reaches a hugely diverse population grouping. This will include an evaluation of the effectiveness of work contributing to the Pasifika Communications Strategy. While communications issues such as the advance of new technologies impacts broadly across New Zealand and globally, the Pasifika Communications Strategy will continue to cater to more specific issues to Pasifika communities that include factors such as bilingual and multilingual populations, adult literacy levels in English, and lower levels of internet access in the home compared to other households.

This year also affords the ministry an opportunity to reflect on six years of annual strategic fono across the country and to evaluate the extent to which outcomes were achieved.

The Pasifika Communications Strategy has made strong links across other ministry communications strategies such as Team Up and will continue to be a vehicle to disseminate research and evidence on Pasifika student outcomes.

Where to find out more



What we are trying to achieve

Improve the quality of information available to Pasifika parents, families and communities through a variety of media with strong linkages across a number of communications strategies.

Target: Implement the Pasifika Communications Strategy in a timely and effective way – through publication of *Talanoa Ako: Pacific Education Talk* web maintenance, radio programmes and strategic fono series.

Target: Increase the availability of Pasifika research evidence.

Networking

Why this is important

Everyone in the ministry is responsible for Pasifika education and therefore needs an understanding of the issues, processes, methodologies and Pasifika peoples' education aspirations to be able to plan and implement strategies that effectively deliver on the *Pasifika Education Plan*.

Strong and effective networks add value to the ministry's work, help to build strong and effective bridges to Pasifika communities and keep everyone focused on achieving the goals and targets of the *Pasifika Education Plan*.

How we are going

Pasifika capacity and capability development plans

Pasifika Caucus – the Caucus is one of the Equal Employment Opportunity (EEO) networks within the ministry with membership open to all Pasifika staff. Caucus work includes assisting the ministry in achieving its business goals, strategic priorities, the *Pasifika Education Plan*, and promoting and raising the profile of Pasifika education within staff members' work areas.

The Caucus initiated the inaugural 'Pasifika Day' on 8 June 2006 within the ministry to celebrate the launch of the *Pasifika Education Plan 2006-2010*. Pasifika Day occurs on the first Friday of June every year. This year, the Pasifika Day was another success and there was an increased visibility across the ministry.

Developing capacity – work this year focuses on increasing the ministry's capacity and leadership to raise Pasifika achievement in the Northern region through the Auckland Strategic Action Plan. A Pasifika Project Manager has been appointed to lead Schooling Improvement's response to achieving the goals and targets of the *Plan*. Further joint developments are being finalised within regional offices.

Pasifika Advisory Group and regional reference groups

The ministry facilitates the National Pasifika Advisory Group which has ethnic, sector, and professional association representatives and meets twice a year nationally and once regionally. The group's role is to assist the ministry in:

- ▲ developing strategies to address education issues for Pasifika communities;
- ▲ further development and implementation of the *Pasifika Education Plan*;
- ▲ providing effective connections and feedback loops to Pasifika communities.

The Pasifika Advisory Group has played a key role in the ongoing development of the annual strategic fono series.

Alongside the Pasifika Advisory Group are Pasifika reference groups that advise their respective local offices across all four ministry regions. Looking ahead this year, the ministry will work with reference groups to strategise how to provide more effective communication channels with Pasifika parents and families.

Where to find out more

www.educationcounts.edcentre.govt.nz



PUBLICATIONS

The Ministry of Education's Pasifika Advisory Group

What we are trying to achieve

Build and sustain the ministry's capacity, capability and networks to effectively deliver on the *Pasifika Education Plan*.

Target: Finalise Pasifika capacity/capability development plans.

Target: Further develop and strengthen Pasifika Advisory Group and regional reference groups.

Special Education

Why this is important

Assessing the effectiveness of special education support for Pasifika students and their families will assist in identifying the impact of current interventions and increase the understanding of services within the ministry and Pasifika communities.

How we are going

Integration of Pasifika service guidelines in staff portfolio

Work is underway to establish an external resource group of Pasifika health professionals to assist in the development of Pasifika cultural competencies and service guidelines for Special Education staff when working and engaging with Pasifika children and parents. The goal is that these 'guidelines' or competencies would be fully integrated into the performance management system and portfolio of all Special Education field staff.

Plans are also underway with the Professional Practice Unit to identify Pasifika target output numbers by district and region. This will support the regions to increase early intervention participation and the number of Pasifika children and families accessing Special Education services.

Integration of the Special Education Pasifika Plan and the Pasifika Education Plan 2006-2010

The integration of the Special Education Pasifika Action Plan with the *Pasifika Education Plan 2006-2010* was critical in raising the profile of special education across the ministry. The *Pasifika Education Plan 2006-2010* also aligns with Special Education's Better Outcomes for Children plan.

Regions and districts are working to integrate key targets and goals of each plan into their business planning for 2007.

Auckland strategy

This year, the Northern region is focussing on three key areas: developing the capability of non-Pasifika staff to work more effectively with Pasifika children and families; strategies to recruit and retain Pasifika staff; and to raise the awareness of special education, ministry services and information to Pasifika communities.

Pasifika Cultural Training Programme (CTP)

The Pasifika Cultural Training Programme (CTP) was delivered in the Southern Region (Christchurch) and Central South (Wellington) in June 2006 to a total of 120 staff. In 2007, the CTP will be delivered in Central South for the Taranaki and Manuwatu district offices, Central North, and in Auckland.

Pasifika booklets about Special Education

These have been published in Samoan, Cook Island Māori, Tongan, Niuean and Tokelauan and widely distributed to schools, and Pasifika early childhood centres. A second set of booklets in the same five languages has been produced that focus more on specific Special Education services. This series will be distributed in June.

What we are trying to achieve

Increase access and understanding of special education services and identify and develop effective practices that are reflective of Pasifika perspectives on special education.

Target: Include appropriate measurements of special education support interventions for Pasifika students in the Student Support Outcomes Monitoring Scheme.

Target: Establish systems for analysing and reporting indicator measures for a range of special education interventions for Pasifika students.

Target: Developing a screening resource to assist educators identify, clarify and respond to the special education needs of Pasifika learners.



Raising awareness of Special Education

The ministry's Pasifika Advisory Group's first meeting for 2006 was held at the University of Auckland between 26 to 28 April and for the first time, the theme was "*Special Education: Focussing on Pasifika Learners and Families*". An interactive programme was put together and revolved around four themes – What is special education; How is special education perceived in our Pasifika communities; What do we do; and How can we work together in your/our communities?

The feedback from the group was overwhelmingly positive and raised the awareness of special education amongst the ministry's national and regional Pasifika Advisory Groups. Work will continue with these groups in 2007 to strengthen links with communities.

Screening Tool – Better Information to Address Barriers to Learning (BITABL)

The BITABL initiative seeks to provide better information and responses to address barriers to learning for children aged 0-8 years in early childhood education services and primary school. It involves the design, implementation and trial in three sites (rural site in Otago, Māori in Gisborne and the Pasifika setting at Wymondley primary in Otara) of resource material for educators to assist them to identify and address barriers to children's learning.

The next steps for this year are:

- a) a 'show and tell' workshop from the participants in the three trial locations; and
- b) putting the draft guided inquiry resource (called 'Do You Know Me?') online for the three trial locations to access.

The Pasifika site has been particularly successful in developing the 'Do You Know Me?' resource with plans to share the resource with other school communities in the Manukau and greater Auckland region.

Where to find out more

www.educationcounts.edcentre.govt.nz



PUBLICATIONS



You and Your Child. An Introduction to Special Education Services for Pasifika Families

Auckland Strategic Plan

Why this is important

Raising Pasifika student achievement across the board requires a strategic focus in Auckland where over 73 percent of the Pasifika student population resides. Auckland has also recorded the highest growth of student enrolments over the last ten years.

How we are going

What is the Plan – The Auckland Strategic Action Plan is the opportunity to focus the goals and targets of the *Pasifika Education Plan* to make them more specific for the Auckland region and to operationalise these via team plans.

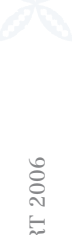
The most critical region for Pasifika education has really challenged capacity and capability and as a consequence, there have been delays in achieving a fully realised Strategy for Auckland. Over the past months, the Northern regional office has invested time in addressing capacity and capability issues.

The Northern regional management team has developed quarterly reporting templates on the *Pasifika Education Plan*.

What we are trying to achieve

Build and strengthen a significant strategic Pasifika focus on Auckland.

Target: Finalise Auckland Strategic Action plan.



Pasifika Language Curriculum

Why this is important

Investing in Pasifika languages offers a way to strengthen productive partnerships between education providers and the multiple worlds Pasifika children and young people move in. International research shows benefits to learners who achieve competency in two languages. Where one of these languages is an ancestral language, learners benefit from a stronger sense of self and cultural identity with an enhanced capacity to operate in multiple cultural contexts.

Pasifika communities have also expressed, in many forums, their desire to retain and foster their languages in New Zealand. Although this is not the sole domain of education, there are various ways that education can contribute.

How we are going

Work towards meeting the projected target of curriculum release in 2006 has been extended into 2007/08.

Vagahau Niue in the New Zealand Curriculum has been launched by the Minister of Education and, *Tongan Language in the New Zealand Curriculum* will be launched on 13 August 2007. *Tokelau in the New Zealand Curriculum* is expected to be finalised for release in 2008.

A new allocation through Budget 2006 has enabled resource development to support Pasifika languages through the Learning Languages Series (LLS). This series provides multimedia support materials for teachers and students who are new to language learning. The series is designed for Years 7 and 8 students.

For Cook Islands Māori, LLS materials have been developed with an expected completion date at the end of 2007. Development of LLS materials for Samoan will also begin in 2007.

The ministry also publishes the following resources to support Pasifika languages:

- ▲ The Tupu Series – books in Samoan, Tongan, Niuean, Cook Islands Māori, Tokelauan and English;
- ▲ Folauga – a Samoan journal for Years 1 to 8 students that supports the achievement objectives of *Samoan in the New Zealand Curriculum* for all levels;
- ▲ Folauga Ua Loa – a magazine for Years 9 to 13 students that will engage students with high-interest reading material to support literacy in Samoan.

Pacific Song Series – five song books and CDs in Samoan, Tongan, Niuean, Cook Islands Māori and Tokelauan.

Where to find out more

www.educationcounts.edcentre.govt.nz



PUBLICATIONS

Tai'ala mo le Gagana Samoa: Samoan in the New Zealand Curriculum

Cook Islands Māori in the New Zealand Curriculum

Programmes for Teaching Pacific Islands Languages

Learning Media Tupu, Folauga and Folauga Ualua series

What we are trying to achieve

Increase opportunities for building strong Pasifika language foundations through Pasifika language curriculum and resource development.

Target: Finalise the development of Niuean, Tongan and Tokelauan curriculum guidelines for release during 2006.

Whole of Government and Pacific Region

Why this is important

To date, there are nine Pasifika strategies across government. Approaches that are linked across different education sectors and across wider government improve efficiency and effectiveness and minimise duplication. For Pasifika families and communities this means being able to benefit from services that are more streamlined and that have been developed from a client perspective.

New Zealand has historical relationships across the Pacific region that guide the way the ministry works with its counterparts in Pacific countries. In recent years there has been an increase in requests for joint projects from Pacific countries for educational services and/or resources from New Zealand. Working more strategically to respond to these requests means that Pasifika students in both New Zealand and Pacific countries benefit from the best quality education provision.

How we are going

Links between the Plan and other government strategies

The ministry continues to work closely and proactively with agencies who serve Pasifika communities.

The ministry has a protocol agreement with the Ministry of Pacific Island Affairs to support close and effective working relationships between the two agencies. The protocol articulates a 'no surprises' approach which allows each agency to be involved in the early design phases of each others' work. The following are mechanisms the ministry uses to align to other education and Pasifika strategies across government:

- ▲ Membership and attendance at the Ministry of Pacific Island Affairs Chief Executives and Senior Officials groups;
- ▲ Education agency membership on the Pasifika Advisory Group;
- ▲ Information sharing and dissemination through the Pasifika Communications Strategy.

This year will focus on re-establishing regular policy discussion groups across agencies focused on education issues. The *Plan* has strong links to education agencies and sector strategies across early childhood, compulsory and tertiary education and other agency driven strategies including the Pacific Economic Action Plan (Ministry of Pacific Islands Affairs); Family Violence; the Disability Strategy (Office for Disability Issues); and the Pacific Health Strategy (Ministry of Health).

Strategic framework for responding across the Pacific region

The ministry is currently working on joint projects with Pacific countries through the Treaty of Friendship with Samoa, a Memorandum of Understanding with Tokelau, and a Memorandum of Understanding with Niue. Work across the region also includes the development of Pacific language curricula.

The Ministry of Education was part of consultations by the Pacific Forum Secretariat in developing the Pacific Plan for the region. The ministry has supported all Forum Education Ministers' Meetings (FEEdMM) since its inaugural meeting in Auckland in 2001. At this meeting Ministers approved a Forum Basic Education Action Plan (FBEAP) for the region and its progress is reported on at their annual meeting. This year, the meeting will be held in Auckland.

The ministry's work programme for the year will continue to develop a strategic framework for responding across the Pacific region. An initial scoping paper was done during 2006 and this will be further progressed before the end of the year.

What we are trying to achieve

Strengthen relationships with external agencies for closer, whole of government collaboration on education within New Zealand and across the Pacific region.

Target: Increase links between the *Plan* and other government strategies.

Target: Finalise a strategic framework for responding across the Pacific region.





Regional Data

- Table 18.1 Percentage of Year 1 students who attended early childhood education services, by Regional Council and ethnic group (2005).*
- Table 18.1.1 Percentage of Year 1 students who attended early childhood education services by Pasifika ethnic group (2005).*
- Table 18.2 Percentage of ECE teachers that are registered with the New Zealand Teachers' Council, by Regional Council and ethnic group (2005).*
- Table 18.2.1 Percentage of ECE teachers that are registered with the New Zealand Teachers' Council by Pasifika ethnic group (2005).*
- Table 18.3 Percentage of school leavers with little or no formal attainment, by Regional Council and ethnic group (2005).*
- Table 18.4 Percentage of school leavers with NCEA Level 2 or above, by Regional Council and ethnic group (2005).*
- Table 18.5 Percentage of teachers in state schools that are Pasifika, by Regional Council and ethnic group (2006).*
- Table 18.6 Age-standardised suspension rates per 1,000 students, by Regional Council and ethnic group (2005).*
- Table 18.6.1 Age-standardised suspension rates per 1,000 students by Pasifika ethnic group (2005).*
- Table 18.7 Proportion of boards of trustees' members, by Regional Council and ethnic group (2005).*
- Table 18.8 Proportion of boards of trustees members of 'Pasifika schools', by Regional Council and ethnic group (2005).*



Table 18.1: Percentage of Year 1 students who attended early childhood education services, by Regional Council and ethnic group (2005).

Region ¹	Ethnic Group					Total
	Māori	Pasifika	Asian	Other	NZ European	
Northland Region	85.0	87.8	91.2	81.0	93.4	89.0
Auckland Region	86.5	82.4	94.5	88.2	97.9	92.0
Waikato Region	89.0	85.6	95.2	96.4	96.8	93.9
Bay of Plenty Region	88.7	86.7	92.2	92.3	97.8	93.6
Gisborne Region	91.0	76.9	100.0	x	99.2	93.6
Hawkes Bay Region	91.3	88.8	95.7	100.0	98.3	95.1
Taranaki Region	91.0	100.0	88.0	100.0	97.0	95.3
Manawatu-Wanganui Region	94.0	90.5	95.9	94.3	97.8	96.3
Wellington Region	93.3	91.6	97.5	87.5	98.0	96.2
Tasman Region	92.2	100.0	100.0	x	94.9	94.8
Nelson Region	93.7	66.7	92.9	83.3	98.1	96.4
Marlborough Region	97.4	86.7	100.0	x	96.5	96.0
West Coast Region	96.2	x	x	x	94.7	94.8
Canterbury Region	96.3	94.4	98.6	93.9	98.3	97.9
Otago Region	97.7	93.9	96.2	100.0	98.8	98.5
Southland Region	93.8	96.2	100.0	80.0	97.5	96.8
Chatham Islands County ²	100.0	x	x	x	x	100.0
New Zealand Total	89.9	84.5	95.1	89.9	97.7	94.3

Table 18.1.1: Percentage of Year 1 students who attended early childhood education services, by Pasifika ethnic group (2005).

Pacific Island Group	Tokelauan	Fijian	Niuean	Tongan	Cook Island Māori	Samoan	Other Pacific Peoples	Total Pasifika
National Rate	88.9	97.0	88.2	81.3	82.1	85.0	88.8	84.5

Notes:

1. The Regional Council area of the school each Year 1 student was located in.
 2. The Chatham Islands County is a separate county outside the standard Regional Council boundaries.
- NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students and students at health camps are excluded.
 - The number of students with unknown attendance has been excluded (from both the numerator and denominator) when calculating participation rates.
 - x = for this category there were less than 5 Year 1 students.
 - The New Zealand total includes students from all Regional Council areas including those with less than 5 Year 1 students.

Table 18.2: Percentage of ECE teachers that are registered with the New Zealand Teachers' Council, by Regional Council and ethnic group (2005).

Region ¹	Ethnic Group					Total
	Māori	Pasifika	Asian	Other	NZ European	
Northland Region	30.7	x	x	x	47.4	43.2
Auckland Region	33.7	35.4	30.6	28.1	49.0	42.8
Waikato Region	36.2	26.4	34.4	42.9	52.1	48.4
Bay of Plenty Region	31.3	30.0	x	x	50.1	46.2
Gisborne Region	44.8	x	x	x	55.2	52.5
Hawkes Bay Region	45.8	20.7	x	x	61.1	57.6
Taranaki Region	46.7	x	x	x	59.4	57.6
Manawatu-Wanganui Region	29.0	45.7	50.0	x	55.8	52.5
Wellington Region	47.1	44.9	51.9	38.1	65.5	60.5
Tasman Region	50.0	x	x	x	36.9	39.7
Nelson Region	54.5	37.3	73.9	x	65.7	64.4
Marlborough Region	58.8	50.0	x	x	69.3	68.0
West Coast Region	70.0	x	x	x	69.0	67.1
Canterbury Region	x	x	x	x	62.8	64.6
Otago Region	x	x	x	x	66.7	67.5
Southland Region	x	x	x	x	60.0	57.4
Chatham Islands County ²	n	n	n	n	n	n
New Zealand Total	37.9	36.7	36.5	31.0	57.0	52.0

Table 18.2.1: Percentage of ECE teachers that are registered with the New Zealand Teachers' Council by Pasifika ethnic group (2005).

Pacific Island Group	Tokelauan	Fijian	Niuean	Tongan	Cook Island Māori	Samoan	Other Pacific Peoples	Total Pasifika
National Rate	31.3	30.9	41.5	33.9	28.4	39.2	48.3	36.7

Notes:

1. The Regional Council area of the teacher-led ECE service each teacher was located in.
 2. The Chatham Islands County is a separate county outside the standard Regional Council boundaries.
- x = for this category there were less than 5 teachers of this ethnic group in this region.
 - n = there is no teacher-led service in the Regional Council area.
 - The regional total includes teachers from all ethnic groups including those with less than 5 members.
 - The New Zealand total includes teachers from all Regional Council areas including those with less than 5 members.
 - The Correspondence School is included in the New Zealand total.

Table 18.3: Percentage of school leavers with little or no formal attainment, by Regional Council and ethnic group (2005).

Region ¹	Ethnic Group					Total
	Māori	Pasifika	Asian	Other	NZ European	
Northland Region	20.0	18.8	x	x	7.8	13.2
Auckland Region	26.2	14.3	3.9	15.7	7.3	10.5
Waikato Region	25.4	13.2	8.8	13.8	10.1	14.2
Bay of Plenty Region	27.6	32.7	6.3	50.0	10.0	17.2
Gisborne Region	21.3	x	x	x	4.5	15.1
Hawkes Bay Region	21.0	28.2	x	x	8.1	12.7
Taranaki Region	25.7	x	x	x	11.5	14.4
Manawatu-Wanganui Region	20.2	22.8	6.1	x	9.9	12.7
Wellington Region	20.9	12.4	5.8	14.2	8.8	11.0
Tasman Region	25.5	x	x	x	22.9	23.2
Nelson Region	36.1	x	x	x	10.9	13.1
Marlborough Region	22.1	x	x	x	10.8	12.4
West Coast Region	28.8	x	x	x	17.4	18.9
Canterbury Region	26.5	22.0	4.7	16.9	11.4	12.9
Otago Region	20.5	11.5	x	x	7.8	8.9
Southland Region	16.0	x	x	x	9.3	10.4
Chatham Islands County ²	n	n	n	n	n	n
Not Applicable	s	s	s	s	s	s
New Zealand Total	25.0	15.2	4.6	16.4	9.9	12.9

Notes:

1. The Regional Council area of the school each school leaver was located in.
2. The Chatham Islands County is a separate county outside the standard Regional Council boundaries.
 - x = for this category there were less than 5 school leavers with little or no formal attainment.
 - s = there is only one school with students in Year 9 and above in the Regional Council area.
 - n = there is no school with students in Year 9 and above in the Regional Council area.
- Not Applicable includes the correspondence school and a small number of students (<30) whose school campus covers more than one Regional Council area.
- The New Zealand total includes students from all Regional Council areas including those with less than 5 school leavers with little or no formal attainment.

Table 18.4: Percentage of school leavers with NCEA Level 2 or above, by Regional Council and ethnic group (2005).

Region ¹	Ethnic Group					Total
	Māori	Pasifika	Asian	Other	NZ European	
Northland Region	32.2	34.4	72.7	71.4	57.8	46.9
Auckland Region	33.4	45.4	80.9	57.9	68.3	62.0
Waikato Region	33.1	45.5	75.9	47.1	59.7	52.9
Bay of Plenty Region	31.4	26.9	77.9	37.0	60.3	49.2
Gisborne Region	29.8	50.0	62.5	x	62.1	42.3
Hawkes Bay Region	35.9	26.9	66.7	70.0	66.6	55.9
Taranaki Region	28.3	64.3	86.2	69.2	58.7	52.7
Manawatu-Wanganui Region	36.0	43.0	76.8	71.4	61.6	55.0
Wellington Region	37.3	51.3	80.7	47.8	68.5	62.2
Tasman Region	30.9	x	x	x	48.0	46.3
Nelson Region	26.4	66.7	66.7	x	67.5	63.8
Marlborough Region	32.4	33.3	64.3	x	58.8	54.4
West Coast Region	13.5	x	x	x	37.9	35.1
Canterbury Region	29.6	43.5	77.8	55.4	60.7	58.1
Otago Region	46.3	50.0	81.0	84.6	67.1	65.4
Southland Region	38.7	47.8	72.7	77.8	60.7	57.0
Chatham Islands County ²	n	n	n	n	n	n
Not Applicable	s	s	s	s	s	s
New Zealand Total	32.7	45.3	79.9	55.8	63.0	57.1

Notes:

1. The Regional Council area of the school each school leaver was located in.
 2. The Chatham Islands County is a separate county outside the standard Regional Council boundaries.
- x = for this category there were less than 5 school leavers with NCEA Level 2 or above.
 - s = there is only one school with students in Year 9 and above in the Regional Council area.
 - n = there is no school with students in Year 9 and above in the Regional Council area.
 - Not Applicable includes the correspondence school and a small number of students (<30) whose school campus covers more than one Regional Council area.
 - The New Zealand total includes students from all Regional Council areas including those with less than 5 school leavers with NCEA Level 2 or above.

Table 18.5: Percentage of teachers in state schools that are Pasifika, by Regional Council and ethnic group (2006).

Region ¹	Ethnic Group				
	Māori	Pasifika	Asian	Other	NZ European
Northland Region	22.5	1.3	1.3	1.7	73.1
Auckland Region	6.8	5.2	7.3	3.4	77.2
Waikato Region	12.9	1.1	2.4	1.5	82.1
Bay of Plenty Region	22.4	0.8	1.0	1.4	74.3
Gisborne Region	36.1	0.7	0.8	1.5	60.8
Hawkes Bay Region	14.7	0.6	0.7	1.6	82.3
Taranaki Region	8.4	0.5	1.3	1.4	88.3
Manawatu-Wanganui Region	12.9	1.2	1.8	1.4	82.7
Wellington Region	7.9	2.8	2.6	3.0	83.6
Tasman Region	4.5	x	x	1.6	93.7
Nelson Region	5.8	x	1.1	1.3	91.5
Marlborough Region	4.6	x	x	1.8	92.0
West Coast Region	3.2	x	x	2.2	93.3
Canterbury Region	4.5	0.6	1.1	1.5	92.5
Otago Region	4.3	0.7	0.6	1.0	93.5
Southland Region	5.9	1.2	0.6	1.2	91.1
Chatham Islands County ²	x	x	x	x	62.5
New Zealand Total	10.0	2.4	3.3	2.2	82.1

Notes:

1. The Regional Council area each teacher was located in.
 2. The Chatham Islands County is a separate county outside the standard Regional Council boundaries.
- x = for this category there were less than 5 teachers of this ethnic group in this region.
 - The New Zealand total includes teachers from all Regional Council areas including those with less than 5 members.
 - The Correspondence School is included in the New Zealand total.

Table 18.6: Age-standardised suspension rates per 1,000 students, by Regional Council and ethnic group (2005).

Region ¹	Ethnic Group					Total
	Māori	Pasifika	Asian	Other	NZ European	
Northland Region	18.8	x	x	x	5.1	11.5
Auckland Region	14.3	9.2	1.4	9.6	4.0	6.3
Waikato Region	18.0	9.3	1.8	10.6	4.9	8.9
Bay of Plenty Region	20.6	19.8	5.7	x	2.7	10.0
Gisborne Region	14.1	x	x	x	4.4	10.3
Hawkes Bay Region	15.6	6.1	x	x	3.3	7.4
Taranaki Region	17.6	x	x	x	3.3	6.4
Manawatu-Wanganui Region	16.1	9.6	x	x	4.5	7.9
Wellington Region	13.0	9.3	1.3	x	4.7	6.4
Tasman Region	10.9	x	x	x	4.4	5.3
Nelson Region	14.9	x	x	x	2.6	4.2
Marlborough Region	8.7	x	x	x	9.1	8.8
West Coast Region	6.9	x	x	x	5.9	6.1
Canterbury Region	19.3	12.3	x	x	5.5	7.0
Otago Region	10.3	7.6	x	x	3.3	4.0
Southland Region	12.4	x	x	x	4.8	5.9
Chatham Islands County ²	x	x	x	x	x	x
Not Applicable	s	s	s	s	s	s
New Zealand Total	16.3	9.4	1.5	7.2	4.4	7.2

Table 18.6.1: Age-standardised suspension rates per 1,000 students by Pasifika ethnic group (2005).

Pacific Island Group	Tokelauan	Fijian	Niuean	Tongan	Cook Island Māori	Samoan	Other Pacific Peoples	Total Pasifika
National Rate	4.8	3.3	9.4	11.8	11.0	9.0	7.2	9.4

Notes:

- The Regional Council area of the school each suspended student was located in.*
- The Chatham Islands County is a separate county outside the standard Regional Council boundaries.*
 - x = for this category there were less than 5 suspensions and/or students.*
 - s = there is only one school with students in Year 9 and above in the Regional Council area.*
 - Not Applicable includes the correspondence school and a small number of students (<30) whose school campus covers more than one Regional Council area.*
 - The New Zealand total includes students from all Regional Council areas including those with less than 5 suspensions and/or students.*

Table 18.7: Proportion of boards of trustees' members, by Regional Council and ethnic group (2005).

Region ¹	Ethnic Group				
	Māori	Pasifika	Asian	Other	NZ European
Northland Region	35.1	0.6	0.4	4.2	59.8
Auckland Region	11.9	10.1	2.1	4.8	71.1
Waikato Region	19.2	1.0	0.7	3.3	75.8
Bay of Plenty Region	33.8	1.1	0.7	3.2	61.3
Gisborne Region	51.1	0.8	0.5	3.0	44.8
Hawkes Bay Region	23.2	1.5	0.5	3.9	71.0
Taranaki Region	12.1	0.5	0.7	6.4	80.3
Manawatu-Wanganui Region	18.0	1.0	0.2	4.8	76.0
Wellington Region	11.9	6.5	1.1	3.9	76.6
Tasman Region	6.2	0.4	0.0	7.3	86.2
Nelson Region	5.2	1.2	1.2	1.7	90.8
Marlborough Region	6.8	0.4	0.4	3.6	88.8
West Coast Region	8.5	0.4	0.0	6.3	84.9
Canterbury Region	5.0	0.9	0.6	4.8	88.8
Otago Region	4.9	0.6	0.5	4.4	89.8
Southland Region	5.5	0.6	0.0	5.3	88.7
Chatham Islands County ²	33.3	0.0	0.0	16.7	50.0
New Zealand Total	15.5	3.3	0.9	4.4	76.0

Notes:

1. The Regional Council area of the school each board member was located in.
 2. The Chatham Islands County is a separate county outside the standard Regional Council boundaries.
- The Other ethnic group includes the category 'Not Stated'.

Table 18.8: Proportion of boards of trustees' members of 'Pasifika schools', by Regional Council and ethnic group (2005).

Region ¹	Ethnic Group				
	Māori	Pasifika	Asian	Other	NZ European
Northland Region	x	x	x	x	x
Auckland Region	19.0	23.0	1.9	4.0	52.1
Waikato Region	35.1	14.3	2.6	1.3	46.8
Bay of Plenty Region	20.0	0.0	10.0	10.0	60.0
Gisborne Region	x	x	x	x	x
Hawkes Bay Region	41.4	10.3	0.0	0.0	48.3
Taranaki Region	x	x	x	x	x
Manawatu-Wanganui Region	28.1	3.1	3.1	0.0	65.6
Wellington Region	19.4	20.1	1.7	4.5	54.3
Tasman Region	x	x	x	x	x
Nelson Region	x	x	x	x	x
Marlborough Region	18.2	0.0	0.0	0.0	81.8
West Coast Region	x	x	x	x	x
Canterbury Region	14.8	5.2	0.9	1.7	77.4
Otago Region	11.5	11.5	0.0	3.8	73.1
Southland Region	x	x	x	x	x
Chatham Islands County ²	x	x	x	x	x
New Zealand Total	20.1	20.1	1.8	3.7	54.3

Notes:

1. The Regional Council area of the school each board member was located in.
 2. The Chatham Islands County is a separate county outside the standard Regional Council boundaries.
- x = for this category there were no schools with at least 5 Pasifika students and 10 percent or more of the roll are Pasifika.
 - The Other ethnic group includes the category 'Not Stated'.