



Vote Education

**Report in Relation to Non-Departmental Appropriations
for the year ended 30 June 2019**

Presented to the House of Representatives pursuant to Section 19B of the
Public Finance Act 1989.

Background

Pursuant to Section 19B of the Public Finance Act 1989, the Minister of Education is required to prepare a report in relation to the provision of certain non-departmental appropriations supplied to the Crown for Vote Education. Non-departmental outputs are outputs (goods and services) purchased from a provider other than the Ministry of Education which is administering the appropriation. The provider may be a government agency, a non-governmental organisation or a private sector organisation.

In the Estimates of Appropriations 2018/19 for Vote Education, performance information for the attached appropriations is required to be reported by the Minister of Education. This report is appended to the Ministry of Education's Annual Report for the purpose of tabling in the House. It outlines what was achieved for each appropriation against what was intended to be achieved, as set out in the Estimates of Appropriations for Vote Education and any subsequent changes through the Supplementary Estimates.

This report has been prepared in line with the requirements set out in Section 19C of the Public Finance Act 1989. It includes:

- a statement of expenses and capital expenditure incurred against budget for each appropriation
- service performance information.

The performance information contained in this report has not been audited.

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Statement of Expenses and Capital Expenditure incurred against Budget

for the year ended 30 June 2019

Appropriation Title	2018	2019	2019
	Actual	Budget ¹	Actual
	\$000	\$000	\$000
Non-departmental output expenses			
Contribution to the Education Council of Aotearoa New Zealand	11,895	15,257	12,778
Early Childhood Education	1,828,164	1,923,053	1,879,000
Primary Education	3,142,842	3,289,385	3,278,143
School Risk Management Scheme	-	5,000	4,117
School Transport	194,827	205,950	205,947
Schooling Improvement	5,318	8,212	7,872
Secondary Education	2,202,841	2,313,530	2,276,470
Secondary - Tertiary Interface	73,946	80,991	78,565
Support for Early Childhood Education Providers	8,961	11,226	8,742
Supporting Parenting	8,946	9,329	8,058
Teacher-Led Innovation Fund (multi-year appropriation)	2,840	2,110	1,902
Non-departmental other expense			
Integrated Schools Property	69,241	76,605	76,603
Oversight and Administration of the Qualifications System MCA	45,804	50,639	50,639
• <i>Provision of Communication and Advice</i>	6,348	3,448	3,448
• <i>Qualifications Support Structures</i>	6,049	6,049	6,049
• <i>Quality Assurance</i>	5,359	5,094	5,094
• <i>Secondary School Assessments</i>	28,048	36,048	36,048
Non-departmental capital expenditure			
School Support Project	579	1,880	999
Schools Furniture and Equipment	25,922	47,447	30,015

Explanations for significant variances against Budget are provided below.

Non-departmental output expenses

- **Early Childhood Education** was \$44.1 million (2.3%) under budget, mainly due to lower demand than forecast.
- **Secondary Education** was \$37.0 million (1.6%) under budget, mainly due to lower salary rates, industrial action and/or full time teacher equivalents being lower than anticipated and slower than expected.
- **Primary Education** was \$11.3 million (0.3%) under budget, mainly due to lower salary rates, industrial action and/or full time teacher equivalents being lower than anticipated and slower than expected uptake in the number of Communities of Learning.

Non-departmental capital expenditure

- **Schools Furniture and Equipment** was \$17.4 million (36.7%) under budget, mainly due to the timing of delivery of roll growth and new school programmes.

¹ These are the appropriations from the Supplementary Estimates.

Statements of Service Performance

Non-Departmental Output Expenses

Contribution to the Education Council of Aotearoa New Zealand

Scope of Appropriation

This appropriation is limited to a contribution towards the Education Council of Aotearoa New Zealand carrying out its leadership and other statutory functions for the teaching profession and education.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve effective professional leadership, investment in teacher professional capability, support and administration of the education profession across the early childhood and schooling sectors, and support for activities directed at raising the status of the teaching profession.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
The percentage of applications for issue and renewal of practising certificates submitted for appraisal by professional leaders that are reviewed under the auditing and moderation process.	10%	10%	10%	Achieved
The percentage of new registrations and renewals of practising certificates processed within 20 working days.	65%	69%	61%	Achieved
The percentage of decisions on referrals to the Disciplinary Tribunal that are made within eight months of the referral to the Disciplinary Tribunal.	95%	77%	Revised measure	Not achieved The Tribunal made 56 decisions up from 41 in the prior year, an increase of 37%, however the number of referrals tripled from 51 to 155. Additional resources (Two new Deputy Chairpersons) have since been provided to the Tribunal which will improve capacity issues.
The percentage of professional leaders' appraisal of applications for practising certificates that are robust (see Note 1).	Baseline year	82%	New measure	Baseline established

Note 1 – Standards are set and maintained through the Code of Responsibility and Standards for the Teaching Profession. This measure demonstrates that decision-making, using the Code and Standards, is robust, as confirmed through the audit and moderation process.

The following information for the 2018/19 financial year is provided as a reference for context only:

- 5,320 new teacher registrations
- 105,286 teachers with current practising certificates
- 647 teachers (0.6%) had complaints and mandatory reports made about them (see Note 1)
- 119 teachers (0.1%) had conditions placed on their practising certificates (see Note 1)
- 21 teacher registrations cancelled (0.02%) (see Note 1)

Note 1 – Expressed as a percentage of the number of teachers with current practising certificates

Early Childhood Education

Scope of Appropriation

This appropriation is limited to subsidising delivery of early childhood education services for children under six years of age by licensed and chartered early childhood education services and by licence-exempt and certificated centres and the provision of related funds to such services and centres.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve access to early childhood education for all young children.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Percentage of early childhood education centres/services providing services to the standard required to meet regulatory requirements (see Note 1).	98%	98%	98%	Achieved

Note 1 - Services not meeting standards are put on a provisional or suspended licence and an improvement plan is implemented. Licences are cancelled if improvements are not complied with within a maximum of 12 months.

The following information is an indication of expected numbers and is provided for context only.

Indicator	Forecast activity 2018/19	Actual 2018/19	Actual 2017/18 ²
Subsidised hours provided by licensed and chartered early childhood education services:			
• kindergartens	25 million-29 million	24.5 million	26.9 million
• playcentres	2.4 million-2.8 million	2.0 million	2.5 million
• education and care centres	114 million-145 million	143.3 million	151.0 million
• home based	24 million-25 million	20.0 million	23.3 million
• kōhanga reo	10 million-11 million	9.7 million	10.7 million
• hours of early childhood education provided by certified playgroups.	1.5 million-2 million	1.4 million	1.5 million

² The 2017/18 figures were an early estimate, based on actual figures from July 2017 to May 2018, and estimates figures for the month of June 2018.

Primary Education

Scope of Appropriation

This appropriation is limited to providing roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes to enable the delivery of the National Curriculum to all students for Years 0 to 8.

What is intended to be achieved with this Appropriation

This appropriation is intended to deliver relevant curriculum for all Year 0 to 8 students in all schools through the development of tailored programmes and resources to meet the needs of all students.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Participation in primary education - The percentage of students attending school regularly (see Note 1):				
• all students	70%	67.6%	66.8%	Not achieved
• Māori students	70%	55.2%	55.2%	Māori and Pacific students have the lowest rates for regular attendance and highest chronic absences. Regional offices are reviewing and considering attendance as a particular focus in the continuous improvement work they do with schools (refer Ministry of Education Annual Report 2019 pages 18-19).
• Pasifika students.	70%	56.5%	55.5%	
Percentage of School Analysis of Variance Reports received from schools (see Note 2).	90%	96%	90%	Achieved
Percentage of primary schools receiving additional funding for Māori language resourcing Levels 1 and 2 (see Notes 3, 4 and 5).	Maintain baseline	11.9%	11.8% ³	Achieved
Percentage of children who complete Years 1 to 8 in Māori-medium education Levels 1 and 2 (see Notes 3 and 5).	Maintain baseline	92.2%	84%	Achieved

The following information is an indication of expected numbers and provided for context only:

Indicator	Forecast activity 2018/19	Actual 2018/19	Actual 2017/18
Number of Year 1 to 8 students in English-medium receiving the National Curriculum (see Note 6).	502,700	505,685	497,795

³ This differs from the result reported in our last Annual Report which we subsequently found was undercounting the number of primary schools that drive this measure.

Indicator	Forecast activity 2018/19	Actual 2018/19	Actual 2017/18
Number of Year 1 to 8 students in Māori-medium receiving the Te Aho Arataki Marau mō te Ako i Te Reo Māori (see Note 6).	16,300	16,772	15,862
Total number of Full-time Teacher Equivalents teaching Years 0 to 8 (see Note 7).	27,000	30,262	Not measured
Number of primary schools receiving additional funding for Māori language resourcing Levels 1 and 2 (see Notes 5 and 8).	254	259	257

Note 1 - Attending regularly is defined as attending at least 90% of half days. This is measured through a Term 2 survey that approximately 80% of schools complete.

Note 2 - School Analysis of Variance Reports report on a school's performance compared to agreed performance goals.

Note 3 - This measure covers State and State-integrated schools only. The 2017/18 Budget Standard and Estimated Actual refer to the 2017 calendar year. The 2018/19 Budget Standard refers to the 2018 calendar year.

Note 4 - Funding is allocated based on information on the level of Māori language learning which schools provide in their roll returns, subject to an annual auditing and verification process to confirm the appropriate level of funding.

Note 5 - There are five levels of funding, based on hours the curriculum is taught in Te Reo Māori per week. Levels 1 and 2 are described below:

- Level 1 - more than 20 and up to 25 hours
- Level 2 - more than 12.5 and up to 20 hours.

Note 6 - This is calculated from the July School Roll returns.

Note 7 - This number includes English-medium and Māori-medium at full primary, contributing and intermediate schools, but excludes Partnership Schools | Kura Hourua, Te Kura Correspondence School, private schools and composite schools or schools that pro-rata their roll. The calculation is based on a survey conducted in the first pay run of April.

Note 8 - This indicator covers State and State-integrated schools only and is based on the calendar year.

School Risk Management Scheme

Scope of Appropriation

This appropriation is limited to the expenses incurred in purchasing reinsurance and settling claims under the school risk management scheme, in accordance with sections 78D to 78F of the Education Act 1989.

What is intended to be achieved with this Appropriation

This appropriation is intended to provide insurance protection for participating State and State-integrated schools.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
The scheme financially breaks even over a reasonable period of time.	Achieved over five years	(113)	New measure	Achieved over five years.

School Transport

Scope of Appropriation

This appropriation is limited to transporting eligible students to and from State and state integrated schools and associated facilities.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve maximum attendance at schools by ensuring transport options are available for eligible students.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Percentage of journeys per annum completed without incident, in the provision of safe transport options to students who face transportation barriers.	99.9%	99.99%	99.99%	Achieved

Schooling Improvement

Scope of Appropriation

This appropriation is limited to school support and schooling improvement projects, including iwi-strengthening education projects, to improve the capability of schools and school clusters and their responsiveness to the needs of their communities.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve improved education outcomes through supporting schools in their responsiveness to the needs of their communities, including iwi-strengthening projects.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Percentage of Māori learners supported through our shared investment with iwi that make measurable achievement gains (see Note 1).	75%	91%	86%	Achieved

Note 1 - These learners are identified in the contracts with iwi and are monitored towards attainment of qualifications such as the National Certificate of Educational Achievement.

Secondary Education

Scope of Appropriation

This appropriation is limited to providing roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes to enable the delivery of the National Curriculum to all students for Years 9 to 13.

What is intended to be achieved with this Appropriation

This appropriation is intended to deliver relevant curriculum for all Year 9 to 13 students in all schools through the development of tailored programmes and resources to meet the needs of all students.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Percentage of 18-year-olds with NCEA Level 2 or equivalent:				
• all	Improve on previous year's result	85.1%	84.9%	Achieved
• Māori	Improve on previous year's result	76.1%	75.6%	Achieved
• Pasifika.	Improve on previous year's result	79.8%	78.7%	Achieved
Percentage of school leavers with NCEA Level 2 and a Vocational Pathways Award.	30%	30.1%	34.4%	Achieved
Percentage of school leavers progressing directly from NCEA Level 2 and 3 or equivalent to Level 4 or above tertiary study.	55%	55.8%	55.6%	Achieved

The following information is an indication of expected numbers and provided for context only:

Indicator	Forecast activity 2018/19	Actual 2018/19	Actual 2017/18
Number of students receiving Year 9 to 13 curriculum (see Note 1).	279,000	283,241	284,327
Total number of Full-time Teacher Equivalents teaching Years 9 to 13 (see Note 2).	21,100	23,468	Not measured
Number of 18 year olds with NCEA Level 2 or equivalent:			
• all students	Not forecast	53,148	52,203
• Māori students	Not forecast	11,347	10,776
• Pasifika students.	Not forecast	6,013	5,625

Note 1 - This is calculated from the March School Roll returns, using full-time equivalents.

Note 2 - This number includes English-medium and Māori-medium teachers at secondary and composite schools, but excludes Partnership Schools | Kura Hourua, Te Kura Correspondence School and private schools. The calculation is based on a survey conducted in the first pay run of April.

Secondary-Tertiary Interface

Scope of Appropriation

This appropriation is limited to delivery of programmes of learning at the secondary-tertiary interface.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve an increase in school students' continuing education to a tertiary level.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Percentage of students enrolled in secondary-tertiary programmes either retained or transitioned to further education, training, apprenticeships or employment.	60%	80.7%	New measure	Achieved

Support for Early Childhood Education Providers

Scope of Appropriation

This appropriation is limited to assisting early childhood education services and other bodies corporate that provide child places for early childhood education.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve increased participation in early childhood education by creating more licensed child places through grants in the early childhood education sector.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Number of contracted early childhood education child places created to meet the needs of targeted communities as a result of the Targeted Assistance Programme.	550-720	658	Relocated measure (781)	Achieved

Supporting Parenting

Scope of Appropriation

This appropriation is limited to delivery of specific programmes and providing advice and support that enhances the role of parents/caregivers in the development of their children.

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve improved support by parents, families and whānau for their children's education.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Number of children enrolled in early childhood education as a result of the Engaging Priority Families programme.	870-1,000	924	584	Achieved
Families receiving the Home Interaction Programme for Parents and Youngsters (HIPPY):				
<ul style="list-style-type: none"> number of families receiving the HIPPY programme in 2018 	1,795	1,795	New measure	Achieved
<ul style="list-style-type: none"> percentage of families receiving the HIPPY programme in 2018 that transition to an early childhood service. 	85%	33.3%	New measure	Not achieved Since adopting the measure, the Ministry identified that 85% of participants are already engaged with ECE when they join HIPPY. Following engagement an additional 33% of the remaining children transition to ECE. The following supplementary measure provides a better indication of the value of the programme.

Supplementary performance information

Performance measure	Standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Families receiving the HIPPY programme in 2018:				
<ul style="list-style-type: none"> parents participating in the HIPPY programme report feeling more confident supporting their children's early learning. 	Baseline year	85%	New measure	Baseline established

Teacher-Led Innovation Fund (Multi-Year Appropriation)

Scope and Period of Appropriation

This appropriation is limited to supporting teacher-led innovation and classroom-based research of innovative teaching practices.

Commences: 01 July 2015

Expires: 30 June 2020

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve innovative practice in order to improve learning outcomes, particularly for Māori students, Pasifika students, those with additional learning needs and those from low socio-economic backgrounds.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Percentage of completed research projects where there is evidence of new teaching practices since initiation of the fund (see Note 1).	85%	85%	88%	Achieved

Note 1 - The Teacher-led Innovation Fund is set for a five year period with projects running over one, two and three year periods.

Non-Departmental Other Expenses

Integrated Schools Property

Scope of Appropriation

This appropriation is limited to providing funding to proprietors of integrated schools for capital upgrade, including modernisation, of their existing school property and facilities as well as expansion of the network of integrated schools.

What is intended to be achieved with this Appropriation

This appropriation is intended to deliver a fit-for-purpose learning environment within the State-integrated school network.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
All integrated school proprietors confirm that funding received under Policy One has been used to maintain their school properties to a consistent standard as for State schools (Policy One, see Conditions on Use of Appropriation).	All	All	All	Achieved

Conditions on Use of Appropriation

Reference	Conditions
Cabinet decision	Policy One - Property grants to proprietors of integrated schools are determined by formula, taking into account a per-student rate (based on depreciation on State school sector buildings) and numbers of students in each school. Policy Two - Discretionary property grant for expanding existing schools and establishment of new schools where the investment will reduce pressure for further expenditure in the State school network. Funding is provided under a Memorandum of Agreement. A construction completion certificate must be provided to the Ministry of Education.

Non-Departmental Capital Expenditure

School Support Project

Scope of Appropriation

This appropriation is limited to capital costs of implementing approved school support and schooling improvement projects (other than costs related to school property assets).

What is intended to be achieved with this Appropriation

This appropriation is intended to achieve the provision of support for schools that are at financial risk.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Percentage of schools that receive emergency financial support because they are unable to meet their immediate financial obligations that are then able to meet these obligations.	100%	100%	100%	Achieved

Schools Furniture and Equipment

Scope of Appropriation

This appropriation is limited to providing funding to schools for new furniture and equipment when capital works have been approved or to fund the replacement of furniture and equipment.

What is intended to be achieved with this Appropriation

This appropriation is paid to schools with the intention that they use the funds to pay for furniture and equipment that is fit for purpose and supports educational achievement.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
State schools are paid their furniture and equipment funding in accordance with their Five Year Agreement budget allocation:				
• accurately	99%	99%	New measure	Achieved
• on time.	99%	87%	New measure	Not achieved 112 of 426 payments in December 2018 were not processed successfully on time. This was identified and corrected in February 2019 and steps taken to avoid this in the future.

The following information is an indication of expected numbers and provided for context only:

Indicator	Forecast activity 2018/19	Actual 2018/19	Actual 2017/18
Number of State schools receiving furniture and equipment grants to fit out new or additional teaching and non-teaching spaces as part of approved expansion projects (see Note 1).	100-150	56	107
Number of State schools receiving funding to upgrade and modernise their furniture and equipment through their Five Year Agreement budget.	800-1,100	873	737

Note 1 - Funding is provided to schools for furniture and equipment as part of their capital work approvals for new and additional teaching and non-teaching spaces.

Multi-Category Expenses and Capital Expenditure

Oversight and Administration of the Qualifications System

About this appropriation

The single overarching purpose of this appropriation is to provide effective oversight and administration of the qualifications system by the New Zealand Qualifications Authority.

This is a multi-category appropriation containing the following categories of expense.

Non-Departmental Output Expenses

Provision of Communication and Advice This category is limited to communication and advice related to education policies, programmes and services that are the responsibility of the New Zealand Qualifications Authority.

Qualifications Support Structures This category is limited to the New Zealand Qualifications Authority overseeing the setting of standards and New Zealand qualifications development, recognition and review of qualifications, and contributing to the maintenance and promotion of the New Zealand qualifications system.

Quality Assurance This category is limited to the provision by the New Zealand Qualifications Authority of quality assurance services and maintenance of the quality assurance framework, to support the New Zealand qualifications system.

Secondary School Assessments This category is limited to the New Zealand Qualifications Authority overseeing assessment for national secondary school qualifications, including the National Certificate of Educational Achievement and Scholarship examinations, and the moderation of internal and external school assessments.

What is intended to be achieved with this Appropriation

This appropriation is intended to provide effective oversight and administration of the qualifications system by the New Zealand Qualifications Authority.

Output performance measures and standards

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
The percentage of schools on a three or four year Managing National Assessment (MNA) cycle (see Note 1).	75-85%	93.3%	92.8%	Achieved
A reduction in the average period of time a tertiary education organisation with a result of category 3 or 4 remains in category 3 or 4 (see Notes 2 and 3).	75%	80% ⁴	88%	Achieved

⁴ The New Zealand Qualifications Authority (NZQA) has benchmarked Tertiary Education Organisation (TEO) performance from 2009 (when External Evaluations and Reviews (EERs) were initiated) to 30 June 2016. For this period, 37% of TEOs undergoing repeat EERs were, at some point, in Category 3 or 4. Of these 75% moved from Category 3 or 4, either by exiting the system (losing its NZQA registration status, either by voluntarily closing or by NZQA removing it directly through statutory action) or by improving their performance to Category 1 or 2 by means of an EER. This acts as NZQA's baseline. That is, the measure will have been met if more than 75% of TEOs that have at one point been Category 3 or 4 either exit the system or rise to Category 1 or 2. While the result is lower

Note 1 - For further information on the MNA process including a matrix that describes the length of cycles, refer to www.nzqa.govt.nz/providers-partners/assessment-and-moderation/managing-national-assessment-in-schools/mna-review/.

Note 2 - Average period of time means the percentage of change from one category to another upon subsequent External Evaluations and Reviews (EERs).

Note 3 - EERs use key questions directly addressing achievement, outcomes and key contributing processes to judge the quality and performance of the tertiary education organisation, with the tertiary education organisation placed in one of four categories of capability:

- Category 1: Highly Confident in educational performance and Highly Confident or Confident in self-assessment.
- Category 2: Confident in educational performance and Confident or Highly Confident in self-assessment.
- Category 3: Not Yet Confident in either educational performance or self-assessment
- Category 4: Not Confident in either educational performance or self-assessment.

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Provision of Communication and Advice				
This category is intended to achieve communication and advice that helps Ministers, learners, communities, employers, schools and tertiary providers make informed decisions about their aspirations.				
The proportion of survey respondents who agree/strongly agree that the information they received from the New Zealand Qualifications Authority met their needs (see Note 1).	75%	77.7% ⁵	67.5%	Achieved
Percentage of Ministerial items accepted by Ministers in terms of technical accuracy (see Notes 2 and 3).	97%	99.7%	100%	Achieved
Qualifications Support Structures				
This category is intended to ensure that New Zealand's qualifications are valued as credible, robust and meet the needs of learners and employers.				
New Zealand Qualifications Authority implements relevant free-trade agreement commitments and provides support for free-trade negotiation and implementation to the satisfaction of the Ministry of Foreign Affairs and Trade (see Note 4).	3	4	4	Achieved
The percentage of New Zealand Qualifications Authority-owned standards maintained by their planned review date.	95%	99.6%	99.5%	Achieved

than the 88 percent achieved in 2017/18, this is an increase of five percentage points over the benchmark of 75 percent.

- ⁵ NZQA surveyed customers twice in 2018/2019 to obtain point-in-time views of their satisfaction with NZQA and our services. For both surveys two invitation methods were used:
- An invitation and link to the survey was placed in the footer of all out-bound NZQA emails while the survey was in the field.
 - People who had contacted us, within 2-3 months prior to the survey going into the field, using our email forms on the public website were sent an email invitation. A total of 742 people completed all or part of the two survey questionnaires. The first survey was conducted by an external research organisation and was in the field between September and October 2018. The second survey was conducted using an in-house survey tool and was in the field from late May to early July 2019. Survey respondents are stakeholders including employers, education providers, students and families. Information received covers the full range of advice, data, communication and instruction that NZQA provides to its customers to support their relationship, business and interaction with NZQA.

Performance measure	Budget standard 2018/19	Actual performance 2018/19	Performance 2017/18	Comment
Average processing time (working days) of assessment standards reported by accredited tertiary education organisations put onto learners' transcripts.	Less than 1 day	0.12 days	0.21 days	Achieved

Quality Assurance

This category is intended to achieve higher levels of trust and confidence by learners and other stakeholders in the non-university tertiary education sector.

The number of external evaluations and reviews undertaken of tertiary education organisations (non-university).	110 ⁶	114	136	Achieved
The number of investigations that result in a significant New Zealand Qualifications Authority intervention (see Note 5).	Volume is demand driven (25-40)	15	20	Not achieved The approach in the last year has been to use our range of regulatory options in managing risk to education performance by using suitable remedial actions where appropriate which may reduce the impact on learners. This has resulted in a reduction in the number of significant NZQA interventions because remedial action is taken earlier.
The number of investigations that result in corrective action that satisfactorily resolves the identified non-compliance or quality issues identified (see Note 6).	Volume is demand driven (30-45)	39 ⁷	32	Achieved

Secondary School Assessments

This category is intended to achieve trust and confidence in robust and equitable secondary school level assessment.

The percentage of marker judgements unaltered following Review or Reconsideration of External Assessment Results process.	99%	99.8%	99.8%	Achieved
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Note 1 - Survey respondents are stakeholders including employers, education providers, students and families. Information received covers the full range of advice, data, communication and instruction that the New Zealand Qualifications Authority provides to its customers to support their relationship, business and interaction with it.

Note 2 - Ministerial items are Official Information Act requests, submissions to the Minister, oral and written Parliamentary questions, Ministerial correspondence, briefings and submissions.

Note 3 - Technical accuracy is defined as factually correct, with no errors of significance.

Note 4 - Scale 1 to 4: 1 is strongly disagree, 2 is disagree, 3 is agree, 4 is strongly agree.

⁶ The performance standard for 2018/19 is lower than 2017/18 due to there being fewer Private Training Establishments (PTEs) available to review. Between 30 June 2017 and 19 June 2018, 20 PTEs deregistered, and hence did not engage in EER.

⁷ Earlier NZQA intervention has led to an increase in the number of investigations to resolve quality issues.

Note 5 - A significant New Zealand Qualifications Authority intervention occurs in cases where compliance or quality issues have ultimately led (directly or indirectly) to the loss of a permission previously granted by it, including:

- cancellation of registration
- withdrawal of programme approval or accreditation
- withdrawal of training scheme approval
- withdrawal of consent to assess against standards.

This category also includes cases where the New Zealand Qualifications Authority has had to intervene in relation to the award of qualifications or credits that were found to have been inappropriately awarded.

Note 6 - Investigations that result in a corrective action are cases where it was appropriate to allow the provider the opportunity to take corrective action in relation to identified compliance or quality issues, and where all required corrective action has been satisfactorily completed.