

VOTE *Education*

Education

Overview

Appropriations sought for Vote Education in 2000/01 total \$6,892.958 million (including appropriations previously found under Vote Tertiary Education). This is to be spent as follows:

- \$1,062.381 million (15.41% of the Vote) on the purchase of services from the Ministry of Education (depreciation and capital charge on school accommodation being the most significant costs).
- \$467.901 million (6.79% of the Vote) on the purchase of educational services from central education Crown entities and other non-departmental providers.
- \$39.257 million (0.57% of the Vote) on allowances, bursaries, scholarships, and grants.
- \$5,143.996 million (74.63% of the Vote) on the provision of educational services from schools, early childhood education providers, tertiary education institutions, and other education providers, as well as other expenses.
- \$161.477 million (2.34% of the Vote) on additional capital investment in schools.
- \$17.946 million (0.26% of the Vote) on capital for other organisations.

The Ministry expects to collect \$9.459 million of Crown revenue in 2000/01.

Details of how the appropriations are to be applied appear in Parts B1, C, D, and E of this Vote. Details of Crown revenue appear in Part F.

Terms and Definitions Used

ACC	Accident Compensation Corporation
BEST	Behaviour Education Support Team
Central education Crown entities	Includes ECD, ETSA, NZQA, SES, and Career Services
Chartered early childhood centres and services	Centres and services that undertake to adhere to Desirable Objectives and Practices as prescribed by the Minister and set out in their charter document. Chartered centres and services are eligible to receive funding through the Ministry
DFR	Departmental Forecast Report
ECD	Early Childhood Development Unit (Early Childhood Development)
ECE	Early Childhood Education
EFTS	Equivalent full-time student
ESOL	English for speakers of other languages
ETSA	Education and Training Support Agency (Skill New Zealand)
ICT	Information and communication technologies
ITO	Industry Training Organisation
Integrated school	A school which is integrated into the State system in terms of the Private Schools Conditional Integration Act 1975
Kura kaupapa Māori	A school established where te reo Māori (the Māori language) is the principal language of instruction
LEOTC	Learning experiences outside the classroom
Licensed early childhood centres	Centres which meet all the health, safety, and management requirements of the Education (Early Childhood Centres) Regulations 1990
National Qualifications Framework	A register of national qualifications and standards for learner attainment
NCEA	National Certificate of Educational Achievement
NZCER	New Zealand Council for Educational Research
NZQA	New Zealand Qualifications Authority
ORS	Ongoing Resourcing Scheme – provision for specific students classified as having either high or very high special needs
PAFT	Parents as First Teachers
POD	Property Occupancy Document
Private school	A school which is not a State school or an integrated school
PTE	Private training establishment – an establishment, other than a State tertiary institution, that provides post-school education and vocational training
REAP	Rural Education Activities Programme
RTL B	Resource Teachers: Learning and Behaviour
SES	Specialist Education Services
Te Kete Ipurangi	The On-line Learning Centre – a portal web site for teachers

Terms and Definitions Used (continued)

TEAC	Tertiary Education Advisory Commission
TEI	Tertiary education institution – including colleges of education, polytechnics, universities, and wananga
TRS	Transitional Resourcing Scheme – targeted at five- to seven-year-olds with high to very high special education needs who have not been included in the Ongoing Resourcing Scheme
Unit Standard	A published statement of the competencies or skills a learner should demonstrate for a particular area of learning and how that is to be assessed
UNESCO	United Nations Educational, Scientific and Cultural Organisation
Wananga	Māori tertiary education institution

Footnotes

Note 1	For comparison purposes, the 1999/2000 amounts in Figure 1 include appropriations from the previous Vote Tertiary Education. These include industry training outputs, tertiary tuition subsidies, and student loans. Tertiary Education has been subsumed into Vote Education from 2000/01. The reduction in capital contributions reflects the transfer of the student loans scheme to the Department of Work and Income from 1 January 2000.
Note 2	Not applicable as Crown revenue is not appropriated.
Note 3	Appropriations are stated GST inclusive (where applicable).
Note 4	The cost for D8 Provision of School Sector Property in 2000/01 includes funding for capital charge on land and buildings of \$614.217 million (GST inclusive). This was \$576.815 million in 1999/2000.
Note 5	The cost for D9 Provision of Teacher and Caretaker Housing in 2000/01 includes funding for capital charge on land and buildings of \$21.744 million (GST inclusive). This was \$21.718 million in 1999/2000.
Note 6	Under output class D3 Purchasing of Services on Behalf of the Crown purchasing agreements include contracts of services, documents of accountability, Memoranda of Understanding, letters of agreement, etc.
Note 7	The central education Crown entities from which services are purchased under output class D3 are Early Childhood Development (ECD), New Zealand Qualifications Authority (NZQA), Education and Training Support Agency (ETSA), Career Services, and Specialist Education Services (SES).
Note 8	Rural Education Activity Programmes (REAPs) are incorporated societies that provide services to early childhood services, schools, and community education services and coordinate educational activities across the sectors, in a number of rural districts.
Note 9	The Crown entities monitored under output class D4 Ownership Advice on Public Education Sector Entities include Learning Media Ltd, ECD, SES, NZQA, ETSA, Career Services, and Teacher Registration Board.
Note 10	There are currently 15 special schools, established under section 95 of the Education Act 1989, for which the Minister appoints various numbers of board members.

Footnotes (continued)

- Note 11** Under output class O2 Curriculum Support, appropriateness and effectiveness mean:
- Appropriateness: The extent to which the programmes' aims are consistent with the needs of the client.
- Effectiveness: The extent to which the programmes fulfilled their aims.
- Note 12** Under output class O3 Assessment of Entitlements or Eligibility, the decrease in assessments for high or very high special education needs is due to the removal of section 9 agreements and more targeted equipment management.
- Note 13** The increase in funding in O3 for 2000/01 relates to implementation of the National Certificate of Educational Achievement (NCEA).
- Note 14** Under output class O5 Provision of Information and Advisory Services, appropriateness and effectiveness mean:
- Appropriateness: The extent to which the focus of the information provided is consistent with the users' needs.
- Effectiveness: Accuracy; ie, all material facts are included and are accurate. Timeliness; ie, information is provided within the times required.
- Note 15** The reduction in funding for output class O5 in 2000/01 mainly reflects the decision not to create the Quality Assurance Authority of New Zealand and the winding down of the school clusters administration project, partially offset by funding for the CareerPoint helpline.
- Note 16** Under output class O6 Management of Grants and Contracts, the Ministry is now responsible for validating providers. Tightening of criteria has resulted in fewer providers and a higher quality of service.
- Note 17** The increase in funding for output class O6 reflects the new Modern Apprenticeships programme.
- Note 18** The Family Start and Early Start initiatives under output class O7 Supporting Parenting are being run jointly by the Department of Social Welfare, the Ministry of Education, and the Ministry of Health.
- Note 19** Under output class O7, appropriateness and effectiveness mean:
- Appropriateness: The extent to which the services'/programmes' aims are consistent with the needs of the clients/consumers.
- Effectiveness: The extent to which the services'/programmes fulfilled their aims.
- Note 20** The increased funding for output class O7 in 2000/01 reflects the full year effect of expanding the Family Start programme in the 1999 Budget.
- Note 21** The increased funding for output class O10 Training for Designated Groups in 2000/01 reflects the new Modern Apprenticeships programme and an expansion of the Industry Training Fund.
- Note 22** Increased funding for Career Services in 2000/01 relates to the expansion of the CareerPoint helpline to provide greater access to career information and advice.

Footnotes (continued)

- Note 23** The increased funding for ETSA in 2000/01 mainly relates to the Modern Apprenticeships programme.
- Note 24** The changes to teacher salaries, bulk funding, and operational funding mainly reflect:
- the closure of the bulk funding scheme for teachers' salaries (the Fully Funded Option) and the consequential adjustments between centrally funded salaries and operational funding
 - redistribution across all schools operational funding of the funds previously set aside for bulk funding of teachers' salaries
 - a general increase in the components of operational funding.
- Note 25** The Information and Communication Technologies (ICT) grant in 1999/2000 included a one off \$25 million payment for ICT initiatives. From 2000/01 schools receive an annual per-pupil grant.
- Note 26** In 2000/01 the Alternative Education programme has been expanded to a maximum 1820 student places.
- Note 27** In the tertiary tuition funding table:
- the EFTS places are estimates for the 2000 academic year.
 - the tuition funding figures for 2000/01 assume 3.1% growth in EFTS places for 2000 and 2.9% growth for 2001.
- Note 28** In the 2000/01 property works programme, Other comprises \$2.5 million for Special Education projects and \$0.5 million for Social Workers in Schools projects.
- Note 29** Components of the core capital works programme include: deferred works; new works, including health and safety issues, access for the disabled and building modernisation; education development initiatives; risk management and financial assistance programmes; and provision for emergency works.
- Note 30** Projects carried forward from one financial year to the next have been committed in the year programmed but the cash is not required until the following year.

Education

VOTE MINISTER: Minister of Education

ADMINISTERING DEPARTMENT: Ministry of Education

The Minister of Education is the Responsible Minister for the Ministry of Education

Part A - Statement of Objectives and Trends

Part A1 - Objectives for Vote Education

Government Goals for Education

The appropriations for services to be purchased and for other payments in Vote Education mainly contribute to two of the Government's overarching goals, which are to:

- foster education and training to enhance and improve the nation's skills so that all New Zealanders have the best possible future in a changing world
- support and strengthen the capacity of Māori and Pacific communities, particularly through education, better health, housing, and employment, and better coordination of strategies across sectors, to reduce the gaps that currently divide our society and to offer a good future for all.

In addition, expenditure in Vote Education will include significant contributions to other goals such as providing strong social services, developing a robust and innovative economy, and upholding the Treaty of Waitangi.

Government Outcomes

The Minister of Education is purchasing outputs in Vote Education to give effect to the Government's key strategies by progressing two main themes:

- **Reducing Disparities** through addressing underachievement in communities and individuals at greater risk of underperforming in the education system. This particularly focuses on closing the gaps in educational achievement for Māori, Pacific peoples, and other peoples at risk of underachievement.

To reduce disparities and address underachievement the Government will focus on achieving education outcomes that:

- strengthen the role of families and communities in the learning process, including developing genuine partnerships between the Government, providers, and communities to lift educational achievement
- lift the participation of Māori, Pacific, and low-income families in high-quality early childhood education services, at least to the level of the general population

- develop the capability within schools and classrooms to implement the most effective approaches for teaching underachieving students
- improve basic literacy and numeric skills formation
- lift the foundation skills of adults and improve the pathways into tertiary education for those with low skills and qualifications.
- **Raising Educational Achievement** through promoting excellence in all aspects of the education system so as to raise the achievement of all learners. As aggregate levels of knowledge and skill development are at the heart of New Zealand's long-term economic performance and social well-being, the education system needs to focus on lifting these levels.

To raise educational achievement and promote excellence, the Government will focus on achieving education outcomes that:

- encourage early childhood education providers to raise their quality
- improve the effectiveness of teachers in subject knowledge, pedagogy, and assessment practices
- support and develop the leadership capability of school boards and principals
- maximise the contribution of the tertiary sector to New Zealand's social and economic well-being.

To support the achievement of the Government's key goals, the appropriations in this Vote will fund a wide range of activities, including:

- provision of policy advice, implementation, and the management and delivery of education resources through the Ministry of Education, central education Crown entities, and other providers
- provision of early childhood education services from private and community providers for children up to six years of age, where parents choose to use those services
- provision and support of compulsory education services through a system of State, integrated, and private schools
- tertiary education and training at all levels, including industry training, adult basic skills, and second chance education
- improving equality of opportunity and access in education through the provision of scholarships, bursaries, and allowances for eligible students.

In addition, these appropriations for 2000/01 will place particular emphasis on:

- giving our children the best possible early childhood education by increasing the level of subsidy for each child, actively promoting improved qualifications in the sector, increasing assistance available for acquiring and upgrading accommodation, and developing a strategic plan for the sector
- supporting and enriching the curriculum including a stocktake of the current curriculum, further resources to promote and assist in the use of information technology in schools, provision for more teaching and learning resources online, and expanding resources for literacy and numeracy
- developing and implementing the NCEA

- increasing the effectiveness of teachers through promoting teaching as a profession, actively recruiting more Māori and Pacific teachers in all sectors, reviewing professional development needs for teachers in kura kaupapa Māori and for principals across the schools system, provision for arts and sports coordinators in schools, and developing the role of Resource Teachers: Literacy
- resourcing in the compulsory education sector with reviews of school staffing and of special education policies, and significant increases to operations funding for schools. This includes funds originally intended for schools entering bulk funding
- support for immersion education options by strengthening the quality of training, support, and learning resources for immersion settings
- improving access to high-quality education for students at risk of underachievement, through an expansion of education programmes outside mainstream school settings and establishment of homework centres
- resourcing roll growth through the provision of significant additional resources to address school accommodation needs
- encouraging participation in the tertiary sector. This includes establishing the Tertiary Education Advisory Commission (TEAC), expanding employment-based training opportunities, implementing a range of equity initiatives, developing strategies for increasing the uptake of tertiary education options by Māori and Pacific peoples, and promoting more stability in fees.

Links Between Departmental Output Classes and the Government's Education Outcomes

The links between the Government's key goals and the Ministry's classes of outputs are shown in the table below:

Output Classes	Related Outcomes
Policy Advice	<p>Anticipates future opportunities and pressures and provides the Government with high-quality advice on the priorities and options to enhance the capability and performance of the education system and increase the education participation and achievement of all students at risk, including Māori and Pacific learners. Policy advice will also seek to better align education and other social policy interventions.</p> <p>Of particular importance in 2000/01 will be the development of policies to raise Māori and Pacific participation and achievement, policies to raise teacher effectiveness (including student assessment policies), and the implementation of the Government's policies with respect to the tertiary sector.</p>

Purchasing of Services on Behalf of the Crown and Ownership Advice on Public Education Sector Entities	<p>Lifts educational standards and reduces disparity by ensuring the effective use of resources, the responsive implementation of education programmes, and improving the capability and capacity of schools and other agencies.</p> <p>Of particular importance this year will be the ongoing schooling improvement work with iwi, including key initiatives for the Far North, East Coast, Tuhoe and Tuwharetoa.</p>
Provision of Information	<p>Provides information to both the consumers and providers of education services, as a specific government intervention to address information gaps and other inequalities between the various participants in the education system, as well as to improve the quality of provision and decision-making.</p> <p>The major focus for 2000/01 is on attracting more people to the teaching profession, particularly Māori and Pacific peoples, establishing Māori facilitators to work with schools and communities, ongoing implementation of Te Kete Ipurangi, and provision of other curriculum guidance.</p>
Administration of Education Regulations	Administers the range of legislative and regulatory controls in the education system that are focused on ensuring the system is responsive to the needs of students, parents and other caregivers.
Administration of Education Sector Resourcing	Lifts educational standards and reduces disparity by ensuring the effective distribution of resources to participants at all levels of the education system.
Provision of School Sector Property and Teacher and Caretaker Housing	<p>Lifts educational standards and reduces disparity by:</p> <ul style="list-style-type: none"> ensuring the prudent management of fiscal and business risk in the provision of school accommodation to meet the needs of the curriculum and roll growth managing the stock of rental housing for teachers and school caretakers.

Links Between Non-Departmental Output Classes and the Government's Education Outcomes

The links between the Government's outcomes and the classes of outputs purchased from third parties are shown in the table below:

Output Classes	Related Outcomes
O1 Advice on Educational Policy	Provides current independent research on the priorities and options to enhance the capability of the education system and increase levels of participation and achievement.

Output Classes	Related Outcomes
O2 Curriculum Support	Lifts educational standards and reduces disparity by providing professional development for teachers and management and advisory services and support for managers in schools and early childhood services, to ensure effective use of resources and the responsive implementation of education programmes.
O3 Assessment of Entitlements or Eligibility	Lifts educational standards and improves the educational outcomes of children at risk, by administration and moderation of school qualifications and assessments for targeted resources.
O4 School Transport	Lifts educational standards and improves the educational outcomes of children at risk by providing school transport services to eligible students attending State and integrated schools.
O5 Provision of Information and Advisory Services	Addresses and improves the quality of provision and decision-making and lifts educational achievement, by providing information and general advisory and advocacy services to the public, community groups, industry, and the education community.
O6 Management of Grants and Contracts	Lifts educational standards and reduces disparity by negotiation and management of contracts on behalf of the Crown that ensure the effective use of resources and the responsive implementation of education programmes.
O7 Supporting Parenting	Targets services to break cycles of disadvantage, strengthen families, and improve the educational outcomes for children at risk by developing parenting skills to enhance children's development and education.
O8 Specialist Support Services	Lifts educational standards and improves the educational outcomes of children at risk of educational failure, by providing specialist and technical support for teachers and agencies educating students with special needs.
O9 Development and Registration of Standards and Qualifications	Lifts educational standards and reduces disparity by reviewing, maintaining, and registering unit standards and qualifications on the National Qualifications Framework.
O10 Training for Designated Groups	Builds a skilled workforce, improves literacy, and numeracy skills and reduces disparities by providing for training linked to the National Qualifications Framework, on-job and off-job training, and the development of new training arrangements.

Part A2 - Trends in Vote Education

Introduction

The departmental and Crown flows in Vote Education are detailed in the trends table and generally show steady increases in outputs purchased and other expenses incurred by the Crown. The table also shows increases in capital contributions for the property works programme and for student loans until 1999/2000.

In 1996/97 and 1997/98 there was a major shift between outputs purchased and other expenses incurred by the Crown owing to reclassification of expenditure on early childhood education, school salary and operating costs, and tertiary education and training subsidies. This technical change followed a legal interpretation by the Crown Law Office of the criteria for the appropriation of non-departmental output classes under the Public Finance Act 1989.

In 1999/2000 post-school activities were incorporated into a separate Vote Tertiary Education, mainly comprising tertiary tuition subsidies and student loans. From 2000/01 these appropriations again appear in Vote Education. The following commentary discusses both Votes together.

Expenditure and Revenue Trends: 1995/96 to 2000/01

Departmental outputs

The growth in departmental output expenditure across the forecast period is principally reflected in the costs of providing school land and buildings and other facilities. These costs include:

- the capital charge on the value of the property portfolio which has increased as a result of:
 - the increased value of the property portfolio, resulting from additional government investment in schools and the annual revaluation of the portfolio
 - changes in the capital charge rate (from 11.5% for 1995/96 and 1996/97 to 11% for 1997/98 and 1998/99 and 10% for 1999/2000 and 2000/01)
- depreciation, which has also increased in line with the growth in the value of the school property portfolio
- deferred works and glazing maintenance.

There has also been funding for:

- additional activities including:
 - the design and operation of instruments for monitoring student achievement
 - the development of policies for a single unified system of national qualifications (NCEA) for young people (16- to 19-year-olds)
 - the management of industrial relations for the compulsory education sector
 - assessing the eligibility of special needs students applying for the Ongoing Resourcing Scheme (ORS)

- implementing the recommendations of the Maths and Science and Literacy taskforces
- Māori education initiatives including the Māori Education Strategy, establishment of new kura kaupapa Māori, and other programmes to promote immersion education options
- monitoring institutions in the compulsory and tertiary sectors at risk of educational or financial failure, and managing appropriate interventions
- increased Ministry capacity for general policy advice and property management from 1997/98
- an increase in the cost of teacher payroll services
- initiatives to increase the supply of teachers and address specific skill shortages
- greater communication of government education policies, notably in the areas of teacher supply and literacy
- provision of additional curriculum support material, including support for ICT in schools.

These increases have been partially offset by other efficiencies achieved by the Ministry.

Also included in the later years are increased costs of student loans and allowances administration in 1998/99 and 1999/2000 (these programmes have now been transferred to the Department of Work and Income) and provision for the valuation of tertiary assets.

Non-departmental outputs

The growth in funding for non-departmental output classes to 1996/97 primarily reflects:

- increased participation in early childhood education (ECE) and increased sessional funding rates from 1995/96 for higher-quality services
- higher roll-based school operations funding and staffing entitlements, driven by significant increases in the school-age population, implementation of new staffing ratios in 1995/96 and significant increases in the per-pupil funding rates from 1996/97
- increased teacher wage costs from 1996/97 and 1999/2000
- additional resources to support curriculum initiatives, teacher professional development, and training for boards of trustees
- a new resourcing system for special needs students from 1996/97
- development of the Skill New Zealand strategy and other industry training initiatives (for example, Skill Enhancement)
- the impact of increased participation in tertiary education, which has only been partially offset by the reduction in tuition subsidies paid per equivalent full-time student (EFTS).

In 1996/97 and 1997/98 some major non-departmental output classes were transferred to Other Expenses as described above. From 1998/99 a substantial part of Training Opportunities Programme funding was transferred to Vote Work and Income.

In 1999/2000 some special education outputs were brought back to outputs from Other Expenses.

Benefits and other unrequited expenses

The movement in these costs over the period relates primarily to student allowances. Increases in tertiary enrolments have led to higher numbers of students receiving allowances, particularly in polytechnics and universities. There has also been a later trend towards more expensive allowances, arising from increases in the numbers of mature students (over 25 years of age) and students with dependants, who are not subject to parental income tests.

However, from 1 January 1999, administration of these allowances became the responsibility of the Department of Work and Income and the appropriation was transferred to Vote Work and Income from that date.

Other expenses

Prior to 1996/97, movements in Other Expenses reflect variations in losses and gains on the sale of fixed assets incurred by the Ministry from year to year, as well as the cost of leases related to the former Department of Education and education boards.

The increases that occurred in 1996/97 and 1997/98 result from the transfer of early childhood, schools, and tertiary expenditure from non-departmental output classes, for the technical reasons outlined above. Other increases over 1997/98 mainly reflect:

- roll-related increases in early childhood education sessional payments and school operations funding, as well as revised funding rates
- the impact of wage settlements for primary teachers and principals and a change to the formulae for bulk funding (the Fully Funded Option)
- increased numbers of tertiary students, with the cap on funded places being removed from 1999.

Capital contributions

The major changes in capital contributions relate to a continuing investment in:

- school land and buildings to meet roll growth and changes to staff/student ratios
- student loans.

However, from 1 January 2000, administration of student loans became the responsibility of the Department of Work and Income.

Revenue

Interest revenue, establishment fees, and repayments related to student loans have been steadily increasing throughout the review period. However, this revenue is now in Vote Work and Income.

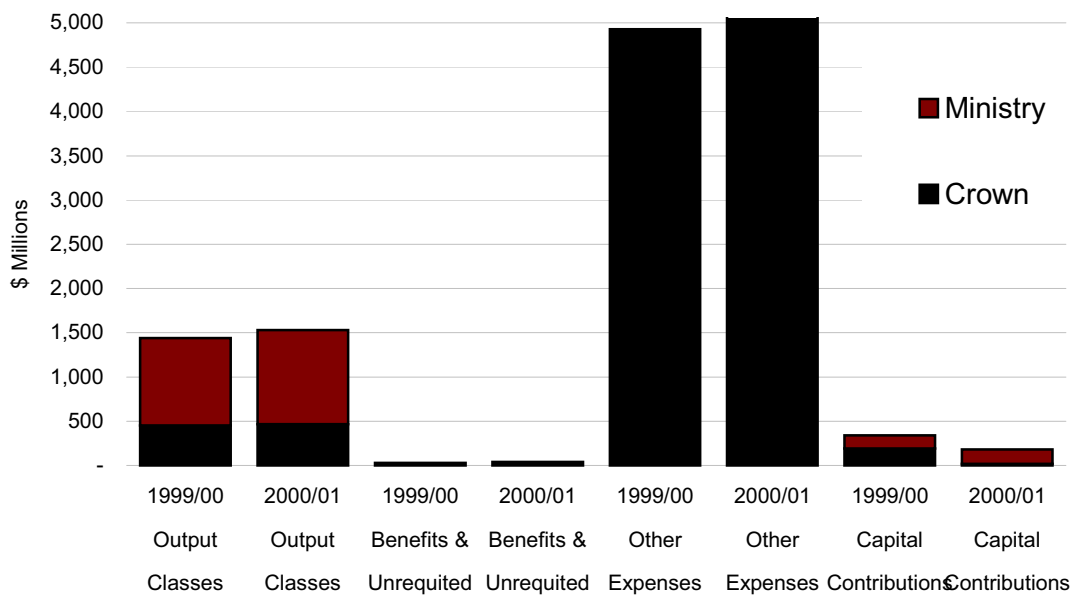
Other significant changes between years include asset sales, recoveries from Crown entities (\$21.0 million in 1998/99), Accident Compensation Corporation (ACC) experience rating rebates, and recoveries from foreign fee-paying students.

Analysis by Appropriation Type: 1999/2000 and 2000/01 Compared

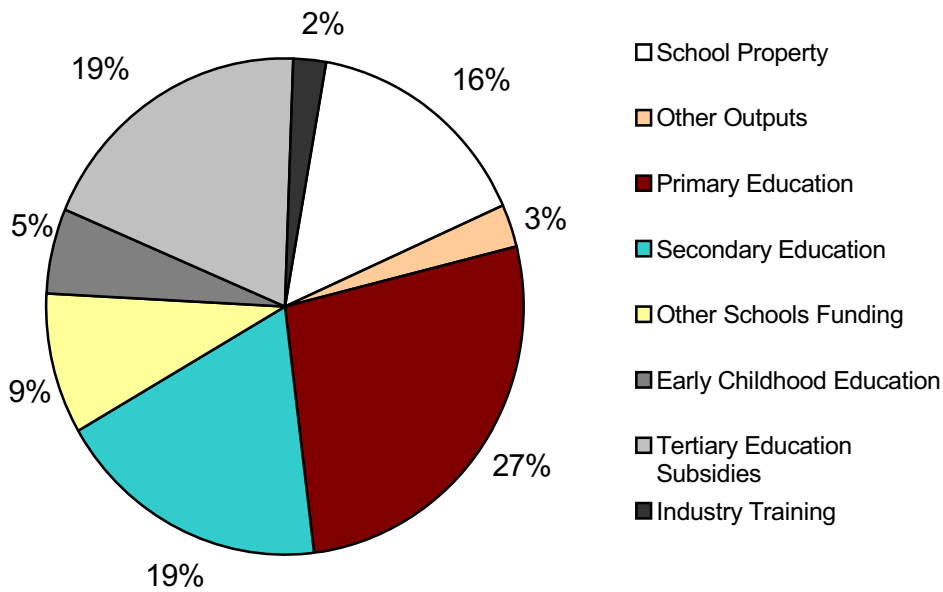
Total appropriations for Vote Education in 2000/01 are \$6,892.958 million, an increase of \$154.922 million over 1999/2000. This reflects:

- costs of additional school accommodation required by roll growth
- new initiatives costing approximately \$197.720 million this year (plus increased investment in school property assets), mainly for closing the gaps in educational achievement for Māori and Pacific students and expanding education options for other students at risk of underachievement, supporting immersion education options, increasing the effectiveness of teachers, improving resourcing in the early childhood and school sectors, and encouraging participation in tertiary education and training
- partly offset by there being no student loans appropriation in the Vote this year.

Figure 1 - Comparison of total appropriations: 1999/2000 and 2000/01 (see note 1)



Source: Ministry of Education

Figure 2 - Analysis of 2000/01 appropriations by sector

Source: Ministry of Education

Departmental outputs

Appropriations for the purchase of departmental outputs in 2000/01 are \$1,062.381 million (including GST), which is \$75.042 million more than in 1999/2000 (see Part B1 for details).

This change particularly reflects:

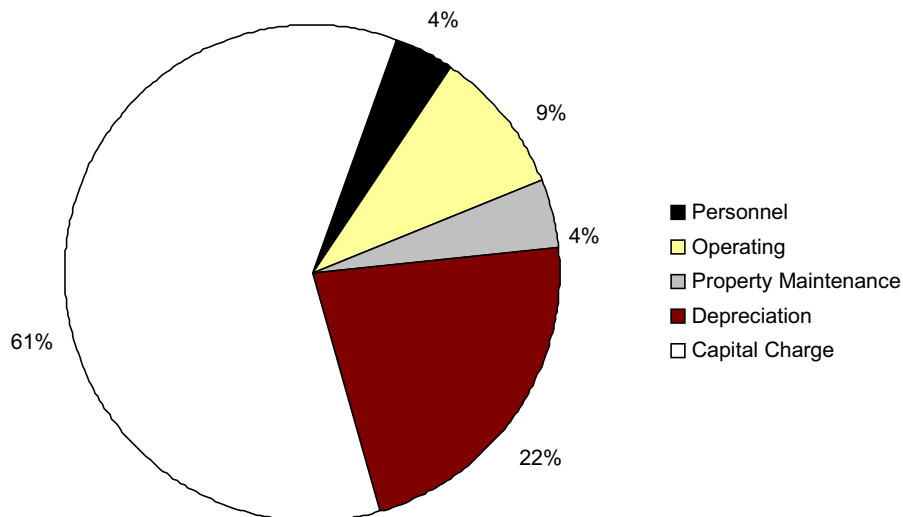
- full implementation of the initiative to provide better information and support to Māori parents and students about how to enhance access to a quality education, and establishment of a team of facilitators to work with schools and their communities
- further teacher supply initiatives including advertising and face-to-face recruitment. This includes a focus on increasing the numbers of Māori and Pacific people who take up teaching in schools and the early childhood sector
- development of assessment tools for literacy and numeracy at ages 5 and 7 and development of exemplars of student work and diagnostic tools
- increased support for ICT, particularly for expansion of materials available on the web site Te Kete Ipurangi and a helpdesk to provide advice to schools
- the activities of TEAC
- the tertiary management project that will complete a systematic valuation of tertiary assets this year
- increased funding for teaching and learning materials for literacy and numeracy and additional resources in te reo Māori and Pacific languages.

In addition, there is provision for investigation of education and training exports, development of a strategic plan and a working group on equity funding for the early childhood sector, and a school staffing review.

These have been partially offset by reductions due to the end of programmes in 1999/2000, notably:

- administration of student loans, which was taken over by the Department of Work and Income from 1 January 2000
- a review of the regulatory environment for schools.

Figure 3 - Analysis of 2000/01 departmental expenditure



Source: Ministry of Education

Non-departmental outputs

Appropriations for the purchase of non-departmental outputs for 2000/01 have increased by \$14.930 million to \$467.901 million (see Part B1 for details). This is mainly owing to:

- an increase in the Industry Training Fund and provision for the Modern Apprenticeships programme, including brokers' fees and coordinators' costs
- full implementation of the increase in the Family Start programme from the last Budget
- expansion of the CareerPoint helpline
- provision for sports and arts coordinators in secondary schools
- expansion of the ICT cluster programme
- increased training for school boards of trustees.

This was partially offset by removal of funding previously allocated for the proposed Quality Assurance Authority of New Zealand.

Benefits and other unrequited expenses

Funding of \$39.257 million has been appropriated in 2000/01 for benefits and other unrequited expenses (see Part B1 for details). This is an increase of \$8.970 million over 1999/2000. This is mainly due to increased numbers of tertiary doctoral and enterprise scholarships being available and additional scholarships for trainee teachers.

Other expenses

Other expenses are \$5,143.996 million, an increase of \$218.085 million between 1999/2000 and 2000/01 (see Part B1 for details). This is mainly owing to:

- a significant increase in school operations grants using funding previously allocated for bulk funding of schools
- an increase in per-pupil funding rates for schools and early childhood education services
- full-year implementation of the recent settlements for teachers and increased resources for principals
- other roll-related increases in early childhood education sessional payments and school operations funding
- provision for increased staffing and other resources as a result of the Government's reviews of staffing and special education
- expanding the alternative education programme, provision for homework centres, and other initiatives to support at-risk students
- provision for increased EFTS funding rates to limit growth in fees.

These increases have been partially offset by one-off grants to schools in 1999/2000 – including funding for ICT initiatives as part of the 1999 Budget and a payment in April 2000 for schools that had not adopted bulk funding.

Capital contributions

Capital contributions to other persons or organisations for 2000/01 total \$17.946 million, which is \$174.263 million less than for 1999/2000 (see Part B1 for details). This is mainly due to the appropriation for student loans being transferred to Vote Work and Income from 1 January 2000.

The capital injection into the Ministry, which owns and manages the school property portfolio, is \$161.477 million in 2000/01. The additional capital is primarily for construction of new schools and additional classrooms to meet the requirements of school roll growth.

Revenue

Revenue and receipts for Vote Education are \$9.459 million in 2000/01, which is \$48.943 million lower than for 1999/2000 (see Part F for details). This is mainly owing to interest and principal repayments from student loans being fully transferred to Vote Work and Income with effect from 1 January 2000.

Impact on the Crown's Financial Performance and Position

The Crown's financial performance and position are recorded in the fiscal forecasts that appear in the Government's periodic *Economic and Fiscal Updates* and in the *Financial Statements of the Government of New Zealand* (B.10 and B.11). The nature of the impact of flows in Vote Education on the Crown's financial performance and position is outlined below.

Statement of financial performance

Appropriations for output classes, benefits, and other expenses in this Vote contribute to Education Expenses (by functional classification).

Statement of financial position

Influences on the statement of financial position include:

- investment by the Crown in school property and Crown entities. In previous years student loan advances (less any provisions for write-down) were also reflected, but these are now in Vote Work and Income
- changes in accruals and prepayments arising from the timing of expenditure, including advances to schools and early childhood services, and teacher salaries including holiday pay.

Statement of cash flows

This statement reveals the cash impact of flows arising from operating, investing, and financing activities (excluding non-cash expenses such as depreciation, provision for write-downs, and asset revaluations).

The Crown's combined cash flow statement is also affected by cash movements generated by the Ministry from the sale and purchase of assets, principally in the property works programme.

Trends in Vote Education - Summary of Appropriations and Crown Revenue

Types of Appropriation	1995/96	1996/97	1997/98	1998/99	1999/2000		2000/01 Appropriations to be Used				Total \$000	
	Actual \$000	Actual \$000	Actual \$000	Actual \$000	Budget \$000	Estimated Actual \$000	By the Department Administering the Vote		For Non-Departmental Transactions			
							Annual \$000	Other \$000	Annual \$000	Other \$000		
Operating Flows												
Classes of Outputs to be Supplied	5,003,177	4,270,079	1,368,226	1,312,785	1,267,763	1,267,203	1,062,381	-	467,901	-	-	1,530,282
Benefits and Other Unrequited Expenses	309,956	351,086	376,867	237,076	22,917	22,917	N/A	N/A	39,257	-	-	39,257
Borrowing Expenses	-	-	-	-	-	-	N/A	N/A	-	-	-	-
Other Expenses	2,850	1,069,450	4,353,904	4,602,755	3,663,125	3,663,125	-	-	5,143,996	-	-	5,143,996
Capital Flows												
Capital Contributions	560,842	738,995	840,166	753,608	167,135	137,135	161,477	-	17,946	-	-	179,423
Purchase or Development of Capital Assets	954	1,417	623	-	-	-	N/A	N/A	-	-	-	-
Repayment of Debt	-	-	-	-	-	-	N/A	N/A	-	-	-	-
Total Appropriations	5,877,779	6,431,027	6,939,786	6,906,224	5,120,940	5,090,380	1,223,858	-	5,669,100	-	-	6,892,958
Total Crown Revenue and Receipts (see note 2)	57,853	67,473	86,913	103,429	12,941	14,065	N/A	N/A	N/A	N/A	N/A	9,459

Part B - Statement of Appropriations

Part B1 - Details of 2000/01 Appropriations (see note 3)

Appropriations	1999/2000				2000/01		Description of 2000/01 Appropriations
	Vote		Estimated Actual		Vote		
	Annual \$000	Other \$000	Annual \$000	Other \$000	Annual \$000	Other \$000	
Departmental Output Classes (Mode B Gross)							
D1 Policy Advice	28,938	-	28,938	-	42,218	-	Purchase of timely and relevant policy advice on various aspects of the education system, by anticipating future opportunities and pressures, identifying priorities for improvement, developing options for improving the effectiveness of New Zealand's education system and recommending appropriate legislative change. Policy advice will be provided in relation to the regulatory and policy frameworks for the education system as a whole, learning outcomes including curriculum matters, assessment approaches and qualifications, resourcing arrangements for providers and individuals within the education system, and governance and management arrangements for State-owned providers.
D2 Ministerial Services	3,054	-	3,054	-	3,461	-	Purchase of services and support to assist the Minister to meet his obligations to Parliament, primarily through drafting replies to questions and inquiries put to the Minister and Associate(s), or responding to inquiries directly, as requested by the Minister.
D3 Purchasing of Services on Behalf of the Crown	5,230	-	5,230	-	5,492	-	Facilitating the purchase of services from third parties by the Minister. This can include advising on purchasing strategy, negotiating terms and conditions of purchase agreements with a range of education service providers, and monitoring and reporting on performance of the provider.

Part B1 - Details of 2000/01 Appropriations (continued)

Appropriations	1999/2000			2000/01			Description of 2000/01 Appropriations
	Vote		Estimated Actual	Vote		Other \$000	
	Annual \$000	Other \$000		Annual \$000	Other \$000		
Departmental Output Classes (Mode B Gross) – cont'd							
D4 Ownership Advice on Public Education Sector Entities	11,975	-	11,975	-	13,294	-	Purchase of ownership advice on education sector entities. Ownership perspectives include judgements about the long-run capability of the entities and, in particular, the educational viability of those entities providing education services, and the financial viability and strategic capability of the entities both on an individual basis and collectively as a portfolio. The output class also involves: <ul style="list-style-type: none"> • advising on ministerial appointments to various governing bodies • advising on the ownership objectives for individual entities, negotiating ownership accountability documents, and reviewing reports • taking follow-up action with governing bodies and management • managing the establishment, closure, and merger of public education sector entities.
D5 Provision of Information	19,809	-	19,809	-	27,116	-	Provision of information to both the consumers and providers of education services, as a specific government intervention to address information gaps and other inequalities among the various participants in the education system. This information is intended to: <ul style="list-style-type: none"> • improve education-related decision-making by students, parents, and other caregivers, and to better inform expectations about students' learning and achievement • strengthen the capability of providers and lead to greater responsiveness to the expectations and needs of learners. The output class also involves the provision of information to people interested in careers as teachers.

D6 Administration of Education Regulations	3,481	-	3,481	-	3,740	-	<p>Administration of the range of legislative and regulatory controls in the education system that are focused on protecting the rights of students, parents, and other caregivers, and which are not administered by the Ministry in the course of delivering other services. This includes procedures for licensing early childhood services, registering and integrating private schools, and processing applications for various exemptions under the law. It also includes a range of actions related to ensuring that children and young people (aged 6 – 16) receive their right to education by being enrolled in a registered school.</p>
D7 Administration of Education Sector Resourcing	36,802	-	36,802	-	45,614	-	<p>Administering the distribution of resources to education service providers, consumers (students, parents, and other caregivers), and employees of State and integrated schools. This can involve determining the appropriate level of resources, delivery of those resources (both in cash and in kind) and monitoring of ongoing eligibility. Also included in the output class are the provision of an education payroll service, administration of a risk management scheme for school contents and the provision of industrial relations services.</p>
D8 Provision of School Sector Property	829,841	-	829,841	-	886,127	-	<p>Providing the property portfolio for the State school sector by:</p> <ul style="list-style-type: none"> managing the existing property portfolio through the Works Programme, focusing on upgrades and improvements for modernisation purposes and health and safety reasons (see note 4) purchasing and constructing new property through the Roll Growth Programme.
D9 Provision of Teacher and Caretaker Housing	35,605	-	35,605	-	35,319	-	<p>Managing rental housing provided to teachers, principals, and caretakers. This includes property maintenance, rent collection, administration of the teacher housing pool, and the identification and disposal of surplus teacher, principal, and caretaker housing (see note 5).</p>
Total Appropriations for Departmental Output Classes (Mode B Gross)	974,735	-	974,735	-	1,062,381	-	<p>Refer to Part C1 for a full description.</p>
Non-Departmental Output Classes							
O1 Advice on Educational Policy	1,433	-	1,433	-	1,433	-	<p>Providing advice on education policy issues and independent research on the effectiveness of education.</p>
O2 Curriculum Support	89,185	-	89,185	-	92,882	-	<p>Delivery of professional development and advisory support to staff, managers, and parents in early childhood services and in schools, to enhance self-management and to implement and give support to the curriculum.</p>

Part B1 - Details of 2000/01 Appropriations (continued)

Appropriations	1999/2000				2000/01		Description of 2000/01 Appropriations
	Vote		Estimated Actual		Vote		
	Annual \$000	Other \$000	Annual \$000	Other \$000	Annual \$000	Other \$000	
Non-Departmental Output Classes – cont'd							
O3 Assessment of Entitlements or Eligibility	10,148	-	10,148	-	13,095	-	Assessing and determining eligibility for secondary school qualifications, special education resources, and delivery of correct entitlements.
O4 School Transport	97,840	-	97,840	-	95,170	-	Payments to contractors for provision of school transport services to State and integrated schools for eligible students, payments to schools who manage their own bus routes, and payments to parents to compensate for the costs of taking children to school where other transport services are unsuitable or unavailable.
O5 Provision of Information and Advisory Services	8,176	-	7,616	-	19,130	-	Providing information on the Government's educational policy and programmes and general advisory services to the public, community groups, industry, and the education community. In 1999/2000 parts of these programmes were appropriated under Vote Tertiary Education.
O6 Management of Grants and Contracts	1,873	-	1,873	-	10,553	-	Contract negotiation and management services on behalf of the Crown, including the awarding of contracts, monitoring the performance of those contracts, and management of payments to third parties. In 1999/2000, management of industry training contracts was appropriated under Vote Tertiary Education.
O7 Supporting Parenting	20,636	-	20,636	-	22,275	-	Purchasing programmes, such as Parents as First Teachers (PAFT), Family Start and Early Start, and advice and support which enhance the role of parents in the development of their children and promote the value of quality early childhood education experiences.
O8 Specialist Support Services	63,737	-	63,737	-	63,845	-	Provision of specialist services to support teachers, parents, and agencies for children with special education needs.
O9 Development and Registration of Standards and Qualifications	-	-	-	-	1,000	-	Development, maintenance, and review of unit standards and qualifications for registration on the National Qualifications Framework, and the establishment and support of national standard-setting bodies. In 1999/2000 these outputs were appropriated under Vote Tertiary Education.

O10 Training for Designated Groups	-	-	-	-	-	-	-	148,518	-	Purchasing training linked to the National Qualifications Framework and the purchase of both on-job and off-job training places, including delivery of fully or partially funded training places. In 1999/2000 these programmes were appropriated under Vote Tertiary Education.
Total Appropriations for Non-Departmental Output Classes	293,028	-	292,468	-	-	-	-	467,901	-	Refer to Part C2 for a full description.
Benefits and Other Unrequited Expenses										
Boarding Allowances and Bursaries	5,350	-	5,350	-	-	-	-	5,350	-	Provides an annual allowance to subsidise boarding fees and some travel costs of primary and secondary students who must live away from home to receive their education, either because of the distance of the nearest school or bus service from their home or because certain approved subjects are not available at the local school.
Home Schooling Allowances	4,955	-	4,955	-	-	-	-	5,122	-	Provides an allowance payable to caregivers of children in full-time correspondence programmes for primary and secondary education and to parents of children receiving their primary and secondary education at home.
Māori and Pacific Island Scholarships and Bursaries	868	-	868	-	-	-	-	6,454	-	Programmes to provide scholarships and bursaries to Māori and Pacific Island secondary students, according to established criteria. The programmes include Manaaki Tauria and Akonga Rua, Māori Education Trust and Polynesian and Pacific Island Education Foundation Scholarships, Ngārimu VC and Māori Battalion Memorial Scholarship Fund, and Māori and Pacific Island Scholarships. In 1999/2000, tertiary scholarships were appropriated under Vote Tertiary Education (Tertiary Scholarships).
National Study Awards	11,044	-	11,044	-	-	-	-	13,864	-	Provision for the costs of teacher study awards, including the replacement of the teacher while on study leave.
Queen Elizabeth II Study Awards	-	-	-	-	-	-	-	100	-	Technicians' Study Awards for individuals undertaking study in disciplines such as engineering, science, building science, management, design, architecture, dairying, technology, health, forestry, mining, and technologies associated with tourism. In 1999/2000 this was appropriated under Vote Tertiary Education (Tertiary Scholarships).
Remission of Fees	650	-	650	-	-	-	-	650	-	For student examination fees remitted in cases of hardship.
Tertiary Scholarships	-	-	-	-	-	-	-	7,667	-	Enterprise, Top Achiever Doctoral, Mathematics and Science scholarships, and School Achievers awards. In 1999/2000 these were appropriated under Vote Tertiary Education (Tertiary Scholarships).

Part B1 - Details of 2000/01 Appropriations (continued)

	1999/2000			2000/01		
	Vote		Estimated Actual	Vote		Other \$000
	Annual \$000	Other \$000		Annual \$000	Other \$000	
Appropriations						
Benefits and Other Unrequited Expenses – cont'd						
United World Scholarships	50	-	50	-	50	-
Total Appropriations for Benefits and Other Unrequited Expenses	22,917	-	22,917	-	39,257	-
Other Expenses to be Incurred by the Crown						
Community Education	-	-	-	-	17,369	-
Early Childhood Education	314,189	-	314,189	-	329,837	-
Early Childhood Grants	9,299	-	9,299	-	8,835	-
Integrated Schools Property	23,138	-	23,138	-	26,869	-
Interest Subsidy for Schools	2,095	-	2,095	-	2,700	-
Primary Education	1,795,199	-	1,795,199	-	1,850,073	-

Description of 2000/01 Appropriations

Scholarships for attendance at United World Colleges.

Refer to Part D1 for a full description.

Providing funding for delivery of community and adult education courses through schools and other agencies.

Subsidising early childhood education services for children under six years of age from licensed and chartered early childhood centres and from licence-exempt centres.

Assistance is provided to early childhood groups for the establishment of new centres, or to increase the capacity of existing centres. Assistance can also be given to improve the standard of accommodation in existing centres.

Provision of funding for property maintenance at integrated schools as part of a funding regime negotiated with the proprietors of integrated schools.

Subsidises interest payments for borrowing by private schools for approved property-related projects.

Delivering the curriculum for Years 0 to 8 (new entrant to Form 2) to pupils of State, integrated, and private schools and the Correspondence School. Provides roll-based operations funding to schools, teacher and management salaries, support costs, and supplementary funding programmes.

Residual Management Unit Payments	1,840	-	1,840	-	1,400	-	Payments for outstanding commitments of the former Department of Education and Education Boards. This includes: the costs of maintaining buildings owned by the former Department or Boards, accommodation leases, and legal costs.
Restructuring of School Support Services	1,500	-	1,500	-	1,212	-	Assistance to current providers of School Support Services to address issues associated with restructuring to enable School Support Services to be more responsive to any new policy.
School Transport	1,216	-	1,216	-	1,216	-	Payments to teachers who, as Bus Controllers, assist in the provision of school transport assistance.
Secondary Education	1,244,758	-	1,244,758	-	1,296,401	-	Delivering the curriculum for Years 9 to 13 (Forms 3 to 7) to pupils of State, integrated, and private schools and the Correspondence School. Provides roll-based operations funding to schools, teacher and management salaries, support costs and supplementary funding programmes.
Special Needs Support	265,456	-	265,456	-	289,950	-	Providing additional resources to enable students with special needs to participate in education, including supplementary resources for special education needs, residential services, English for speakers of other languages (ESOL), and alternative education programmes.
Tertiary Education and Training	-	-	-	-	1,316,199	-	Providing funding for teaching and accompanying research by subsidising EFTS places in approved courses and programmes. Also includes funding for base grants to State tertiary institutions and for other tertiary education and training institutions. In 1999/2000 this funding was appropriated under Vote Tertiary Education.
UNESCO	1,935	-	1,935	-	1,935	-	Annual membership contribution to UNESCO's international administration and programme of activities of the National Commission, including participation in regional and international activities.
Project K Foundation	2,500	-	2,500	-	-	-	Contribution to the capital fund the Foundation will manage to assist the Project K Trust. There is no appropriation in 2000/01.
Total Appropriations for Other Expenses to be Incurred by the Crown	3,663,125	-	3,663,125	-	5,143,996	-	Refer to Part D3 for a full description

Part B1 - Details of 2000/01 Appropriations (continued)

Appropriations	1999/2000				2000/01		Description of 2000/01 Appropriations
	Vote		Estimated Actual		Vote		
	Annual \$000	Other \$000	Annual \$000	Other \$000	Annual \$000	Other \$000	
Capital Contributions to the Department							
Capital Investment	149,319	-	119,319	-	161,477	-	Includes provision for construction of additional primary schools, permanent and relocatable classrooms, and other facilities required to meet roll growth.
Total Appropriations for Capital Contributions to the Department	149,319	-	119,319	-	161,477	-	Refer to Part E1 for a full description.
Capital Contributions to Other Persons or Organisations							
Capital Contributions to Wananga	-	-	-	-	1,190	-	Capital contribution towards the purchase of buildings and equipment for Wananga.
School Support Project	1,900	-	1,900	-	1,900	-	Capital costs of implementing approved school support and schooling improvement projects (other than costs related to school property assets).
Schools Furniture and Equipment	14,856	-	14,856	-	14,856	-	Provides funds to schools for new furniture and equipment when approved remodelling/upgrading makes existing furniture and equipment obsolete or when the Ministry of Education provides additional teaching spaces.
Northcote College	60	-	60	-	-	-	Provision of financing to the College to offset the effect of fraudulent losses, to assist with financial consultancy costs, and to fund legal representation for recovery of the losses. This programme ceased in 1999/2000.
Property Disposal Incentives Scheme	1,000	-	1,000	-	-	-	Payments to schools of a share of the proceeds from the sale of their surplus school property assets. There is no appropriation in 2000/01.
Total Appropriations for Capital Contributions to Other Persons or Organisations	17,816	-	17,816	-	17,946	-	Refer to Part E1 for a full description.
Total Appropriations	5,120,940	-	5,090,380	-	6,892,958	-	

Part C - Explanation of Appropriations for Output Classes

Part C1 - Departmental Output Classes

For more detailed analysis of Departmental Output Classes, including financial and non-financial performance measures, please refer to the Ministry of Education's Departmental Forecast Report (DFR).

Output Class D1 - Policy Advice

Description

In this class of outputs the Minister of Education will purchase timely and relevant policy advice. Policy advice will be provided to the Minister and the Government through briefings and policy papers on a wide range of issues relating to various aspects of New Zealand's education system. Policy advice provided under this output class will anticipate future opportunities and pressures, identify priorities for improvement, develop options for improving the effectiveness of New Zealand's education system and recommend appropriate legislative expression of education policy. Policy advice will seek to align education, health, welfare, labour market and other social policy interventions.

In addition to the core business of policy analysis and advice this output class includes:

- the provision of associated legislative advice
- advice on the implementation of government policy
- the initial promulgation of government policy, where such communication is clearly separate from supporting the ongoing implementation of the policy
- ongoing oral and written briefings and preparation of speech notes not provided in the course of delivering other services
- the work of TEAC in developing and advising the Government on appropriate long-term strategic directions for the tertiary sector.

In order to provide high-quality policy advice, in both the short and medium terms, this output class includes:

- the systematic collation of information covering various aspects of the performance of the education system
- analysis of the impact of current and potential government interventions on education outcomes
- research on various elements of education
- monitoring national and international developments in education and related areas.

Policy advice will be provided in relation to the regulatory and policy frameworks for the education system as a whole, learning outcomes including curriculum matters, assessment approaches and qualifications, resourcing arrangements for providers and individuals within the education system, and governance and management arrangements for State-owned providers.

Output Class D2 - Ministerial Services

Description

In this output class the Minister of Education will purchase ministerial services and support to assist the Minister to meet the obligations to Parliament that are associated with the responsibilities of a Minister of the Crown. Ministerial services are provided primarily through drafting replies to questions and inquiries put to the Minister and Associate Ministers of Education, or responding to inquiries directly, as requested by the Minister. Questions and inquiries include parliamentary questions and petitions, select committee examinations and inquiries, requests to Ministers for information under legislative provisions and general correspondence (ministerials) from the public.

The output class also includes the provision of advisory support to the Minister in Cabinet committees and select committees.

Output Class D3 - Purchasing of Services on Behalf of the Crown

Description

In this output class the Minister of Education will purchase the purchasing of services on behalf of the Crown from third parties and central education Crown entities. The resources that are provided to purchase these services are appropriated as non-departmental output classes.

The purchasing of services involves providing purchasing advice to the Minister to determine respective purchasing strategies, and negotiating the terms and conditions of various forms of purchasing agreements (see note 6), including specifying the nature and expected performance dimensions of the services to be supplied. Purchasing agreements are negotiated with a range of suppliers:

- Central education Crown entities (see note 7).
- Education service providers such as Te Kohanga Reo National Trust Board, the Royal New Zealand Foundation for the Blind, and services provided through REAPs (see note 8).
- Other public and private providers of a range of services, as determined by the Minister.

Purchasing agreements are negotiated with these suppliers in respect of a range of services such as policy advice, education programmes for students, professional development programmes for providers and teachers, school transport assistance, and truancy services to support schools in addressing student attendance and absenteeism issues. The Minister may specify both the services to be purchased and the preferred supplier, or the broad nature of the services to be purchased. In the latter case, the output also involves managing a contestable tendering process to identify the preferred supplier and may include recommending the preferred supplier to the Minister.

The output involves ongoing management of the purchasing agreements and, in particular, monitoring each service provider's performance and reporting to the Minister in terms of the agreements. Information on provider performance informs subsequent purchasing strategies.

Output Class D4 - Ownership Advice on Public Education Sector Entities

Description

In this class of outputs the Minister of Education will purchase ownership advice on the service delivery capability and financial viability of public education sector entities, comprising State tertiary education sector entities (TEIs), State and integrated schools, and central education Crown entities (see note 9). Advising and reporting on the ownership performance of the governing bodies encompasses judgements about the strategic capability of the entities and, in particular, the educational viability of those entities providing education services, and the financial viability and long-term capability of the entities on an individual basis and collectively as a portfolio. The provision of ownership advice includes advising on ministerial appointments to the governing bodies of central education Crown entities, tertiary education sector entities and some special schools, and on expectations for each board appointment (see note 10).

This class of outputs involves providing ownership advice to determine the ownership objectives for individual entities in the public education sector portfolio; negotiating ownership accountability documents; reviewing annual reports and other performance reports on individual public education sector entities. The class of outputs also involves taking follow-up action with governing bodies and management, as necessary, to address any material problems. Follow-up action may include the provision of informal advisory and facilitation services, requiring more frequent selective reporting, and managing external interventions to improve the capability and financial viability of public education sector entities, where the governing bodies have been unable to resolve the performance issues without such intervention. External interventions may include the preparation of business cases to support requests for a capital injection or loan, the appointment of additional members or advisors to governing bodies, or the appointment of commissioners or statutory managers.

This class of outputs also involves regular reporting to the Minister on the ownership performance of the public education sector portfolio, and includes managing the establishment, closure and merger of public education sector entities and the disposal of a small number of surplus assets held by TEIs prior to 1989.

Output Class D5 - Provision of Information

Description

In this class of outputs the Minister of Education will purchase services to provide information to both consumers and providers of education services. The provision of information is a specific government intervention to address information gaps and other asymmetries between the various participants in the education system, as well as to improve the quality of provision and decision-making.

The information provided to consumers includes information on the New Zealand education system, and the New Zealand curriculum and aggregate information on achievement. This information is intended to improve education-related decision-making by students, parents, and other caregivers, and to better inform expectations about students' learning and achievement. This includes information specifically targeted to Māori parents, whanau, and communities.

The information provided to education service providers (organisations and individuals), including examples of good practice on governance and management

matters, curriculum-related guidelines and aggregate achievement information, is intended to strengthen their capability and lead to greater responsiveness to the expectations and needs of consumers. The output class also involves the provision of information for people interested in careers as teachers to encourage participation in the teacher labour market. This includes information targeted at Māori and Pacific peoples interested in careers as teachers.

The output class involves collating, analysing and presenting information in the forms most useful for the above range of audiences and purposes, including print and electronic publications and seminars that are not provided in the course of delivering other services. The output class involves applying critical judgement as part of adding value to information collected by the Ministry of Education in the course of delivering other services, and by other entities, such as NZQA and Statistics New Zealand.

All information provided under this output will be in areas of existing government policy and will be information that is not provided by way of normal communication and relationship management with the sector in the course of delivering other services.

Output Class D6 - Administration of Education Regulations

Description

In this output class the Minister of Education will purchase services to administer a range of legislative and regulatory controls operating in the education system that focus on protecting the rights of students, parents and other caregivers and which are not administered in the Ministry of Education in the course of delivering other services.

The provision of this output class involves exercising judgements over whether early childhood services, private schools and home-based education providers are able to commence operation in the first instance and continue to operate. The administration of education regulations has an emphasis on licensing and revoking the licences of early childhood services and registering, de-registering and integrating private schools and includes the approval of attendance dues charged by integrated schools. The output class includes actions to resolve situations of non-compliance by these private education service providers with their obligations under the regulatory framework for education. Compliance concerns may arise through third party public reports on the performance of the providers, such as those prepared by the Education Review Office, formal notifications of non-compliance, and complaints by consumers.

The output class involves processing applications for variations provided for in legislation and regulations. These applications relate to exemptions for students who are of compulsory school age and who apply to be exempted from attendance at a registered school, enrolment schemes, variations to school terms and holidays and variations to integration agreements.

The output class also includes a range of actions relating to ensuring that children and young people (aged 6 to 16 years) receive their right to education by being enrolled in a registered school. These actions include exercising direction orders for suspended students, confirming the non-enrolled status of children and young people, assisting parents and other caregivers to re-enrol these children and young people or apply for an exemption from enrolment, and hearing appeals by consumers against the impact of enrolment schemes. The actions also include linking young people to appropriate alternative education options. The output may include initiating actions to enforce enrolment obligations through the prosecution of parents.

Output Class D7 - Administration of Education Sector Resourcing

Description

In this class of outputs the Minister of Education will purchase services to administer the distribution of resources to participants in the early childhood, school and tertiary education sectors, consumers (students, parents and other caregivers), providers, and employees of State and integrated schools. The resources administered through the output class are appropriated as Other Expenses to be Incurred by the Crown and Benefits and Other Unrequited Expenses.

The output class involves determining the level of resources payable in particular circumstances, delivery of those resources through a range of mechanisms, and monitoring of ongoing eligibility for the resources. The resourcing for education service consumers and providers includes universal and targeted resourcing entitlements, tuition subsidies and staffing entitlements, provision for specific programmes, and other entitlements determined by the characteristics of individual students. The resources also include payments to students, parents and other caregivers to support access to education, such as boarding allowances and scholarships. Payments of non-salary allowances and reimbursements to employees/teachers are made under the terms of individual and collective employment contracts and in the form of study awards.

In addition, this class of outputs includes the provision of an education payroll service, administration of a risk-management scheme for school contents and provision of industrial relations services. These three services are provided in respect of State and integrated schools.

Output Class D8 - Provision of School Sector Property

Description

In this class of outputs the Minister of Education will purchase services in relation to the provision of the property portfolio (land, buildings and other facilities, excluding school contents and teacher and caretaker housing) for the State school sector. Property is provided predominantly through management of the existing property portfolio, focusing on upgrades and improvements to maintain the current capacity of the portfolio, and focusing on the purchase and construction of new property to expand the portfolio's capacity to meet the demands of demographic changes.

Property is provided under the conditions of a Property Occupancy Document (POD). Under the PODs, responsibility for maintenance of school sector property and school-specific housing rests with the respective board of trustees, resourced through a component of the Operations Grant for Schools.

The school sector property portfolio comprises approximately 2,300 State schools (non-integrated). In addition, there are approximately 300 sites occupied by early childhood services. The school sector property portfolio has a capital value (based on a government valuation) of \$6,000 million, including \$5,000 million worth of improvements. The total replacement value of the portfolio is approximately \$8,000 million.

Also included in this class of outputs is the identification and disposal of surplus school sector property.

Output Class D9 - Provision of Teacher and Caretaker Housing

Description

In this output class the Minister of Education will purchase services to provide houses that are available to be rented by teachers, principals and caretakers. The housing portfolio, some 2,500 houses with a value of approximately \$200 million, has two components – those houses that are identified with a particular school and houses that are available to a cluster of schools. Rental houses are provided as an incentive for the recruitment and retention of teachers, particularly in isolated areas, and as a security measure. The output includes executing new tenancy agreements, collecting and accounting for rentals received, and the associated maintenance and capital works (including purchase and disposal).

Under the POD, responsibility for maintenance of school-specific housing rests with the respective board of trustees, resourced through a component of the Operations Grant for Schools.

Part C2 - Non-Departmental Output Classes

Output Class O1 - Advice on Educational Policy

Under this class of outputs the Minister of Education purchases independent research on issues, policies and practices contributing to the effectiveness of education in New Zealand.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<p><u>Quantity and timeliness</u></p> <p>Research projects will be completed or advanced to the position agreed in the annual Purchase Agreement between the New Zealand Council for Educational Research (NZCER) and the Ministry including any variations to that Agreement.</p>	<p>Projects completed or otherwise advanced as specified in the Purchase Agreement (or any agreed modification).</p>	<p>Projects completed or otherwise advanced as specified in the Purchase Agreement (or any agreed modification).</p>
<p><u>Quality</u></p> <p>Research projects comply with systematic internal quality assurance processes and key tasks/documents are supported by external peers.</p> <p>Sign-off by the Director or nominee.</p>	<p>100% compliance.</p> <p>100% signed off.</p>	<p>100% compliance.</p> <p>100% signed off.</p>

Cost

	Output Class Cost	\$000
2000/01	Total output class to be provided within (GST inclusive)	1,433
1999/2000	Total output class to be provided within (GST inclusive)	1,433

Major provider (\$ million GST inclusive)

NZCER (\$1.433).

Output Class O2 - Curriculum Support

Under this class of outputs the Minister of Education purchases professional development and advisory support to staff, managers and parents in early childhood services and in schools to enhance self-management, and implement and give support to the curriculum. This includes:

- ongoing school support services focusing on school self-management, curriculum and Māori education
- truancy contracts
- national professional development courses focusing on curriculum delivery, school and classroom management, and assessment of student learning
- short-term support for the implementation of new curriculum statements and curriculum policy
- early childhood services professional support
- Māori language training
- training programmes for Special Education teachers
- teacher exchange programmes and study awards
- drug education programmes
- REAP
- Learning Experiences Outside the Classroom (LEOTC).

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u>		
Number of hours of ongoing school support.	200,000–240,000	200,000–240,000
Number of truancy contracts.	110–130	110–130
Number of participant days for national professional development.	3,700–4,000	3,700–4,000

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
Number of professional development support programmes.	100–130	80–90
Number of other curriculum support programmes.	25–35	30–40
Number of teacher exchange programmes.	20–30	40–50
Implementation of training programmes for special education teachers.	650–700 special education teachers receiving Resource Teachers: Learning and Behaviour (RTLB) training.	650–700 special education teachers receiving RTLB training.
Number of students with moderate speech-language difficulties in years 1 to 3 receiving support.	As agreed in the Purchase Agreement with SES.	As agreed in the Purchase Agreement with SES.
Number of class groups receiving LEOTC services.	16,000–20,000	16,000–20,000
<u>Quality</u>		
Programmes delivered to targets specified in contracts with providers.	95%	95%
Teachers and early childhood staff satisfied with the appropriateness and effectiveness (see note 11) of professional development programmes, as assessed by survey.	80% of responses received will indicate satisfaction.	80% of responses received will indicate satisfaction.
<u>Timeliness</u>		
Programmes delivered within timelines where specified in contracts with providers.	95%	95%

Cost

	Output Class Cost	\$000
2000/01	Total output class to be provided within (GST inclusive)	92,882
1999/2000	Total output class to be provided within (GST inclusive)	89,185

Major providers (\$ million GST inclusive)

Thirty to 100 providers of teacher professional development programmes and resources (\$43.944); 45 to 55 providers for LEOTC (\$5.604); 13 REAPs (\$3.489); Royal New Zealand Foundation for the Blind (\$1.556); School Advisory Services (\$22.942); Te Kohanga Reo National Trust Board (\$1.430); 120 to 140 providers of truancy services (\$5.504).

Output Class O3 - Assessment of Entitlements or Eligibility

Under this class of outputs the Minister of Education requires education agencies to determine eligibility for secondary school qualifications and special education resources, and to deliver the correct entitlements. The outputs in this class are:

- Assessments for Qualifications – assessments by NZQA for secondary school qualifications, including the production and distribution of examination papers, quality control, and review procedures to enable the assessment of candidates, the assessment of scripts, and the notification of results
- Special Education Assessment – preliminary assessment provided for some learners with ongoing high to very high special education needs, assessment provided in relation to transport, boarding bursaries, correspondence school and suspended students or assessment provided for the allocation of equipment for learners with special education needs.

Quantity, quality and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u>		
Number of candidates for secondary school qualifications assessed.	As agreed in Purchase Agreement with NZQA.	As agreed in Purchase Agreement with NZQA.
Number of assessments made for learners with high or very high special education needs (see note 12).	8,500–11,500	12,500–17,500
<u>Quality</u>		
Percentage of special education assessments made according to established protocols.	100%	100%

Cost

	Output Class Cost	\$000
2000/01	Assessments for Qualifications to be provided within (GST inclusive)	11,270
2000/01	Special Education Assessment to be provided within (GST inclusive)	1,825
2000/01	Total output class to be provided within (GST inclusive) (see note 13)	13,095
1999/2000	Total output class to be provided within (GST inclusive) - estimated	10,118

Major providers (\$ million GST inclusive)

NZQA (\$11.270); SES (\$1.111).

Output Class O4 - School Transport

Under this class of outputs the Minister of Education purchases transport services to State and integrated schools for eligible students. The outputs include service payments to school transport contractors and to schools which manage their own bus routes, as well as payment of conveyancing allowance and special education assistance claims to compensate the parents of eligible students where suitable school transport services are not available to their children.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
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Quantity

School transport routes:

Contracted daily bus routes.	1,500–1,600	1,500–1,700
Contracted routes transporting students to manual training.	650–750	700–800
Directly resourced routes.	550–650	500–600
Number of conveyancing allowance approvals.	10,000–11,000	10,000–12,000
Number of special education assistance approvals.	5,800–6,800	5,800–7,000

Quality and timeliness

Services are provided according to contract terms:

Contracted bus services provided for authorised days schools are open.	On an annual basis, 99.5% of all authorised services will run during the year.	On an annual basis, 99.5% of all authorised services will run during the year.
Directly resourced bus services provided for authorised days schools are open.	On an annual basis, 99.5% of all authorised services will run during the year.	On an annual basis, 99.5% of all authorised services will run during the year.

Cost

	Output Class Cost	\$000
2000/01	Total output class to be provided within (GST inclusive)	95,170
1999/2000	Total output class to be provided within (GST inclusive)	97,840

Major providers

Madge Coachlines Ltd; McDermott Coaches Ltd; Murphy Buses Ltd; Ritchies Transport Holdings; Transbay Coaches Ltd; Transit Group Ltd; Waipawa Buses Ltd.

Output Class O5 - Provision of Information and Advisory Services

Under this class of outputs the Minister of Education purchases services to provide information on government educational policy and programmes and general advisory services to the public, community groups, industry, the education community, Crown entities and other government departments. These services involve:

- advice and support to assist with the development of groups and/or organisations, or that leads to the development and implementation of services consistent with government policy
- promotion and/or dissemination of current policy
- provision of careers services including career information
- disseminating information to school principals and boards of trustees
- management of databases and provision of statistical data
- an advocacy service, dealing with inquiries and complaints that arise from students and their parents/caregivers in the education sector.

Quantity, quality and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u>		
Number of recipients of information initiatives and advice.	As specified in Purchase Agreements with each provider.	As specified in Purchase Agreements with each provider.
<u>Quality</u>		
Recipients of the service express satisfaction with the appropriateness and effectiveness (see note 14) of the information or advice or another quality measure as agreed with each provider.	95% of responses received from surveyed recipients will indicate satisfaction or another quality standard as agreed with each provider.	95% of responses received from surveyed recipients will indicate satisfaction or another quality standard as agreed with each provider.

Cost

	Output Class Cost	\$000
2000/01	Total output class to be provided within (GST inclusive) (see note 15)	19,130
1999/2000	Total output class to be provided within (GST inclusive) - estimated	21,989

Major providers (\$ million GST inclusive)

ECD (\$1.112); six to 10 providers of boards of trustees training (\$2.300); Career Services (\$6.742); ETSA (\$4.244); NZQA (\$1.771).

Output Class O6 - Management of Grants and Contracts

Under this class of outputs the Minister of Education purchases contract negotiation and management services for the delivery of education and training programmes, including the administration of scholarships, and the disbursement of funds. The outputs in this class are:

- Education and Training Programmes – purchase of Youth Training and Skill Enhancement programmes, provision of funds to Industry Training Organisations (ITOs) for training services to industry, and management of Modern Apprenticeships
- Nga Kohanga Reo – administration of disbursements to Kohanga Reo for the provision of early childhood education, plus the allocation and management of loans
- Payment to Licence-Exempt Services – administration of payments for early childhood education delivered by licence-exempt services
- Special Education Early Intervention Services – administration of payments to early intervention and special education providers
- Supporting Parenting – management of contracts with providers of programmes, including PAFT, Family Start and Early Start
- Māori and Pacific Island Scholarships and Bursaries – administration of bursaries and scholarships for eligible Māori and Pacific Island students.

Quantity, quality and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u>		
Number of industry training, Youth Training, Skill Enhancement and Modern Apprenticeships service providers.	As agreed in ETSA's Document of Accountability.	As agreed in ETSA's Document of Accountability.
Number of Kohanga Reo administered through the contract (includes licence-exempt).	650–750	650–800
Number of licence-exempt services paid.	1,300–1,600	1,300–1,600
Number of early intervention service providers (see note 16).	12–17	28–36
Number of PAFT contracts.	35–42	35–42
Number of Family Start and Early Start contracts.	As agreed in contracts with ECD, Community Funding Agency and Health Funding Agency.	As agreed in contracts with ECD, Community Funding Agency and Health Funding Agency.
Number of Māori and Pacific Island scholarship applications administered.	12,200–13,100	12,200–13,100

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
Quality		
Percentage of providers with written agreements which include programme/service requirements, milestone dates (when appropriate) and payment schedule/method.	100%	100%
Prices are based on a competitive tender process or benchmarking (including sessional payments) or full cost disclosure by the provider.	100% compliance.	100% compliance.

Cost

	Output Class Cost	\$000
2000/01	Industry Training to be provided within (GST inclusive)	8,163
2000/01	Nga Kohanga Reo to be provided within (GST inclusive)	1,250
2000/01	Payment to Licence-Exempt Services to be provided within (GST inclusive)	184
2000/01	Special Education Early Intervention Services to be provided within (GST inclusive)	31
2000/01	Supporting Parenting to be provided within (GST inclusive)	408
2000/01	Māori and Pacific Island Scholarships and Bursaries to be provided within (GST inclusive)	517
2000/01	Total output class to be provided within (GST inclusive) (see note 17)	10,553
1999/2000	Total output class to be provided within (GST inclusive) - estimated	8,800

Major providers (\$ million GST inclusive)

Te Kohanga Reo National Trust Board (\$1.250); ETSA (\$8.163).

Output Class O7 - Supporting Parenting

Under this class of outputs the Minister of Education purchases programmes including PAFT, Family Start and Early Start (see note 18), and advice and support which enhance the role of parents in the development of their children and promote the value of quality early childhood education experiences. The output class is directed at parents of young children, Māori parents, parents of learners with special needs, and community groups (including those wishing to establish early childhood services).

Quantity, quality and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u>		
Number of families involved in PAFT programmes.	9,000–9,500	9,000–9,500
Number of families supported under Family Start or Early Start.	700–1,000	480–520
Number of families in other parent support programmes.	1,650–1,900	1,415–1,840
Number of playgroups, Māori and Pacific Island groups supported as outlined in the Purchase Agreement with ECD.	750–850	630–860
Number of parents of learners with special needs supported.	As agreed in the SES Document of Accountability.	As agreed in the SES Document of Accountability.
<u>Quality</u>		
Participants satisfied with the programmes attended or services received in terms of appropriateness and effectiveness (see note 19), as assessed by survey.	95% of responses received will indicate satisfaction.	95% of responses received will indicate satisfaction.
PAFT programmes will operate according to the criteria specified in the PAFT manual, Programme Planning and Implementation Guide.	100% of programmes.	100% of programmes.

Cost

	Output Class Cost	\$000
2000/01	Total output class to be provided within (GST inclusive) (see note 20)	22,275
1999/2000	Total output class to be provided within (GST inclusive)	20,636

Major providers (\$ million GST inclusive)

Correspondence School (\$2.086); ECD (\$2.634); 12 providers of PAFT programmes (\$9.312); Family Start and Early Start programmes (\$6.114).

Output Class O8 - Specialist Support Services

Under this appropriation the Minister of Education purchases specialist services to support teachers, parents and agencies for children with special education needs. This includes:

- early intervention programmes and advice, guidance and support to early childhood education centres

- advice, guidance and support for RTLB
- assistance to early childhood centres and schools in the management of traumatic incidents, such as suicide or violent offending
- specialist services for students with speech-language disorders
- specialist services for students with severe behaviour difficulties
- assistance to schools in the prevention of violence
- specialist services to students with hearing impairment.

Quantity, quality and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity and quality</u>		
Coordinated early childhood specialist services will be provided to service standards as agreed between the Minister and SES and will be assessed as positive by parents on children receiving the services.	9,500–12,000 children receiving early childhood specialist services. 85% of parents are positive about the SES role in supporting their child's transition to school.	9,500–12,000 children receiving early childhood specialist services. 85% of parents are positive about the SES role in supporting their child's transition to school.
Support to early childhood education centres provided in accordance with the service objectives as outlined in the SES Document of Accountability.	300–350 centres receiving advice and support. 85% of objectives met as assessed through discussion with the centre.	300–350 centres receiving advice and support. 85% of objectives met as assessed through discussion with the centre.
Assistance to early childhood centres and schools in the management of traumatic incidents until a management plan has been developed and is assessed as appropriate and effective through survey.	As agreed in the Purchase Agreement with SES. 90% of early childhood centres and schools are satisfied with the appropriateness and effectiveness of the service provided.	30–60 early childhood centres and schools assisted. 90% of early childhood centres and schools are satisfied with the appropriateness and effectiveness of the service provided.
Specialist services for students with communication disorders provided in accordance with SES service standards.	6,000–7,000 students receiving specialist services.	6,000–7,000 students receiving specialist services.
Specialist services provided to students with hearing impairment.	1,100–1,300 students receiving specialist services.	1,100–1,300 students receiving specialist services.
Behaviour Education Support Team (BEST) and Centres for Extra Support teams will provide assistance to students identified as having severe and challenging behaviours.	5,000–7,000 students receiving the service. 85% of students receiving the assistance from a BEST team will remain in their local community school after six months.	7,000 students receiving the service. 85% of students receiving the assistance from a BEST team will remain in their local community school after six months.
Schools supported by SES through the Eliminating Violence programme.	35–45	Previously under Other Expense: Special Needs Support.

Cost

	Output Class Cost	\$000
2000/01	Total output class to be provided within (GST inclusive)	63,845
1999/2000	Total output class to be provided within (GST inclusive)	63,737

Major providers (\$ million GST inclusive)

SES (\$56.587); 11 to 15 providers of early childhood moderation services (\$6.883).

Output Class O9 - Development and Registration of Standards and Qualifications

Under this class of outputs the Minister of Education purchases the registration, maintenance and review of unit standards and qualifications for the National Qualifications Framework, support for national standards-setting bodies, and other outputs to support the development and implementation of the National Qualifications Framework.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u> Number of qualifications and unit standards registered.	As agreed in Purchase Agreement with NZQA.	As agreed in Purchase Agreement with NZQA.
<u>Quality</u> Percentage of qualifications and unit standards registered on the National Qualifications Framework according to published criteria.	100%	100%
<u>Timeliness</u> Percentage of qualifications registered within timeframes agreed in the Purchase Agreement with NZQA.	100%	100%

Cost

	Output Class Cost	\$000
2000/01	Total output class to be provided within (GST inclusive)	1,000
1999/2000	Total output class to be provided within (GST inclusive) - estimate	2,976

Major provider (\$ million GST inclusive)

NZQA (\$1.000).

Output Class O10 - Training for Designated Groups

Under this class of outputs the Minister of Education purchases training linked to the National Qualifications Framework, including the delivery of fully or partially funded on-job and off-job training places. Specific funds or programmes within this output include the Industry Training Fund, Youth Training, Skill Enhancement and Modern Apprenticeships.

Quantity, quality and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u>		
Total training places offered:		
Modern Apprenticeships	500–1,300	Not applicable in 1999/2000
Skill Enhancement	600–700	600–700
Youth Training.	4,900–5,500	5,000–5,600
Industry training standard training measures. A standard training measure is equivalent to 120 National Qualifications Framework credits on an approved structured training programme.	20,000 to 24,000 standard training measures.	20,000 to 24,000 standard training measures.
Average number of National Qualifications Framework credits achieved.	As agreed in ETSA's Document of Accountability.	Not applicable in 1999/2000
<u>Quality</u>		
Number of credits on the National Qualifications Framework achieved, on average, by trainees participating in the Youth Training programme.	15 credits	Not applicable in 1999/2000
Number of credits on the National Qualifications Framework achieved, on average, by trainees participating in the Skill Enhancement programme.	60 credits	Not applicable in 1999/2000
Percentage of trainees in Youth Training and Skill Enhancement programmes who attain at least 70% of the educational credits for which they are assessed.	Not applicable in 2000/01	80%

Cost

	Output Class Cost	\$000
2000/01	Total output class to be provided within (GST inclusive) (see note 21)	148,518
1999/2000	Total output class to be provided within (GST inclusive) - estimate	136,257

Major providers (\$ million GST inclusive)

ITOs, polytechnics and PTEs for Industry Training Fund (\$69.725); accredited providers for Skill Enhancement (\$9.734), Youth Training (\$65.223) and Modern Apprenticeship – Training Fund (\$1.636) and Coordinators (\$2.200).

Part C3 - Significant Providers and Programmes

The following table summarises funding allocated to Crown entities and other providers where the information may not be readily ascertained from the detail in Part B1, Part C2 or Part D3.

Significant Providers and Programmes	1999/2000 Vote \$000	1999/2000 Estimated Actual \$000	2000/01 Vote \$000
Central Education Crown Entities			
ECDU	4,338	4,338	4,338
SES	61,904	61,904	60,373
Career Services (see note 22)	5,454	5,454	6,742
ETSA (see note 23)	10,454	10,454	12,407
NZQA	14,369	14,369	14,691
Other Agencies			
New Zealand School Trustees Association	600	600	600
Royal New Zealand Foundation for the Blind	6,933	6,933	7,001
Te Kohanga Reo National Trust Board	4,889	4,889	4,889

Part D - Explanation of Appropriations for Other Operating Flows

Part D1 - Benefits and Other Unrequited Expenses

Analysis of Māori and Pacific Island Scholarships and Bursaries

The following table details forecast expenditure between the various programmes that comprise the Māori and Pacific Island Scholarships and Bursaries appropriation.

Māori and Pacific Island Scholarships and Bursaries	1999/2000 Vote \$000	1999/2000 Estimated Actual \$000	2000/01 Vote \$000
Manaaki Tauria	4,300	4,300	4,300
Manaaki Akonga Rua	300	300	300
Māori Education Scholarships	664	664	664
Ngarimu VC and 28 th (Māori) Battalion Memorial Scholarship Fund	54	54	54
Polynesian & Pacific Island Education Foundation	75	75	75
Secondary Māori and Pacific Island Scholarships	535	535	535
Tertiary Māori and Pacific Island Scholarships	526	526	526
Total	6,454	6,454	6,454

Analysis of Tertiary Scholarships

The following table details forecast expenditure on the various programmes that comprise the Tertiary Scholarships appropriation.

Tertiary Scholarships	1999/2000 Vote \$000	1999/2000 Estimated Actual \$000	2000/01 Vote \$000
Enterprise Scholarships	734	734	3,384
Top Achiever Doctoral Scholarships	-	-	3,333
Science and Mathematics Scholarships and School Achievers Awards	950	950	950
Total	1,684	1,684	7,667

Other information regarding these appropriations is provided in Part B1.

Part D2 - Borrowing Expenses

There is no appropriation for Part D2.

Part D3 - Other Expenses

Other Expense - Early Childhood Education

Under this appropriation the Minister of Education subsidises early childhood education services for children under six years of age from licensed and chartered early childhood centres and from licence-exempt centres. The expenses include:

- Licensed Early Childhood Education (under two) – provision of early childhood education for children under two years of age by licensed and chartered early childhood services
- Licensed Early Childhood Education (two and over) – provision of early childhood education for children over two years of age by licensed and chartered early childhood services
- Licence-Exempt Early Childhood Education – provision of early childhood education for children under six years of age by licence-exempt services.

Quantity, quality and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u>		
Subsidised hours provided by licensed and chartered early childhood services:		
Kindergarten	22.0 million–23.0 million	22.0 million–23.0 million
Playcentres	3.0 million–4.0 million	3.0 million–4.0 million
Education and care centres	48.0 million–49.0 million	46.0 million–47.0 million
Home-based	7.0 million–7.5 million	6.0 million–7.0 million
Te Kohanga Reo	14.0 million–15.0 million	14.0 million–15.0 million
Hours of early childhood education provided by licence-exempt centres.	2.0 million–3.0 million	2.0 million–3.0 million
<u>Quality</u>		
Early childhood services will provide services to the level and standard specified and agreed in their negotiated and approved charter.	99.5% of all licences and charters will remain valid in respect of compliance with the standards.	99.5% of all licences and charters will remain valid in respect of compliance with the standards.

Cost

Hourly Rates for Children	Rate 1	Rate 2	Rate 3
Rates from 1 July 2000			
Under two years	\$5.13	\$5.70	-
Two years and over	\$2.58	\$2.85	-
In kindergarten	-	-	\$3.43
In licence-exempt centres	\$1.06	-	-
Rates from 1 October 2000			
Under two years	\$5.18	\$5.76	-
Two years and over	\$2.60	\$2.88	-
In kindergarten	-	-	\$3.46
In licence-exempt centres	\$1.07	-	-
Rates until 30 June 2000			
Under two years	\$5.04	\$5.60	-
Two years and over	\$2.53	\$2.80	-
In kindergarten	-	-	\$3.37
In licence-exempt centres	\$1.04	-	-

Rate 1: basic rate for licensed and chartered services

Rate 2: rate for services meeting criteria for staff qualification and staff-to-child ratios which are higher than licensing requirements

Rate 3: rate for kindergartens

	Other Expense Cost	\$000
2000/01	Licensed Early Childhood Education (under two) to be provided within (GST inclusive)	89,552
2000/01	Licensed Early Childhood Education (two and over) to be provided within (GST inclusive)	237,138
2000/01	Licence-Exempt Early Childhood Education to be provided within (GST inclusive)	3,147
2000/01	Total other expense to be provided within (GST inclusive)	329,837
1999/2000	Total other expense to be provided within (GST inclusive)	314,189

Major providers

Licensed and chartered services include: 595 to 605 kindergartens (including mobile services) managed through 36 to 40 associations of which Auckland, Waikato, Central North Island, Wellington and Canterbury are the largest associations; 510 to 530 playcentres; 1,400 to 1,480 education and child centres; 170 to 180 home-based networks, of which about 90% are organised through Barnardo's; 650 to 750 Kohanga Reo managed through Te Kohanga Reo National Trust Board.

Licence-exempt services include: 45 to 55 Kohanga Reo managed through Te Kohanga Reo National Trust Board; 730 to 800 Pacific Island language groups, playgroups and other services.

Other Expense - Primary Education

Under this appropriation the Minister of Education provides funding (excluding major maintenance and capital expenditure on school land and buildings) for the delivery of the curriculum by State, integrated and private primary, intermediate, composite, special and correspondence schools for pupils from years one to eight (new entrant to Form 2). This includes provision for roll-based operational funding to schools, teacher and management salaries, support costs and supplementary funding programmes.

The Minister of Education requires school boards of trustees to provide students with opportunities to achieve the objectives and goals of the New Zealand Curriculum (gazetted syllabuses and/or national curriculum statements), and of programmes organised by the school to respond to the needs of their students (the school curriculum).

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<p><u>Quantity</u></p> <p>Number of students to receive the curriculum as at census dates 1 July 2000 and 1 March 2001.</p>	485,000–490,000	485,000–490,000
<p><u>Quality</u></p> <p>State and integrated schools will meet legislative standards of performance and standards agreed in charters as indicated by the number of:</p> <ul style="list-style-type: none"> actions under section 64 (Education Act 1989) to effect and enforce the charter actions under section 107 (Education Act 1989) to appoint a Commissioner to manage the school. 	<p>99.5% of all registered State and integrated schools will meet the required standards under section 64 of the Education Act.</p> <p>99.5% of all registered State and integrated schools will be governed by a board of trustees.</p>	<p>99.5% of all registered State and integrated schools will meet the required standards under section 64 of the Education Act.</p> <p>99.5% of all registered State and integrated schools will be governed by a board of trustees.</p>
<p><u>Timeliness</u></p> <p>Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.</p>	The equivalent of 394 half-days per annum in the 2000/01 financial year.	The equivalent of 394 half-days per annum in the 1999/2000 financial year.

Cost

	Other Expense Cost	\$000
2000/01	Total other expense to be provided within (GST inclusive)	1,850,073
1999/2000	Total other expense to be provided within (GST inclusive)	1,795,199

Major providers (\$ million GST inclusive)

Correspondence School (\$4.959); 40 to 50 private primary schools and 40 to 50 other private schools with primary pupils (\$15.219); 70 to 80 State and integrated composite schools; 2,180 to 2,200 State and integrated primary schools.

Other Expense - Secondary Education

Under this appropriation the Minister of Education provides funding (excluding major maintenance and capital expenditure on school land and buildings) for the delivery of the curriculum by State, integrated and private secondary, composite, special and correspondence schools for pupils from years 9 to 13 (Form 3 to Form 7). This includes provision for roll-based operational funding to schools, teacher and management salaries, support costs and supplementary funding programmes.

The Minister of Education requires school boards of trustees to provide students with opportunities to achieve the objectives and goals of the New Zealand Curriculum (gazetted syllabuses and/or national curriculum statements), and of programmes organised by the school to respond to the needs of their students (the school curriculum).

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u> Number of students to receive the curriculum as at census dates 1 July 2000 and 1 March 2001.	246,000–256,000	244,000–250,000
<u>Quality</u> State and integrated schools will meet legislative standards of performance and standards agreed in charters as indicated by the number of: <ul style="list-style-type: none"> actions under section 64 (Education Act 1989) to effect and enforce the charter actions under section 107 (Education Act 1989) to appoint a Commissioner to manage the school. 	99.5% of all registered State and integrated schools will meet the required standards under section 64 of the Education Act. 99.5% of all registered State and integrated schools will be governed by a board of trustees.	99.5% of all registered State and integrated schools will meet the required standards under section 64 of the Education Act. 99.5% of all registered State and integrated schools will be governed by a board of trustees.

<u>Timeliness</u>		
Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.	The equivalent of 380 half-days per annum in the 2000/01 financial year.	The equivalent of 380 half-days per annum in the 1999/2000 financial year.

Cost

	Other Expense Cost	\$000
2000/01	Total other expense to be provided within (GST inclusive)	1,296,401
1999/2000	Total other expense to be provided within (GST inclusive)	1,244,758

Major providers (\$ million GST inclusive)

Correspondence School (\$20.876); 10 to 20 private secondary schools and 40 other private schools with secondary pupils (\$24.775); 70 to 80 State and integrated composite schools; 315 to 325 State and integrated secondary schools.

Other Expense - Special Needs Support

Under this appropriation, the Minister of Education provides additional services and resources to enable students with special needs to participate in education. These are:

- coordinated specialist services to students assessed as eligible for the ORS and Transitional Resourcing Scheme (TRS). These resources are allocated according to established criteria
- supplementary resources for learners with special education needs provided to schools including the Special Education Grant and special education teachers. Access to these resources is regulated by school boards of trustees
- programmes and services for students in residential special schools
- services and resources such as ESOL and alternative education programmes for students with other special needs.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quantity</u>		
Students in the TRS and ORS.	6,500–7,500	6,500–7,500
Resource Teachers: Learning and Behaviour.	700–800	700–800
Number of students in residential care.	300–400	300–400
Number of ESOL learners funded.	22,000–27,000	22,000–27,000
Number of students in alternative education programmes.	1,750–1,850	1,100–1,350

Performance Measures	Performance Standards 2000/01	Performance Standards 1999/2000
<u>Quality</u>		
Resources targeted and delivered according to documented criteria.	100%	100%
<u>Timeliness</u>		
Resources for services will be delivered according to documented timeframes.	100% compliance.	100% compliance.

Cost

	Other Expense Cost	\$000
2000/01	Total other expense to be provided within (GST inclusive)	289,950
1999/2000	Total other expense to be provided within (GST inclusive)	265,456

Major providers (\$ million GST inclusive)

Correspondence School (\$3.096); six residential special schools (\$17.985); Royal New Zealand Foundation for the Blind (\$4.588); 100 to 130 providers of alternative education programmes (\$19.092); 70 to 80 special education fund-holders (\$69.924).

Significant Compulsory Education Programmes

The following table summarises funding allocated to particular compulsory education programmes of interest where the information may not be readily ascertained from the detail in Part B1, Part C2 or Part D3.

Table of Compulsory Education Resourcing	1999/2000 Vote \$000	1999/2000 Estimated Actual \$000	2000/01 Vote \$000
Centrally funded teachers' salaries	1,390,610	1,390,610	1,822,416
Schools - bulk funding of teachers' salaries	906,217	906,217	529,810
Schools - operational funding	915,318	915,318	967,276
(see note 24)	3,212,145	3,212,145	3,319,502
Some programmes included in schools operational funding are:			
ESOL	9,985	9,985	11,891
ICT grant (see note 25)	29,216	29,216	10,134
Māori language resources	13,374	13,374	13,838
ORS	61,572	61,572	63,924
Secondary-Tertiary Alignment Resource/Gateway	24,648	24,648	24,873
Special education grants	38,199	38,199	39,014
Targeted funding for education achievement	50,599	50,599	52,154

Other funds allocated to schools include:			
Truancy programme	5,504	5,504	5,504
Alternative education (see note 26)	7,545	7,545	19,092
Correspondence school	31,364	31,364	31,017
Private schools	43,582	43,582	40,997
	87,995	87,995	96,610
Total compulsory education resourcing	3,300,140	3,300,140	3,416,112

Other Expenses - Tertiary Education and Training

Under this appropriation, tuition subsidies for students studying approved courses and programmes are paid to approved providers as a subsidy towards the cost of tuition and supporting research. Funding is also provided for other tertiary education and training services and base grants for State tertiary education institutions.

Current policy is focused upon delivering:

- better opportunities for all students to access quality tertiary education
- a fairer system which recognises and responds to the diversity of students and their learning needs
- improved quality assurance in teaching, research and qualifications
- improved management and accountability of tertiary institutions
- encouragement for research-based study and lifelong learning through altered subsidy rates.

Key policies include the following:

- Government subsidies are provided to institutions covering tuition for all domestic students, regardless of age, enrolled in approved programmes at universities, polytechnics, colleges of education, wananga and private training establishments.
- Government subsidies apply only to providers and qualifications that meet quality assurance and financial viability criteria.
- Tuition subsidies are allocated at the same rates for either public or recognised private providers.
- Subsidy payments are linked to actual enrolments at each institution.
- Study right was partially phased out for 2000 and will be phased out completely for 2001. Adjustments have also been made in 2000 to remove the differential for extramural study and to increase the differential in wholly research rates and degree top-ups.
- Supplementary grants are paid to providers to enable institutions to stabilise tuition fees at 2000 levels.

Tuition

Funding is provided as a subsidy towards the cost of tertiary education and training tuition through:

- EFTS-based funding in the following fields of study:
 - Science and Applied Science, comprising Agriculture, Horticulture, Science and Veterinary Science.
 - Arts and Performing Arts, comprising Arts, Humanities, Social Sciences, Languages, Advanced Studies for Teachers, General Education, Music, Fine Arts, and Design.
 - Technology and Design, comprising Architecture, Quantity Surveying, Engineering, Technology and Industry Training.
 - Health Professions, comprising Health Sciences and health-related professions (including Dentistry and Medicine).
 - Business and Law, comprising Business, Accountancy, Office Systems/Secretarial, Management, Computing, Data Processing, and Law.
 - Teacher Education for pre-service early childhood, primary and secondary training, and for specialist teachers.
- other funding (such as grants and special supplementary grants).

Field of Study (see note 27)	EFTS Places	1999/2000 \$000	2000/01 \$000
Science and Applied Science	19,438	158,417	167,123
Arts and Performing Arts	56,574	288,712	304,576
Technology and Design	20,162	140,341	148,053
Health Professions	13,360	140,542	149,656
Business and Law	54,743	288,979	304,858
Teacher Education	10,865	88,844	94,626
Grants and special supplementary grants		18,537	19,764
Total tuition funding		1,124,372	1,188,656

Research

Funding is provided as a subsidy towards the cost of tertiary education and training research which supports learning at degree level and above through:

Research Funding	1999/2000 \$000	2000/01 \$000
EFTS-based tuition subsidies		
Undergraduate courses	22,109	23,027
Taught postgraduate courses	18,159	18,550
Research-based courses	60,589	63,821
Total research	100,857	105,398

Community education

Funding is provided as a subsidy towards the cost of non-formal learning activities for adults through:

Community Education Programmes	1999/2000 \$000	2000/01 \$000
EFTS-based tuition subsidies	14,323	16,749
Other tertiary education provider funding	5,336	5,396
Total funding from Tertiary Education and Training appropriation	19,659	22,145
School community education funding	11,762	11,774
Correspondence School adult education funding	3,885	3,885
REAP community education funding	1,710	1,710
Total funded from Community Education appropriation	17,357	17,369
Total community education	37,016	39,514

Significant Tertiary Education Funding

The following table summarises funding allocated to TEIs and other tertiary education and training providers where the information may not be readily ascertained from the detail in Part B1, Part C2 or Part D3.

Significant Providers and Programmes	1999/2000 Vote \$000	1999/2000 Estimated Actual \$000	2000/01 Vote \$000
University EFTS	744,040	744,040	773,869
Polytechnic EFTS	370,599	370,599	383,330
Colleges of education EFTS	53,925	53,925	57,907
Special supplementary grants	11,915	11,915	14,548
Other tertiary education providers	12,051	12,051	12,472
Teacher supply initiatives	4,526	4,526	900
Private training EFTS	37,842	37,842	61,887
Wananga EFTS	9,990	9,990	11,286
Total	1,244,888	1,244,888	1,316,199

Part E - Explanation of Appropriations for Capital Flows

Part E1 - Capital Contributions

Capital Contribution to the Department

Investment in School Property	1999/2000 Vote \$000	1999/2000 Estimated Actual \$000	2000/01 Vote \$000
Roll growth/expansion programme:			
New classrooms	52,800	52,800	37,500
New schools	800	800	83,400
Site purchases and site works	15,700	15,700	33,700
Primary Property Guide	20,000	20,000	20,000
Kura kaupapa Māori, schools of special character and change of class	12,800	12,800	15,000
Secondary/Intermediate redevelopments	70,000	70,000	28,600
5 Year Property Agreements	-	-	10,000
Financial Assistance Scheme	35,000	35,000	22,000
School Support	9,600	9,600	0
Other (see note 28)	6,300	6,300	3,000
	223,000	223,000	253,200
Core capital works programme (see note 29)	144,500	144,500	150,000
Plus completion of projects from previous years (see note 30)	176,300	176,300	230,300
Less projects carried forward to next year	(200,300)	(230,300)	(269,300)
Total capital programme	343,500	313,500	364,200
Less funds available from depreciation, asset sales and cash on hand	(195,000)	(195,000)	(204,200)
Capital contribution required	148,500	118,500	160,000

The capital contribution to the Ministry of Education for 2000/01 for investment in school property is \$160 million. The capital programme focuses on the delivery of new school accommodation and enhancement of existing accommodation to support school-age population growth through the:

- construction of approximately 220 additional classrooms at primary and secondary schools (120 and 100 respectively) required for roll growth in schools with the greatest shortfall
- purchase of 16 sites (five to settle in 2000/01) and the associated site works required for schools needed in the future

- continued implementation of the new property guide for primary schools
- introduction of five year property agreements with a pilot group of schools
- redevelopment of 22 secondary and intermediate schools to provide the infrastructure to support roll growth
- advance construction of seven new schools for opening in 2001 or 2002
- Financial Assistance Scheme building projects related to modernisation where boards share the cost with the Government
- implementation of a new system for allocating resources to modernisation projects.

The capital injection required for 1999/2000 has been reduced by \$30 million due to delays in finalising some purchases of new school sites and in reaching agreement on the scope of work for some secondary redevelopments. This reduction is reflected in a higher value of projects carried forward to next year.

Net Worth of Entities Owned

Statement of Estimated and Forecast Net Worth

	Balance Date	Estimated Net Worth 2000 \$ million	Forecast Net Worth 2001 \$ million
Ministry of Education	30 June	5,605.807	5,767.284
Crown Entities:			
Career Services	30 June	2.054	2.054
Early Childhood Development Unit	30 June	2.165	2.225
Education and Training Support Agency	30 June	5.167	5.167
Learning Media Ltd	30 June	3.099	3.654
New Zealand Qualifications Authority	30 June	13.200	13.636
Specialist Education Services	30 June	7.848	7.848
Teacher Registration Board	30 June	0.450	0.442
State Schools	31 December	960.800	1,001.300
State Tertiary Institutions	31 December	2,100.000	2,168.000

The increase in net worth for the Ministry of Education (\$161.477 million) mainly reflects increased investment in school land and buildings to meet roll growth.

Other changes in the Crown entities' forecast net worth result from estimated surpluses or deficits from normal operations.

Part E2 - Purchase or Development of Capital Assets by the Crown

There is no appropriation for Part E3.

Part E3 - Repayment of Debt

There is no appropriation for Part E3.

Part F - Crown Revenue and Receipts

Part F1 - Current and Capital Revenue and Receipts

	1999/2000		2000/01	Description of 2000/01 Crown Revenue
	Budgeted \$000	Estimated Actual \$000	Budget \$000	
Current Revenue				
Non-Tax Revenue				
ACC Levy Rebate	1,306	1,306	820	ACC levy experience-rating rebate for teachers.
Charter Fees Early Childhood Education	30	30	30	Charter application and amendment fees received from early childhood services.
Crown Entity Recoveries	2,593	2,593	338	Recoveries from Crown entities of operating surpluses and unspent funding relating to previous financial years.
Education Residual Management Unit Receipts	674	674	363	Recoveries of debts owed to the former Department of Education or Education Boards, and rental received from leased buildings belonging to the former Department or Boards.
Immigration Resettlement and Research Fund	1,500	1,333	1,333	Payment from the Fund towards the cost of funding ESOL in the compulsory sector.
Learning Media Limited	937	937	1,084	Annual dividends to be received from Learning Media Ltd.
Miscellaneous Receipts	1,100	1,100	350	Those other Crown receipts which are not separately identified.
Overseas Students' Fees	3,191	3,191	3,191	Fees paid by foreign students attending New Zealand primary and secondary schools (excluding integrated schools) for the use of Crown-owned assets.
Payroll Receipts	300	300	250	Recovery of debts arising from overpayment of teachers' salaries during previous financial years.
Roll Audit Recovery	110	110	110	Recoveries of funding outside the current year from early childhood services and schools owing to auditing and correction of rolls on which entitlements for funding are based.
Tertiary Investments - Interest	-	-	18	Interest paid by TEs on loans received from the Crown. In 1999/2000 this appeared in Vote Tertiary Education.
School Support Recoveries	-	1,291	-	Recovery of school support project advances from the previous year. No revenue is expected in 2000/01.
Total Non-Tax Revenue	11,741	12,865	7,887	
Total Current Revenue	11,741	12,865	7,887	

Part F1 - Current and Capital Revenue and Receipts (continued)

	1999/2000		2000/01	Description of 2000/01 Crown Revenue
	Budgeted \$000	Estimated Actual \$000	Budget \$000	
Capital Receipts				
Tertiary Investments - Repayments	-	-	1,572	Repayments on loans and advances made to TEs. In 1999/2000 this appeared in Vote Tertiary Education.
Asset Sales	1,200	1,200	-	Proceeds from disposal of Crown assets. There are no receipts expected in 2000/01.
Total Capital Receipts	1,200	1,200	1,572	
Total Crown Revenue and Receipts	12,941	14,065	9,459	

Part G - Statement of Reconciliations

Part G1 - Changes in Appropriation Categories

From 2000/01 Votes Education and Tertiary Education have been combined.

Departmental Output Classes

The six output classes from Vote Tertiary Education have been subsumed into their direct counterpart under Vote Education.

Non-Departmental Appropriations

Most non-departmental appropriations from Vote Tertiary Education have retained their separate identity in Vote Education for 2000/01. The exceptions to this approach are as follows:

- Output classes Provision of Information and Advisory Services and Management of Grants and Contracts have been subsumed into their direct counterpart in Vote Education.
- Benefit expense Tertiary Scholarships has been split between Māori and Pacific Island Scholarships and Bursaries (mainly comprising the Manaaki programme), Queen Elizabeth II Study Awards and Tertiary Scholarships (enterprise, top achiever doctoral, mathematics and science, and school achiever awards) under the new Vote.

The following tables illustrate the financial impact of these changes for the 1999/2000 voted annual appropriations.

Part G2 - Changes in Crown Revenue Classification

Similarly most revenue and receipts from Vote Tertiary Education have retained their separate identity in Vote Education for 2000/01.

Part G1 - Changes in Appropriation Categories

1999/2000 Vote Education in Old 1999/2000 Structure	\$000	Structure Changes	\$000	1999/2000 Vote Education in New 2000/01 Structure	\$000
Departmental Output Classes		All transferred from Vote Tertiary Education			
D1 Policy Advice					
Outputs	28,938	Policy Advice	3,119		32,057
D2 Ministerial Services					
Outputs	3,054	Ministerial Services	321		3,375
D3 Purchasing of Services on Behalf of the Crown					
Outputs	5,230	Purchasing of Services on Behalf of the Crown	63		5,293
D4 Ownership Advice on Public Education Sector Entities					
Outputs	11,975	Ownership Advice on Tertiary Education Sector Entities	1,825		13,800
D5 Provision of Information					
Outputs	19,809	Provision of Information	230		20,039
D7 Administration of Education Sector Resourcing					
Outputs	36,802	Administration of Tertiary Education Sector Resourcing	7,046		43,848
Other Outputs	868,927				868,927
Total Departmental Output Classes	974,735				987,339
Capital Contributions to the Department	149,319				149,319

Non-Departmental Output Classes							
O3 Assessment of Entitlements or Eligibility							
Māori and Pacific Islands Scholarships and Bursaries	30	to O6 Management of Grants and Contracts			(30)		
Other outputs	10,118						10,118
	10,148						10,118
O5 Provision of Information and Advisory Services							
Outputs	8,176	from Vote Tertiary Education (Provision of Tertiary Information and Advisory Services)			13,813		21,989
O6 Management of Contracts						O6 Management of Grants and Contracts	
Outputs	1,873						1,873
		from Vote Tertiary Education (Management of Grants and Contracts)			6,897		6,897
		from O3 Assessment of Entitlements or Eligibility			30		30
	1,873						8,800
		from Vote Tertiary Education (Development and Registration of Standards and Qualifications)			2,976	O9 Development and Registration of Standards and Qualifications	2,976
		from Vote Tertiary Education (Training for Designated Groups)			136,257	O10 Training for Designated Groups	136,257
Other Non-Departmental Output Classes	272,831						272,831
Total Non-Departmental Output Classes	293,028						452,971

Part G1 - Changes in Appropriation Categories (continued)

Benefits and Other Unrequited Expenses						
Māori and Pacific Islands Scholarships and Bursaries	868	All transferred from Vote Tertiary Education	Tertiary Scholarships	5,586		6,454
			Tertiary Scholarships	100	Queen Elizabeth II Study Awards	100
			Tertiary Scholarships	1,684	Tertiary Scholarships	1,684
Other Benefit Expenses	22,049					22,049
Total Benefits and Other Unrequited Expenses	22,917					30,287
Other Expenses to be Incurred by the Crown		All transferred from Vote Tertiary Education				
		Community Education		17,357	Community Education	17,357
		Student Loan Write-offs		541	Student Loan Write-offs	541
		Tertiary Education and Training		1,244,888	Tertiary Education and Training	1,244,888
Other expenses	3,663,125					3,663,125
Total Other Expenses to be Incurred by the Crown	3,663,125					4,925,911
Capital Contributions to Other Persons or Organisations		All transferred from Vote Tertiary Education				
		Capital Contributions to Wananga		5,610	Capital Contributions to Wananga	5,610
		Wairarapa Community Polytechnic Second Crown Loan		1,208	Wairarapa Community Polytechnic Second Crown Loan	1,208
		Student Loans		167,575	Student Loans	167,575
Other capital contributions	17,816					17,816
Total Capital Contributions to Other Persons or Organisations	17,816					192,209
Total Appropriations	5,120,940			1,617,096		6,738,036

Part G2 - Changes in Crown Revenue Classification

Crown Revenue							
Current Revenue			All transferred from Vote Tertiary Education				
Crown Entity Recoveries	2,593		Student Loans - Accumulated Interest	2,745		5,338	
			Student Loans - Administration Fee	23,923	Student Loans - Accumulated Interest	23,923	
			Tertiary Investments - Interest	923	Student Loans - Administration Fee	923	
			Tertiary Recoveries	23	Tertiary Investments - Interest	23	
Other Revenue	9,148			600	Tertiary Recoveries	600	
Capital Receipts	11,741					39,955	
Asset Sales	1,200		All transferred from Vote Tertiary Education			4,700	
			Student Loans - Repayment of Principal	3,500		13,180	
			Tertiary Investments - Repayments	13,180	Student Loans - Repayment of Principal	13,180	
				567	Tertiary Investments - Repayments	567	
Total Crown Revenue and Receipts	12,941	1,200				18,447	
				45,461		58,402	

