

VOTE Education

VOTE Education

OVERVIEW

Appropriations sought for Vote Education in 1998/99 total \$7,070.701 million. This is to be spent as follows:

- \$943.364 million (13.3% 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).
- \$381.666 million (5.4% of the Vote) on the purchase of educational services from education Crown entities and other non-departmental providers.
- \$236.630 million (3.4% of the Vote) on allowances, bursaries, scholarships and grants.
- \$4,611.029 million (65.2% of the Vote) on provision of educational services from schools, tertiary education institutions and early childhood education providers, as well as other expenses.
- \$206.209 million (2.9% of the Vote) on additional capital investment in schools.
- \$691.803 million (9.8% of the Vote) on capital for student loans and for other organisations.

The Ministry expects to collect \$76.810 million of Crown revenue in 1998/99, most of which is interest on, and repayment of, student loans.

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	<i>Accident Rehabilitation and Compensation Insurance Corporation</i>
Central Crown entities	<i>Includes ECDU, ETSA, NZQA, SES and the Careers Service</i>
Chartered early childhood centres and services	<i>Centres and services which 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</i>
DRS	<i>Directly Resourced for Salaries</i>
ECDU	<i>Early Childhood Development Unit</i>
EDI	<i>Education Development Initiative</i>
EFTS	<i>Equivalent Full-Time Student</i>
ERO	<i>Education Review Office</i>
ESOL	<i>English for Speakers of Other Languages</i>
ETSA	<i>Education and Training Support Agency</i>
Integrated school	<i>A school which is integrated into the State system in terms of the Private Schools Conditional Integration Act 1975</i>
ITO	<i>Industry Training Organisation</i>
Kura kaupapa Māori	<i>A school established where te reo Māori (the Māori language) is the principal language of instruction</i>
LEOTC	<i>Learning Experiences Outside the Classroom</i>
Licensed early childhood centres	<i>Centres which meet all the health, safety and management requirements of the Education (Early Childhood Centres) Regulations 1990</i>
National Qualifications Framework	<i>A register of national qualifications and standards for learner attainment</i>
NSR	<i>Non-Study Right – where the Study Right entitlement to a higher rate of tuition subsidy is not, or is no longer, available</i>
NZCER	<i>New Zealand Council for Educational Research</i>
NZQA	<i>New Zealand Qualifications Authority</i>
PAFT	<i>Parents as First Teachers</i>
POD	<i>Property Occupancy Document</i>

Private school	<i>A school which is not a State school or an integrated school</i>
PTE	<i>Private training establishment – an establishment, other than a State tertiary institution, that provides post-school education and vocational training</i>
SES	<i>Specialist Education Services</i>
SR	<i>Study Right – a policy to provide tertiary tuition subsidies for domestic students at a higher rate for school leavers and beneficiaries than for mature students. Refer also to “Study Right Tuition Subsidy Prescription”</i>
Study Right ratio	<i>The number of Study Right students as a proportion of the total number of students</i>
TEI	<i>Tertiary education institution - including colleges of education, polytechnics, universities and wananga</i>
TFEA	<i>Targeted Funding for Educational Achievement</i>
TIE	<i>Targeted Individual Entitlement</i>
TOP	<i>Training Opportunities Programme</i>
UNESCO	<i>United Nations Educational, Scientific and Cultural Organisation</i>
Unit Standard	<i>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</i>

Footnotes

Note 1	<i>The reduction in non-departmental output class appropriations in 1998/99 results from the partial transfer of Training Opportunities Programme (TOP) funding to Vote Employment, while the reduction in benefit expenses reflects the transfer of student allowances scheme administration to Income Support from 1 January 1999. Income Support will form part of a new integrated employment and income support agency from 1 October 1998.</i>
Note 2	<i>Not applicable as Crown revenue is not appropriated.</i>
Note 3	<i>Appropriations are stated GST inclusive (where applicable).</i>
Note 4	<i>The 1998/99 appropriation for D1 Policy Advice includes provision of \$5.544 million for the planned transfer of tertiary assets to tertiary education institutions and implementation of a capital charge scheme (although this is subject to decisions from the tertiary education review).</i>

Note 5	<i>The estimated number of statements of verification of service delivery from early childhood services in 1998/99 excludes statements from Kohanga Reo although these were included in 1997/98.</i>
Note 6	<i>The change in the number of days to process a claim under the School Risk Management Scheme better reflects experience. It includes the time from which the claim against the Scheme is made to State Insurance.</i>
Note 7	<i>The decrease between 1997/98 and 1998/99 for D2 Management of Agreements with Education Service Providers mainly reflects the transfer of provision of school support services to D3 Curriculum Development and Support of Curriculum Implementation and administration of student loans and allowances to D5 Payment of Salaries and Entitlements.</i>
Note 8	<i>The increase in funding for 1998/99 for D3 Curriculum Development and Support of Curriculum Implementation reflects the transfer of school support services from D2 Management of Agreements with Education Service Providers and financial advisory services from D6 Dissemination of Information.</i>
Note 9	<i>The reduced cost of D4 Ministerial Services in 1998/99 reflects revised cost allocations between output classes.</i>
Note 10	<i>Responsibility for the administration of student allowances will transfer to Income Support from 1 January 1999. Income Support will form part of a new integrated employment and income support agency from 1 October 1998.</i>
Note 11	<i>The increased appropriation in 1998/99 for D5 Payment of Salaries and Entitlements reflects the transfer of student loans and allowances administration from D2 Management of Agreements with Education Service Providers and non-departmental output class O3 Assessment of Entitlements or Eligibility.</i>
Note 12	<i>Reduced costs in 1998/99 for D6 Dissemination of Information mainly reflect the transfer of financial advisory services to schools to D3 Curriculum Development and Support of Curriculum Implementation.</i>
Note 13	<i>The Operations Grant to schools (including integrated schools) includes a component relating to non-capital maintenance costs recurring within a 10-year cycle.</i>
Note 14	<i>Maintenance and upgrade of sites occupied by early childhood services are resourced by the respective services.</i>

Note 15	<i>The GST-exclusive cost in 1998/99 includes funding for capital charge on school land and buildings of \$499.439 million (\$461.967 million in 1997/98).</i>
Note 16	<i>Rental rates are set within various collective employment contracts for teachers and caretakers. The Ministry of Education is able to influence the rental income target through occupancy rates only.</i>
Note 17	<i>The GST - exclusive cost in 1998/99 includes funding for capital charge on teacher and caretaker housing of \$17.722 million (\$17.655 million in 1997/98).</i>
Note 18	<i>The higher standard in 1998/99 reflects increased funding allocated to the Learning Experiences Outside the Classroom programme.</i>
Note 19	<i>Appropriateness: The extent to which the programmes' aims are consistent with the needs of the client.</i> <i>Effectiveness: The extent to which the programmes fulfilled their aims.</i>
Note 20	<i>In 1998/99 funding for assessment of applications for student loans and allowances against agreed criteria, including establishment of loan accounts and delivery of correct allowances, has been allocated to departmental output class D5 Payment of Salaries and Entitlements. These outputs are estimated to cost \$9.849 million (GST inclusive).</i>
Note 21	<i>The 1997/98 standard includes assessment for Special Education Discretionary Assistance and the Ongoing Resourcing Scheme.</i>
Note 22	<i>Appropriateness: The extent to which the focus of the information provided is consistent with the users' needs.</i> <i>Effectiveness: Accuracy, ie, all material facts are included and are accurate. Timeliness, ie, information is provided within the times required.</i>
Note 23	<i>In 1998/99 a proportion of funding in O5 Provision of Information and Advisory Services related to TOP was transferred to Vote Employment.</i>
Note 24	<i>In 1998/99 a proportion of funding in O6 Management of Contracts related to TOP was transferred to Vote Employment.</i>
Note 25	<i>The change in funding for O7 Development and Registration of Standards and Qualifications reflects decisions taken in the 1997 Budget.</i>

Note 26	<i>Non-departmental output class O8 was previously called Parental Development.</i>
Note 27	<i>The Family Start and Early Start initiatives are being run jointly between the Department of Social Welfare, the Ministry of Education and the Ministry of Health.</i>
Note 28	<i>Appropriateness: The extent to which the services'/programmes' aims are consistent with the needs of the clients/consumers.</i> <i>Effectiveness: The extent to which the services/programmes fulfilled their aims.</i>
Note 29	<i>From 1 July 1998 approximately 60% of TOP funding has been transferred from O9 Training for Designated Groups to Vote Employment for purchase of employment-related training.</i>
Note 30	<i>The reduction in funding for ETSA in 1998/99 reflects the transfer of administration funds related to the purchase of TOP to Vote Employment.</i>
Note 31	<i>The majority of Specialist Education Services funding is under Other Expense - Special Needs Support (refer to Part D3). In 1998/99 it includes full-year funding for Early Childhood, Speech Language and Severe Behaviour initiatives.</i>
Note 32	<i>From 1 July 1998 hourly subsidy rates for early childhood education have been increased by 2%.</i>
Note 33	<i>Centrally funded teacher salaries includes salaries grant for management.</i>
Note 34	<i>The change in directly resourced salaries reflects increasing participation of schools in DRS and the impact of a change to the calculation of the DRS formula.</i>
Note 35	<i>Under the Special Education 2000 initiative Special Education Discretionary Assistance ceased in 1997 to be replaced by the Ongoing Resourcing Scheme, targeted at those learners with high to very high special education needs.</i>
Note 36	<i>Private school subsidies increase for 1999 from 25% to 30% of average State school costs for years one to 10.</i>
Note 37	<i>The Government's Study Right policy is explained in Prescription: Study Right Tuition Subsidy 1997, Ministry of Education, Wellington. Letters "A" to "I", "P" and "X" refer to the tertiary funding categories as set out in the book The EFTS Funding System 1997, Ministry of Education, Wellington.</i>

Note 38	<i>Other comprises \$4.738 million for School Support projects in 1998/99. Last year it included \$300,000 for Special Education 2000 and \$2.5 million for School Support projects.</i>
Note 39	<i>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.</i>
Note 40	<i>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.</i>

VOTE 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 will make an important contribution to the Government's goals of maintaining strong economic growth and building a fair and inclusive society, by equipping New Zealanders with the skills and knowledge to make the best of their lives and, in so doing, ensuring that New Zealand has a highly skilled and knowledgeable workforce to maintain our place in a highly competitive world.

Government Outcomes

The Minister of Education is purchasing outputs in Vote Education in order to give effect to the Government's strategic priorities in education and training while recognising that education and training also has a key role in:

- improving the innovation and productivity of New Zealanders, thereby contributing to New Zealand's strong economic growth
- enhancing the ability of individuals, families and communities to actively participate in New Zealand's economic, social and cultural development

In particular, the Government is seeking progress towards becoming a more highly knowledgeable and skilled nation through policies and strategies that:

- enhance effectiveness of education systems to achieve good quality outcomes and that maximise educational gains in cost-effective ways
- are responsive to individuals and groups with diverse and special needs and/or who are at risk of poor educational outcomes
- are responsive to the changing skill and knowledge requirements for a modern international economy
- encourage excellence and lifetime learning.

Particular emphasis will be placed on:

- supporting the learning of students through an effective national curriculum with specified learning outcomes; an overarching framework that ensures the quality of all major qualifications; and access to and application of information technology

- achieving high levels of participation, retention and achievement of all students who are at risk of not succeeding at all levels in the education sector, and especially to reduce the present educational disparities associated with Māori and Pacific Island students
- developing an early childhood sector that has high participation for key groups, including Māori and Pacific Island children; provides a high-quality learning environment; and assists the development of strong and effective parenting skills
- developing a school sector with the capability to meet the requirements of national and regional roll growth and growing diversity of demand through ensuring adequate supply of qualified, well-trained teachers; development of an integrated teaching service; and adequate supply and effective management of school accommodation
- improving the management and performance of all schools by providing support for more effectively managing under-performing schools; and for ongoing professional development of teachers, principals and boards of trustees
- achieving high levels of participation, particularly by young people, in workplace and post-school formal learning environments.

To support the achievement of the Government's outcomes, the appropriations 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, 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 independent schools
- tertiary education and training at all levels
- equality of opportunity and access in education through the provision of student allowances, certain scholarships and bursaries for eligible students, and provision of loans to students.

In addition, these appropriations for 1998/99 will place particular emphasis on:

- promoting flexibility and diversity in the compulsory education sector. This includes changes to the formula for the direct resourcing of teachers' salaries, additional funding to help meet the needs of independent schools and the continuation of the Targeted Individual Entitlement (TIE) scheme
- improving access to high quality education for students at risk of underachievement, through the continuation of the School Support project and additional support for the "Books in Homes" programme

- resourcing roll growth through the provision of significant resources to address school accommodation needs
- supporting and enriching the curriculum including resources to promote the use of information technology in schools and the extension of the Learning Experiences Outside the Classroom (LEOTC) programme.

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

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

Output Classes	Related Outcomes
Policy Advice	Contributes to the Government's education outcomes by providing the Government with high-quality advice, based on current research, on how to enhance the capability and performance of the education system and increase the education participation and achievement of all students at risk, including Māori.
Management of Agreements with Education Service Providers	Contributes to the Government's education outcomes by ensuring effective control over public expenditure and the responsive implementation of education programmes and disbursement of resources.
Curriculum Development and Support of Curriculum Implementation	Contributes to the Government's education outcomes by: <ul style="list-style-type: none"> • the development and implementation of the New Zealand curriculum for schools, and a curriculum for early childhood services • the provision of support services to schools at risk of failure • the development and introduction of test instruments and procedures for national monitoring and assessment of student achievement.

Output Classes	Related Outcomes
Payment of Salaries and Entitlements	Contributes to the Government's education outcomes through the payment of school sector salaries and allowances, the payment of miscellaneous entitlements and student loans and allowances schemes.
Dissemination of Information	Contributes to the Government's education outcomes by disseminating timely and accurate statistical and research information, information about education policy and good practice to the education community and the wider public.
Provision of School Sector Property Provision of Teacher and Caretaker Housing	Contributes to the Government's education outcomes by: <ul style="list-style-type: none"> ensuring the prudent management of fiscal and business risk and 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
Advice on Educational Policy	Contributes to the Government's education outcomes by providing advice on education policy issues and current independent research on the effectiveness of education.
Curriculum Support	Contributes to the Government's education outcomes by funding delivery of professional development and advisory support to those involved in early childhood services and in schools, to give support to the curriculum and to enhance self-management.

Output Classes	Related Outcomes
Assessment of Entitlements or Eligibility	Contributes to the Government's education outcomes by determining eligibility for secondary school qualifications, special education resourcing and some bursaries and scholarships for those who might not otherwise have access to education and training, and delivering correct entitlements.
School Transport	Contributes to the Government's education outcomes by providing school transport services to eligible students of State and integrated schools.
Provision of Information and Advisory Services	Contributes to the Government's education outcomes by providing information on Government educational policy and programmes, and providing general advisory services to the public, community groups, industry and the education community.
Management of Contracts	Contributes to the Government's education outcomes through the negotiation and management of contracts on behalf of the Crown, including monitoring of performance and management of payments to third parties.
Development and Registration of Standards and Qualifications	Contributes to the Government's education outcomes by developing, maintaining and reviewing unit standards and qualifications for registration on the National Qualifications Framework.
Supporting Parenting	Contributes to the Government's education outcomes by purchasing programmes and advice to develop parenting skills to enhance children's development and education.

Output Classes	Related Outcomes
Training for Designated Groups	Contributes to the Government's education outcomes by funding the delivery of education services which provide 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.

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. This transfer was required while existing purchase agreements for this expenditure were reviewed. It is anticipated these reviews will be completed by the end of this financial year.

In 1998/99 non-departmental output classes are further reduced by the partial transfer of the Training Opportunities Programme (TOP) to Vote Employment, for purchase of employment-related training. This year also sees the start of the transfer of administration of student allowances to Income Support effective from 1 January 1999. Income Support is to form part of a new integrated employment and income support agency from 1 October 1998.

Expenditure and Revenue Trends: 1993/94 to 1998/99

Departmental outputs

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

- capital charge - this has increased as a result of the increased value of the property portfolio, which has arisen from:
 - additional Government investment in schools
 - annual revaluation of the property portfolio

- fluctuations in the general rate applied (from 10.8% for 1993/94, 9.9% for 1994/95, 11.5% for 1995/96 and 1996/97, and 11% for 1997/98)
- depreciation - which has also increased in line with the growth in the value of the school property portfolio
- maintenance - which varies according to the nature of expenditure on deferred works.

There has also been funding for:

- additional activities such as the operation of national monitoring of student achievement and development and introduction of transition point and school entry assessment programmes
- increased Ministry capacity for policy advice and property management from 1997/98
- an increase in the cost of teacher payroll services
- provision for additional curriculum support material.

In 1998/99 there is also provision for the planned transfer of assets to Tertiary Education Institutions (TEIs) and the implementation of a tertiary capital charge (subject to decisions from the Tertiary Review). Otherwise, costs of outputs have generally reduced owing to efficiencies achieved by the Ministry.

Non-departmental outputs

The growth in funding for non-departmental output classes reflects demand for early childhood, compulsory and tertiary education and training services, particularly:

- increased participation in early childhood education 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 improved staffing ratios in 1995/96 and significant increases in the per-pupil funding rates from 1996/97
- increased teacher wage costs from 1994/95 and 1996/97
- additional resources to support curriculum initiatives, teacher professional development and training for boards of trustees
- improved resourcing for special needs students from 1996/97
- development of the Skill New Zealand strategy and other industry training initiatives (for example, Skill Enhancement)
- Equivalent Full-Time Student (EFTS) funding for increased participation in tertiary education. This has been partially offset by the reduction in per-EFTS tuition subsidies.

In 1996/97 and 1997/98 some major non-departmental output classes were transferred to Other Expenses. The reasons for this technical change are described above. From 1998/99 a substantial part of TOP funding has been transferred to Vote Employment.

Benefits and other unrequited expenses

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

However, from 1 January 1999 administration of these allowances will be the responsibility of Income Support and the lower costs for 1998/99 reflects the transfer of the allowances appropriation to Vote Social Welfare from that date.

Other expenses

The increase in Other Expenses, in 1996/97 and 1997/98, reflects 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
- impact of wage settlements for primary teachers and principals and a change to the formulae for Directly Resourced for Salaries (DRS)
- provision for increased numbers of tertiary students, particularly postgraduate students.

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 a decline in the cost of leases related to the former Department of Education and education boards.

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.

Revenue

Interest revenue, establishment fees and repayments related to student loans have been steadily increasing throughout the review period. Other changes between years particularly include recoveries from Crown entities (\$16 million in 1993/94) and Accident Rehabilitation and Compensation Insurance Corporation (ACC) experience rating rebates.

Analysis by Appropriation Type: 1997/98 and 1998/99 Compared

Total appropriations for Vote Education in 1998/99 are \$7,070.701 million, an increase of \$49.74 million over 1997/98. The changes in expense appropriations between these years include provision for:

- the full-year effect of the settlements for school principals and primary teachers
- costs of additional accommodation required by roll growth
- ongoing implementation of recently announced special education initiatives
- the effect of transferring some TOP funding to Vote Employment and administration of student allowances to Income Support
- new initiatives costing approximately \$81.555 million this year (plus increased investment in school property assets), for changes to the formula for DRS and other initiatives to promote flexibility and diversity in the schools sector, improve access to high-quality education for students at risk of underachievement, and support the delivery of the curriculum.

Figure 1 - Comparison of Total Appropriations: 1997/98 and 1998/99(see note 1)

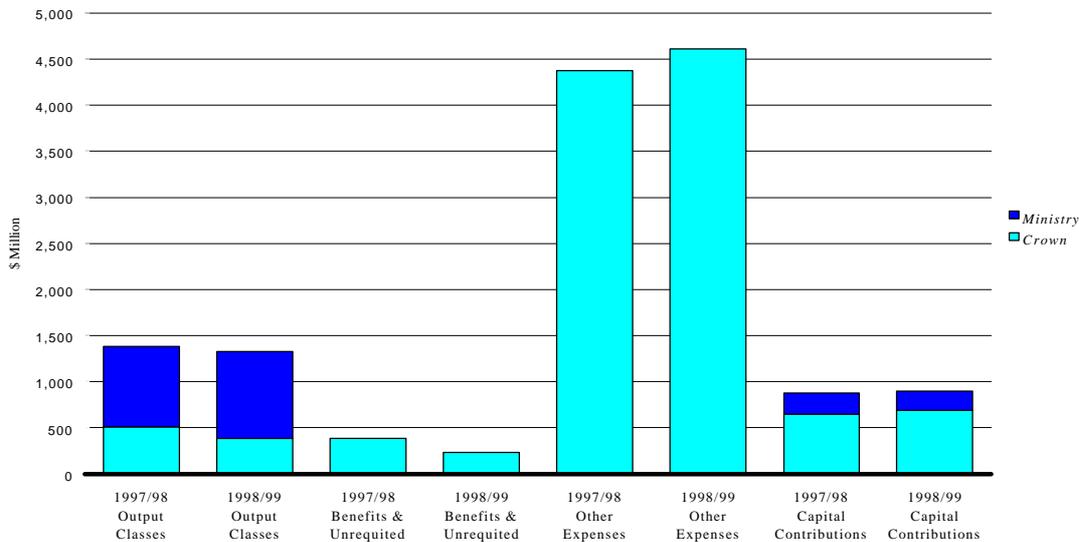
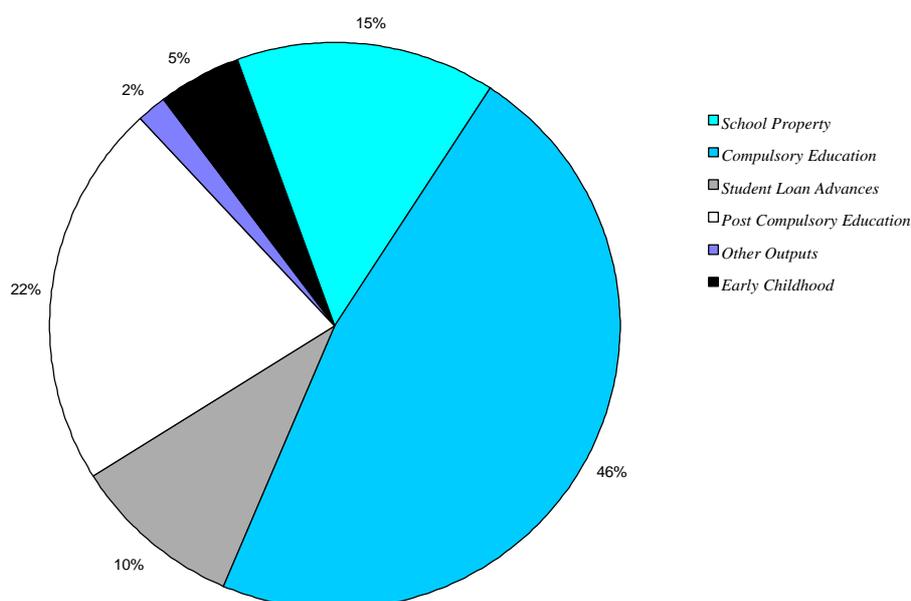


Figure 2 - Analysis of 1998/99 Appropriations by Sectors

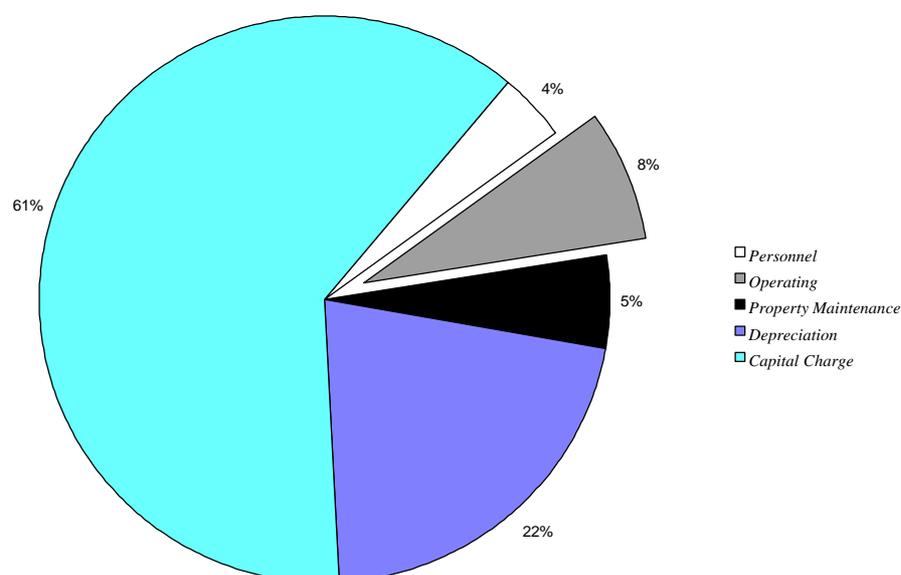
Departmental outputs

Appropriations for the purchase of departmental outputs in 1998/99 of \$943.364 million, have increased by \$68.194 million (including GST) relative to 1997/98 (see Part B1 for details). This change particularly reflects government decisions to:

- provide for increased depreciation and capital charge expenses arising from further investment in schools for roll growth and revaluation of school property assets (in output class D7)
- transfer some student loans and allowance administration costs to output class D5 (previously charged to non-departmental output class O3)
- provide for implementation of tertiary management reforms, including the planned introduction of a tertiary capital charge (this is, however, subject to decisions on the tertiary education review).

These increases have been partially offset by:

- the removal of additional funding provided in 1997/98 for the review of tertiary education and the development of a Māori education strategy
- lower forecasts for losses on sale of school property assets compared to 1997/98.

Figure 3 - Analysis of 1998/99 Departmental Expenditure

Non-departmental outputs

Appropriations for the purchase of non-departmental outputs have decreased by \$126.994 million for 1998/99 to \$381.666 million (see Part B1 for details). This is mainly due to the transfer of some TOP funds to Vote Employment as outlined above. Funding for student loan and allowance administration has also been allocated to departmental output classes this year.

These decreases are partially offset by increased provision for various policy initiatives, particularly:

- continued professional development opportunities for principals and teachers in schools, including support for Special Education 2000
- expansion of existing interventions such as drug education, books in homes and LEOTC
- additional support for Māori and Māori medium teachers and for education in te reo Māori
- promotion of the use of information and communications technologies in schools.

Benefits and other unrequited expenses

Funding of \$236.630 million has been appropriated for benefits and other unrequited expenses - mainly for student allowances (see Part B1 for details). This is a decrease of \$149.775 million relative to 1997/98, because administration of these allowances will become the responsibility of Income Support from 1 January 1999, and the appropriation has been transferred to Vote Social Welfare from that date.

Other expenses

Other expenses are \$4,611.029 million, an increase of \$236.105 million between 1997/98 and 1998/99 (see Part B1 for details).

The higher expenditure reflects roll-related increases in early childhood education sessional payments and school operations funding, provision for increased numbers of tertiary students, particularly postgraduate students, and negotiated adjustments to teachers' and principals' salaries, as well as provision for full implementation of recently announced measures for resourcing special education.

Funding is also provided for implementation of policy initiatives, particularly:

- an increase in per-pupil funding rates for schools and early childhood education services
- changes in the formulae for DRS.

These increases are offset by the completion of the programme assisting integrated schools to bring their buildings up to State standard.

Capital contributions and purchase or development of capital assets

Capital contributions have increased by \$22.833 million in 1998/99 to \$898.012 million (see Part B1 for details).

For the Crown the increased contributions of \$44.323 million reflect provision for student loans to meet the anticipated growth in attendance at tertiary institutions and forecast increases in the level of fees.

The capital injection into the Ministry, which owns and manages the school property portfolio, is \$206.209 million in 1998/99. 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 \$76.810 million in 1998/99, which is \$6.915 million lower than for 1997/98 (see Part F for details). This is mainly owing to forecast decreases in Crown asset sales, work experience rebates, funding from the Immigration Resettlement and Research Fund toward English for Speakers of Other Languages (ESOL) programmes and recoveries from Crown entities and TEIs. These changes are offset by increases in revenue related to student loans (accrued interest and principal repayments).

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

Total Education Expenses (by functional classification) are approximately \$6,000 million. These include items such as depreciation on non-departmental assets and provision for write-down on student loans (at 17% on interest and 10% on principal).

Statement of financial position

Influences on the statement of financial position include:

- investment by the Crown in school property, Crown entities and student loan advances (less any provisions for write-down)
- changes in accruals and prepayments arising from the timing of expenditure, including advances to schools and early childhood services, teacher salaries, including holiday pay, and student allowances.

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).

This includes the impact of student loan advances, which are shown as an investing activity, offset by any recoveries of principal. Cash received for interest and fees charged on student loans are shown as operating cash flows.

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	1993/94	1994/95	1995/96	1996/97	1997/98		1998/99 Appropriations to be Used				
	Actual \$000	Actual \$000	Actual \$000	Actual \$000	Budget \$000	Estimated Actual \$000	By the Department Administering the Vote		For Non-Departmental Transactions		Total \$000
							Annual \$000	Other \$000	Annual \$000	Other \$000	
Operating Flows											
Classes of Outputs to be Supplied	4,731,102	4,798,116	5,003,177	4,270,079	1,383,830	1,378,730	943,364	-	381,666	-	1,325,030
Benefits and Other Unrequited Expenses	262,332	280,895	309,956	351,086	386,405	386,405	N/A	N/A	236,630	-	236,630
Borrowing Expenses	-	-	-	-	-	-	N/A	N/A	-	-	-
Other Expenses	6,721	5,129	2,850	1,069,450	4,374,924	4,371,674	-	-	4,611,029	-	4,611,029
Capital Flows											
Capital Contributions	368,777	439,585	560,842	738,995	875,179	909,750	206,209	-	691,803	-	898,012
Purchase or Development of Capital Assets	-	-	954	1,417	623	623	N/A	N/A	-	-	-
Repayment of Debt	-	-	-	-	-	-	N/A	N/A	-	-	-
Total Appropriations	5,368,932	5,523,725	5,877,779	6,431,027	7,020,961	7,047,182	1,149,573	-	5,921,128	-	7,070,701
Total Crown Revenue and Receipts (see note 2)	54,069	49,207	57,853	67,473	83,725	83,725	N/A	N/A	N/A	N/A	76,810

Part B - Statement of Appropriations

Part B1 - Details of 1998/99 Appropriations (see note 3)

Appropriations	1997/98				1998/99		Description of 1998/99 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	19,419	-	19,419	-	22,366	-	Providing policy advice on aspects of the education system, by anticipating future opportunities and pressures and identifying priorities for redress and recognising the impact of linkages with the international economy on New Zealand's education system. There will be a particular focus on reducing and eliminating disparities in the achievement and participation of Māori. Policy advice includes research on, and evaluation of, the impact of current and potential government interventions on education outcomes and services associated with school sector industrial relations.

D2 Management of Agreements with Education Service Providers	21,911	-	21,911	-	15,478	-	<p>Managing agreements on behalf of the Crown with education service providers or providers of services to the education sector, including:</p> <ul style="list-style-type: none"> • a range of regulatory services • determining and delivering resources to education service providers • administering documents of accountability for central education Crown entities • reporting to the Minister on the Crown's ownership interest in schools, tertiary education institutions and education Crown entities • managing agreements for the provision of school transport services • administering a risk management scheme for school contents.
D3 Curriculum Development and Support of Curriculum Implementation	24,676	-	24,676	-	29,453	-	<p>Ongoing development and review of the national curriculum for schools and a curriculum for early childhood services, and providing support for its implementation in schools and early childhood services. Support of curriculum implementation includes providing programmes and materials to support specific areas of the curriculum as well as information and advice to assist schools and early childhood services provide and manage the learning environment.</p>
D4 Ministerial Services	5,573	-	5,573	-	4,857	-	<p>Providing ministerial services and support to assist the Minister meet his obligations to Parliament, primarily through drafting replies to questions and inquiries put to the Minister of Education and Associate Ministers of Education, or responding to inquiries directly, as requested by the Minister.</p>
D5 Payment of Salaries and Entitlements	12,726	-	12,726	-	24,696	-	<p>Providing administration and payment services relating to school sector salaries and allowances, assessing and paying miscellaneous entitlements to eligible individuals and administering the student loans and student allowances schemes.</p>

Part B1 - Details of 1998/99 Appropriations (Continued)

Appropriations	1997/98				1998/99		Description of 1998/99 Appropriations
	Vote		Estimated Actual		Vote		
	Annual \$000	Other \$000	Annual \$000	Other \$000	Annual \$000	Other \$000	
Departmental Output Classes (Continued)							
D6 Dissemination of Information	8,136	-	8,136	-	7,903	-	Disseminating statistical and research information, information about education policy and good practice, and other education information that is considered of value to the education community and the wider public. The output class also includes providing information relating specifically to the TeachNZ teacher supply communications programme.
D7 Provision of School Sector Property	750,157	-	750,157	-	804,007	-	<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 purchasing and constructing new property through the Roll Growth Programme. <p>Also included in the output class is identifying and disposing of surplus property.</p>
D8 Provision of Teacher and Caretaker Housing	32,572	-	32,572	-	34,604	-	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.
Total Appropriations for Departmental Output Classes (Mode B Gross)	875,170	-	875,170	-	943,364	-	Refer to Part C1 for a full description.

Non-Departmental Output Classes							
O1 Advice on Educational Policy	2,582	-	2,582	-	2,572	-	Providing advice on education policy issues and independent research on the effectiveness of education.
O2 Curriculum Support	64,658	-	64,658	-	75,189	-	Delivery of 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.
O3 Assessment of Entitlements or Eligibility	21,679	-	21,679	-	12,824	-	Assessing and determining eligibility for some bursaries or awards including secondary school qualifications, special education resources, and delivery of correct entitlements.
O4 School Transport	94,105	-	94,105	-	96,719	-	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	25,252	-	25,252	-	21,817	-	Providing information on the Government's educational policy and programmes and general advisory services to the public, community groups, industry and to the education community.
O6 Management of Contracts	19,287	-	19,287	-	10,808	-	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.
O7 Development and Registration of Standards and Qualifications	8,262	-	8,262	-	5,402	-	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.
O8 Supporting Parenting	14,662	-	14,662	-	16,590	-	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.

Part B1 - Details of 1998/99 Appropriations (Continued)

Appropriations	1997/98				1998/99		Description of 1998/99 Appropriations
	Vote		Estimated Actual		Vote		
	Annual \$000	Other \$000	Annual \$000	Other \$000	Annual \$000	Other \$000	
Non-Departmental Output Classes (Continued)							
O9 Training for Designated Groups	258,173	-	253,073	-	139,745	-	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.
Total Appropriations for Non- Departmental Output Classes	508,660	-	503,560	-	381,666	-	Refer to Part C2 for a full description.
Benefits and Other Unrequited Expenses							
Boarding Allowances and Bursaries	5,200	-	5,200	-	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, due to either the distance of the nearest school or bus service from their home or certain approved subjects not being available at the local school.
Early Childhood Grants	5,685	-	5,685	-	6,285	-	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.
Home Schooling Allowances	4,550	-	4,550	-	4,650	-	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.
Interest Subsidy for School Loans	2,496	-	2,496	-	3,280	-	Subsidises interest payments on borrowings by private schools for approved property-related projects.

Māori and Pacific Island Scholarships and Bursaries	6,454	-	6,454	-	6,454	-	Programmes to provide scholarships and bursaries to Māori and Pacific Island students at secondary and tertiary levels, according to established criteria. The programmes include Manaaki Tauiira and Akonga Rua, Māori Education Trust and Polynesian and Pacific Island Education Foundation Scholarships, Ngarimu VC Scholarship Fund and Māori and Pacific Island Scholarships.
National Study Awards	8,164	-	8,164	-	9,031	-	Provision for the costs of teacher study awards, including the replacement of the teacher while on study leave.
Queen Elizabeth II Study Awards	100	-	100	-	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.
Remission of Fees	650	-	650	-	650	-	For student examination fees remitted in cases of hardship.
Student Allowances	353,056	-	353,056	-	200,780	-	Income support payments to eligible full-time students aged 18 or over attending either a secondary school or a recognised full-time course of study at a tertiary institution. From 1 January 1999 administration of student allowances will be transferred to Income Support.
United World Scholarships	50	-	50	-	50	-	Scholarships for attendance at United World Colleges.
Total Appropriations for Benefits and Other Unrequited Expenses	386,405	-	386,405	-	236,630	-	Refer to Part D1 for a full description.

Part B1 - Details of 1998/99 Appropriations (Continued)

Appropriations	1997/98				1998/99		Description of 1998/99 Appropriations
	Vote		Estimated Actual		Vote		
	Annual \$000	Other \$000	Annual \$000	Other \$000	Annual \$000	Other \$000	
Other Expenses to be Incurred by the Crown							
Early Childhood Education	277,485	-	277,485	-	292,122	-	Subsidising early childhood education services for children under six years of age from licensed and chartered early childhood centres and from licence-exempt centres.
Primary Education	1,521,801	-	1,520,301	-	1,676,489	-	Delivering the curriculum for years zero to eight (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	2,315	-	2,315	-	2,260	-	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.
School Transport	1,737	-	1,737	-	1,795	-	Payments to teachers who, as Bus Contollers assist in the provision of school transport assistance.
Secondary Education	1,150,059	-	1,148,559	-	1,189,793	-	Delivering the curriculum for years nine to 13 (Form 3 to Form 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	214,491	-	214,491	-	243,769	-	Providing additional services and 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 and truancy.

Tertiary Education and Training - Postgraduate Courses	181,804	-	181,804	-	194,057	-	Providing funding for teaching and accompanying research across all disciplines by subsidising EFTS places in approved postgraduate courses and programmes across all disciplines.
Tertiary Education and Training - Restricted Specialist Training	53,078	-	53,078	-	52,375	-	Providing funding for teaching and accompanying research by subsidising specified quotas of EFTS places in the fields of dentistry, medicine and veterinary science.
Tertiary Education and Training - Teacher Education	79,022	-	79,022	-	82,791	-	Providing funding for teaching and accompanying research by subsidising EFTS places in approved early childhood, primary, secondary and specialist teacher education courses and programmes. Also includes funding for base grants to colleges of education and for other tertiary education and training services.
Tertiary Education and Training - Undergraduate Courses	870,897	-	870,897	-	873,643	-	Providing funding for teaching and accompanying research by subsidising EFTS places in approved undergraduate courses and programmes. Also includes funding for base grants to State tertiary institutions and for other tertiary education and training services.
UNESCO	1,785	-	1,535	-	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.
Assistance to Integrated Schools	20,450	-	20,450	-	-	-	Provides suspensory loans to former private schools that integrated before 1991, to upgrade their accommodation to State school standard. This programme will be completed in 1997/98 and no further appropriation is required.
Total Appropriations for Other Expenses to be Incurred by the Crown	4,374,924	-	4,371,674	-	4,611,029	-	Refer to Part D3 for a full description.

Part B1 - Details of 1998/99 Appropriations (Continued)

	1997/98				1998/99		Description of 1998/99 Appropriations
	Vote		Estimated Actual		Vote		
Appropriations	Annual \$000	Other \$000	Annual \$000	Other \$000	Annual \$000	Other \$000	
Capital Contributions to the Department							
Capital Investment	227,699	-	227,699	-	206,209	-	- Includes provision for construction of additional primary schools, classrooms including relocatables and other facilities required to meet roll growth.
Total Appropriations for Capital Contributions to the Department	227,699	-	227,699	-	206,209	-	Refer to Part E1 for a full description.
Capital Contributions to Other Persons or Organisations							
Manawatu Polytechnic	6,850	-	6,850	-	2,300	-	- Contribution toward the cost of relocating the Polytechnic onto a single campus in Palmerston North.
School Support Project	1,859	-	1,859	-	1,923	-	- Capital costs of implementing approved school support and schooling improvement projects (other than costs related to school property assets).
Schools Furniture and Equipment	16,105	-	16,105	-	14,656	-	- Provides funds to schools for new furniture and equipment when approved remodelling/upgrading makes existing furniture and equipment obsolete or when additional teaching spaces are provided by the Ministry of Education.
Student Loans	621,779	-	656,600	-	672,924	-	- Provides funds to eligible tertiary students to assist with the costs of tuition fees, course-related expenses and living costs. These loans are repayable at a set rate on income earned over a set threshold.
Northcote College	400	-	150	-	-	-	- Provision of financing to the College to offset the effect of fraudulent losses, to assist with financial consultancy costs and fund legal representation for recovery of the losses. Appropriation for 1997/98 only.

Northland Polytechnic	487	-	487	-	-	-	Contribution toward the cost of relocating the Polytechnic campus in Kerikeri. Appropriation for 1997/98 only.
Total Appropriations for Capital Contributions to Other Persons or Organisations	647,480	-	682,051	-	691,803	-	Refer to Part E1 for a full description.
Purchase or Development of Capital Assets by the Crown							
Auckland College of Education - Kohia School	623	-	623	-	-	-	Provision for the Auckland College of Education to replace the facilities of the Kohia Teachers' Centre. Appropriation for 1997/98 only.
Total Appropriations for Purchase or Development of Capital Assets by the Crown	623	-	623	-	-	-	
Total Appropriations	7,020,961	-	7,047,182	-	7,070,701	-	

Part C - Explanation of Appropriations for Output Classes

Part C1 - Departmental Output Classes

Output Class D1 - Policy Advice

Description

In this output class the Minister will purchase policy advice. Policy advice will be provided to the Minister of Education and the Government on a wide range of issues relating to various aspects of New Zealand's education system. Policy advice will involve a broad focus on educational issues by anticipating future opportunities and pressures, identifying priorities for redress, and recognising the impact of linkages with the international economy on New Zealand's education system. There will be a particular focus on reducing and eliminating disparities in the achievement and participation of Māori.

Policy advice provided will include research on, and evaluation of, the impact of current and potential government interventions on education outcomes, and analysis in relation to learning, curriculum and assessment of learning outcomes; governance and management; education sector infrastructure and resourcing requirements.

In addition, this output class involves the provision of timely and relevant briefings and submissions on significant policy issues and the provision of services associated with school sector industrial relations. This output class will also involve maintaining a capacity to enable the Ministry of Education to provide policy advice in accordance with government priorities and to be responsive should those priorities change.

Particular areas of focus for 1998/99 include:

- information, to strengthen the responsiveness of providers, increase the ability of caregivers and students to interact with providers, and improve the quality of the information about providers and qualifications
- governance and accountability arrangements for education service providers
- a responsive operating environment for providers focusing on a more enabling regulatory environment, more responsive resourcing regimes, the capability of the school teaching profession and the design and implementation of curriculum and qualifications frameworks
- supporting the achievement of better education outcomes for all through lifting the educational achievement of Māori to that of all students and schooling improvement initiatives to raise the educational outcomes in communities facing systemic problems
- aligning education policy with health, welfare and other social policy interventions.

Quantity, quality, timeliness and cost

[Learning, curriculum and assessment of learning outcomes](#)

[Governance and management](#)

[Education sector infrastructure and resourcing requirements](#)

The Ministry of Education will maintain a capability sufficient to enable it to advance policy projects to the position agreed in the Ministry's Policy Work Programme, as modified from time to time during the year by agreement between the Minister of Education and the Secretary for Education.

All policy advice will be provided to the following standards:

- The purpose of each policy paper and submission to the Minister will be clearly stated and will answer the questions raised by the Minister.
- The assumptions behind the advice will be explicit and robust, and the argument will be logical and supported by fact.
- Methods and assumptions for costings will be transparent and robust, and the impact on current departmental and non-departmental baselines and outyears will be identified.
- All known material facts relevant to the advice will be included and accurately presented.
- An adequate range of options will be presented and assessed for benefits, costs, risks, and consequences to the Government and the community.
- Evidence will exist of consultation with other government agencies and interested parties, where applicable, and possible objections to proposals will be identified.
- Implementation issues, technical feasibility, timing, and consistency with other policies will be considered.
- Evidence of the consideration of the impact of the proposals on the achievement and participation of Māori students will be shown.
- Material presented will be effectively summarised, concise, in plain English and free of spelling, grammatical and numerical errors. The format will meet Cabinet Office requirements.

The quality of all completed policy submissions will be attested to, as evidenced by a quality assurance sign-off by a person with the appropriate delegated authority.

All policy advice will be delivered within timelines agreed in the Policy Work Programme, or as otherwise negotiated.

School sector industrial relations

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Renegotiation of eight Collective Employment Contracts, due to expire between 1 February and 31 July 1998, will be managed.	Management of negotiations of Collective Employment Contracts and concurrence to individual employment contracts.

All school sector industrial relations services will be provided to the following standards:

- Management of contract negotiations and concurrence with Individual Employment Contracts will be within agreed parameters as confirmed by Cabinet from time to time.
- Advice to Ministers and actions will be consistent with employment and State sector legislation.
- Processes will provide for consultation with stakeholders in the preparation of the industrial relations strategies.
- Communications with the school sector and wider public will be clear and consistent with government strategies.

Cost

This output class will be provided within the appropriated sum of \$22.366 million (inclusive of GST).^(see note 4)

Year	Cost GST incl \$000	Cost GST excl \$000	Total Revenue GST excl \$000	Revenue Crown GST excl \$000	Revenue Other GST excl \$000
1998/99	22,366	19,880	19,880	19,880	-
1997/98	19,419	17,261	17,261	17,261	-

Output Class D2 - Management of Agreements with Education Service Providers*Description*

In this output class the Minister will purchase a range of services within the broad umbrella of managing agreements, on behalf of the Crown, with education service providers or providers of services to the education sector, including:

- facilitating the establishment of new schools (including kura kaupapa Māori) and tertiary institutions
- reorganising and/or disestablishing existing institutions, primarily schools

- providing assurance on compliance with relevant legislation and policies through the review, negotiation and approval of licences and charters
- determining and delivering resources to education service providers, primarily early childhood services, schools and tertiary education providers, and central education Crown entities
- administering documents of accountability between central education Crown entities and the Minister of Education
- monitoring and reporting to the Minister on the Crown's interest as the primary purchaser/resourcer of education services and on the Crown's ownership interest in schools, tertiary education institutions and central education Crown entities
- managing agreements for the provision of school transport services
- administering a risk-management scheme for school contents.

Quantity, quality and timeliness

[Administration of regulations for establishing and disestablishing education service providers](#)

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Establishment</i>	<i>Establishment</i>
Establishment actions will be taken in the following estimated ranges:	As follows:
<ul style="list-style-type: none"> • 100 to 200 new early childhood services will be licensed 	<ul style="list-style-type: none"> • 100 to 200 applications for new early childhood centre licences processed
<ul style="list-style-type: none"> • 0 to 7 establishment boards for new State schools will be appointed, of which 2 to 4 will be kura kaupapa Māori 	<ul style="list-style-type: none"> • Establishment boards for eight new schools and nine kura kaupapa Māori will be appointed
<ul style="list-style-type: none"> • 5 to 20 new private schools will be registered 	<ul style="list-style-type: none"> • 5 to 20 private schools registration applications processed
<ul style="list-style-type: none"> • 0 to 2 new tertiary education institutions will be established. 	<ul style="list-style-type: none"> • One new tertiary institution established.
All new education service providers will be established in accordance with legislative requirements.	All new education service providers will be established in accordance with legislative requirements.
Licence applications for new early childhood centres will be processed within 30 calendar days of acceptance of an application.	Licence applications for new early childhood centres processed within 30 calendar days of receipt of completed and agreed application.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Establishment boards of trustees for new schools will be appointed, and new tertiary education institutions will be established within one year of ministerial agreement to establish the provider.	Establishment boards of trustees for new schools will be appointed within one year of ministerial establishment of the school.
Applications for new kura kaupapa Māori will be progressed to decision-making stage within two years of application.	Applications for new kura kaupapa Māori progressed to decision making stage within two years of application.
Private school full registration decisions will be made within 10 working days of receipt of the Education Review Office (ERO) report, prepared under the Education Act 1989.	Full registration decision within 10 working days of receipt of the ERO report.
<i>Chartering</i>	<i>Chartering</i>
New charters will be signed for:	New charters processed:
<ul style="list-style-type: none"> • 100 to 200 early childhood services 	<ul style="list-style-type: none"> • 100 to 150 early childhood services
<ul style="list-style-type: none"> • 0 to 10 schools 	<ul style="list-style-type: none"> • 8 to 20 schools
<ul style="list-style-type: none"> • 0 to 3 tertiary education institutions. 	<ul style="list-style-type: none"> • 0 to 3 tertiary institutions.
Charter amendments will be signed for:	Amendments to charters processed:
<ul style="list-style-type: none"> • 100 to 180 early childhood services 	<ul style="list-style-type: none"> • 100 to 180 early childhood services
<ul style="list-style-type: none"> • 250 to 450 schools 	<ul style="list-style-type: none"> • 250 to 450 schools
<ul style="list-style-type: none"> • 2 to 10 tertiary education institutions. 	<ul style="list-style-type: none"> • 2 to 10 tertiary institutions.
Only charters that comply with criteria set out in the Education Act 1989 will be signed or forwarded to the Minister for signature.	Charters issued for early childhood services, schools and tertiary institutions comply with criteria as set out in the Education Act 1989.
Amendments to charters (for schools and early childhood services) will be negotiated within 60 working days of acceptance of an application.	Amendments to charters (for schools and early childhood services) negotiated within 60 working days.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>School reorganisation</i>	<i>School reorganisation</i>
School reorganisation actions will be taken in the following estimated ranges:	As follows:
<ul style="list-style-type: none"> • 30 to 50 changes in school status, of which 0 to 10 will be changes of designation to kura kaupapa Māori 	<ul style="list-style-type: none"> • 25 to 55 school reorganisation applications processed. Applications for 1 to 15 schools designating as kura kaupapa Māori processed
<ul style="list-style-type: none"> • 12 to 18 Education Development Initiatives (EDI)(on average) will be managed, with 7 to 12 EDIs completed during the year. 	<ul style="list-style-type: none"> • 10 to 20 EDIs and/or school closures completed.
All school reorganisations will be managed and implemented in accordance with legislative requirements with:	Reorganisation of schools including kura kaupapa Māori will be managed and implemented in accordance with legislative requirements and agreed methodology:
<ul style="list-style-type: none"> • kura kaupapa designations being processed within 12 months of acceptance of an application 	<ul style="list-style-type: none"> • schools designating as kura kaupapa Māori application processed within 12 months of receipt of completed and agreed application
<ul style="list-style-type: none"> • all other school reorganisation actions being progressed to decision-making stage within six months of acceptance of an application 	<ul style="list-style-type: none"> • school reorganisation applications progressed to decision-making stage within six months of receipt of completed and agreed application
<ul style="list-style-type: none"> • all EDI projects being managed to timelines agreed by the Minister of Education. 	<ul style="list-style-type: none"> • EDI projects and/or schools closures implemented according to timelines agreed to by the Minister of Education.
<i>Integration of private schools</i>	<i>Integration of private schools</i>
Integration agreements will be signed with the proprietors of an estimated 5 to 20 private schools.	5 to 20 schools integration applications will be processed.
All integration agreements will comply with criteria set out in the Private Schools Conditional Integration Act 1975.	Integration agreements will comply with the criteria as set out in the Private Schools Conditional Integration Act 1975.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Applications for the integration of schools will be progressed to decision-making stage within two years of application.	Applications for the integration of schools progressed to decision making stage within two years of application.
<i>Appointments of Commissioners</i>	<i>Appointments of Commissioners</i>
An estimated 4 to 8 school commissioners will be appointed.	5 to 12 commissioners will be appointed.
All commissioners will be appointed within one week of a board of trustees being dissolved.	All commissioners will be appointed within one week of a board of trustees being dissolved.
<i>Disestablishment</i>	<i>Disestablishment</i>
Disestablishment actions will be taken in the following estimated ranges:	
<ul style="list-style-type: none"> • 10 to 60 early childhood services licences will be suspended or cancelled 	<ul style="list-style-type: none"> • 10 to 60 early childhood licences suspended/cancelled
<ul style="list-style-type: none"> • 0 to 20 State schools will be closed 	<ul style="list-style-type: none"> • 15 EDIs and/or schools closures will be managed and implemented to timelines agreed with the Minister.
<ul style="list-style-type: none"> • 0 to 2 special schools will be disestablished 	
<ul style="list-style-type: none"> • 0 to 2 private schools will be deregistered 	
<ul style="list-style-type: none"> • 0 to 2 tertiary education institutions will be closed. 	
All disestablishments of education providers will be managed and implemented in accordance with legislative requirements.	
Existing tertiary education institutions will be disestablished within one year of ministerial approval.	

Delivery of resourcing to schools and early childhood services

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Delivery of resources</i>	<i>Delivery of resources</i>
Payments and subsidies will be made for an estimated:	Entitlements and supplementary payments will be made to:
<ul style="list-style-type: none"> • 320 to 400 State and State-integrated DRS schools, on a monthly basis for salary funding 	<ul style="list-style-type: none"> • not previously identified
<ul style="list-style-type: none"> • 2,620 to 2,780 State and State-integrated schools, on a quarterly basis for operational funding 	<ul style="list-style-type: none"> • approximately 2,800 State, integrated and private schools involving 51,600 transactions
<ul style="list-style-type: none"> • 3,200 to 3,400 early childhood services, three times a year 	<ul style="list-style-type: none"> • approximately 3,300 early childhood services involving 10,000 transactions
<ul style="list-style-type: none"> • 110 to 130 private schools, on a quarterly basis 	<ul style="list-style-type: none"> • not previously identified
<ul style="list-style-type: none"> • 19,500 to 21,000 manual transactions during the year. 	<ul style="list-style-type: none"> • not previously identified.
All school and early childhood services payments will be made in terms of rates and payment schedules notified in current Circulars.	Payments made to early childhood services, schools and other services will be delivered in accordance with notified schedules.
Schools will be notified by 15 November 1998 of:	Schools notified of 1998 staffing entitlements, funding and payment schedules by 14 November 1997.
<ul style="list-style-type: none"> • 1999 funding entitlements and payment schedules 	
<ul style="list-style-type: none"> • 1999 staffing entitlements, consistent with current Staffing Orders-in-Council. 	
Determinations for supplementary resourcing will be processed quarterly for an estimated:	Supplementary resourcing determinations processed:
<ul style="list-style-type: none"> • 800 to 1,100 schools for out of hours art and music classes 	<ul style="list-style-type: none"> • 800 to 1,100 out of hours classes
<ul style="list-style-type: none"> • 340 to 380 schools for Secondary - Tertiary Alignment Resource 	<ul style="list-style-type: none"> • 340 to 380 Secondary - Tertiary Alignment Resource

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<ul style="list-style-type: none"> 7,800 to 11,800 students under the Special Education 2000 Ongoing Resourcing Scheme 	<ul style="list-style-type: none"> 16,000 to 20,000 Special Education 2000
<ul style="list-style-type: none"> 240 to 260 schools for community education 	<ul style="list-style-type: none"> not previously identified
<ul style="list-style-type: none"> 23,000 to 26,500 students of ESOL 	<ul style="list-style-type: none"> 1,900 to 2,100 ESOL determinations for schools
<ul style="list-style-type: none"> 460 to 500 students for TIE. 	<ul style="list-style-type: none"> 460 to 500 TIE.
Applications will be processed for an estimated:	Applications processed for:
<ul style="list-style-type: none"> 300 to 500 replacement teacher travel reimbursements 	<ul style="list-style-type: none"> 300 to 500 replacement teacher travel reimbursements
<ul style="list-style-type: none"> 2,300 to 3,000 relief teacher reimbursements. 	<ul style="list-style-type: none"> 2,300 to 3,000 relief teacher reimbursements.
All supplementary resourcing and reimbursements will be made in terms of current Circulars.	Supplementary resourcing determination processed in accordance with established formulas.
<i>Monitoring</i>	<i>Monitoring</i>
Resource allocation audits will be completed for an estimated total 1,000 to 1,150 early childhood services and State and State-integrated schools, with the associated audit reports forwarded to early childhood services and schools within 30 days of completion of the audit.	Early childhood service and resource allocation audits completed for an estimated 12.5% of the combined total of early childhood services and schools. Resource allocation reports forwarded to early childhood services and schools within 30 days of completion of the audit.
Overall results of primary and secondary school resource allocation audits will be published in the <i>Education Gazette</i> by 31 March 1999.	Overall results of primary and secondary school resource allocation audits will be published in the <i>Education Gazette</i> by 31 March 1998.
95% of the estimated 2,500 to 3,000 ^(see note 5) statements of verification of service delivery returned by early childhood services will be reviewed by 30 June 1999.	95% of an estimated 3,200 to 3,500 statements of verification of service delivery collected and reviewed by 30 June 1998.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Administration of agreements</i>	<i>Administration of agreements</i>
An estimated 20 to 25 agreements with other education service providers will be administered.	24 contracts/agreements with education service providers will be managed.
Agreements with education service providers will be managed in accordance with Ministry of Education contract management policies and procedures.	
Payments will be made to education service providers in accordance with payment schedules set out in current agreements.	Compliance with established Ministry protocols for contract management.
All agreements with education service providers will be signed prior to the commencement of the delivery of services.	Agreements with education service providers will be signed prior to the commencement of the delivery of services.

[Determination and delivery of resourcing to tertiary education providers](#)

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Statements of objectives and funding applications will be evaluated in the following estimated ranges:	Statements of objectives analysed:
<ul style="list-style-type: none"> • 39 tertiary education institutions 	<ul style="list-style-type: none"> • 39 statements of objectives of tertiary institutions analysed
<ul style="list-style-type: none"> • 50 to 80 private training establishments 	<ul style="list-style-type: none"> • 80 funding applications and statements of objectives for private training establishments analysed
<ul style="list-style-type: none"> • 15 other providers of tertiary education services 	<ul style="list-style-type: none"> • 15 statements of objectives of other providers of tertiary education services analysed
<ul style="list-style-type: none"> • 70 to 80 special supplementary grants. 	<ul style="list-style-type: none"> • 36 special supplementary grants allocated to approximately 24 tertiary institutions.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Allocations of approximately 152,000 EFTS places will be made to tertiary education institutions.	149,000 allocations made of EFTS places in tertiary institutions in accordance with the schedule of EFTS allocations approved by the Minister.
Funding will be delivered in accordance with allocations approved by the Minister or as delegated to the Secretary for Education, and within 120 days of the date for receipt of initial documentation and prior to the commencement of the 1999 academic year.	Funding delivered in accordance with allocations approved by the Minister or as delegated.
All payments will be made to tertiary education providers on the first working day of each month or consistently with an otherwise agreed timeframe.	Payments made to State tertiary institutions, private training establishments and other providers of tertiary education services on the first working day of the month or on agreed payment days.
Reconciliations of actual service delivery against funded service delivery will be completed for an estimated 110 to 120 providers, within 90 days of receipt of statistical returns or reports relating to the end of the previous academic year.	Reconciliations of actual service delivery against funded service delivery completed within 90 days of receipt of statistical returns or reports relating to the end of the previous academic year.

Management of agreements with central education Crown entities

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Five annual agreements with central education Crown entities for the provision of services will be managed.	Five agreements signed.
All agreements with the Crown entities will incorporate specific government policy decisions and all issues raised in the letter of intent to each entity, and will be signed by 30 June 1999.	
Quarterly service delivery and performance reports will be analysed for each of the Crown entities and reports to the Minister prepared in relation to each Crown entity each quarter.	Quarterly reports to the Minister on Crown entity performance will be satisfactory in terms of appropriateness and effectiveness.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Payments will only be made to central education Crown entities with current agreements.	
Reports to the Minister on central education Crown entity performance will be satisfactory in terms of:	
<ul style="list-style-type: none"> • appropriateness - that the Ministry's reports provide comment on major concerns and significant issues 	
<ul style="list-style-type: none"> • logic - that assumptions behind advice to the Minister are explicit and that a rationale is provided for the advice 	
<ul style="list-style-type: none"> • timeliness - that reports are provided within 30 working days of receipt of the reports from the Crown entities. 	

School and central education Crown entity ownership monitoring

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Schools</i>	<i>Schools</i>
Reviews of an estimated 2,650 to 2,690 audited financial statements will be completed for the year ending 31 December 1999 or previous year(s).	2,650 to 2,680 State and integrated schools financial statements reviewed.
Follow-up action will be required and taken in relation to all schools whose financial statements disclose a working capital deficit in any year or an operating deficit for two consecutive years, estimated at 90 to 130.	
Applications from boards of trustees will be assessed in the following estimated ranges:	Board of trustees investment and loan applications processed:
<ul style="list-style-type: none"> • 10 to 20 applications relating to investments, all of which will be processed within 10 working days of receipt of all required information 	<ul style="list-style-type: none"> • 10 to 20 board of trustee investments applications processed within 10 working days of receipt of completed applications

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<ul style="list-style-type: none"> 3 to 10 applications relating to loans, all of which will be processed within five working days of receipt of all required information. 	<ul style="list-style-type: none"> 3 to 10 board of trustee loan applications submitted to the Minister within five working days of receipt of complete information.
<i>Central education Crown entities</i>	<i>Central education Crown entities</i>
All major financial trends identifiable in the financial statements of the seven central education Crown entities will be investigated and reported to the Minister quarterly, within 30 working days of receipt of the reports from the entity.	Audited financial statements for State and integrated schools for the year ending 31 December 1996 will be reviewed to identify problems (eg, poor liquidity, continuing deficits) and followed up with boards of trustees.
	Material problems (eg, deficits, low liquidity) identified in Central Crown entity financial statements will be investigated and reported to the Minister.
Information and materials will be provided to the Minister on appointments to boards of central education Crown entities at least 30 days prior to the completion of the term of office of each Ministerial appointee, to enable the Minister to make an estimated 3 to 10 appointments in a timely fashion.	Not previously identified.

[Tertiary ownership monitoring](#)

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Regular reports</i>	<i>Regular reports</i>
The ownership performance of 39 tertiary education institutions will be monitored, with quarterly combined reports provided to the Minister within 60 days of the date the institutions' reports are due with the Ministry of Education.	Financial statements of 39 tertiary institutions will be monitored.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
All major ownership performance trends in the tertiary institution sector will be identified and reported to the Minister.	Major financial trends in the tertiary institution sector will be identified and reported to the Minister within 60 days of the date the institution's reports are due with the Ministry.
<i>Special reports</i>	<i>Special reports</i>
An estimated 1 to 3 special reports on individual institutions will be provided to the Minister, as required, in respect of viability risks identified in financial statements, within 60 days of receipt of the institution's report.	Material problems identified and reported to the Minister as required.
<i>Other matters</i>	<i>Other matters</i>
Applications for a range of decisions will be assessed in the following estimated ranges:	Applications processed as follows:
<ul style="list-style-type: none"> • 20 to 40 applications from tertiary institutions for approvals under Section 192 of the Education Act 1989. 	<ul style="list-style-type: none"> • 10 to 30 applications from tertiary institutions for approvals under section 192 of the Education Act 1989 processed within 60 days of receipt of completed and agreed application.
<ul style="list-style-type: none"> • 0 to 3 applications for capital injections 	<ul style="list-style-type: none"> • 0 to 3 applications for capital injections assessed within 60 days of receipt of completed and agreed application
<ul style="list-style-type: none"> • 0 to 3 applications for mergers of tertiary education institutions. 	<ul style="list-style-type: none"> • Not previously identified.
Applications relating to disposal of assets, borrowing and capital injections will be considered against established criteria as set out in Ministry of Education Desk Files (incorporating <i>Cabinet Office Guidelines</i>) within 60 days of acceptance of an application.	<p>Applications for approval under section 192 of the Education Act 1989 will be reviewed against established criteria.</p> <p>Applications for capital injections from tertiary institutions will be assessed according to the Cabinet guidelines.</p>

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Information and materials will be provided to the Minister on appointments to Councils of tertiary education institutions at least 30 days prior to the completion of the term of office of each ministerial appointee, to enable the Minister to make an estimated 50 to 70 appointments in a timely fashion.	35 to 85 ministerial appointments will be made to governing councils of tertiary institutions. Submissions will be provided, to the Minister's satisfaction, on options for replacement of ministerial appointees to governing councils of tertiary institutions at least 30 days prior to the completion of the term of office of each ministerial appointee.

Provision of school transport services

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Separate contracts will be managed in relation to an estimated:	Contracts will be managed with 11 Education Service Centres for the administration of school bus services, special needs transport and conveyance allowances:
<ul style="list-style-type: none"> • 2,000 to 2,300 daily school bus routes, of which an estimated 500 to 600 will be provided by boards of trustees 	<ul style="list-style-type: none"> • 2,000 to 2,300 daily school bus services
<ul style="list-style-type: none"> • 700 to 800 off-site technology routes 	<ul style="list-style-type: none"> • 700 to 800 manual training routes
<ul style="list-style-type: none"> • 5,500 to 6,500 students with special needs. 	<ul style="list-style-type: none"> • figure included in number of daily bus services for 1997/98.
Payments to contractors providing daily and off-site technology bus services will be made in the estimated range of 4,500 to 5,000.	4,500 to 5,000 payments will be made to bus operators providing daily and/or manual services.
In all notified cases of failure to provide the bus services as contracted, the Ministry will initiate follow-up action with the contractor within one day to rectify the failure.	Not previously identified.
All tenders to provide school transport services will be evaluated against Ministry of Education tender evaluation criteria and new contracts will be signed by 31 January 1999.	Ministry of Education tender evaluation criteria will be applied to all tenders for school bus services. Contracts re-tendered for manual training routes by 31 January 1998.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
All contracts for the provision of school transport services will be managed in accordance with Ministry of Education contract management policies and procedures.	Compliance with established Ministry protocols for contract management.
All payments to transport operators will be made in accordance with the contracts and within 10 working days of the end of each month.	Payments to operators will be made within 10 working days of the end of each month.
Conveyance allowances will be paid to an estimated 8,000 to 9,500 caregivers and will only be paid to eligible caregivers.	Not previously identified.

Risk management of school contents

Performance Dimensions 1998/99	Performance Dimensions 1997/98
A copy of the updated deed for the Schools Risk Management Scheme will be issued to the estimated 1,200 to 1,400 participating schools by 31 January 1999.	Updated deed issued to 1,200 to 1,400 participating State schools by 31 January 1998.
An estimated 150 to 300 claims will be processed, with all claims being processed in terms of the deed within 15 working days ^(see note 6) of acceptance.	180 to 300 payment authorisations will be processed within five working days of receipt of invoice.

Cost

This output class will be provided within the appropriated sum of \$15.478 million (inclusive of GST).^(see note 7)

Year	Cost GST incl \$000	Cost GST excl \$000	Total Revenue GST excl \$000	Revenue Crown GST excl \$000	Revenue Other GST excl \$000
1998/99	15,478	13,758	13,758	13,758	-
1997/98	21,911	19,506	19,241	19,241	-

Output Class D3 – Curriculum Development and Support of Curriculum Implementation

Description

In this output class the Minister will purchase the ongoing development and review of the national curriculum for schools and a curriculum for early childhood services, and the provision of support for its implementation in schools and early childhood services. Support of curriculum implementation includes the provision of programmes and materials to support specific areas of the curriculum as well as information and advice to assist schools and early childhood services to provide and manage the learning environment.

The output class also involves the development of assessment methodologies for assessing and monitoring the educational achievement of students against national curriculum objectives.

Quantity, quality and timeliness

Curriculum development

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Curriculum development</i>	<i>Curriculum development</i>
An estimated 6 to 8 draft and final curriculum statements, and 4 to 5 policy guidelines will be published and distributed to schools.	3 to 7 draft and final curriculum statements will be acceptable to the Minister and published within one month of the Minister's signature.
All curriculum statements will be:	
<ul style="list-style-type: none"> completed consistent with the Curriculum Policy Specifications agreed by the Minister for the development of each statement 	
<ul style="list-style-type: none"> forwarded to the Minister for acceptance, in sufficient time to enable the agreed timelines to be met. 	
The development of all curriculum statements and policy guidelines will be based on and reflect a balance between:	Not previously identified.
<ul style="list-style-type: none"> findings set out in research and literature 	
<ul style="list-style-type: none"> the views of national experts 	

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<ul style="list-style-type: none"> the views of potential users of the statements. 	
<i>Professional development</i>	<i>Professional development</i>
Professional development programmes will be provided in five broad areas to an estimated 650 to 700 schools.	20 to 45 professional development programmes will be completed.
Professional development programmes will be coordinated (through non-departmental outputs) to cover the following estimated ranges:	
<ul style="list-style-type: none"> 2,000 to 2,200 school boards of trustees 	
<ul style="list-style-type: none"> 75 to 85 schools. 	
All contracts for the purchase of non-departmental outputs will be managed in accordance with Ministry of Education contract management policies and procedures. Payments to third parties will be made only when contracted performance requirements have been met, except for any initial part payments.	Compliance with established Ministry protocols for contract management.

Provision of learning and curriculum support materials

Performance Dimensions 1998/99	Performance Dimensions 1997/98
An estimated 20 to 25 new curriculum support material titles will be provided including publications in te reo Māori.	Not previously identified.
All titles in the Ministry of Education <i>Learning Materials Catalogue</i> 1998/99 (currently 1,320) will support the implementation of the New Zealand curriculum, as attested through a quarterly assessment of continued relevance.	95% of published learning material, including the parallel in te reo Māori, will support the published essential learning areas as stated in national curriculum statements.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
An estimated 155 to 160 new learning material titles, including publication in te reo Māori, will be published when they meet:	110 to 135 separate titles will be produced.
<ul style="list-style-type: none"> Ministry of Education publication standards, appropriate to the purpose of each item 	
<ul style="list-style-type: none"> the specific quality requirements for each item. 	
80% of materials on the publishing programme will be published within planned timeframes. The balance of materials will be published within six months of planned timeframes.	80% of learning material will be published within planned timeframes.

Development of national monitoring and assessment

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Assessment resource banks</i>	<i>Assessment resource banks</i>
A further 300 to 400 mathematics, 250 to 400 science and 250 to 300 English assessment items will be added to the resource banks.	A further 300 to 350 mathematics, 350 to 400 science and 150 to 200 English assessment items will be added to the resource banks.
All items will be consistent with the achievement objectives in the respective national curriculum statement, and will be trialled and classified by expert panels.	95% of a selected sample in each programme area will be assessed in accordance with external standards and expert review.
<i>National education monitoring programme</i>	<i>National education monitoring programme</i>
Assessment will be carried out on language, and health and physical skills, with a 3.5% sample of learners at years 4 and 8.	Assessment will be carried out on mathematics, social sciences and information skills, with a 3.5% sample of learners at years 4 and 8.
All tests will be conducted in accordance with the requirements set out by the Advisory Panels established for each essential learning area.	All tests will be conducted in accordance with the requirements set out by the Advisory Panels established for each essential learning area.

Provision of school support services

Performance Dimensions 1998/99	Performance Dimensions 1997/98
An estimated 8% to 12% of schools will have material problems that require external intervention. Thus, support services will be provided to an estimated 215 to 325 schools through School Support Projects.	Material problems identified in the delivery of the National Education Guidelines will be followed up with boards of trustees in accordance with the agreed methodology of the Schools Support Project.
An estimated 8 to 12 Schooling Improvement Initiatives will be in progress, involving an estimated 100 to 150 schools.	3 to 7 Schooling Improvement Projects will be established within six months of the potential problem being identified in strategic planning and prioritised by the Ministry's Strategic Management Group.
Current information (no more than four weeks old) will be maintained on the performance of each school involved in a School Support Project or a Schooling Improvement Initiative.	Not previously identified.
Follow-up action will be taken within one week of a school being assessed as not making progress in terms of its agreed plan.	Implementation plans for established Schooling Improvement Projects managed in accordance with agreed methodology.
Viability studies / business cases will be prepared within six months of an at-risk situation being agreed with a school.	6 to 13 viability studies and business cases will be prepared within six months of the "at risk" situation being identified and agreed with the school.
Business cases and other submissions to the Government to support applications for longer-term financial assistance will be prepared and managed in accordance with Cabinet Office Guidelines.	Viability studies and business cases to the Government for longer-term financial assistance for severely at-risk schools will be prepared and managed in accordance with agreed methodologies.
Funding provision agreements will be prepared and monitored in respect of an estimated at 105 to 165 schools.	Not previously identified.

Financial advisory services to schools

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Financial advice and assistance will be provided in response to an estimated 1,200 to 1,600 requests, with all requests being responded to within five working days of receipt.	1,300 to 1,800 requests for financial advice and assistance with annual accounts will be responded to. 95% of enquiries will be responded to within one day.
Audit progress will be monitored in relation to an estimated 2,650 to 2,690 schools, with support being provided to facilitate the completion of the annual financial statements for an estimated 100 to 150 schools.	Not previously identified.
A national audit status report will be updated at least five times during the period, by the 20th of each month for the end of the previous month.	Not previously identified.

Cost

This output class will be provided within the appropriated sum of \$29.453 million (inclusive of GST). (see note 8)

Year	Cost GST incl \$000	Cost GST excl \$000	Total Revenue GST excl \$000	Revenue Crown GST excl \$000	Revenue Other GST excl \$000
1998/99	29,453	26,180	26,180	26,127	53
1997/98	24,676	21,934	21,934	21,881	53

Output Class D4 - Ministerial Services*Description*

In this output class the Minister will purchase ministerial services and support to assist the Minister meet his obligations to Parliament, primarily through drafting replies to questions and inquiries put to the Minister of Education and Associate Ministers of Education, or responding to inquiries directly, as requested by the Minister. Questions and inquiries include briefing notes, general correspondence (ministerials), parliamentary questions and petitions and select committee inquiries. The output class includes the provision of submissions on operational matters (non-policy submissions) and of advisory support to the Minister in Cabinet committees and select committees.

Quantity, quality and timeliness

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Ministerial services will be provided in the following estimated ranges:	Ministerial correspondence completed:
<ul style="list-style-type: none"> • 1,450 to 1,600 parliamentary questions 	<ul style="list-style-type: none"> • 1,500 answers to parliamentary questions will be provided
<ul style="list-style-type: none"> • 400 to 500 select committee inquiries 	<ul style="list-style-type: none"> • 400 to 600 responses to parliamentary select committee questions will be prepared
<ul style="list-style-type: none"> • 6,000 to 6,500 items of ministerial correspondence, for draft or direct reply, and other ministerial inquiries 	<ul style="list-style-type: none"> • 6,500 draft and direct replies will be prepared
<ul style="list-style-type: none"> • 1,800 to 2,000 briefing notes and submissions on operational matters. 	<ul style="list-style-type: none"> • 1,500 briefing notes and non-policy submissions prepared.
All responses to parliamentary questions will be prepared to timelines in accordance with parliamentary Standing Orders.	Answers to parliamentary questions will be provided within timelines as per parliamentary Standing Orders.
All select committee inquiries will be prepared to specifically agreed timelines.	Responses to parliamentary select committee questions will be prepared within agreed/specified timelines.
95% of draft replies to ministerial correspondence will be acceptable to the Minister in terms of content and technical accuracy. Responses will be made within 20 working days or specifically agreed timelines.	Answers to parliamentary questions will be prepared to the Minister's satisfaction in terms of technical accuracy and content.
Briefing notes acceptable to the Minister will be provided within 20 working days of the request for them or specifically agreed timelines.	Briefing notes will be responded to as specified.

Cost

This output class will be provided within the appropriated sum of \$4.857 million (inclusive of GST).^(see note 9)

Year	Cost GST incl \$000	Cost GST excl \$000	Total Revenue GST excl \$000	Revenue Crown GST excl \$000	Revenue Other GST excl \$000
1998/99	4,857	4,317	4,317	4,317	-
1997/98	5,573	4,954	4,954	4,954	-

Output Class D5 - Payment of Salaries and Entitlements

Description

In this class of outputs the Minister will purchase administration and payment services relating to school sector salaries and allowances, the assessment and payment of miscellaneous entitlements to eligible individuals and the student loans and student allowances schemes^(see note 10). The output includes monitoring payments to identify and investigate any incorrect payments, and taking appropriate corrective action including pursuing repayment where necessary, especially in relation to cases of suspected fraud and abuse.

Quantity, quality and timeliness

Payroll services

Performance Dimensions 1998/99	Performance Dimensions 1997/98
An estimated average 60,000 to 65,000 education sector employees will be paid fortnightly.	40,000 to 75,000 education sector employees will be paid fortnightly.
The fortnightly pays will range between 43,000 and 71,000 during the year.	Not previously identified.
There will be an estimated 97,000 individual employees on the payroll during the year.	Not previously identified.
98% of all pays will be accurate in terms of employment contracts.	98% of input by education service contractors are accurate as assessed by rejection rate.
All payments will be made on advised pay dates.	100% of payments will be made on advised pay dates.

Assessment and payment of entitlements

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Reimbursements</i>	<i>Reimbursements</i>
Reimbursements will be processed in the following estimated ranges:	Teacher Collective Employment Contract reimbursement applications processed:
<ul style="list-style-type: none"> • 1,500 to 2,500 transfer and removal expenses 	<ul style="list-style-type: none"> • 1,500 to 2,500 transfer/removal claims processed
<ul style="list-style-type: none"> • 200 to 450 miscellaneous reimbursements 	<ul style="list-style-type: none"> • Not previously identified
<ul style="list-style-type: none"> • 6,000 to 7,500 mortgage interest payments. 	<ul style="list-style-type: none"> • 5,000 to 7,000 mortgage interest subsidy reimbursements.
All reimbursement applications will be processed accurately in terms of Collective Employment Contracts and current Circulars and within 15 working days of receipt of a completed application.	Teacher Collective Employment Contract reimbursement applications processed within 15 working days of receipt of completed application.
<i>Allowances</i>	<i>Allowances</i>
Applications for allowances will be processed in the following estimated ranges:	Allowances will be processed in accordance with established criteria for:
<ul style="list-style-type: none"> • 600 to 650 TIE supplementary allowances for caregivers 	<ul style="list-style-type: none"> • 460 to 500 TIE supplementary allowances for caregivers
<ul style="list-style-type: none"> • 6,500 to 7,500 home-schooling allowance payments 	<ul style="list-style-type: none"> • 4,000 to 5,000 home-schooling allowance payments
<ul style="list-style-type: none"> • 2,000 to 2,500 boarding bursaries. 	<ul style="list-style-type: none"> • 500 to 1,500 boarding bursary applications.
All allowances will be processed accurately and within 30 working days of receipt of a completed application.	Allowances will be processed within 30 working days of receipt of completed application.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Exemptions</i>	<i>Exemptions</i>
Applications for exemptions will be processed in the following estimated ranges:	Exemptions from enrolment will be processed in accordance with established criteria for:
<ul style="list-style-type: none"> • Home-schooling: 1,000 to 1,500 • Early leaving: 1,500 to 2,000. 	<ul style="list-style-type: none"> • 1,000 to 1,500 home-schooling • 1,500 to 2,500 early leaving.
All applications for exemptions will be processed in accordance with legislative requirements and within 15 working days of the application being accepted.	Exemptions from enrolment will be processed within 15 working days of receipt of completed application.

Administration of student loans and allowances

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Approved courses</i>	<i>Approved courses</i>
A register of an estimated 3,700 to 3,800 programmes and courses approved for student loans and allowances purposes will be maintained.	Not previously identified.
<i>Student loans</i>	<i>Student loans</i>
An estimated 105,000 to 120,000 loan accounts will be established, and an estimated 525,000 to 550,000 draw-downs, payments of fees and repayments will be processed.	100,000 to 110,000 student loan accounts will be established.
All student loan applications will be processed within 15 working days of receipt or of the course start date (whichever is the later).	Not previously identified.
All student loan accounts will be established within three working days of applications being accepted.	Not previously identified.
All student loan draw-downs will be processed accurately.	Not previously identified.
All student loan accounts will be transferred to the Inland Revenue Department correctly.	Not previously identified.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<i>Student allowances</i>	<i>Student allowances</i>
Fortnightly payments of student allowances will vary between an estimated 24,000 to 34,000, excluding payments to universities (until 31 December 1998, when responsibility for this part of the output will be transferred to Income Support from 1 January 1999).	25,000 to 30,000 student allowances, excluding university students, will be approved.
An estimated \$600,000 to \$625,000 of new debt will be established in respect of non-fraudulent overpayments of student allowances.	Not previously identified.
<i>Monitoring</i>	<i>Monitoring</i>
An investigations portfolio of an estimated average 700 to 900 cases will be managed, with resolution of an estimated 165 to 185 cases.	Investigations and prosecutions will be carried out, where necessary, for cases of suspected student loan and student allowances fraud referred to the Ministry. 200 to 400 investigations relating to student loans and student allowances will be carried out.
An estimated \$155,000 to \$165,000 of new debt will be established as a result of investigations in respect of fraud and abuse.	Not previously identified.

Cost

This output class will be provided within the appropriated sum of \$24.696 million (inclusive of GST).^(see note 11)

Year	Cost GST incl \$000	Cost GST excl \$000	Total Revenue GST excl \$000	Revenue Crown GST excl \$000	Revenue Other GST excl \$000
1998/99	24,696	22,392	21,903	21,903	-
1997/98	12,726	11,312	11,312	11,312	-

Output Class D6 - Dissemination of Information

Description

In this output class the Minister will purchase services in relation to the dissemination of statistical and research information, information about education policy and good practice, and other education information that is considered of value to the education community and the wider public. The output class also includes:

- publication of the *Education Gazette*
- preparation of *New Zealand Schools / Nga Kura o Aotearoa*, the annual report to Parliament on the performance of the school sector
- the provision of responses on behalf of the Minister to Ombudsman and Privacy Commissioner inquiries
- provision of responses to requests for information under the Official Information Act 1982 and the Privacy Act 1993.

In addition, the output class includes the provision of information relating specifically to the TeachNZ teacher supply communications programme.

Quantity, quality and timeliness

Performance Dimensions 1998/99	Performance Dimensions 1997/98
Publications / information	Publications / information
11 issues of the <i>Education Gazette</i> (July – December 1998) will meet the timetable published in the 15 December 1997 <i>Education Gazette</i> . New arrangements for the <i>Education Gazette</i> , including style, content and frequency, for 1999 and beyond will be in place by 31 December 1998.	22 issues of the <i>Education Gazette</i> will be published to the published timetable.
An estimated 25 news sheets and minor statistical reports will be published.	15 news sheets and minor statistical reports will be published throughout the year.
<i>New Zealand Schools / Nga Kura o Aotearoa</i> will be prepared and tabled in the House of Representatives in accordance with legislative requirements.	<i>New Zealand Schools / Nga Kura o Aotearoa</i> will be prepared and tabled in the House of Representatives in accordance with legislative requirements.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
An estimated 3,000 to 4,000 public information requests will be processed. All requests will be processed within 15 working days of receipt of the request.	2,500 to 4,500 requests for information from the public will be responded to within 15 working days of receipt of the request.
Statutory responses	Statutory responses
Statutory responses will be provided in the following estimated ranges:	Statutory responses will be provided for:
<ul style="list-style-type: none"> • 40 to 60 Ombudsmen and Privacy Commissioner inquiries • 400 to 500 requests for information under the Official Information Act 1982. 	<ul style="list-style-type: none"> • 30 Ombudsmen and Privacy Commissioner inquiries • 510 official information requests.
All statutory responses will be provided in accordance with legislative requirements.	Responses to Ombudsmen inquiries, Privacy Commissioner requests and requests for official information will be prepared in accordance with legislative or other requirements.
TeachNZ	TeachNZ
An estimated 6,000 to 8,000 domestic respondents and an estimated 3,000 to 5,000 overseas respondents will be supplied with information packs.	Inquiries generated by the Teacher Supply Communications Programme including provision of information packs and follow-up: <ul style="list-style-type: none"> • domestic respondents: 5,000 to 7,000 • overseas respondents: 3,000 to 5,000.
An estimated 75% to 80% of respondents to a follow-up survey will rate the information pack as sufficient to inform their next step. (These respondents represent an estimated 20% to 25% of domestic recipients of information packs.)	75% of respondents will be satisfied with the appropriateness of the information supplied, sufficient to make an informed next step.

Cost

This output class will be provided within the appropriated sum of \$7.903 million (inclusive of GST).^(see note 12)

Year	Cost GST incl \$000	Cost GST excl \$000	Total Revenue GST excl \$000	Revenue Crown GST excl \$000	Revenue Other GST excl \$000
1998/99	7,903	7,025	7,025	6,995	30
1997/98	8,136	7,232	7,232	7,202	30

Output Class D7 - Provision of School Sector Property

Description

Under this output class the Minister will purchase services in relation to the provision of the property portfolio (land, buildings and other facilities, excluding school contents) for the State school sector. Property is provided both through the management of the existing property portfolio, focusing on upgrades and improvements for modernisation purposes and health and safety reasons, through the Works Programme and the purchase and construction of new property to meet the demands of roll growth.

Property is provided under the conditions of a Property Occupancy Document (POD) for schools and a tenancy agreement for houses. Under the PODs, responsibility for maintenance of school sector property rests with the respective board of trustees^(see note 13). The school sector property portfolio comprises approximately 2,400 State schools. In addition, there are approximately 500 sites occupied by early childhood services and some surplus tertiary and other properties^(see note 14). The school sector property portfolio has a total value of \$4,700 million.

Also included in the output class is the identification and disposal of surplus property.

Quantity, quality and timeliness

[Maintenance of the school sector property portfolio \(works programme\)](#)

Performance Dimensions 1998/99	Performance Dimensions 1997/98
All schools will have an executed POD.	An estimated 2,400 schools will have an executed POD.
All schools with a compliance schedule will have a current Building Warrant of Fitness.	An estimated 1,950 schools with a Compliance Schedule will have a current Building Warrant of Fitness.
All schools damaged by fire, flooding etc will be provided with alternative accommodation within three working days.	Schools will be able to resume in the event of fire or other emergency within three working days of the event.

Performance Dimensions 1998/99	Performance Dimensions 1997/98
The Works Programme for 1998/99 will be compiled and implemented in accordance with the Government's national priorities for school property and will be finalised as follows:	The Works Programme for 1997/998 will be compiled and implemented in accordance with the Government's national priorities for school property and will be finalised as follows:
<ul style="list-style-type: none"> • New Works - 30 June 1998 	<ul style="list-style-type: none"> • New Works - 31 July 1997
<ul style="list-style-type: none"> • Deferred Works - 30 June 1998 	<ul style="list-style-type: none"> • Deferred Works - 31 July 1997
<ul style="list-style-type: none"> • Financial Assistance Scheme - 31 October 1998. 	<ul style="list-style-type: none"> • Financial Assistance Scheme - 30 November 1997.

Works programme

Element of the Works Programme	Schools with Works Projects	Number of Project Items	Total Budget for Projects \$ Million	Cashflow for 1998/99 \$ Million	% Managed by Boards of Trustees
New Works	1,000 - 1,200	1,200 - 1,400	40	35	95%
Deferred Works	750 - 850	7,000 - 7,500	63	62	95%
Financial Assistance Scheme	600 - 700	800 - 900	25	25	100%
Other Projects ⁽¹⁾	-	-	170	144	-
TOTALS			298	266	

Notes: All projects will be managed within budget.

All completed projects will have a Completion Certificate signed by the Ministry of Education, or a board of trustees on behalf of the Ministry.

(1) This includes projects to support Ministry initiatives (eg, EDIs, school support and technology), risk-management projects and completion of projects carried forward from previous years.

Purchase and construction of new property

Roll growth programme

Programme Component	Number	Total Budget for Projects \$ Million	Cashflow for 1998/99 \$ Million
New schools ⁽¹⁾	-	14	14
New kura kaupapa Māori ⁽²⁾	14	21	17
Site purchases for new schools ⁽³⁾	20	20	20
Additional classrooms ⁽⁴⁾	516	81	37
Secondary/intermediate redevelopments	18	47	40
Total		183	128

Notes: All projects will be managed within budget.

(1) The first new school will open in Term 3 or Term 4 1999. The funding is for the start of the new schools, site works and initial design work for schools to open in the year 2000.

(2) This is to complete establishment of previously announced kura kaupapa Māori on permanent sites.

(3) Includes sites for nine new schools and extensions to 11 existing schools.

(4) Includes 460 roll growth classrooms and classrooms to meet existing deficiencies.

Disposal of surplus property

Performance Dimensions 1998/99	Performance Dimensions 1997/98
All disposals services comply with Cabinet directives and legislative requirements.	All disposals procedures for surplus property comply with Cabinet directives and legislative requirements.
80% of assets will be disposed of within 14 months of being confirmed surplus.	Not previously identified.
Leasehold properties, managed on behalf of the Crown:	
<ul style="list-style-type: none"> Number of leasehold properties: Six 	<ul style="list-style-type: none"> Number of leasehold properties: Six
<ul style="list-style-type: none"> Gross commitment (lease) and operating costs: \$1.8 million 	<ul style="list-style-type: none"> Gross commitment (lease) and operating costs: \$1.720 million

Performance Dimensions 1998/99	Performance Dimensions 1997/98
<ul style="list-style-type: none"> Net commitment (lease and operating costs after net income from sub-leases): \$1.04 million. 	<ul style="list-style-type: none"> Net commitment (lease and operating costs after net income from sub leases): \$758,000.

Cost

This output class will be provided within the appropriated sum of \$804.007 million (inclusive of GST).

Year	Cost GST incl \$000	Cost GST excl (see note 15) \$000	Total Revenue GST excl \$000	Revenue Crown GST excl \$000	Revenue Other GST excl \$000
1998/99	804,007	714,673	714,673	714,517	156
1997/98	750,157	667,458	661,595	661,439	156

Output Class D8 - Provision of Teacher and Caretaker Housing

Description

This output class involves the provision of houses that are available to be rented by teachers, principals and caretakers. The housing portfolio, some 2,750 houses with a value of approximately \$190 million, has two components - those houses that are identified with a particular school and houses that are located in the general community. The output includes negotiating new tenancy agreements, collecting and accounting for rentals received, and the associated maintenance and capital works (including purchase and disposal).

Quantity, quality and timeliness

Performance Dimensions 1998/99	Performance Dimensions 1997/98
The housing portfolio will be managed to achieve an estimated:	The housing portfolio will be managed to achieve an estimated:
<ul style="list-style-type: none"> occupancy rate^(see note 16) of 90% rental income of \$7.500 million. 	<ul style="list-style-type: none"> occupancy rate of 90% rental income of \$7.500 million.

Cost

This output class will be provided within the appropriated sum of \$34.604 million (inclusive of GST).

Year	Cost GST incl \$000	Cost GST excl (see note 17) \$000	Total Revenue GST excl \$000	Revenue Crown GST excl \$000	Revenue Other GST excl \$000
1998/99	34,604	30,759	30,759	23,259	7,500
1997/98	32,572	29,064	28,064	20,564	7,500

Part C2 - Non-departmental Output Classes***Output Class O1 - Advice on Educational Policy***

Under this class of outputs the Minister of Education purchases advice on educational policy issues and independent research. Accordingly the outputs in this class are:

- Advice on Educational Policy Issues - provision of advice to the Minister on policy issues including: comment on policy proposals; comment on policy implementation; liaison with the Minister on policy matters; drafting ministerial letters and briefing papers; answers to parliamentary questions.
- Research on Education - provision of 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 1998/99	Performance Standards 1997/98
Quantity and timeliness		
Policy and research projects will be advanced to the position agreed in the Purchase Agreement with New Zealand Qualifications Authority (NZQA), or as modified between the Minister and the Chief Executive during the course of the year.	As agreed with NZQA.	As agreed with NZQA.

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
Research projects will be completed or advanced to the position agreed in the New Zealand Council for Educational Research (NZCER) Corporate Plan, or to the position modified by agreement between NZCER and the Ministry during the course of the year.	Projects completed or otherwise advanced as specified in the NZCER Corporate Plan (or any agreed modification).	Projects completed or otherwise advanced as specified in the NZCER Corporate Plan (or any agreed modification).
<u>Quality</u>		
Completed policy development monitoring and review projects comply with systematic internal quality assurance processes and conform to the quality criteria set out in Part C1, output class D1 - Policy Advice.	100% compliance.	100% compliance.

Cost

	Output class cost	\$000
1998/99	Advice on Educational Policy Issues to be provided within (GST inclusive)	\$1,139
1998/99	Research on Education to be provided within (GST inclusive)	\$1,433
1998/99	Total output class to be provided within (GST inclusive)	\$2,572
1997/98	Total output class to be provided within (GST inclusive)	\$2,582

Major providers (\$ million GST inclusive)

NZCER (\$1.433); NZQA (\$1.139).

Output Class O2 - Curriculum Support

Under this class of outputs the Minister of Education provides for 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

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

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quantity</u>		
Number of hours of ongoing school support.	200,000 to 240,000	200,000 to 250,000
Number of national professional development participant days.	3,700 to 4,000	3,700 to 4,000
Number of class groups receiving LEOTC services. (see note 18)	14,000 to 18,000	11,000 to 15,000
Number of professional development support programmes.	85 to 90	40 to 50
Number of other curriculum support programmes.	30 to 40	30 to 40
Number of teacher exchange programmes.	40 to 50	40 to 50
Number of drug education programmes.	55 to 65	16 to 18

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<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 19) 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
1998/99	Total output class to be provided within (GST inclusive)	\$75,189
1997/98	Total output class to be provided within (GST inclusive)	\$64,658

Major providers (\$ million GST inclusive)

Thirty to 100 providers of teacher professional development programmes and resources (\$32.641); five providers of drug education programmes (\$2.054); 25 to 35 providers for LEOTC (\$3.954); Royal New Zealand Foundation for the Blind (\$1.506); School Advisory Services (\$23.878); Te Kohanga Reo National Trust Board (\$1.430).

Output Class O3 - Assessment of Entitlements or Eligibility

Under this class of outputs (see note 20) the Minister of Education requires education agencies to determine eligibility for secondary school qualifications, special education resources and some bursaries or awards, and 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 learners with high to very high special education needs, assessment provided in relation to section 9 of the Education Act or assessment provided for the allocation of equipment for learners with special education needs.
- Māori and Pacific Island Scholarships and Bursaries - assessment and awarding of bursaries and scholarships including the Ngarimu VC and 28th (Māori) Battalion and Manaaki scholarships to eligible Māori and Pacific Island students.
- Study Awards - assessment and awarding of study awards, scholarships and bursaries.

Quantity, quality and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<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 applications for scholarships and bursaries assessed.	6,000 to 12,000	6,000 to 12,000
Number of assessments made for learners with high or very high special education needs. (see note 21)	12,500 to 17,500	20,000 to 25,000
<u>Quality</u>		
Percentage of special education assessments made according to established protocols.	100%	100%

Cost

	Output class cost	\$000
1998/99	Assessments for Qualifications to be provided within (GST inclusive)	\$10,145
1998/99	Special Education Assessment to be provided within (GST inclusive)	\$1,812
1998/99	Māori and Pacific Island Scholarships and Bursaries to be provided within (GST inclusive)	\$717
1998/99	Study Awards to be provided within (GST inclusive)	\$150
1998/99	Total output class to be provided within (GST inclusive)	\$12,824
1997/98	Total output class to be provided within (GST inclusive)	\$21,679

Major providers (\$ million GST inclusive)

NZQA (\$10.145); Specialist Education Services (SES) (\$1.111).

Output Class O4 - School Transport

Under this class of outputs the Minister of Education provides 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 eligible parents where other school transport services are not available to their children.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quantity</u>		
School transport routes:		
<ul style="list-style-type: none"> contracted daily bus routes 	1,500 to 1,700	1,500 to 1,700
<ul style="list-style-type: none"> contracted routes transporting students to manual training 	700 to 800	700 to 800
<ul style="list-style-type: none"> directly resourced routes. 	500 to 600	500 to 600
Number of conveyancing allowance approvals.	8,000 to 9,500	8,000 to 9,000

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
Number of special education assistance approvals.	5,500 to 6,500	4,000 to 6,000
<u>Quality and timeliness</u>		
Services are provided according to contract terms:		
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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
1998/99	Total output class to be provided within (GST inclusive)	\$96,719
1997/98	Total output class to be provided within (GST inclusive)	\$94,105

Major providers

Central Motorways Ltd; Invercargill Passenger Transport Ltd; Madge Coachlines Ltd; Murphy Buses Ltd; Ritchies Transport Holdings; Shaws Transport Ltd; Transbay Coaches Ltd; Transit Group Ltd; Waipawa Buses Ltd.

Output Class 05 - Provision of Information and Advisory Services

Under this class of outputs, education agencies on behalf of the Minister of Education 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.

Quantity, quality and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<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 22) 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
1998/99	Total output class to be provided within (GST inclusive) (see note 23)	\$21,817
1997/98	Total output class to be provided within (GST inclusive)	\$25,252

Major providers (\$ million GST inclusive)

Careers Service (\$5.454); Early Childhood Development Unit (ECDU) (\$1.112); Education and Training Support Agency (ETSA) (\$3.930) and Industry Training Development Fund (\$1.202); NZQA (\$2.910); six to 12 providers of School Administration/Support Clusters (\$2.334); six to 10 providers of boards of trustees training (\$2.750).

Output Class O6 - Management of Contracts

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

- Industry Training - purchase of TOP^(see note 24) and Skill Enhancement programmes, and provision of funds to Industry Training Organisations (ITOs) for training services to industry.

- Nga Kohanga Reo - administration of disbursements to Kohanga Reo for the provision of early childhood education, plus the allocation and management of loans.
- School Transport Contracts - administration of school transport contracts, including monitoring the performance of operators and preparing monthly reports, carrying out route surveys, visiting schools and operators and processing conveyancing allowance and special needs assistance claims.
- 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 Parents as First Teachers (PAFT), Family Start and Early Start.

Quantity, quality and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
Quantity		
Number of industry training, TOP and Skill Enhancement service providers.	As agreed in ETSA Document of Accountability.	As agreed in ETSA Document of Accountability.
Number of Kohanga Reo administered through the contract.	735 to 815	735 to 815
Number of school transport administration contracts.	11	11
Number of licence-exempt services paid.	As agreed in ECDU Document of Accountability.	As agreed in ECDU Document of Accountability.
Number of early intervention service providers.	28 to 36	28 to 36
Number of PAFT contracts.	As agreed in contract with ECDU.	As agreed in contract with ECDU.
Number of Family Start and Early Start contracts.	As agreed in contracts with ECDU, Community Funding Agency and Health Funding Agency.	-

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quality</u>		
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
1998/99	Industry Training to be provided within (GST inclusive)	\$6,704
1998/99	Nga Kohanga Reo to be provided within (GST inclusive)	\$1,250
1998/99	School Transport Contracts to be provided within (GST inclusive)	\$2,200
1998/99	Payment to Licence-Exempt Services to be provided within (GST inclusive)	\$184
1998/99	Special Education Early Intervention Services to be provided within (GST inclusive)	\$62
1998/99	Supporting Parenting to be provided within (GST inclusive)	\$408
1998/99	Total output class to be provided within (GST inclusive)	\$10,808
1997/98	Total output class to be provided within (GST inclusive)	\$19,287

Major providers (\$ million GST inclusive)

ETSA (\$6.704); 11 education service centres for school transport administration (\$2.200); Te Kohanga Reo National Trust Board (\$1.250).

Output Class 07 - 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, and 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 1998/99	Performance Standards 1997/98
<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
1998/99	Total output class to be provided within (GST inclusive) ^(see note 25)	\$5,402
1997/98	Total output class to be provided within (GST inclusive)	\$8,262

Major provider (\$ million GST inclusive)

NZQA (\$5.402).

Output Class O8 - Supporting Parenting

Under this class of outputs^(see note 26) the Minister of Education purchases programmes including PAFT, Family Start and Early Start^(see note 27), 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 1998/99	Performance Standards 1997/98
<u>Quantity</u>		
Number of families involved in PAFT programmes.	9,000 to 9,500	9,000 to 9,500
Number of families supported under Family Start or Early Start.	210 to 420 families over the whole programme.	-
Number of families in parent support programmes.	1,500 to 1,600	1,500 to 1,600
Number of Pacific Island language groups and playgroups supported.	630 to 860	630 to 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 28) , 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, <i>Programme Planning and Implementation Guide</i> .	100% of programmes.	100% of programmes.

Cost

	Output class cost	\$000
1998/99	Total output class to be provided within (GST inclusive)	\$16,590
1997/98	Total output class to be provided within (GST inclusive)	\$14,662

Major providers (\$ million GST inclusive)

Correspondence School (\$2.049); ECDU (\$2.570); Māori Women's Welfare League (\$1.000); six providers of PAFT programmes (\$9.312).

Output Class 09 - 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 Industry Training Fund, Training Opportunities Programme (TOP) and Skill Enhancement.

Quantity, quality and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quantity</u>		
Total training places offered:		
<ul style="list-style-type: none"> • Skill Enhancement • TOP (see note 29) 	600 to 700 5,000 to 5,600	600 to 700 15,000 to 16,000
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.
<u>Quality</u>		
Percentage of programmes provided by NZQA registered providers.	100%	100%

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
Percentage of trainees in TOP and Skill Enhancement programmes who attain at least 70% of the educational credits for which they are assessed.	80%	80%

Cost

	Output class cost	\$000
1998/99	Total output class to be provided within (GST inclusive)	\$139,745
1997/98	Total output class to be provided within (GST inclusive)	\$258,173

Major providers (\$ million GST inclusive)

ITOs, polytechnics and PTEs for Industry Training Fund (\$64.788); accredited providers for Skill Enhancement (\$9.734) and TOP (\$65.223).

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	1997/98 Vote \$000	1997/98 Estimated Actual \$000	1998/99 Vote \$000
Education Crown Entities			
Careers Service	5,454	5,454	5,454
Early Childhood Development Unit	4,274	4,274	4,274
Education and Training Support Agency (see note 30)	21,048	21,048	10,634
New Zealand Qualifications Authority	21,984	21,984	20,246
Specialist Education Services(see note 31)	54,820	54,820	71,673
Other Agencies			
New Zealand School Trustees Association	600	600	600
Royal New Zealand Foundation for the Blind	6,631	6,631	6,651
Te Kohanga Reo National Trust Board	5,255	5,255	4,889

Part D - Explanation of Appropriations for Other Operating Flows

Part D1 - Benefits and Other Unrequited Expenses

Student Allowances

Description

Student allowances are governed by the Student Allowances Regulations 1991 and are paid to assist eligible students with their living expenses while they undertake full-time study.

Eligibility

In general, students are eligible for a student allowance if:

- they are a New Zealand citizen or permanent resident of New Zealand
- they are enrolled in a full-time course/programme recognised for student allowance purposes
- they are aged 18 or over.

Entitlement

The average allowance payable is approximately \$141.00 (after tax) per week. The rates of allowance that students are actually paid vary according to their individual circumstances:

- Allowances payable to single students aged under 25 years are targeted on the taxable income of two parents and include an “at home” or “away from home” rate depending on the student’s living circumstances.
- Allowances payable to single students aged 25 or over are not targeted on parental income and also include an “at home” or “away from home” rate depending on the students’ living circumstances.
- Married students and those with dependants may apply for an allowance, which is at the same level as the Unemployment Benefit.

Payment process

Allowances for students at secondary schools, colleges of education, polytechnics, wananga and PTEs are paid fortnightly through a Ministry payroll system. Allowances for students at university are paid through each university’s own payroll system. Each university receives student allowances’ funding in three main instalments - 1 April, 15 May and 15 August. However these processes will change from 1 January 1999 after administration of student allowances is transferred to Income Support.

Analysis of Student Allowances

The following table details forecast expenditure on student allowances between eligible students attending either a secondary school or a recognised full-time course of study at a tertiary institution. The change in funding between 1997/98 and 1998/99 reflects the transfer of administration responsibilities for student allowances to Income Support from 1 January 1999.

Student Allowances	1997/98 Vote \$000	1997/98 Estimated Actual \$000	1998/99 Vote \$000
Colleges of education	23,919	23,919	12,189
Polytechnics/wananga	136,363	136,363	71,615
Private training establishments	21,412	21,412	11,920
Secondary schools	14,323	14,323	14,770
Universities	157,039	157,039	90,286
Total	353,056	353,056	200,780

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	1997/98 Vote \$000	1997/98 Estimated Actual \$000	1998/99 Vote \$000
Manaaki Taura	4,300	4,300	4,300
Manaaki Akonga Rua	300	300	300
Māori Education Scholarships	664	664	664
Ngarimu VC Scholarship Fund	54	54	54
Polynesian and 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

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 2): Provision of early childhood education for children under two years of age by licensed and chartered early childhood services
- Licensed Early Childhood Education (2 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 1998/99	Performance Standards 1997/98
Quantity		
Subsidised hours provided by licensed and chartered early childhood services:		
• Kindergarten	21 million to 22 million	21 million to 22 million
• Playcentres	3 million to 4 million	3 million to 4 million
• Childcare centres	40 million to 42 million	39 million to 40 million
• Home-based	5 million to 6 million	5 million to 6 million
• Te Kohanga Reo	15 million to 17 million	15 million to 17 million
Hours of early childhood education provided by licence-exempt centres.	3 million to 4 million	3 million to 4 million

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<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 from 1 July 1998 (see note 32)	Rate 1	Rate 2	Rate 3
Under two years	\$4.94	\$5.49	-
Two years and over	\$2.48	\$2.75	-
In kindergarten	-	\$2.75	\$3.30
In licence-exempt centres	\$1.02	\$1.02	\$1.02
Hourly rates for children to 30 June 1998	Rate 1	Rate 2	Rate 3
Under two years	\$4.84	\$5.38	-
Two years and over	\$2.43	\$2.70	-
In kindergarten	-	-	\$3.24
In licence-exempt centres	\$1.00	\$1.00	\$1.00

	Output class cost	\$000
1998/99	Licensed Early Childhood Education (Under 2) to be provided within (GST inclusive)	\$74,641
1998/99	Licensed Early Childhood Education (2 and Over) to be provided within (GST inclusive)	\$214,417
1998/99	Licence-Exempt Early Childhood Education to be provided within (GST inclusive)	\$3,064
1998/99	Total other expense to be provided within (GST inclusive)	\$292,122
1997/98	Total other expense to be provided within (GST inclusive)	\$277,485

Major providers

Licensed and chartered services include: 590 to 600 kindergartens (including mobile services) managed through 36 to 40 associations of which Auckland, Waikato, Central North Island, Wellington and Canterbury are the largest associations; 540 to 550 Playcentres; 1,300 to 1,380 childcare centres; 120 to 130 home-based networks, of which about 90% are organised through Barnardo's; 700 to 750 Kohanga Reo managed through Te Kohanga Reo National Trust Board.

Licence-exempt services include: 35 to 65 Kohanga Reo managed through Te Kohanga Reo National Trust Board; 650 to 700 Pacific Island language groups, playgroups and other services.

Other Expense - Primary Education

Under this appropriation the Minister of Education provides funding (excluding 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 zero to eight (new entrant to Form 2). This includes provision for roll-based operations grants 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 1998/99	Performance Standards 1997/98
Quantity		
Number of students to receive the curriculum as at census dates 1 July 1998 and 1 March 1999.	478,000 to 489,600	472,000 to 486,000

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<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 	99.5% of all registered state and integrated schools will meet the required standards under section 64 of the Education Act.	No more than 2.
<ul style="list-style-type: none"> actions under section 107 (Education Act 1989) to appoint a Commissioner to manage the school. 	99.5% of all registered state and integrated school will be governed by a Board of Trustees.	No more than 8.
<u>Timeliness</u>		
Schools to remain open for the delivery of the curriculum in terms of the National Education Guidelines.	The equivalent of 394 half days per annum in the 1998/99 financial year.	The equivalent of 394 half days per annum in the 1997/98 financial year.

Cost

	Other expense cost	\$000
1998/99	Total other expense to be provided within (GST inclusive)	\$1,676,489
1997/98	Total other expense to be provided within (GST inclusive)	\$1,521,801

Major providers (\$ million GST inclusive)

Correspondence School (\$4.467); 55 to 65 private schools (\$15.685); 50 to 55 State and State integrated area schools; 2,250 to 2,260 State and State integrated primary schools.

Other Expense - Secondary Education

Under this appropriation the Minister of Education provides funding (excluding 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 nine to 13 (Form 3 to Form 7). This includes provision for roll-based operations grants 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 1998/99	Performance Standards 1997/98
Quantity		
Number of students to receive the curriculum as at census dates 1 July 1998 and 1 March 1999.	231,500 to 245,000	232,000 to 242,000
Quality		
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 	99.5% of all registered state and integrated schools will meet the required standards under section 64 of the Education Act.	No more than 2.
<ul style="list-style-type: none"> actions under section 107 (Education Act 1989) to appoint a Commissioner to manage the school. 	99.5% of all registered state and integrated school will be governed by a Board of Trustees.	No more than 8.

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<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 1998/99 financial year.	The equivalent of 380 half days per annum in the 1997/98 financial year.

Cost

	Other expense cost	\$000
1998/99	Total other expense to be provided within (GST inclusive)	\$1,189,793
1997/98	Total other expense to be provided within (GST inclusive)	\$1,150,059

Major providers (\$ million GST inclusive)

Correspondence School (\$24.215); 50 to 60 private schools (\$22.257), 50 to 55 State and State integrated area schools; 320 to 325 State and State 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:

- additional resources for children and young people with special education needs. These resources which are allocated according to established criteria, include:
 - advice, guidance and support from Specialist Education Services
 - the Ongoing Resourcing Scheme
 - the Severe Behaviour Initiative
 - the Speech and Communication Initiative
 - programmes and services for children with special education needs in the early childhood sector
 - programmes and services for students in residential special schools
 - equipment.
- 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.

- services and resources such as truancy programmes and ESOL for students with other special needs.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quantity</u>		
Students receiving services from special education teachers according to section 9 agreements.	5,000 to 10,000	5,000 to 10,000
Students in residential care.	300 to 400	300 to 400
Students receiving supplementary resources.	10,000 to 12,000	10,000 to 12,000
Number of truancy contracts.	100 to 120	100 to 120
Number of ESOL learners funded.	24,000 to 27,000	24,000 to 27,000
<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
1998/99	Total other expense to be provided within (GST inclusive)	\$243,769
1997/98	Total other expense to be provided within (GST inclusive)	\$214,491

Major providers (\$ million GST inclusive)

Correspondence School (\$2.956); six residential special schools (\$17.985); Royal New Zealand Foundation for the Blind (\$4.305); SES (\$70.083); 100 to 120 providers of truancy programmes (\$6.955).

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	1997/98 Vote \$000	1997/98 Estimated Actual \$000	1998/99 Vote \$000
Centrally funded teachers salaries (see note 33)	1,696,261	1,696,261	1,264,678
Directly resourced salaries (see note 34)	283,186	283,186	880,894
Schools - operational funding	709,333	706,333	741,316
Some programmes included in schools operational funding are:			
Māori language resources	13,894	13,894	16,304
Special education grants	21,570	21,570	29,606
Targeted funding for education achievement	47,769	47,769	50,233
Other funds allocated to schools include:			
ESOL	6,533	6,533	6,645
Secondary-Tertiary Alignment Resource	21,200	21,200	23,937
Ongoing Resourcing Scheme / Special Education Discretionary Assistance (see note 35)	40,565	40,565	41,144
Truancy programme	5,105	5,105	6,955
Correspondence school	34,828	34,828	33,687
Private schools ^(see note 36)	33,989	33,989	37,942
Total compulsory education resourcing	2,831,000	2,828,000	3,037,198

Other Expense - Tertiary Education and Training - Postgraduate Courses

Under this appropriation the Minister of Education provides funding for teaching and accompanying research across all disciplines by subsidising EFTS places in approved postgraduate courses and programmes.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards	Performance Standards
	1998/99	1997/98
<u>Quantity</u>		
EFTS places (by institutional sector):		
• Universities	13,528	12,774
• Polytechnics	210	66
• Colleges of education	18	-
• Wananga	36	20
Total	13,792	12,860
Postgraduate wholly research fund:		
EFTS places	5,239	4,887
Funding	\$19.290 million	\$18.270 million
<u>Quality</u>		
Courses and programmes with approval from the NZQA, the New Zealand Vice-Chancellors' Committee, or the council of a tertiary institution.	100% of courses at State tertiary institutions.	100% of courses at State tertiary institutions.
<u>Timeliness</u>		
Tertiary education and training - postgraduate courses completed by dates specified to students in schedules provided by the institutions.	100% of courses will be completed within the time specified.	100% of courses will be completed within the time specified.

Performance Measures			Performance Standards <small>(see note 37)</small>			
EFTS places (by funding category):			C	D	E	X
1998	Non Study Right	(NSR)	7,070	4,144	1,614	964
1997		NSR	6,805	3,676	1,537	842
EFTS tuition subsidy by category			C	D	E	X
1998		NSR	9,000	16,496	19,708	4,716
1997		NSR	9,070	16,624	19,860	4,753

Cost

	Other expense cost	\$000
1998/99	Total other expense to be provided within (GST inclusive)	\$194,057
1997/98	Total other expense to be provided within (GST inclusive)	\$181,804

Major providers (\$ million GST inclusive)

Seven universities (\$171.067); two polytechnics (\$3.222).

Other Expense - Tertiary Education and Training - Restricted Specialist Training

Under this appropriation the Minister of Education provides funding for teaching and accompanying research by subsidising specified quotas of EFTS places in the fields of dentistry, medicine and veterinary science. Funding is also provided for other tertiary education and training services.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quantity</u>		
EFTS places (by institutional sector):		
• Universities	2,297	2,226
Average study right ratio	27.3%	28.5%
Postgraduate wholly research fund:		
• EFTS places	143	136
• Funding	\$680,000	\$649,000

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quality</u>		
Courses and programmes with approval from the NZQA, the New Zealand Vice-Chancellors' Committee, or the council of a tertiary institution.	100% of courses at State tertiary institutions.	100% of courses at State tertiary institutions.
<u>Timeliness</u>		
Tertiary education and training - restricted specialist training courses completed by dates specified to students in schedules provided by the institutions.	100% of courses will be completed within the time specified.	100% of courses will be completed within the time specified.

Performance Measures		Performance Standards			
1998 EFTS places (by funding category):		G	H	X	F
Study Right	(SR)	599	27	1	-
	NSR	1,580	12	78	-
	Total	2,179	39	79	-
1997 EFTS places (by funding category):		G	H	X	F
	SR	605	29	1	-
	NSR	1,556	21	14	-
	Total	2,161	50	15	-

Performance Measures		Performance Standards			
1998 EFTS tuition subsidy by category:	\$	G	H	X	
	SR	22,703	17,549	5,974	
	NSR	17,924	13,855	4,716	
1997 EFTS tuition subsidy by category:	\$	G	H	X	
	SR	22,878	17,685	6,020	
	NSR	18,062	13,962	4,753	

Cost

	Other expense cost	\$000
1998/99	Total other expense to be provided within (GST inclusive)	\$52,375
1997/98	Total other expense to be provided within (GST inclusive)	\$53,078

Major providers (\$ million GST inclusive)

Four universities (\$45.246).

Other Expense - Tertiary Education and Training - Teacher Education

Under this appropriation the Minister of Education provides funding for teaching and accompanying research by subsidising EFTS places in approved early childhood, primary, secondary and specialist teacher education courses and programmes. Funding is also provided for other tertiary education and training services as well as for base grants for colleges of education.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quantity</u>		
EFTS places (by institutional sector):		
• Universities	2,439	2,437
• Polytechnics	466	392
• Colleges of education	5,672	5,287
• Wananga	72	61
Total	8,649	8,177
Average study right ratio	43.5%	43.7%
<u>Quality</u>		
Courses and programmes with approval from the NZQA, the New Zealand Vice-Chancellors' Committee, or the council of a tertiary institution.	100% of courses at State tertiary institutions.	100% of courses at State tertiary institutions.

Performance Measures	Performance Standards 1998/99		Performance Standards 1997/98	
<u>Timeliness</u>				
Tertiary education and training - teacher education courses completed by dates specified to students in schedules provided by the institutions.	100% of courses will be completed within the time specified.		100% of courses will be completed within the time specified.	
EFTS places by funding category:	I	X	I	X
SR	3,654	27	3,570	2
NSR	4,745	223	4,417	188
Total	8,399	250	7,987	190

Performance Measures		Performance Standards		
1998 EFTS tuition subsidy by category:	\$	I	P	X
	SR	8,783	5,089	5,974
	NSR	6,934	4,018	4,716
1997 EFTS tuition subsidy by category:	\$	I	P	X
	SR	8,850	5,128	6,020
	NSR	6,987	4,049	4,753

Cost

	Other expense cost	\$000
1998/99	Total other expense to be provided within (GST inclusive)	\$82,791
1997/98	Total other expense to be provided within (GST inclusive)	\$79,022

Major providers (\$ million GST inclusive)

Four universities (\$18.944); four colleges of education (\$44.807); three polytechnics (\$4.660); three private training establishments (\$1.120).

Other Expense - Tertiary Education and Training - Undergraduate Courses

Under this appropriation the Minister of Education provides funding for teaching and accompanying research by subsidising EFTS places in approved undergraduate courses and programmes. Funding is also provided for other tertiary education and training services as well as for base grants for State tertiary institutions. The programmes include:

- Science and Applied Science, comprising Agriculture, Horticulture, and Science.
- Arts and Performing Arts, comprising Arts, Humanities, Social Sciences, Languages, Advanced Studies for Teachers, General (including Community) Education, Music, Fine Arts, and Design.
- Technology and Design, comprising Architecture, Quantity Surveying, Engineering, and Technology.
- Health Professions, comprising Health Sciences and health-related professions.
- Business and Law, comprising Business, Accountancy, Office Systems/Secretarial, Management, Computing, Data Processing, and Law.
- Trades Training, comprising Trades and other industry-based training.

Quantity, quality, timeliness and cost

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
Quantity		
EFTS places (by institutional sector):		
• Universities	65,441	64,544
• Polytechnics	56,621	55,740
• Colleges of education	1,265	1,365
• Wananga	913	774
Total	124,240	122,423
Average Study Right ratio	58.5%	60.0%

Performance Measures	Performance Standards 1998/99	Performance Standards 1997/98
<u>Quality</u>		
Courses and programmes with approval from the NZQA, the New Zealand Vice-Chancellors' Committee, or the council of a tertiary institution.	100% of courses at State tertiary institutions.	100% of courses at State tertiary institutions.
<u>Timeliness</u>		
Tertiary education and training - undergraduate courses completed by dates specified to students in schedules provided by the institutions.	100% of courses will be completed within the time specified.	100% of courses will be completed within the time specified.

Performance Measures		Performance Standards			
1998 EFTS places (by output and funding category):		A	B	C	X
1 Science and Applied Science	SR	-	9,480	668	179
	NSR	-	3,805	374	740
2 Arts and Performing Arts	SR	21,996	3,209	-	452
	NSR	14,382	1,543	-	2,223
3 Technology and Design	SR	-	2,100	3,166	85
	NSR	-	1,179	2,100	211
4 Health Professions	SR	-	2,854	1,281	57
	NSR	-	3,123	906	273
5 Business and Law	SR	17,823	3,719	-	825
	NSR	12,549	2,477	-	4,300
6 Trades Training	SR	-	4,794	-	42
	NSR	-	1,243	-	82
1998 Undergraduate EFTS	SR	39,819	26,156	5,115	1,640
	NSR	26,931	13,370	3,380	7,829
	Total	66,750	39,526	8,495	9,469

Performance Measures		Performance Standards			
1997 Undergraduate EFTS		A	B	C	X
	SR	39,710	26,245	5,041	2,039
	NSR	25,746	12,698	3,261	7,683
	Total	65,456	38,943	8,302	9,722

Performance Measures		Performance Standards				
1998 EFTS tuition subsidy by category:	\$	A	B	C	P	X
	SR	5,974	9,051	11,400	5,089	5,974
	NSR	4,716	7,145	9,000	4,018	4,716
1997 EFTS tuition subsidy by category:	\$	A	B	C	P	X
	SR	6,020	9,120	11,488	5,128	6,020
	NSR	4,753	7,200	9,070	4,049	4,753

Cost

	Other expense cost	\$000
1998/99	Science and Applied Science to be provided within (GST inclusive)	\$131,053
1998/99	Arts and Performing Arts to be provided within (GST inclusive)	\$279,716
1998/99	Technology and Design to be provided within (GST inclusive)	\$78,456
1998/99	Health Professions to be provided within (GST inclusive)	\$83,046
1998/99	Business and Law to be provided within (GST inclusive)	\$246,749
1998/99	Trades Training to be provided within (GST inclusive)	\$54,623
1998/99	Total other expense to be provided within (GST inclusive)	\$873,643
1997/98	Total other expense to be provided within (GST inclusive)	\$870,897

Major providers (\$ million GST inclusive)

Adult Reading and Learning Assistance Federation (\$1.685); four colleges of education (\$6.349); National Association of ESOL Home Tutor Schemes (\$1.549); New Zealand Childcare Association (\$1.085); 25 polytechnics (\$398.292); 54 PTEs (\$5.880); 13 Rural Education Activities Programme Committees (\$5.199); Te Kohanga Reo National Trust Board - Whakapakari (\$2.009); seven universities (\$433.046); three wananga (\$5.742).

Significant Tertiary Education Funding

The following table summarises EFTS and other 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	1997/98 Vote \$000	1997/98 Estimated Actual \$000	1998/99 Vote \$000
Tertiary education funding			
Colleges of education EFTS	50,049	50,049	51,417
Other tertiary education providers	13,225	13,225	13,851
Polytechnic EFTS	402,040	402,040	406,174
Special supplementary grants	31,983	31,983	33,126
Teacher supply initiatives	8,609	8,609	10,952
University EFTS	659,731	659,731	668,303
Wananga EFTS	6,310	6,310	6,844
Subtotal	1,171,947	1,171,947	1,190,667
Private training EFTS	6,684	6,684	7,000
	1,178,631	1,178,631	1,197,667

Part E - Explanation of Appropriations for Capital Flows

Part E1 - Capital Contributions

Capital Contribution to the Department

Investment in School Property	1997/98 Vote \$000	1997/98 Estimated Actual \$000	1998/99 Vote \$000
Roll growth/expansion programme			
• New classrooms	150,940	150,940	72,351
• New schools	3,152	3,152	7,221
• Site purchases and site works	36,901	36,901	27,420
• Primary Resource Standard (previously Administration facilities)	20,776	20,776	20,000
• Kura kaupapa Māori	7,900	7,900	-
• Secondary/Intermediate redevelopments	10,688	10,688	46,687
• Classroom deficiencies	5,000	5,000	8,361
• Financial Assistance Scheme	31,700	31,700	15,000
• Other (see note 38)	2,500	2,800	4,738
• Technology curriculum	-	-	5,000
	269,557	269,857	206,778
Core capital works programme (see note 39)	138,260	138,260	132,400
Plus completion of projects from previous years(see note 40)	116,200	116,200	128,400
Less projects carried forward to next year	(128,100)	(128,400)	(85,600)
Total capital programme	395,917	395,917	381,978
Less funds available from depreciation, asset sales and cash on hand	(168,218)	(168,218)	(176,978)
Capital contribution required	227,699	227,699	205,000

The capital contribution to the Ministry of Education for 1998/99 for investment in school property is \$205 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 516 additional classrooms at primary and secondary schools (417 and 99 respectively) required for roll growth and to address classroom deficiencies in primary schools with the greatest shortfall
- purchase of sites and the associated site works required for schools needed in the future
- funds for the Financial Assistance Scheme allocated to building projects related to modernisation where boards share the cost with the Government
- increasing the capacity of existing schools, by expanding some facilities and upgrading existing accommodation, particularly for schools facing sustainable roll growth in the short to medium term, with a special emphasis on secondary schools
- minor building modifications to support the introduction of the technology curriculum.

In addition there is a capital contribution of \$1.209 million arising from changes in the delivery of student allowances.

Net Worth of Entities Owned

Statement of Estimated and Forecast Net Worth

	Balance Date	Estimated Net Worth 1998 \$ million	Forecast Net Worth 1999 \$ million
Ministry of Education	30 June	4,735.048	4,946.463
Crown Entities:			
Careers Service	30 June	2.088	2.188
ECDU	30 June	2.417	2.564
ETSA	30 June	5.158	5.408
Learning Media Ltd	30 June	2.287	2.575
NZQA	30 June	8.994	12.447
SES	30 June	5.464	5.764
Teacher Registration Board	30 June	0.592	0.436
State Schools	31 December	795.000	852.900
State Tertiary Institutions	31 December	1,955.000	1,990.000

The increase in net worth for the Ministry of Education (\$211.415 million) reflects increased investment in school land and buildings to meet roll growth.

The increase in forecast net worth for NZQA \$3.453 million results mainly from forecast operating surpluses from examinations, framework operations and qualification evaluation. This forecast will depend on the outcomes of the National Qualifications Framework and tertiary review Green Papers and the uptake of the National Qualifications Framework.

The estimated decrease for the Teacher Registration Board is due to a combination of the withdrawal of government funding and no significant growth in fee income.

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

Part E1 - Capital Contributions (Continued)

Student Loans

Description

The Student Loan Scheme was introduced in 1992. The scheme is designed to ensure that no one is prevented from undertaking tertiary study because of financial hardship.

Eligibility

In general, students are eligible for a student loan if:

- they are a New Zealand citizen or permanent resident
- they are studying an approved course/programme
- they are studying full-time for 12 weeks or more, or part-time over the full academic year.

Entitlement

Under the Student Loans Scheme, students may be eligible to borrow:

- the compulsory fees payable on enrolment (limited to \$6,500 for PTE students)
- a course-related costs component up to a maximum of \$1,000 per annum
- a living costs component up to a maximum of \$150 per week of full-time study (less any entitlement for student allowances).

Part-time students have no entitlement to the living costs component. The course-related entitlement is reduced proportionally for part-time students and for those studying full-time for less than a full year.

Borrowing process

Students may apply for a student loan at any time during the academic year up to 30 days before the end of their course. Once a loan has been established students may access their funds at any time until the last day of their course/programme. Interest is charged on all student loans.

Repayments

Borrowers are required to make a repayment on their loan in any year (even if they are still a student) when their assessable income for tax purposes is above the repayment threshold, which is currently \$14,716 as from 1 April 1998. Borrowers are required to repay 10 cents for every dollar they earn over the repayment threshold.

It is estimated that approximately 90% of student loan advances will ultimately be recovered by the Crown through these repayments.

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

	1997/98		1998/99	Description of 1998/99 Crown Revenue
	Budgeted	Estimated Actual	Budget	
	\$000	\$000	\$000	
Current Revenue				
Non-Tax Revenue				
ACC Levy Rebate	2,415	2,415	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.
Education Residual Management Unit Receipts	1,097	1,097	1,057	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.
Learning Media Ltd	319	319	437	Annual dividends to be received from Learning Media Ltd.
Miscellaneous Receipts	250	250	1,025	Those other Crown receipts which are not separately identified.
Overseas Students' Fees	3,196	3,196	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	663	663	410	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.
Student Loans - Accumulated Interest	39,393	39,393	42,022	Interest charged on student loans between the date the advance is made and the date the loan is transferred to the Inland Revenue Department.

Student Loans - Administration Fee	5,500	5,500	5,827	Administration fee charged when a student loan facility is first drawn.
Wairarapa Community Polytechnic	33	33	28	Payment of interest on the loan made during 1994 to the Community Polytechnic.
Crown Entity Recoveries	3,855	3,855	-	Recoveries from Crown entities of operating surpluses and unspent funding relating to previous financial years. No revenue is expected in 1998/99.
Immigration Resettlement and Research Fund	1,333	1,333	-	Payment from the Fund towards the cost of funding ESOL in the compulsory sector.
School Support Recoveries	1,086	1,086	-	Recovery of school support project advances from the previous year.
Tertiary Recoveries	1,564	1,564	-	Recovery of EFTS and other funding paid during previous financial years for services which were not delivered. No revenue is expected in 1998/99.
Total Non-Tax Revenue	60,844	60,844	54,957	
Total Current Revenue	60,844	60,844	54,957	
Capital Receipts				
Asset Sales	1,573	1,573	500	Proceeds from disposal of Crown assets.
Student Loans - Repayment of Principal	19,651	19,651	21,291	Repayment of student loan principal made prior to the loans being transferred to the Inland Revenue Department.
Wairarapa Community Polytechnic	57	57	62	Repayments on the loan made during 1994 to the Community Polytechnic.
Wanganui Polytechnic	1,600	1,600	-	Repayment of Crown loan made in 1996/97.
Total Capital Receipts	22,881	22,881	21,853	
Total Crown Revenue and Receipts	83,725	83,725	76,810	

Part G - Statement of Reconciliations

Part G1 - Changes in Appropriation Categories

For 1998/99 there have been some changes to appropriations, including:

Departmental Output Classes

- Separately identifying the provision of school support services as a separate output and transferring this to D3 Curriculum Development and Support of Curriculum Implementation.
- Transferring the outputs related to administration of student loans and allowances from both departmental and non-departmental output classes to D5 Payment of Salaries and Entitlements.

Non-Departmental Output Classes

- Transferring the outputs related to assessment for student loans and student allowances from O3 Assessment of Entitlements or Eligibility to D5 Payment of Salaries and Entitlements.
- Transferring a substantial part of TOP funding from O9 Training for Designated Groups to Vote Employment (along with administration funding related to that programme from O5 Provision of Information and Advisory Services and O6 Management of Contracts) for purchase of employment-related training.

Benefits and Other Unrequited Expenses

- Transferring student allowances to Vote Social Welfare because Income Support will take over administration of that programme in 1999. Income Support is to form part of a new integrated employment and income support agency from 1 October 1998.

The following tables illustrate the financial impact of these changes for the 1997/98 voted annual appropriations.

Part G1 - Changes in Appropriations

1997/98 Vote Education in Old 1997/98 Structure	\$000	Structure Changes	\$000	1997/98 Vote Education in New 1998/99 Structure	\$000
Departmental Output Classes					
D2 Management of Agreements with Education Service Providers					
Other Outputs	15,051			Other Outputs	15,051
Charters and Licensing	3,412	to D3 Provision of School Support Services	(2,286)	Administration of Regulations for Establishing and Disestablishing Education Service Providers	1,126
Student Loans and Allowances	3,448	to D5 Administration of Student Loans and Allowances	(3,448)		
	21,911				16,177
D3 Provision and Support of the Curriculum				D3 Curriculum Development and Support of Curriculum Implementation	
Other Outputs	24,676			Other Outputs	24,676
		from D2 Charters and Licensing	2,286	Provision of School Support Services	2,286
		from D6 Financial Advisory Services to Schools and Early Childhood	236	Financial Advisory Services to Schools	236
	24,676				27,198
D5 Payment of Salaries and Entitlements					
Other Outputs	12,726			Other outputs	12,726
		from D2 Student Loans and Allowances	3,448	Administration of Student Loans and Allowances	13,450
		from O3 Student Loans	8,102		
		from O3 Student Allowances	1,900		
	12,726				26,176

1997/98 Vote Education in Old 1997/98 Structure	\$000	Structure Changes	\$000	1997/98 Vote Education in New 1998/99 Structure	\$000
D6 Provision of Information				D6 Dissemination of Information	
Other Outputs	7,900			Other Outputs	7,900
Financial Advisory Services to Schools and Early Childhood	236	to D3 Financial Advisory Services to Schools	(236)		
	8,136				7,900
D7 Provision of Teaching and Learning Accommodation	750,157			D7 Provision of School Sector Property	750,157
Other Departmental Output Classes	57,564				57,564
Total Departmental Output Classes	875,170				885,172

Part G1 - Changes in Appropriations (Continued)

1997/98 Vote Education in Old 1997/98 Structure (Continued)	\$000	Structure Changes	\$000	1997/98 Vote Education in New 1998/99 Structure (Continued)	\$000
Non-Departmental Output Classes					
O3 Assessment of Entitlements or Eligibility					
Other Outputs	11,677			Other Outputs	11,677
Student Loans	8,102	to D5 Administration of Student Loans and Allowances	(8,102)		
Student Allowances	1,900	to D5 Administration of Student Loans and Allowances	(1,900)		
	21,679				11,677
O5 Provision of Information and Advisory Services					
Other Outputs	19,417			Other Outputs	19,417
ETSA	5,835	to Vote Employment	(1,905)	Education and Training Support Agency	3,930
	25,252				23,347
O6 Management of Contracts					
Other Outputs	4,074			Other Outputs	4,074
Education and Training Support Agency	15,213	to Vote Employment	(8,509)	Education and Training Support Agency	6,704
	19,287				10,778
O9 Training for Designated Groups					
Other Outputs	71,822			Other Outputs	71,822
TOP	186,351	to Vote Employment	(121,128)	Training Opportunities Programme	65,223
	258,173				137,045
Other Non-departmental Output Classes	184,269				184,269
Total Non-Departmental Output Classes	508,660				367,116

1997/98 Vote Education in Old 1997/98 Structure (Continued)	\$000	Structure Changes	\$000	1997/98 Vote Education in New 1998/99 Structure (Continued)	\$000
Benefits and Other Unrequited Expenses					
Student Allowances	353,056	to Vote Social Welfare	(176,335)	Student Allowances	176,721
Other Benefit Expenses	33,349				33,349
Total Benefits and Other Unrequited Expenses	386,405				210,070
Other Expenses to be Incurred by the Crown	4,374,924				4,374,924
Capital Contributions to Other Persons or Organisations	647,480				647,480
Purchase or Development of Capital Assets	623				623
Capital Contributions to the Department	227,699				227,699
Total Vote Education	7,020,961				6,713,084