



MINISTRY OF EDUCATION

*Te Tāhuhu o te Mātauranga*

# Realising Potential for Maori Students in the Greater Christchurch Area

24 September, 2007

# Sector Engagement Forums

- 12 meetings around the region
- BoT chairs, Principals, Head Teachers and Licencees of ECE
- Education related community priorities
- Report back



# Sector Engagement Forums

- Transition
- Better information about student achievement
- But what wasn't said?



# Regional Education Priorities

- Heighten sector awareness of the need for improvement in Māori and Pasifika education outcomes.
- Supporting schools and centres to further develop evidence-based approaches that will deliver improved outcomes for students through more targeted use of resources.



# Regional Management Priorities

- To develop high-level structures for engaging across the Southern Region education sector, about key education priorities.
- To further develop and maintain a high degree of responsiveness, service delivery and solution focus with all stakeholders.



# Maori Population



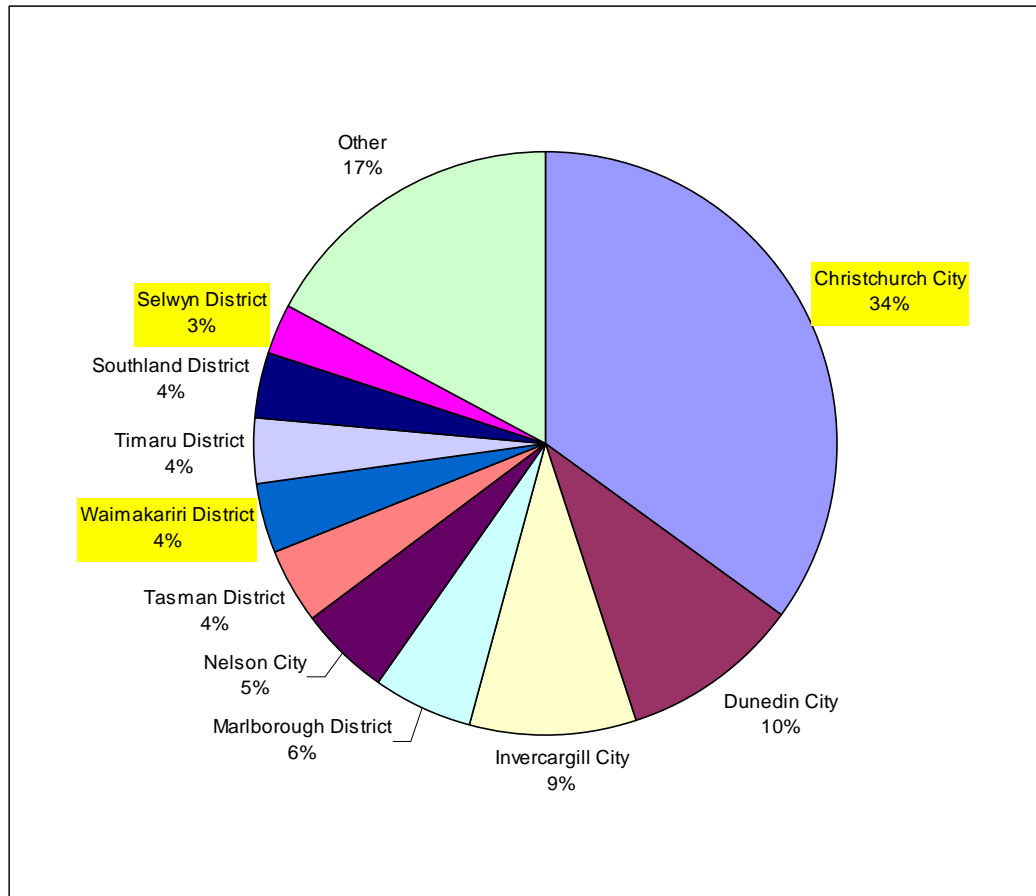
# Ethnic Share of the Population, 2006

Area	European	Maori	Pasifika	Asian	New Zealander	Other
Christchurch City	70%	7%	3%	7%	12%	1%
Selwyn	75%	6%	1%	2%	16%	1%
Waimakariri	78%	6%	1%	1%	14%	0%
Christchurch Area	72%	7%	2%	5%	13%	1%
New Zealand	61%	13%	6%	8%	10%	1%

Source: Statistics New Zealand, 2006 Census of Population and Dwellings



# Maori Population of the Southern Region, 2006



Christchurch area has 42% (30,591) of the Southern Region's 73,596 Maori residents.

The majority (25,725 or 84%) of Christchurch area's Maori live in Christchurch City.

Source: Statistics New Zealand, 2006 Census of Population and Dwellings



# Projected Ethnic Share of Christchurch Area's Population

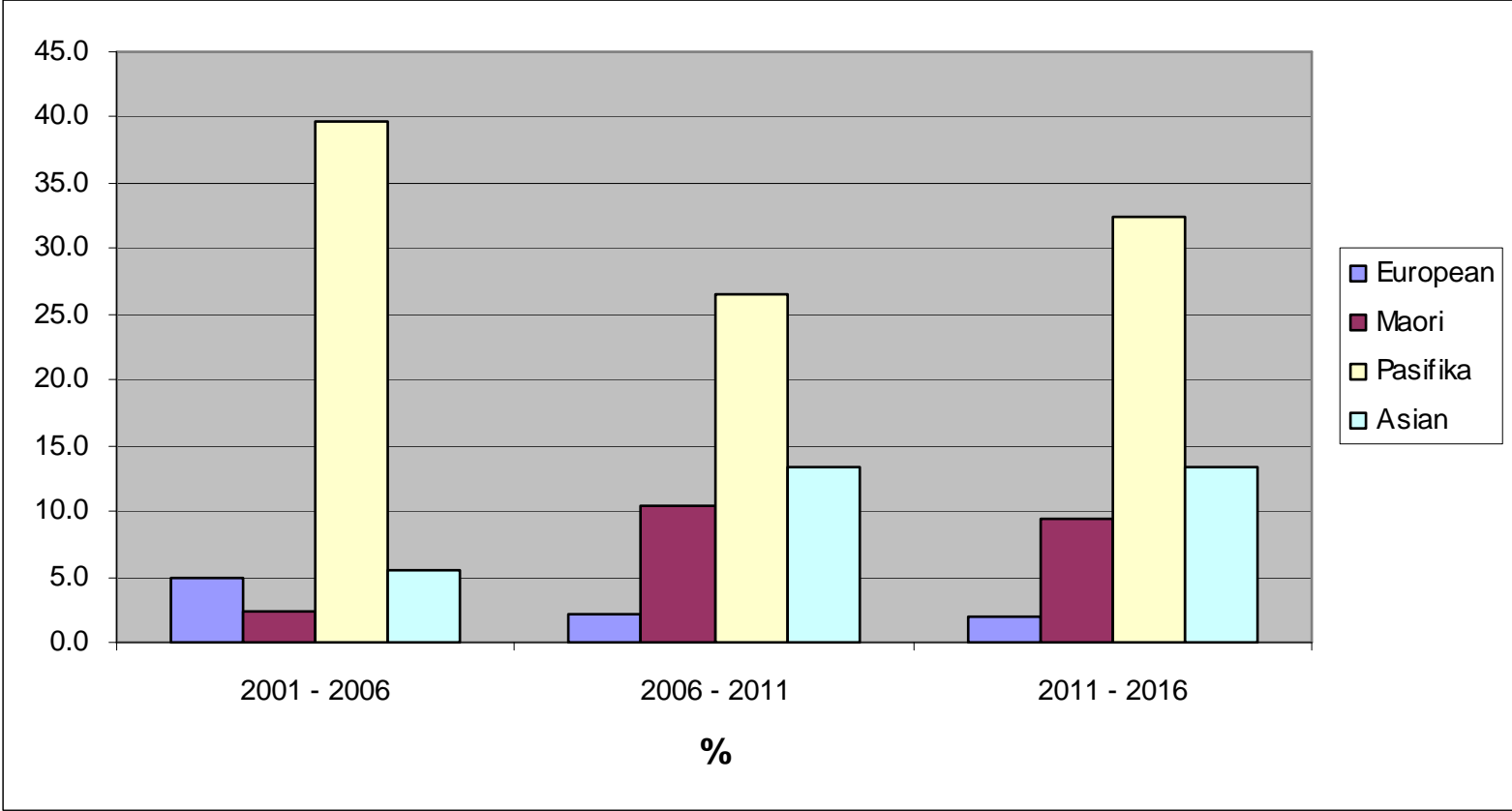
	European	Maori	Pasifika	Asian
2001	90%	7%	5%	2%
2006 (1)	88%	7%	7%	2%
2011	87%	7%	8%	2%
2016	86%	8%	9%	3%

- (1) This data differs from the actual 2006 population as it is derived from 2001 Census data, which did not allow respondents to select a 'New Zealander' option.
- (2) Note: Percentages are calculated using total people rather than total responses. Because respondents were able to select more than one ethnicity, percentages may exceed 100.

Source: Statistics New Zealand, National Ethnic Population Projections 2001 base - 2021 update



# Change in Christchurch Area's Population by Ethnic Group



Source: Statistics New Zealand, National Ethnic Population Projections 2001 base - 2021 update



# Maori Roll



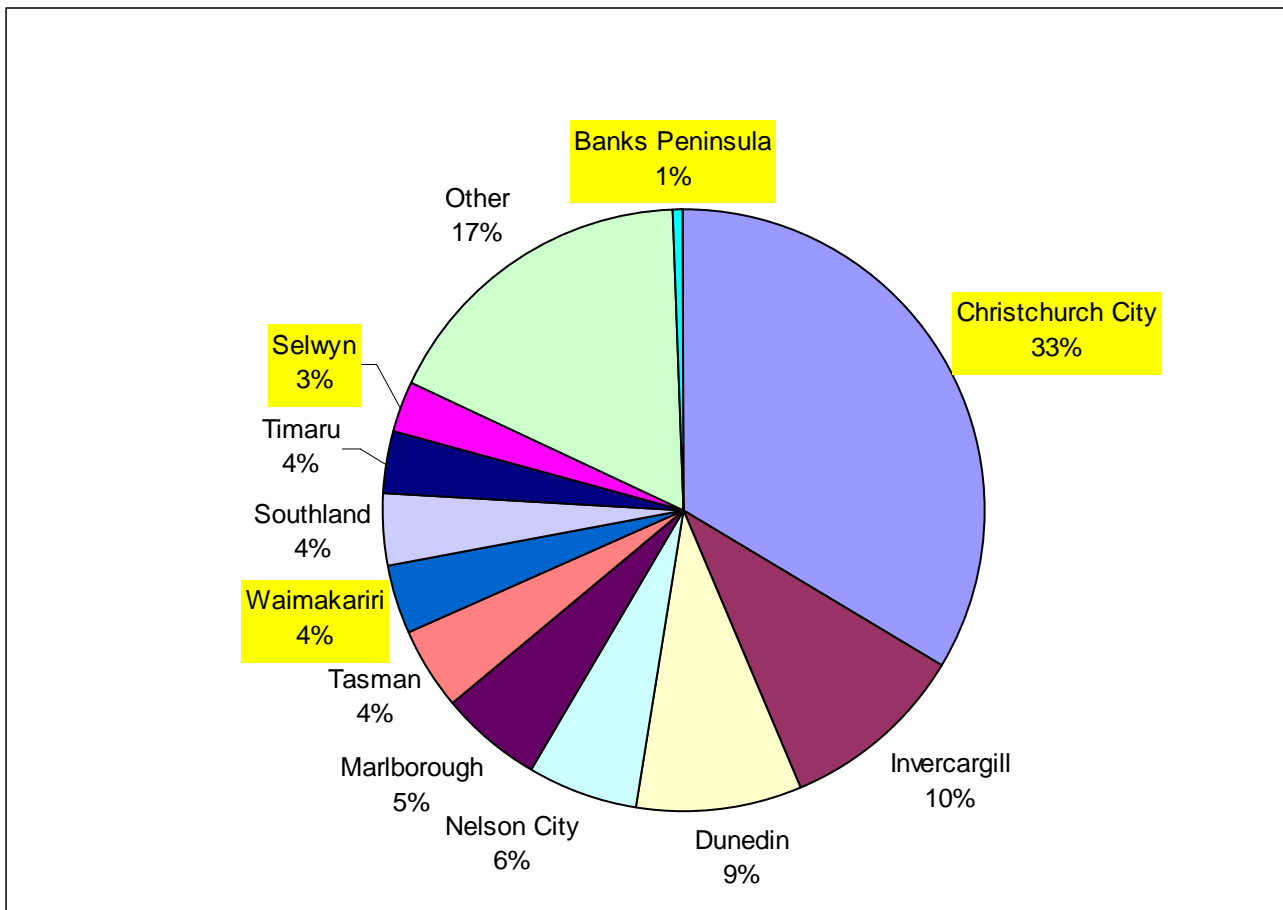
# Ethnic Composition of Students, 2006

Area	European	Maori	Pasifika	Asian	Other
Banks Peninsula	82%	14%	1%	2%	1%
Christchurch City	75%	11%	4%	7%	2%
Selwyn	88%	9%	1%	1%	1%
Waimakariri	88%	10%	1%	1%	0%
Christchurch Area	78%	11%	3%	6%	2%
Southern Region	80%	12%	2%	4%	3%

Source: Data Management Unit, Ministry of Education, July 2006 roll returns



# Maori Student Population of the Southern Region, 2006



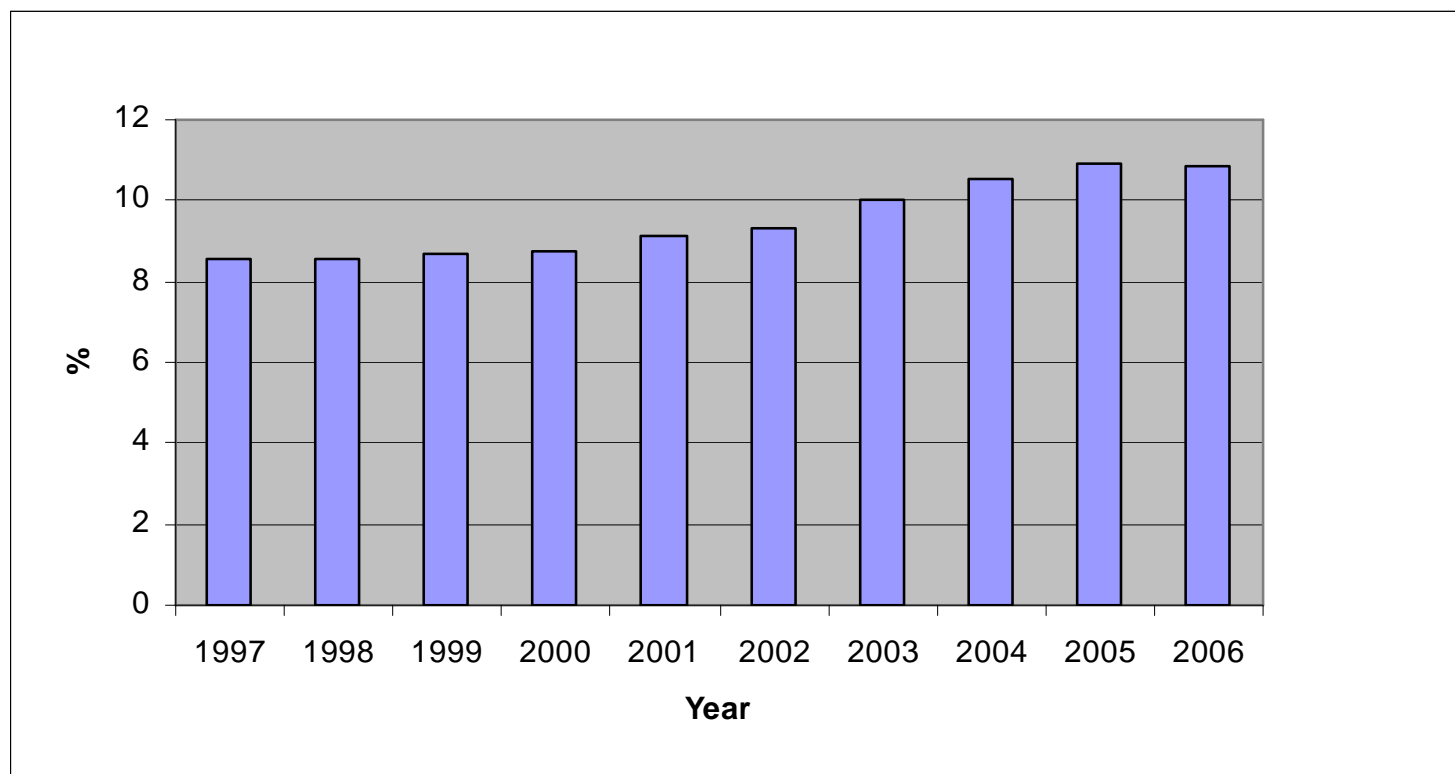
The Christchurch area has 41% (7,795) of the Southern Region's 19,165 Maori students.

The majority (6,450 or 83%) of the area's Maori students live in Christchurch City.

Source: Data Management Unit, Ministry of Education, July 2006 roll returns



# Change in Maori Roll - Christchurch Area Schools, 1997-2006



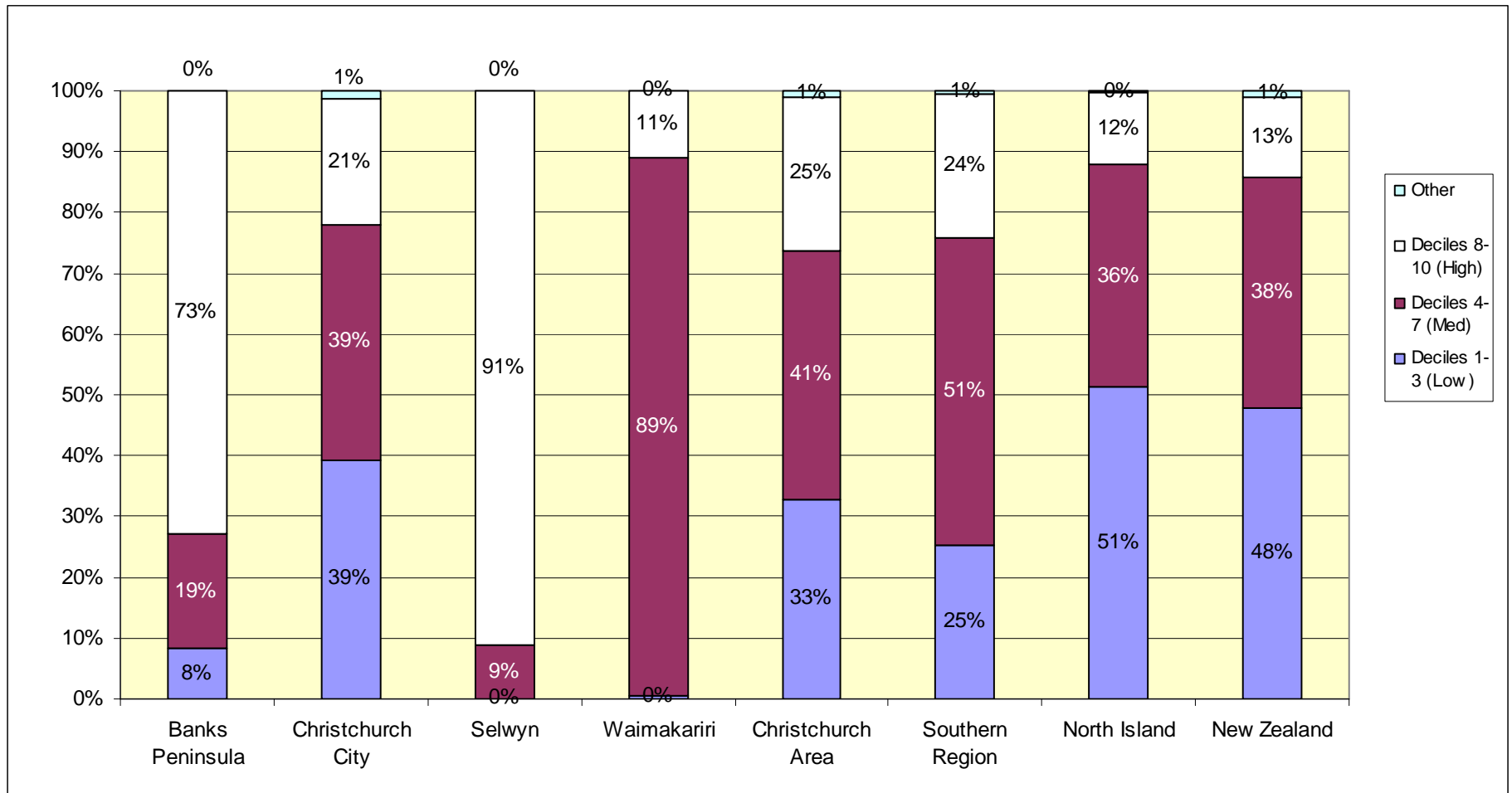
The Maori proportion of the Christchurch area's school rolls increased from 9% of the roll to 11% between 1997 and 2006.

An increase in number of 40% from 5,578 to 7,795 Maori students

Source: Ministry of Education, Enterprise Guide



# Maori Students by Decile, 2006



Source: Data Management Unit, Ministry of Education, July 2006 roll returns



# Student Achievement

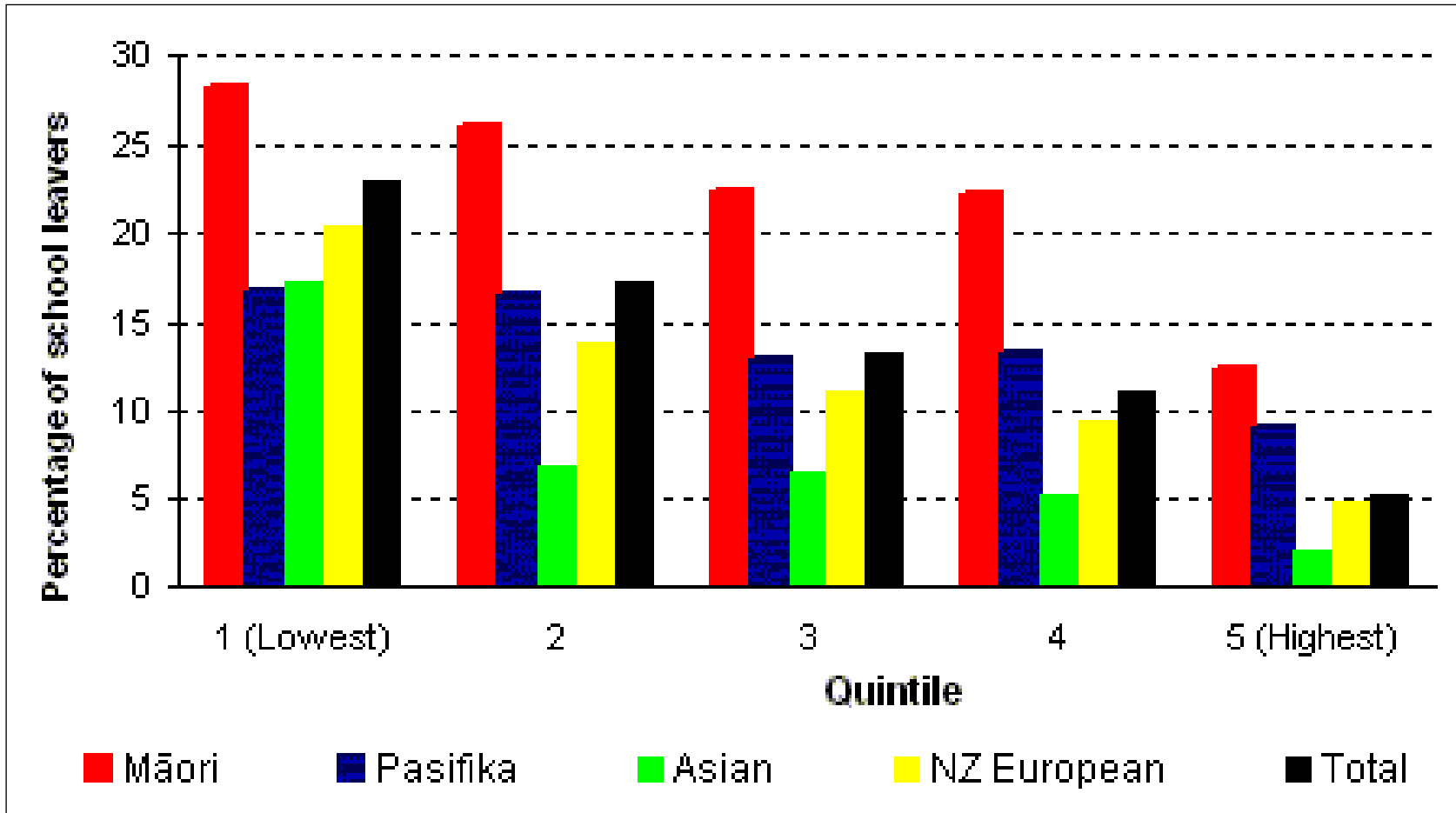


# Decile and Outcomes

- Research shows a clear link between socio-economic status (indicated by decile level) and a student's outcomes
- Compared with the highest quintile (deciles 9 and 10), students at the lowest quintile (deciles 1 and 2) are:



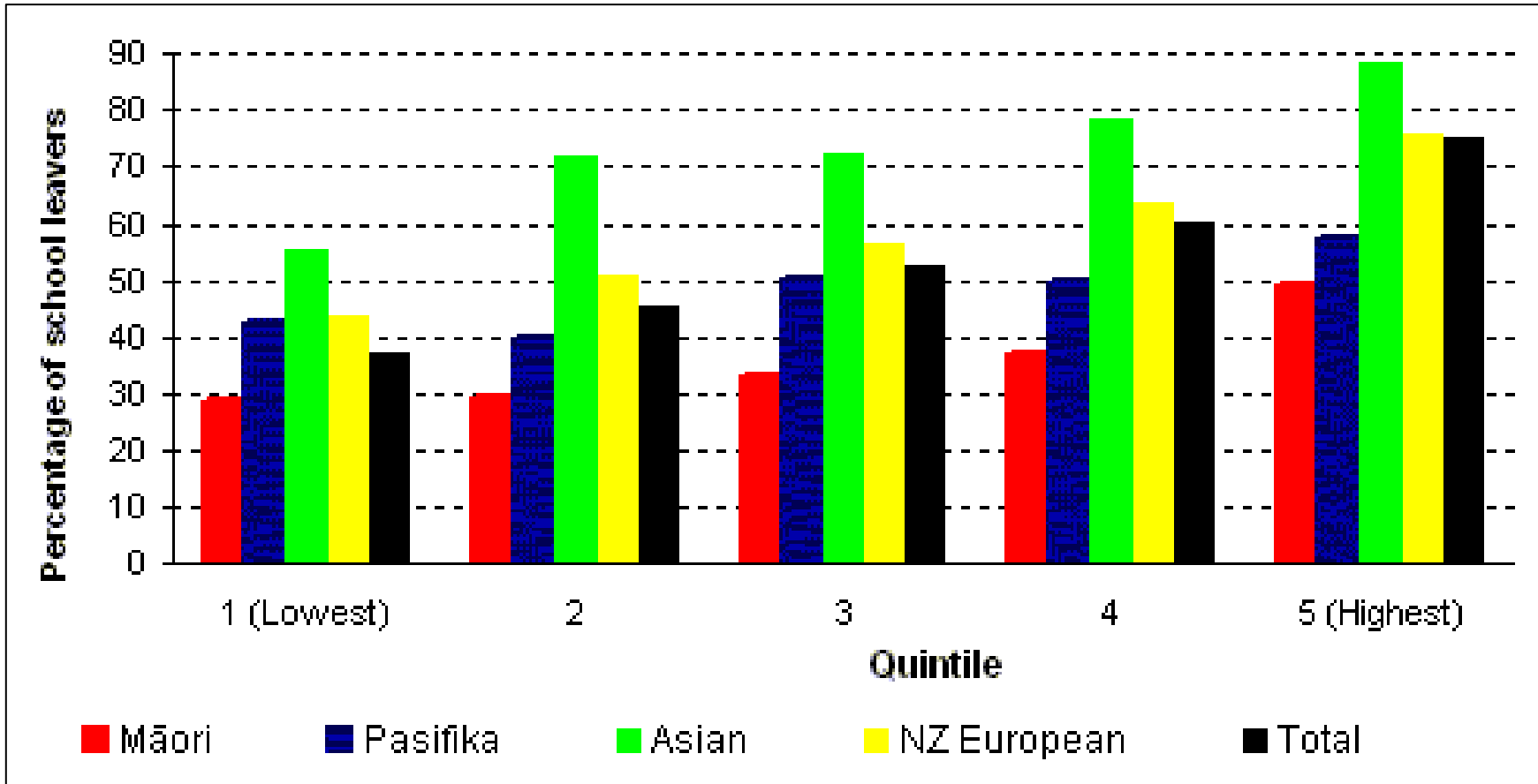
1. 4.5 times more likely to leave school with little or no formal attainment



Source: Ministry of Education, Education Counts, 2005



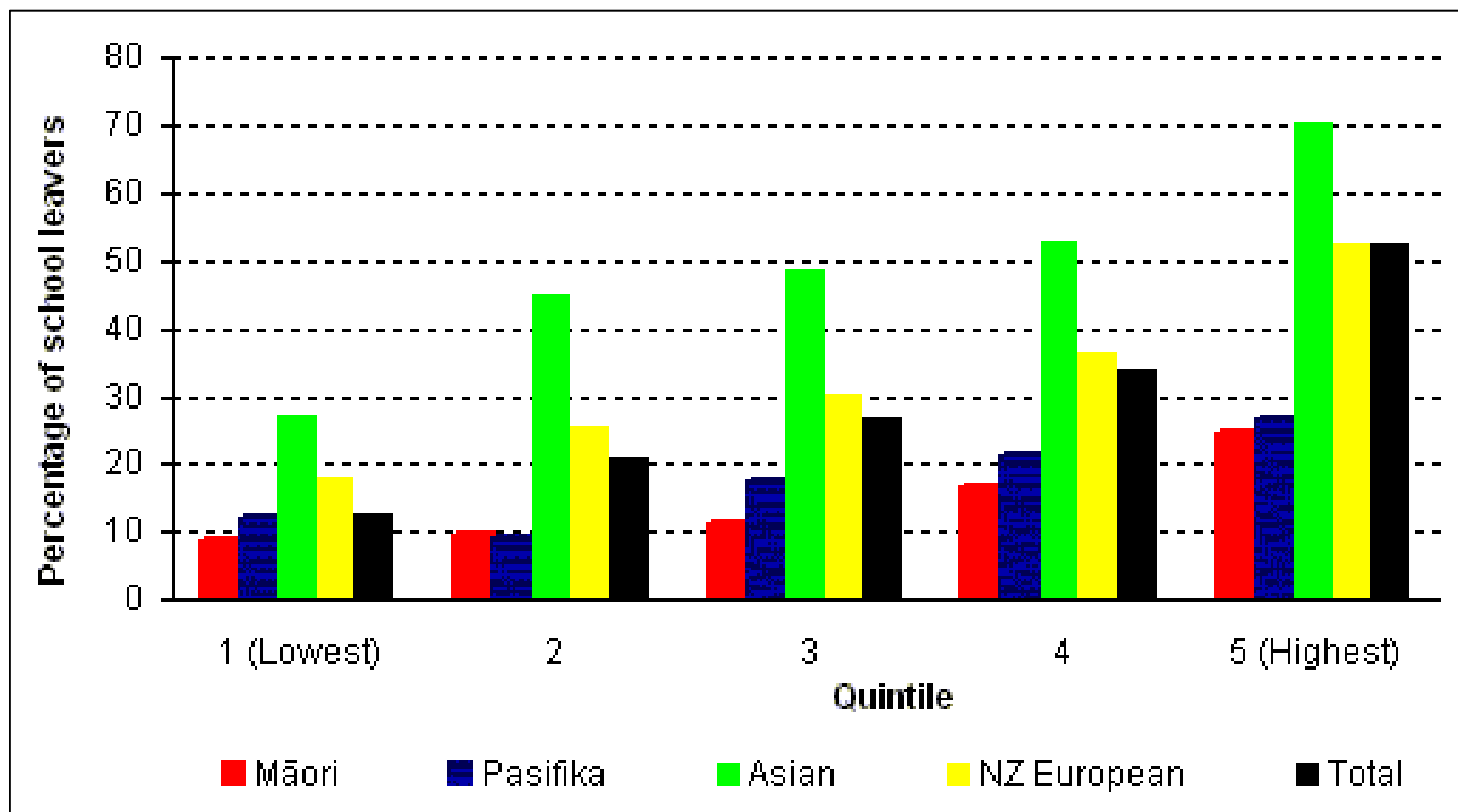
## 2. Less than half as likely to leave school with at least NCEA Level 2



Source: Ministry of Education, Education Counts, 2005



### 3. 4.2 times less likely to leave school with a university entrance qualification



Source: Ministry of Education, Education Counts, 2005



## Highest Level of Attainment, School Leavers, 2005

Area	Little or no formal attainment		NCEA Level 1 or above		NCEA Level 2 or above		NCEA Level 3 or above		University Entrance Standard	
	Maori	Non-Maori	Maori	Non-Maori	Maori	Non-Maori	Maori	Non-Maori	Maori	Non-Maori
Christchurch City	25.5%	13.2%	47.6%	74.7%	26.9%	58.4%	10.1%	40.9%	8.8%	30.6%
Selwyn	31.7%	7.3%	48.8%	76.5%	34.1%	60.3%	14.6%	26.0%	14.6%	25.1%
Waiamakariri	37.7%	20.7%	42.6%	62.9%	31.1%	51.3%	9.8%	15.3%	3.3%	15.3%
Christchurch Area	27.2%	12.5%	47.3%	73.6%	27.7%	57.8%	10.4%	38.7%	8.6%	28.6%
New Zealand	25.4%	10.5%	50.4%	76.8%	31.9%	61.6%	10.4%	34.0%	8.8%	28.5%

Private Schools excluded from analysis

Source: Ministry of Education, Enterprise Guide



## Highest Level of Attainment, School Leavers, 2006

Area	Little or no formal attainment		NCEA Level 1 or above		NCEA Level 2 or above		NCEA Level 3 or above		University Entrance Standard	
	Maori	Non-Maori	Maori	Non-Maori	Maori	Non-Maori	Maori	Non-Maori	Maori	Non-Maori
Christchurch City	22.7%	7.9%	54.7%	79.5%	34.6%	66.0%	12.6%	41.3%	12.6%	37.7%
Selwyn	4.7%	5.8%	74.4%	83.3%	46.5%	64.3%	20.9%	35.9%	18.6%	31.2%
Waiamakariri	39.1%	18.2%	31.9%	59.7%	21.7%	44.7%	7.2%	26.5%	5.8%	20.6%
Christchurch Area	23.4%	9.0%	53.3%	77.4%	33.9%	63.3%	12.6%	39.1%	12.2%	35.1%
New Zealand	22.2%	9.0%	55.3%	78.9%	46.6%	72.3%	21.4%	48.2%	11.0%	34.8%

Private Schools excluded from analysis

Source: Ministry of Education, Enterprise Guide



# Achievement: A Snapshot in One Year (2006)

## Of 100 **Maori students** in Years 11-13 in the Christchurch Area :

- 23 will leave school with little or no formal attainment
- 34 will leave school with NCEA Level 2 or above
- 13 will leave with NCEA Level 3 or above
- 38 will attain a typical level NCEA qualification
- 65 (Year 11s) will attain Level 1 literacy and numeracy requirements

## Of 100 **Non-Maori students** in Years 11-13 in the Christchurch Area :

- 9 will leave school with little or no formal attainment
- 77 will leave school with NCEA Level 2 or above
- 39 will leave with NCEA Level 3 or above
- 63 will attain a typical level NCEA qualification
- 75 (Year 11s) will attain Level 1 literacy and numeracy requirements



# Ministry of Education as a Provider of Special Education

Southern Region  
Services for Maori



# Looking At

- Data on access of Maori to special education services in the Southern Region
- A look back at what we've put in place over the last five years
- What next - 2007/2008 developments



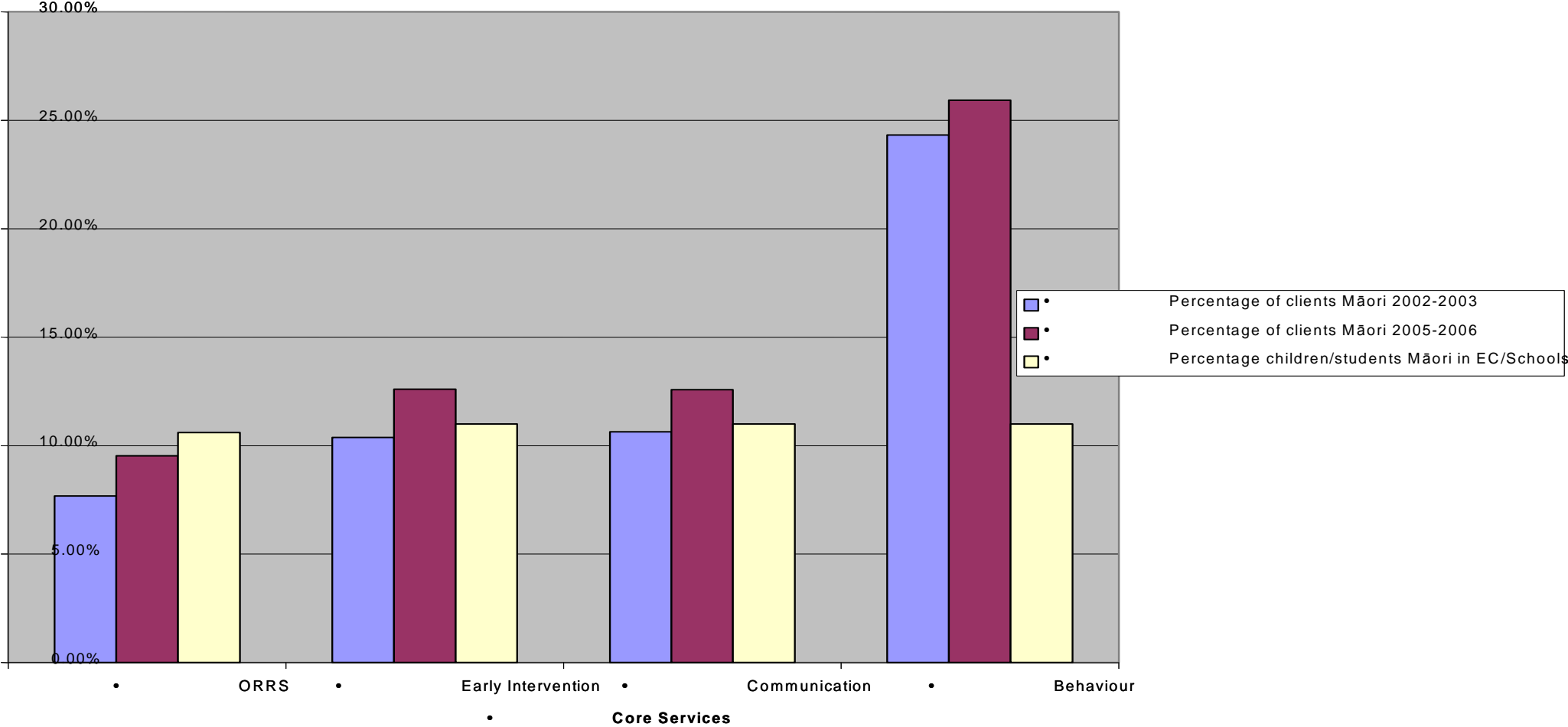
# Small but increasing access to Special Education (GSE) services

- Comparative data on Maori access to GSE Southern Services indicates a small increase for each of the services when 2002-2003 data is compared with 2005-2006 data



# Access to Maori Clients to Service 2003 compared to 2006

• and early childhood settings for 2002-03 and 2005-06



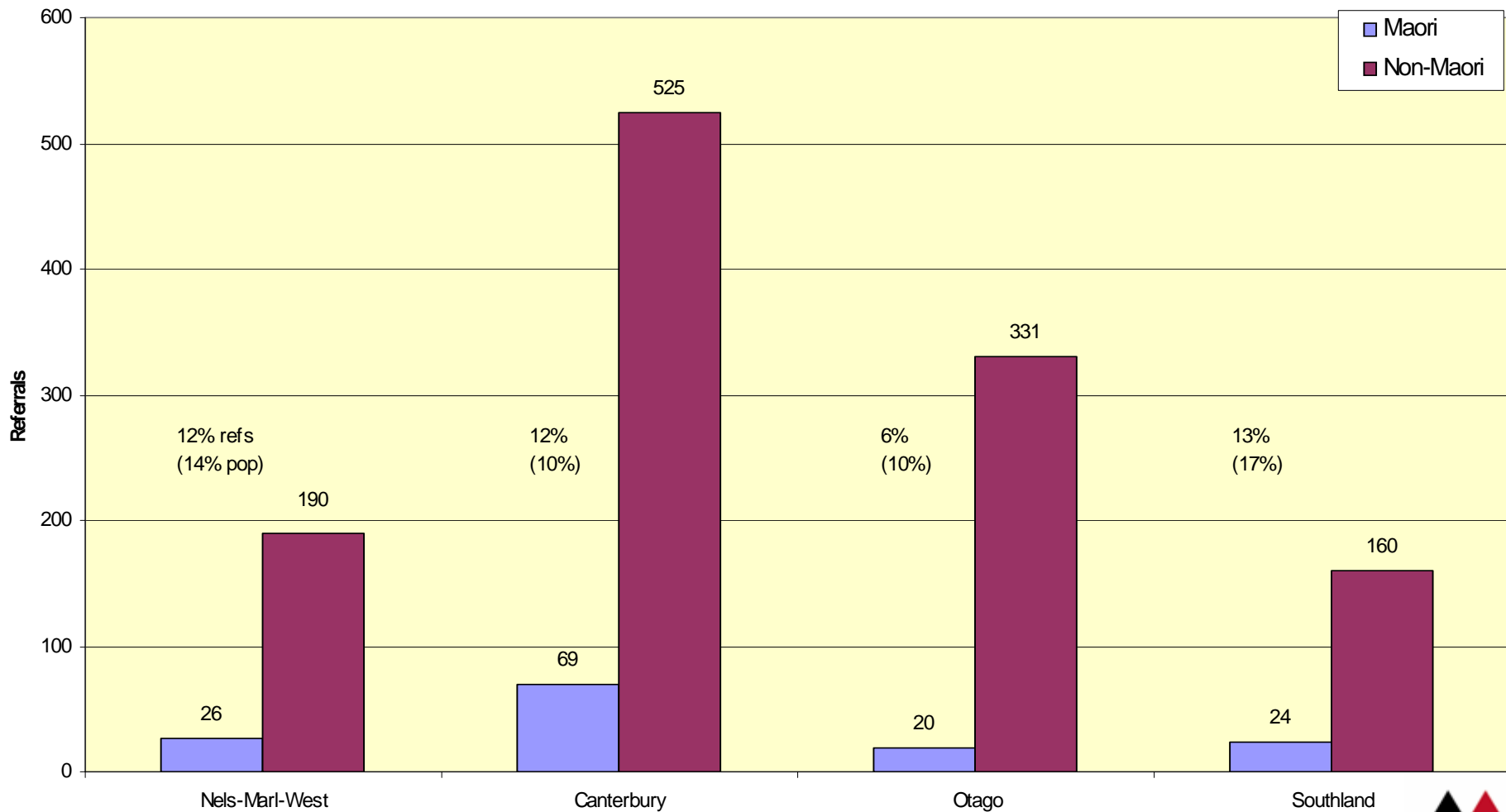
# Some Themes - ORRS Data

- Proportion of ORRS verified students (Maori) close to population expectations
- Trend of service provision by age group similar for Maori and non-Maori and similar to national trends
- Successful ORRS applications similar Maori vs non-Maori



# Access to ORRS Services

Ongoing & Reviewable Resourcing Schemes (ORRS)  
Referrals by District, Southern Region, 2006



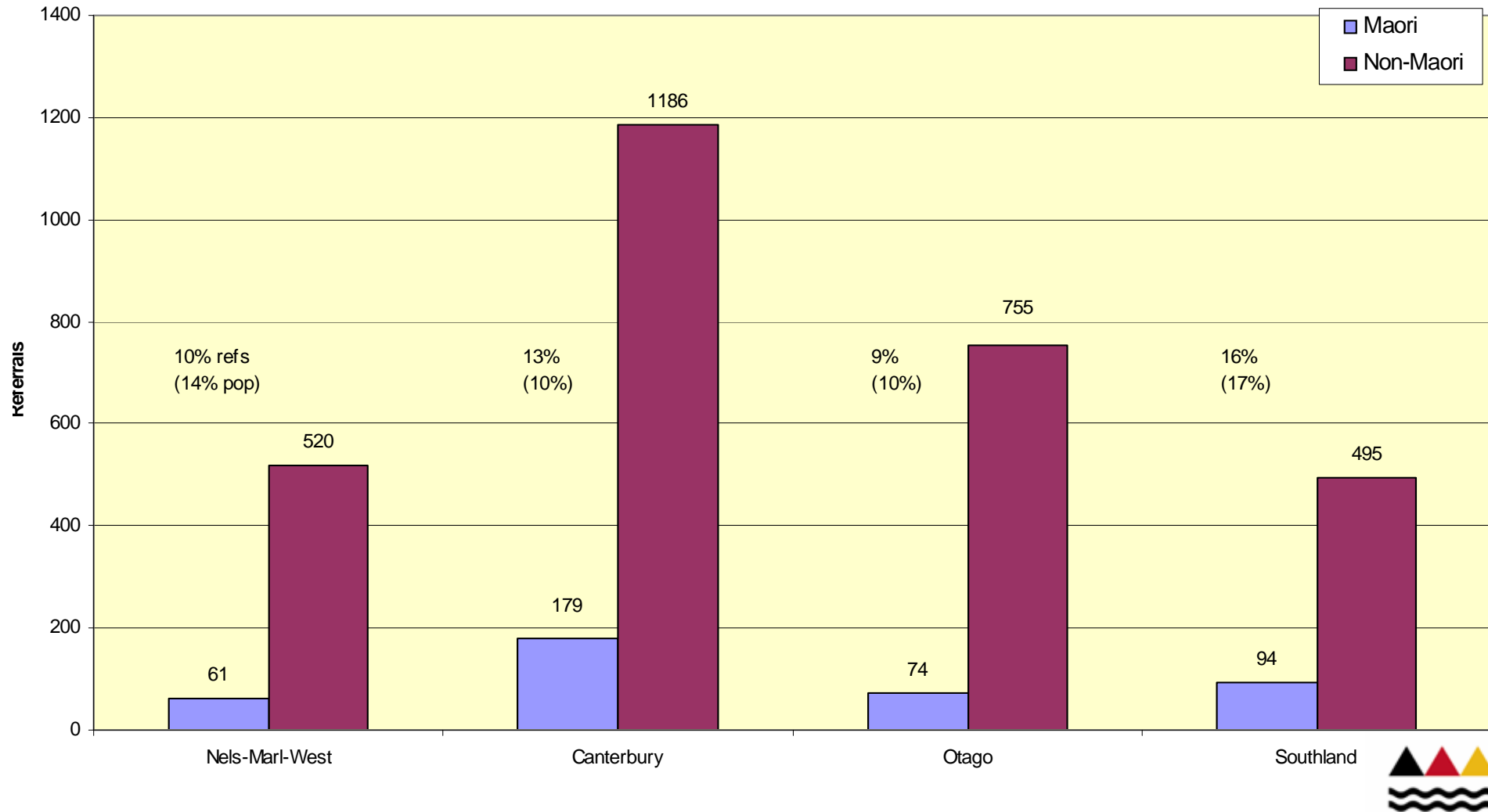
# Some Themes - Early Intervention

- Early intervention participation rates similar or slightly above Maori early childhood participation (10.6%)
- Age of access to services similar Maori vs non-Maori
- Question: Given the higher levels of participation in GSE behaviour services for Maori (see later slides), should we be providing to a higher proportion of Maori children in early intervention?
- Access perhaps driven by those families with ability to access services or influence the early childhood to access service?
- Need to consider impact of Newborn Hearing Screening
- 2007/2008 business plan to focus on strategy to increase access of whanau to early intervention services



# Early Intervention Services

Early Intervention Service (EIS)  
Referrals by District, Southern Region, 2006



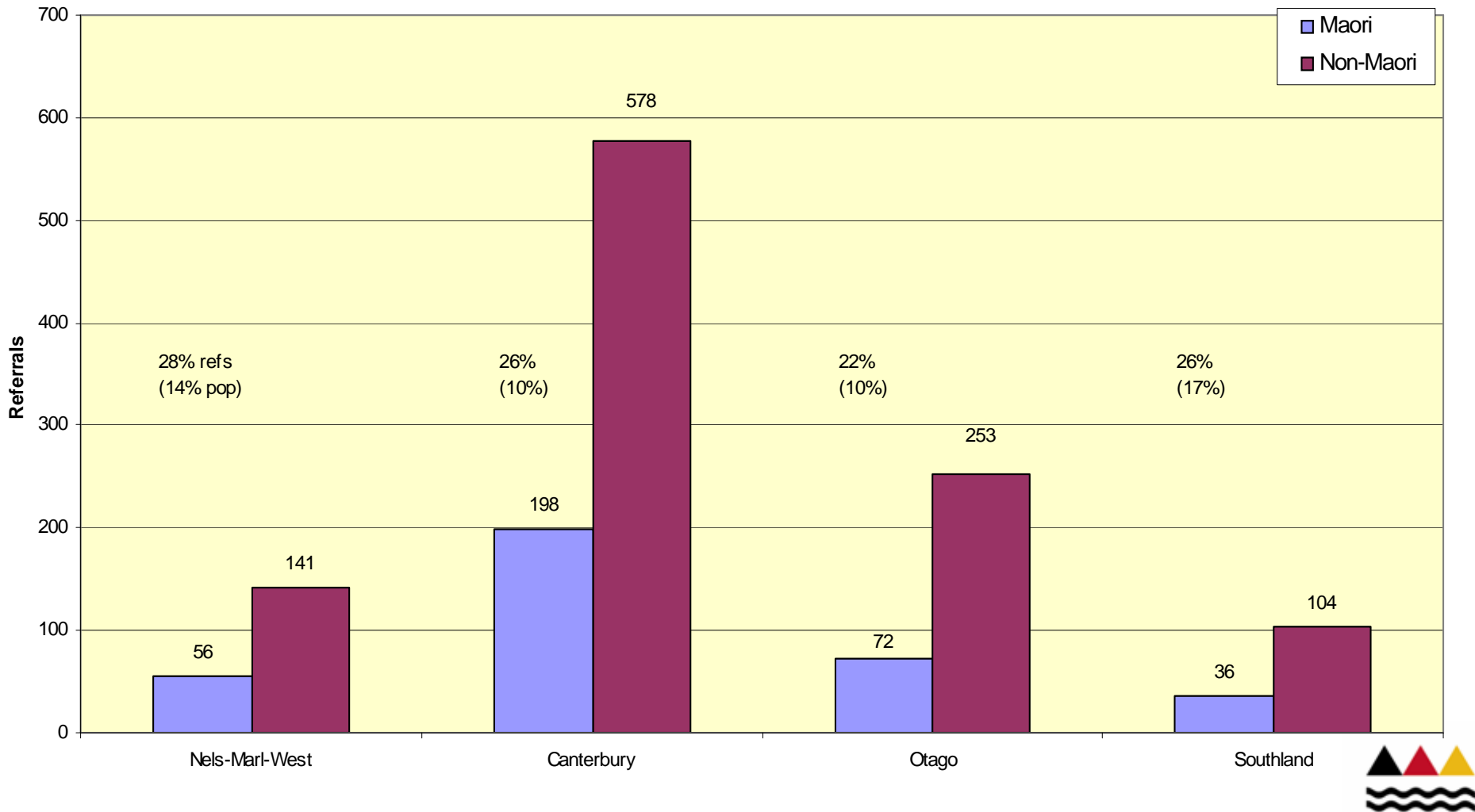
# Some Themes - Severe Behaviour Service

- Maori participation in the severe behaviour service is significantly above proportion of Maori in the population
- Age of access to behaviour services similar as for non-Maori - trend towards age 10 years+



# Behaviour Services

Behaviour Service  
Referrals by District, Southern Region, 2006



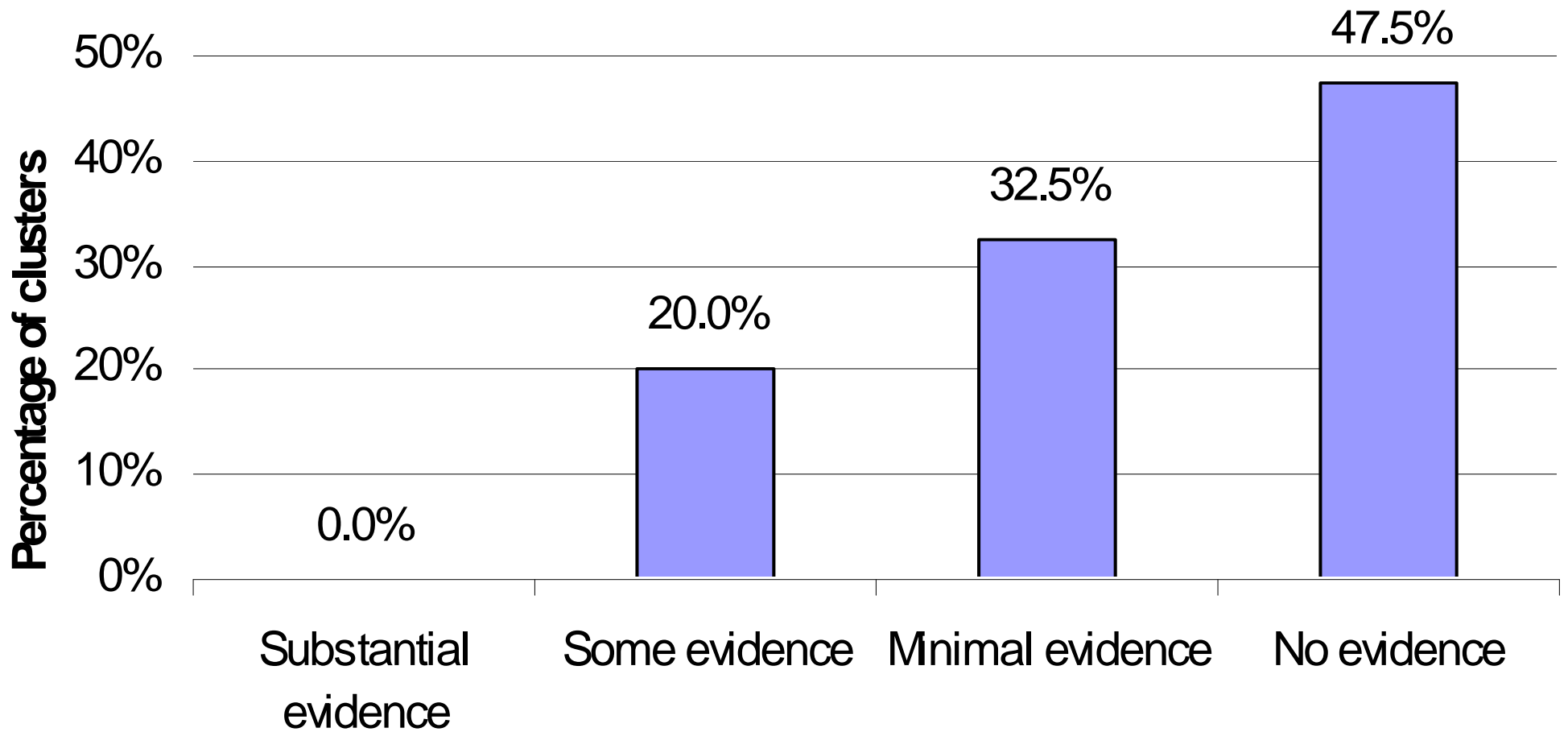
# Other Themes

- Access to speech language/communication services similar for Maori and non-Maori
- High satisfaction ratings from whanau in terms of service provision and acknowledgement of cultural needs
- Note GSE provision is a small proportion of the special education data
- Note RTLB ERO review, outcomes for Maori not effectively presented within RTLB work compared with Resource Teacher Literacy outcomes
- Looking ahead - increased focus on presence, participation, and learning outcome data



# ERO Report on RTLB and Maori Achievement

## Maori student achievement



# ERO National Statistics - 2004/05

- **Maori students** make up **31%** of the total number of individual students, there are about **760 RTLB**
- **29 RTLB** indicated that they worked in **designated RTLB Maori positions (4 in Southern Region)**
- **Ministry** data shows that **45 RTLB** are **designated RTLB Maori**



# Successfully Providing for Maori Students

- Building positive teacher-student relationships;
- Providing a “high quality” education which includes interactive teaching strategies that engage students in their learning;
- Teaching that builds on students’ strengths and interests
- Raising teacher expectations of Maori students;
- Involving parents, whanau and peers; and
- Incorporating widespread cultural input

**Jill Bevan Brown 2006 “Enhanced Practice in Special Education”**



Structures and processes  
developed over last 5 years by  
Special Education to enhance  
access and outcomes for Maori



# Investment in people and new positions

- Pou Arahi a Takiwa
- Pou Whakarewa
- A network of kaumatua/kuia
- Kaitakawaenga
- Regional hui



# Investment in programmes, strategy, and relationships

- Special Education Maori Strategy requiring the implementation and reporting on a range of activities and initiatives in each district to strengthen services for Maori;
- Regional Maori reference group which is inclusive of Ngāi Tahu, nga iwi o Te Tau Ihu and nga mata waka and disability groups
- MoU with Ngāi Tahu
- Cultural supervision



In 07/08 our focus is...



# Whanau access to and satisfaction with our services

- Whanau access to early intervention services - knowing what works and planning to do better
- Whanau client satisfaction and service review processes for Maori reported separately
- Test client satisfaction data from whanau through a pilot in Otago



# Effective Services for Maori

- Embed the “culture awareness prompt sheet” into all individual service reviews with a focus on:
  - service engagement phase and cultural profile
  - cultural validity of intervention and assessment
  - ensuring that intervention and programming considers strengthening cultural identity
- Cultural supervision development
- Canterbury Maori focus team development



# Continue whole of Ministry approach in

- Iwi partnership work
- Work with the sector on raising Maori student achievement
- Ka Hikitia implementation



# Student Engagement



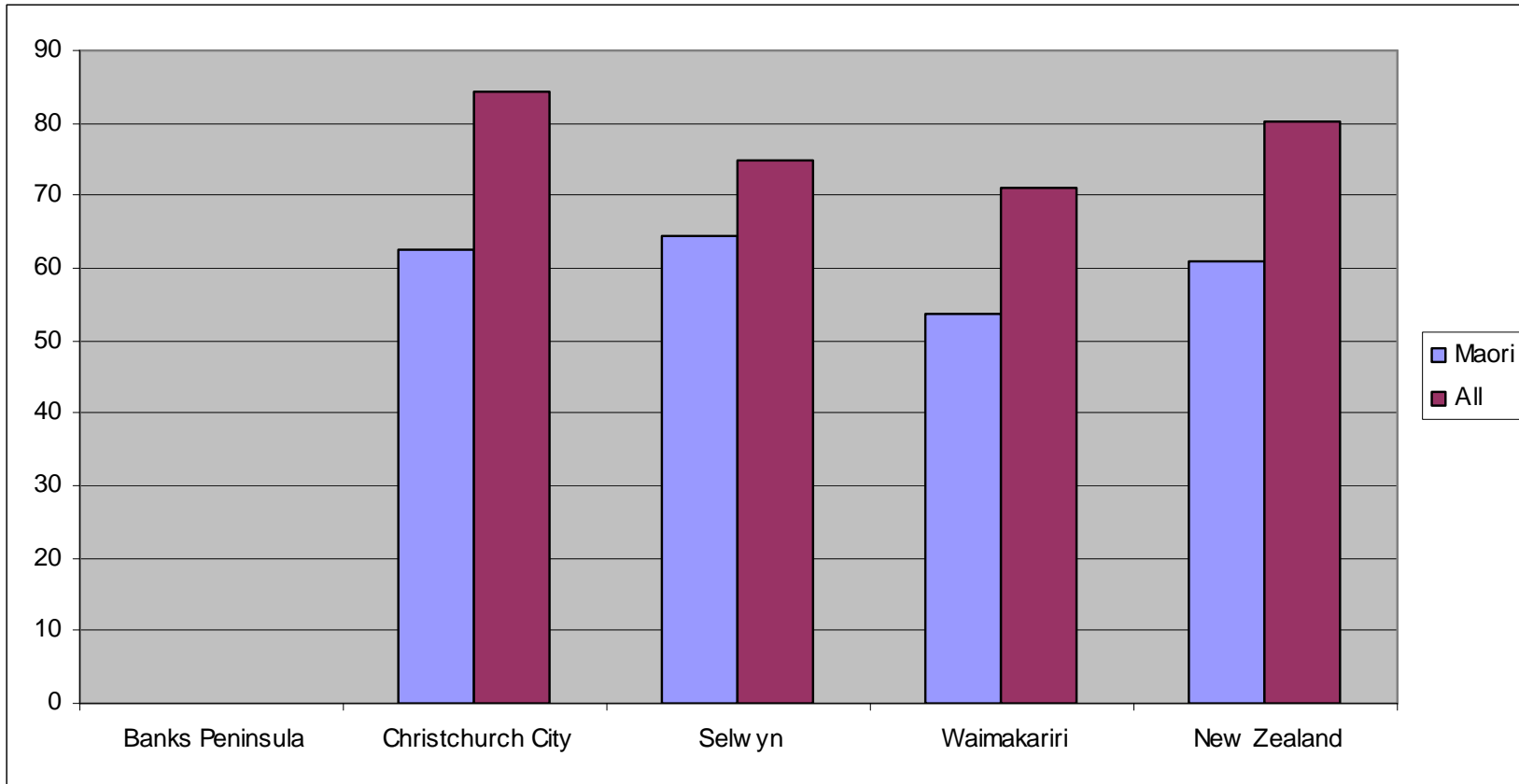
# Retention: Early Leaving Exemptions, 2006

Area	Maori	% of 15 yr old Maori students	Non-Maori	% of 15 yr old Non-Maori students
Banks Peninsula	0	0.0	0	0.0
Christchurch City	70	16.7	253	6.7
Selwyn	1	2.2	22	5.5
Waimakariri	8	21.3	43	8.7
Christchurch Area	79	13.1	318	6.4
New Zealand	1,606	15.2	2,350	4.9

Source: Ministry of Education, Education Counts, 2007



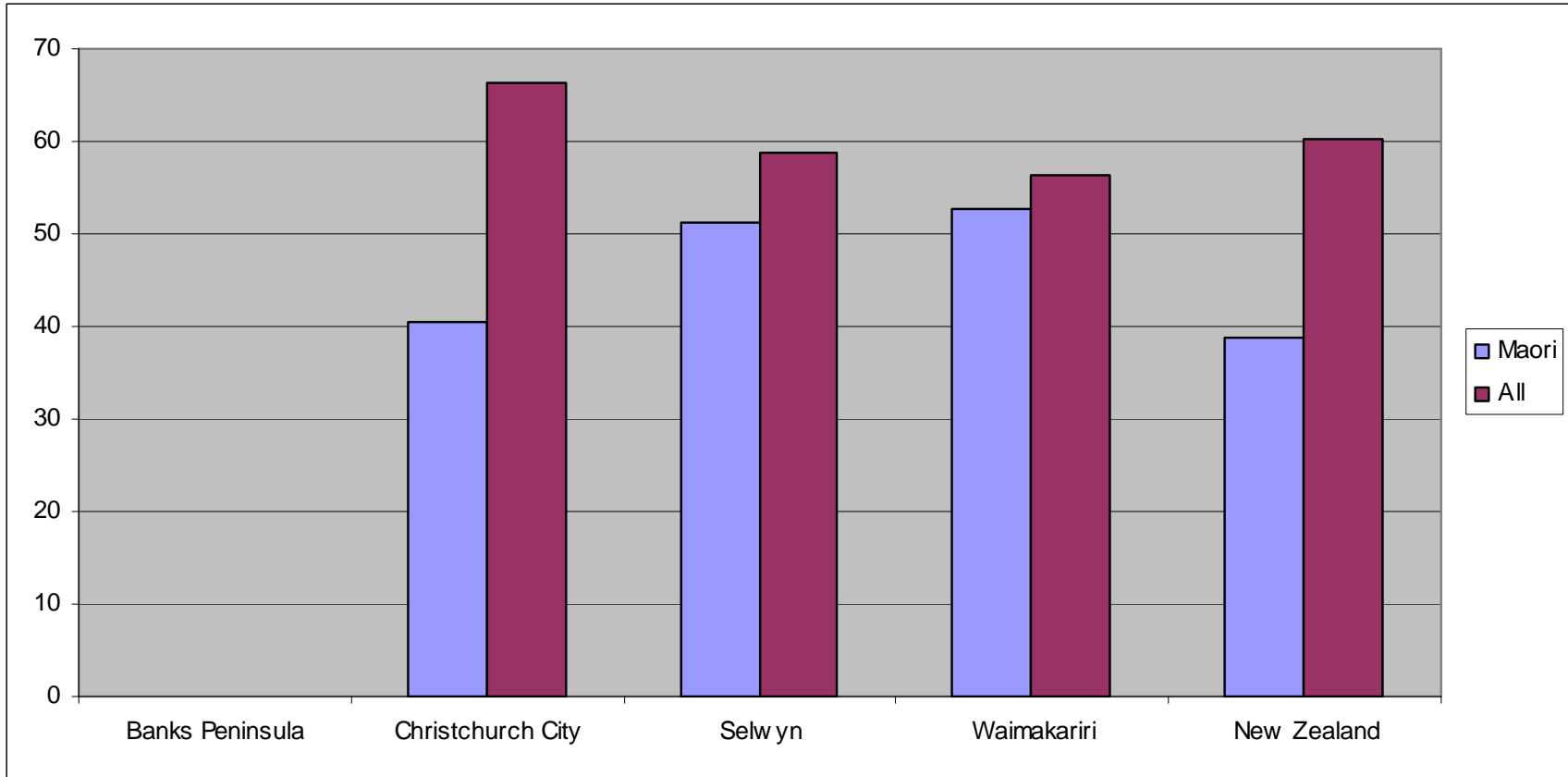
# Student Retention to Age 16 per 100 Students, 2006



Source: Ministry of Education, Education Counts, 2007



# Student Retention to Age 17 per 100 Students, 2006



Source: Ministry of Education, Education Counts, 2007



# Absence and Truancy Rates, 2006

Area	Intermittent unjustified		Unjustified absences		Infrequent truant		Frequent truant	
	Maori (%)	All students (%)	Maori (%)	All students (%)	Maori (%)	All students (%)	Maori (%)	All students (%)
Banks Peninsula	0.0	1.0	3.2	2.6	19.4	10.1	1.4	0.6
Christchurch City	2.9	2.0	3.1	1.7	14.6	9.1	1.5	0.8
Selwyn	0.7	0.7	2.4	1.4	7.7	5.7	1.4	0.6
Waimakariri	3.3	1.8	2.5	1.9	10.2	8.1	1.5	1.1
Southern Region	2.8	1.6	2.6	1.5	14.3	8.4	0.6	0.6
New Zealand	1.8	3.0	5.0	2.3	18.4	10.6	2.7	1.1

Note: Rates for the Christchurch area were unable to be calculated

Source: Ministry of Education, Education Counts, 2007



# Stand-down, Suspension and Exclusion Rates, 2006

Area	Stand-down rates per 1,000 students		Suspension rates per 1,000 students		Exclusion rates per 1,000 students	
	Maori	Non-Maori	Maori	Non-Maori	Maori	Non-Maori
Banks Peninsula	10	7	10	0	0	0
Christchurch City	80	24	13	4	5	1
Selwyn	25	16	14	3	4	0
Waimakariri	78	29	22	7	4	2
Christchurch Area	75	24	14	4	5	1
New Zealand	55	23	14	5	5	1

Source: Ministry of Education, Stand-downs and Suspensions, 2007



# Engagement: A Snapshot in One Year (2006)

## Of 100 **Maori** students in the Christchurch Area

- 8 will be stood-down
- 1.4 will be suspended
- 13 (15 year olds) will be granted an ELX

## Of 100 **Non-Maori** students in the Christchurch Area

- 2 will be stood-down
- 0.4 will be suspended
- 6 (15 year olds) will be granted an ELX



# Maori Language Provision



- 5,527 or 71% of Maori students in the Christchurch area had some level of exposure to the language during school (2006).
- 8% (compared with 6% SR and 16% nationally) received higher levels of immersion, (12% + of curriculum).

