



Stand-downs and Suspensions Data Cubes USERS GUIDE

The users guide for the Stand-downs and Suspensions data cubes, accessible on Education Counts on edCentre (*Education Counts*).

June 2006

Contents

Document Information.....	3
Reproduction of material	3
Disclaimer.....	3
Privacy issues	3
<i>Education Counts</i>	4
Objectives.....	4
Audiences.....	4
Stand-downs and Suspensions.....	5
Rationale	5
Data cubes	6
Frequency of updates.....	7
Measures	8
Stand-downs	8
Suspensions.....	9
Exclusions	10
Expulsions.....	11
Students	12
Students Aged Under 16	13
Students Aged 16 and Over	14
Dimensions	15
Calendar Year	15
Ethnic Group	16
Gender	18
School	20
School Gender	21
School Region.....	22
School Socio-Economic Decile.....	23
School Socio-Economic Quintile	24
School Territorial Local Authority.....	25
School Type	26
School Urban Classification.....	27
Suspension Reduction Initiative (SRI) Indicator	28
Appendices	29
Appendix One: Regional Councils.....	30
Appendix Two: Territorial Local Authorities	31
Appendix Three: Schools in Suspension Reduction Initiative (SRI)	32

Document Information

Reproduction of material

The Ministry of Education permits the reproduction of material from this publication without prior notification, providing all the following conditions are met: the information must not be used for commercial gain, must not be distorted or changed, and the Ministry of Education must be acknowledged as the source.

Disclaimer

The Ministry of Education gives no indemnity as to the correctness of the information or data supplied. The Ministry of Education shall not be liable for any loss or damage arising directly or indirectly from the supply of this publication.

All care has been taken in the preparation of this publication. The data presented was deemed to be accurate at the time of publication, but may be subject to change. It is advisable to check for updates to this publication *via* the *Education Counts* web site at the following address <http://www.educationcounts.minedu.govt.nz/>

Privacy issues

The Ministry of Education is required to ensure that the release of information recognises any legislation relating to the privacy of education information, in particular the Official Information Act 1982, and the Privacy Act 1993.

Education Counts

Education Counts on edCentre (*Education Counts*) was developed to simplify access to quantitative education information for Ministry of Education clients. Consultation with users of education information identified the need for an online space for them to access statistical data, quantitative information, and research about the education sector.

Objectives

The objectives of *Education Counts* are:

- create an effective online “doorway” to statistical data, quantitative information, and research on education and education services in New Zealand
- ensure all information is presented in a clear and cogent way
- offer ways for clients to obtain additional information, including making specific information requests
- provide a clear pathway to the edCentre portal
- provide a clear pathway to www.minedu.govt.nz and other Ministry of Education, and Ministry supported, websites.

It is hoped that clear definitions of the data cube’s measures and dimensions will assist with using of the data.

Audiences

Members from all the Ministry of Education’s audiences visit *Education Counts*; however, the main focus is on visitors from any audience wanting statistical data, quantitative information, and research on education and education services in New Zealand. Audiences of particular high use are:

- researchers
- education providers
- Ministry of Education analysts
- government agencies
- governance bodies
- sector interest groups.

Stand-downs and Suspensions

Rationale

Engagement in education means the extent to which young people participate and become involved in their schooling. It encompasses their attendance at school, a sense of belonging, being happy at school, and enjoying the subjects being studied.

There are clear signals when a student is disengaging from school. These include a decline in academic performance, behavioural problems, and non-attendance. If underlying reasons are not identified and tackled, disengagement could lead to stand-down, suspension, or in the most serious cases, to exclusion or expulsion of the student.

Stand-downs, suspensions, exclusions and expulsions are some of the ways to deal with student behaviour that disrupts teaching and learning and threatens the well-being of other students. These approaches are not used lightly by most schools, but are part of a process to help students return to productive learning and relationships within the school community.

Teachers manage their classrooms in ways that promote learning and most problems are solved there. When teachers need assistance they may involve principals, deputy principals, deans, counsellors and family/whanau. In addition, education support services such as those offered by the Ministry of Education Group Special Education and Resource Teachers: Learning and Behaviour are available, as well as other community support agencies. It is in a minority of cases that principals and boards of trustees use stand-downs, suspensions, exclusions and expulsions.

Stand-downs, introduced in 1999, are a short-term measure. A stand-down is the formal removal of a student from school for a specified period. Stand-downs of a student can total no more than 5 school days in any term, or 10 days in a school year. Following stand-downs, students return automatically to school.

Stand-downs allow schools, students and their families, time to evaluate the problems that have occurred and determine how to prevent reoccurrence. Students can then return to their schooling.

Suspension is the formal removal of a student from school by the principal until the board of trustees decides the outcome at a suspension meeting. Following a suspension the board may decide to lift the suspension with or without conditions, to extend the suspension, or in the most serious cases, to either exclude or expel the student.

Exclusion means the formal removal of a student aged under 16 from the school with the requirement that the student enrol elsewhere. Expulsion means the formal removal of a student aged 16 or over from a school. He or she may enrol in another school. The decision to exclude or expel a student should be arrived at only in the most serious cases.

Data cubes

There are two stand-down and suspension data cubes; one data cube is at a 'school level', while the other is at a 'demographic level'.

The school level data cube is called "Standdowns and Suspensions by School" and contains the following seven measures:

- Stand-downs
- Suspensions
- Exclusions
- Expulsions
- Students
- Students Aged Under 16 (Stud_excl)
- Students Aged 16 and Over (Stud_Expu).

The data cube also contains the following dimensions:

- Calendar Year
- School
- School Gender
- School Region
- School Socio-Economic Quintile
- School Socio-Economic Decile (sub-dimension of Quintile)
- School Territorial Local Authority
- School Type (School Sector)
- School Urban Classification
- Suspension Reduction Initiative (SRI) Indicator.

The demographic level data cube is called "Standdowns and Suspensions by Ethnic Group and Gender" and contains the following seven measures:

- Stand-downs
- Suspensions
- Exclusions
- Expulsions
- Students
- Students Aged Under 16 (Stud_excl)
- Students Aged 16 and Over (Stud_Expu).

The data cube also contains the following dimensions:

- Calendar Year
- Ethnic Group
- Gender
- School Gender
- School Region
- School Socio-Economic Quintile
- School Socio-Economic Decile (sub-dimension of Quintile)
- School Territorial Local Authority
- School Type (School Sector)
- School Urban Classification
- Suspension Reduction Initiative (SRI) Indicator.

Frequency of updates

Stand-down, suspension data, exclusion and expulsion data are collected regularly throughout the school year. Each April the previous year's data is archived and used to populate the data cube.

The numbers of students, used as a denominator, are sourced from the July schools roll returns and are as at 1 July.

Measures

Stand-downs

Name in data cube:	Standdowns
Definition:	The number of students receiving a stand-down.
Context:	<p>Under Section 14 of the Education Act 1989, The principal of a state school may stand-down or suspend a student if satisfied on reasonable grounds that-</p> <p>(a) The student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school; or</p> <p>(b) Because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended for an unspecified period.</p> <p>A stand-down involves the formal removal of a student from school for a specified period. Stand-downs of a student can total no more than 5 school days in any term, or 10 days in a school year. Following a stand-down, a student returns automatically to school.</p> <p>Correspondence School students, adult students (age>19), NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students, and students from non-State schools are all excluded.</p>
Source:	The stand-down advice form submitted to the local office of the Ministry of Education.

Suspensions

Name in data cube:	Suspensions
Definition:	The number of students suspended from school.
Context:	<p>Under Section 14 of the Education Act 1989, The principal of a state school may stand-down or suspend a student if satisfied on reasonable grounds that-</p> <p>(a) The student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school; or</p> <p>(b) Because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended for an unspecified period.</p> <p>A suspension involves the formal removal of a student from school by the principal until the board of trustees decides the outcome at a suspension meeting. Following a suspension the board may decide to lift the suspension with or without conditions, to extend the suspension, or in the most serious cases, to either exclude or expel the student.</p> <p>Correspondence School students, adult students (age>19), NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students, and students from non-State schools are all excluded.</p>
Source:	The suspension advice form submitted to the local office of the Ministry of Education.

Exclusions

Name in data cube:	Exclusions
Definition:	The number of students excluded from school.
Context:	<p>An exclusion involves the formal removal of a student aged under 16 from the school with the requirement that the student enrol elsewhere.</p> <p>Correspondence School students, adult students (age>19), NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students, and students from non-State schools are all excluded.</p>
Source:	The suspension advice form submitted to the local office of the Ministry of Education.

Expulsions

Name in data cube:	Expulsions
Definition:	The number of students expelled from school.
Context:	<p>An exclusion involves the formal removal of a student aged under 16 from the school with the requirement that the student enrol elsewhere.</p> <p>Correspondence School students, adult students (age>19), NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students, and students from non-State schools are all excluded.</p> <p>An expulsion involves the formal removal of a student aged 16 or over from a school. He or she may enrol in another school.</p> <p>Correspondence School students, adult students (age>19), NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students, and students from non-State schools are all excluded.</p>
Source:	The suspension advice form submitted to the local office of the Ministry of Education.

Students

Name in data cube:	Students
Definition:	The number of domestic students as at 1 July for each year.
Context:	<p>This measure is used as a denominator to compare different population groups for stand-downs and suspensions.</p> <p>Correspondence School students, adult students (age>19), NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students, and students from non-State schools are all excluded.</p>
Source:	July schools roll returns.

Students Aged Under 16

Name in data cube:	Stud Excl
Definition:	The number of domestic students aged under 16 as at 1 July for each year.
Context:	<p>This measure is used as a denominator to compare different population groups for exclusions.</p> <p>Correspondence School students, adult students (age>19), NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students, and students from non-State schools are all excluded.</p>
Source:	July schools roll returns.

Students Aged 16 and Over

Name in data cube:	Stud Expu
Definition:	The number of domestic students aged 16 and over as at 1 July for each year.
Context:	<p>This measure is used as a denominator to compare different population groups for expulsions.</p> <p>Correspondence School students, adult students (age>19), NZAID students (foreign students sponsored by the New Zealand Agency for International Development – a branch of MFAT), foreign fee paying students, and students from non-State schools are all excluded.</p>
Source:	July schools roll returns.

Dimensions

Calendar Year

Name in data cube:	Calendar Year
Definition:	For the stand-down, suspension, exclusion and expulsion measures it is the year the action was undertaken. For the student measures it is the age they were as at 1 July of each year.
Values:	2000; 2001; 2002; 2003; 2004; 2005.
Context:	
Source:	For the stand-down, suspension, exclusion and expulsion measures it is the stand-down/suspension advice form submitted to the local office of the Ministry of Education. For the student measures it is the July schools roll returns.

Ethnic Group

Name in data cube:	Ethnic_Group
Definition:	The prioritised ethnicity of each student.
Values:	Māori; Pasifika; Asian; Other; and NZ European.
Context:	<p>Prioritised ethnicity is where each record is allocated to a single ethnic group using the priority system (Māori, Pasifika, Asian, Other and NZ European). If an enrolment has ethnicities of Pasifika and NZ European recorded, the single ethnicity assigned to the record based on the prioritisation process will be Pasifika. The aim of prioritisation is to ensure that where some need exists to assign people to a single ethnic group, ethnic groups of policy importance, or of small size, are not swamped by the NZ European ethnic group.</p> <p>For the stand-down and suspension measures ethnicity is supplied by the school. For the student measures ethnicity is supplied by the student's parent or guardian.</p> <p>In both 2004 and 2005, for a small number of schools, there was an abnormally large increase in the number of stand-downs and/or suspensions recorded as belonging to 'Other' ethnic groups. Investigation of individual records, trends over time for each school, and each school's catchment area indicated a considerable number of records had an ethnic group erroneously coded as 'Other'. A conservative adjustment was made to the data to correct for this poor coding.</p> <p>Where for a particular school stand-downs in 2004 (or 2005) for 'Other' ethnic groups are greater than one-third of the number of 'Other' ethnic group students for that year, then the following adjustment was made:</p> <ul style="list-style-type: none">• The 2003 stand-down rate for 'Other' ethnic group was applied to all the school's 2004 (or 2005) 'Other' ethnic group students to calculate the new number of stand-down records with an ethnic group of 'Other'.• The difference between that new number for 'Other' ethnic group and the supplied number of stand-downs coded as 'Other' ethnic group equals the number of erroneously coded records.

- The erroneously coded records were then reassigned to new ethnic groups based on the distribution of the submitted non-‘Other’ ethnic groups. For schools where all stand-downs had ‘Other’ ethnicity, the distribution of cases across all schools has been used.

Where for a particular school suspensions in 2004 (or 2005) are greater than one-sixth of the number of ‘Other’ ethnic group students for that year, then the following adjustment was made:

- The 2003 suspension rate for ‘Other’ ethnic group was applied to all the school’s 2004 (or 2005) ‘Other’ ethnic group students to calculate the new number of suspension records with an ethnic group of ‘Other’.
- The difference between that new number for ‘Other’ ethnic group and the supplied number of suspensions coded as ‘Other’ ethnic group equals the number of erroneously coded records.
- The erroneously coded records were then reassigned to new ethnic groups based on the distribution of the submitted suspensions for non-‘Other’ ethnic groups. For schools where all suspensions had ‘Other’ ethnicity, the distribution of cases across all schools has been used.

The adjustment above made for suspensions is also made for exclusions and expulsions, where for a particular school in 2004 (or 2005) these measures are greater than one-sixth of the number of ‘Other’ ethnic group students for that year.

This adjustment to stand-down and suspension data allows more accurate ethnic comparisons to be made but, with the exception of gender, does not allow ethnic group comparisons to be made for other dimensions or measures specific to individuals (such as reason for stand-down).

As a result of the above manipulation it is possible to get non-interger values for stand-downs, suspensions, exclusions and expulsions when considering ethnic groups.

Source:

For the stand-down, suspension, exclusion and expulsion measures it is the stand-down/suspension advice form submitted to the local office of the Ministry of Education. For the student measures it is the July schools roll returns.

Gender

Name in data cube:	Gender
Definition:	The gender of each student.
Values:	Male; Female; Unspecified. A value of 'Unspecified' for the stand-down, suspension, exclusion and expulsion measures indicates that the student's gender has not been identified on the stand-down/suspension advice form (applies to 170 stand-downs (0.15%), 57 suspensions (0.19%), and 20 exclusions (0.23%)). However, the gender for these students will have been accurately captured in the July school roll return figures.
Context:	
Source:	For the stand-down, suspension, exclusion and expulsion measures it is the stand-down/suspension advice form submitted to the local office of the Ministry of Education. For the student measures it is the July schools roll returns.

School

Name in data cube:	School
Definition:	The school of each student.
Values:	<p>All state schools with students as at 1 July for any of the years 2000 to 2004 inclusive; and Not Applicable.</p> <p>For a full list of all schools see http://bbb.minedu.govt.nz/web/downloadable/dl6434_v1/web-directory-schools.csv. The stand-down, suspension, exclusion and expulsion measures only includes schools where authority ='State'.</p> <p>A value of 'Not Applicable' for the stand-down, suspension, exclusion and expulsion measures indicates a school cannot be accurately identified from the data collection (applies to 29 stand-downs (0.03%) and 1 suspension (<0.01%)). However, the corresponding student numbers for these schools will have been accurately captured in the July school roll return figures (albeit they cannot be identified).</p>
Context:	
Source:	<p>For the stand-down, suspension, exclusion and expulsion measures it is the stand-down/suspension advice form submitted to the local office of the Ministry of Education.</p> <p>For the student measures it is the July schools roll returns.</p>

School Gender

Name in data cube:	School_Gender
Definition:	The gender of the students that the school caters for.
Values:	<p>Co-ed which equals co-education; Single Sex (Boys School); Single Sex (Girls School); Senior Co-ed, Junior Boys; Primary Co-ed, Secondary Girls; and Not Applicable.</p> <p>A value of 'Not Applicable' for the stand-down, suspension, exclusion and expulsion measures indicates a school cannot be accurately identified from the data collection (applies to 29 stand-downs (0.03%) and 1 suspension (<0.01%)) so no school gender has been assigned. However, the corresponding student numbers for these schools will have been accurately captured in the July school roll return figures (albeit they cannot be identified).</p> <p>A value of 'Not Applicable' for the student measures indicates school gender was not known. Eight schools had a school gender status of unknown between 2000 and 2003 (with a total of 589 students during this time period and no stand-downs and suspensions). These schools were recorded as Co-ed from 2004 on.</p>
Context:	
Source:	July schools roll returns.

School Region

Name in data cube:	School_Region
Definition:	The Regional Council area each school is located in.
Values:	<p>New Zealand - divided into 16 regions; Chatham Islands County; and Not Applicable. See Appendix One for a full list of Regional Councils.</p> <p>A value of 'Not Applicable' for the stand-down, suspension, exclusion and expulsion measures indicates that a school cannot be accurately identified from the data collection (applies to 29 stand-downs (0.03%) and 1 suspension (<0.01%)) so no school region has been assigned. However, the corresponding student numbers for these schools will have been accurately captured in the July school roll return figures (albeit they cannot be identified).</p>
Context:	<p>Regional councils cover every territorial local authority in New Zealand with the exception of Chatham Islands County. The seaward boundary of the regions is the twelve mile (19.3km) New Zealand territorial limit. Generally regional councils contain complete territorial local authorities. Where territorial local authorities straddle regional council boundaries, the affected area has been statistically defined in complete area units.</p>
Source:	Assigned to each school from information from the July schools roll returns.

School Socio-Economic Decile

Name in data cube:	Decile
Definition:	The decile of the socio-economic mix of the school the student attended.
Values:	<p>Decile 01; Decile 02; Decile 03; Decile 04; Decile 05; Decile 06; Decile 07; Decile 08; Decile 09; Decile 10; and Not Applicable.</p> <p>A value of 'Not Applicable' for the stand-down, suspension, exclusion and expulsion measures indicates that a school cannot be accurately identified from the data collection (applies to 29 stand-downs (0.03%) and 1 suspension (<0.01%)) so no decile has been calculated. However, the corresponding student numbers for these schools will have been accurately captured in the July school roll return figures (albeit they cannot be identified).</p>
Context:	<p>The extent to which the school draws its students from low socio-economic communities. Uses the new school decile methodology which excludes an adjustment for the percentage of Māori; Pasifika; and English for Speakers of Other Languages eligible refugee students on each school roll.</p> <p>Decile 01 schools are the 10% of schools with the highest proportion of students from low socio-economic communities, whereas Decile 10 schools are the 10% of schools with the lowest proportion of these students.</p> <p>Deciles have also been aggregated into Quintiles.</p>
Source:	The Ministry of Education calculates SES decile scores from 5 Census elements: Household income; Occupation; Household crowding; Educational qualifications; and Income support.

School Socio-Economic Quintile

Name in data cube:	Quintile
Definition:	The quintile of the socio-economic mix of the school the student attended.
Values:	<p>Quintile 01; Quintile 02; Quintile 03; Quintile 04; Quintile 05; and Not Applicable.</p> <p>A value of 'Not Applicable' for the stand-downs and Suspensions measure and the students measure indicates that a school cannot be accurately identified from the data collection (applies to 29 stand-downs (0.03%) and 1 suspension (<0.01%)) so no quintile has been calculated. However, the corresponding student numbers for these schools will have been accurately captured in the July school roll return figures (albeit they cannot be identified).</p>
Context:	<p>The extent to which the school draws its students from low socio-economic communities. Uses the new school decile methodology which excludes an adjustment for the percentage of Māori; Pasifika; and English for Speakers of Other Languages eligible refugee students on each school roll. Quintile 01 schools are the 20% of schools with the highest proportion of students from low socio-economic communities (Decile 01 plus Decile 02), whereas Quintile 05 schools are the 20% of schools with the lowest proportion of these students (Decile 09 plus Decile 10).</p> <p>Quintiles have also been disaggregated into Deciles.</p>
Source:	The Ministry of Education calculates SES decile scores for each school from 5 Census elements: Household income; Occupation; Household crowding; Educational qualifications; and Income support. These are aggregated to form quintile scores.

School Territorial Local Authority

Name in data cube:	School_TLA
Definition:	The Territorial Local Authority (TLA) each school is located in.
Values:	<p>New Zealand is divided into 74 TLAs (16 cities (population > 30,000) and 58 districts); and Not Applicable.</p> <p>See Appendix Two for a full list of TLAs.</p> <p>A value of 'Not Applicable' for the stand-down, suspension, exclusion and expulsion measures indicates that a school cannot be accurately identified from the data collection (applies (applies to 29 stand-downs (0.03%) and 1 suspension (<0.01%)) so no school TLA has been assigned. However, the corresponding student numbers for these schools will have been accurately captured in the July school roll return figures (albeit they cannot be identified).</p>
Context:	<p>A Statistics New Zealand geographic classification. Also known as territorial authorities.</p> <p>TLA boundaries are defined by aggregations of area units.</p>
Source:	Assigned to each school from information from the July schools roll returns.

School Type

Name in data cube: School_Sector

Definition:

Values: Composite; Primary; Secondary; Special; and Not Applicable.

A value of 'Not Applicable' for the stand-down, suspension, exclusion and expulsion measures indicates that a school cannot be accurately identified from the data collection (applies to 29 stand-downs (0.03%) and 1 suspension (<0.01%)) so no school type has been assigned. However, the corresponding student numbers for these schools will have been accurately captured in the July school roll return figures (albeit they cannot be identified).

Context:

Source: Assigned to each school from information from the July schools roll returns.

School Urban Classification

Name in data cube:	Urban_Rural
Definition:	The urban classification of the area unit each school is located in.
Values:	<p>Main Urban; Secondary Urban; Minor Urban; Rural; and Not Applicable.</p> <p>A value of 'Not Applicable' for the stand-down, suspension, exclusion and expulsion measures indicates that a school cannot be accurately identified from the data collection (applies to 29 stand-downs (0.03%) and 1 suspension (<0.01%)) so no urban classification has been assigned. However, the corresponding student numbers for these schools will have been accurately captured in the July school roll return figures (albeit they cannot be identified).</p> <p>Five other schools have changed urban classification status of between 2000 and 2004. No stand-downs and suspensions were attributed to these schools and 174 students were recorded as 'Not Applicable' during these years.</p>
Context:	<p>A Statistics New Zealand geographic classification. Urban areas and rural areas are statistically defined areas (using complete area units) with no administrative or legal basis.</p> <p>There is a three part hierarchical sub-division of urban areas into:</p> <ul style="list-style-type: none">• main urban areas: very large urban areas with a minimum population of 30,000 and centred on a city or major urban centre• secondary urban areas: have a population between 10,000 and 29,999 and are centred on the larger regional centres• minor urban areas: centred around smaller towns with a population between 1,000 and 9,999. <p>All remaining area units are considered rural.</p>
Source:	The Ministry of Education has mapped each school, based on its address, to its appropriate urban classification.

Suspension Reduction Initiative (SRI) Indicator

Name in data cube:	SRI Flag
Definition:	A dimension indicating whether a school is part of the SRI or not, and if so, in which years.
Values:	All Years (equals secondary schools who were in SRI in 2001 and still in SRI in 2005); Pre 2005 (equals secondary schools who were in SRI in 2001 but dropped out of SRI before 2005); Post 2001 (equals secondary schools who joined SRI subsequent to 2001); and Non-SRI (equals secondary schools which have never been part of SRI). See Appendix Three for a full list of the 110 schools which have at one stage been part of the SRI.
Context:	The Ministry of Education established the SRI in 2001 specifically to address the high proportion of Māori suspensions in some secondary schools. The SRI initially involved working with 86 secondary schools with historically high suspension rates for Māori. An additional 24 schools have become part of the SRI since 2001, while some of the original schools have now left the initiative. The implementation strategy involves schools sharing best practice in managing student behaviour and assisting schools and communities to work better to meet the needs of students at risk.
Source:	Ministry of Education.

Appendices

Appendix One: Regional Councils

Appendix Two: Territorial Local Authorities

Appendix Three: Schools in Suspension Reduction Initiative (SRI)

Appendix One: Regional Councils

Northland Region
Auckland Region
Waikato Region
Bay of Plenty Region
Gisborne Region
Hawke's Bay Region
Taranaki Region
Manawatu-Wanganui Region
Wellington Region
Tasman Region
Nelson Region
Marlborough Region
West Coast Region
Canterbury Region
Otago Region
Southland Region
Chatham Islands County

Appendix Two: Territorial Local Authorities

Far North District
Whangarei District
Kaipara District
Rodney District
North Shore City
Waitakere City
Auckland City
Manukau City
Papakura District
Franklin District
Thames-Coromandel District
Hauraki District
Waikato District
Matamata-Piako District
Hamilton City
Waipa District
Otorohanga District
South Waikato District
Waitomo District
Taupo District
Western Bay of Plenty District
Tauranga City
Rotorua District
Whakatane District
Kawerau District
Opotiki District
Gisborne District
Wairoa District
Hastings District
Napier City
Central Hawke's Bay District
New Plymouth District
Stratford District
South Taranaki District
Ruapehu District
Wanganui District
Rangitikei District

Manawatu District
Palmerston North City
Tararua District
Horowhenua District
Kapiti Coast District
Porirua City
Upper Hutt City
Lower Hutt City
Wellington City
Masterton District
Carterton District
South Wairarapa District
Tasman District
Nelson City
Marlborough District
Kaikoura District
Buller District
Grey District
Westland District
Hurunui District
Waimakariri District
Christchurch City
Banks Peninsula District
Selwyn District
Ashburton District
Timaru District
Mackenzie District
Waimate District
Chatham Islands County
Waitaki District
Central Otago District
Queenstown-Lakes District
Dunedin City
Clutha District
Southland District
Gore District
Invercargill City

Appendix Three: Schools in Suspension Reduction Initiative (SRI)

All Years: Secondary schools who were in SRI in 2001 and still in SRI in 2005.

Cambridge High School	Pompallier College
Central Hawkes Bay College	Putaruru High School
Dargaville High School	Rangitahi College
Edgcumbe College	Rodney College
Forest View High School	Rosehill College
Gisborne Boys' High School	Rotorua Lakes High School
Hamilton's Fraser High School	Ruapehu College
Hastings Boys' High School	Rutherford College
James Cook High School	Selwyn College
Kaipara College	Tamatea High School
Kaitaia College	Tangaroa College
Kamo High School	Tauranga Boys' College
Lytton High School	Tauranga Girls' College
Manurewa High School	Te Kuiti High School
Massey High School	Tikipunga High School
Matamata College	Trident High School
Morrinsville College	Waikohu College
Mt Maunganui College	Wainuiomata College*
Ngaruawahia High School	Wainuiomata High School*
Ngata Memorial College	Waitakere College
Onehunga High School	Western Heights High School
Opotiki College	Western Springs College
Otamatea High School	Whakatane High School
Otumoetai College	Whangarei Boys' High School
Papakura High School	Whangarei Girls' High School
Parkway College*	Whangaroa College
Penrose High School	

* Indicates school either merged with another school or changed name during 2001-2004.

Pre 2005: Secondary schools who were in SRI in 2001 but dropped out of SRI before 2005.

Aotea College
Aranui High School
Avondale College
Awatapu College
Bay of Islands College
Bream Bay College
Campion College
Colenso High School*
Feilding Agricultural High School*
Feilding High School*
Flaxmere College
Freyberg High School
Gisborne Girls' High School
Havelock North High School
Hillmorton High School
Hornby High School
Horowhenua College
Kapiti College
Kerikeri High School

Linwood College*
Linwood High School*
Mairehau High School
Mana College
Naenae College
Okaihau College
Paraparaumu College
Porirua College
Ruawai College
St Paul's College (Ponsonby)
Taita College
Taupo Nui-A-Tia College*
Taupo-nui-a-Tia College*
Te Awamutu College
Tongariro High School
Wanganui City College
Wellington High School & Com
William Colenso College*

* Indicates school either merged with another school or changed name during 2001-2004.

Post 2001: Secondary schools who joined SRI subsequent to 2001.

Aorere College
Dannevirke High School
Fairfield College
Green Bay High School
Greenmeadows Intermediate
Hawera High School
Heretaunga College
Huntly College
Makoura College
Motueka High School
Napier Boys' High School
Rangitikei College

Rongotai College
Stratford High School
Taihape College
Taipa Area School
Tararua College
Taumarunui High School
Thames High School
Waiheke High School
Waihi College
Wairoa College
Waitara High School
Wanganui Girls' College