Compulsory Education
Achievement at School

**What we have found**

*International assessments*

The 2006 Programme for International Student Assessment (PISA) results show an increasing gap between Pasifika 15 year-old students and their European/Pākehā and Asian counterparts as proficiency level increases for reading, mathematical and scientific literacy. Pasifika are greatly under-represented in the higher proficiency levels (level 3 to level 5 or 6) of these subjects, as are Māori.

*Little or no formal attainment*

Since 2000, all ethnic groups have seen a reduction in the percentage of school leavers with little or no formal attainment. The gap between the proportion of Pasifika students leaving school with little or no formal attainment and that of non-Pasifika students has been closing over the past four years. The proportion of Pasifika school leavers with little or no formal attainment is much lower than that of Māori; however, it is still higher than that of European/Pākehā and Asian students.

It is forecast that the target will be bettered with a predicted 8.9 percent of Pasifika students and 9.4 percent of non-Pasifika students leaving with little or no formal attainment by 2010.

*NCEA Level 2 or above*

Since 2003, all ethnic groups have seen an increase in the percentage of school leavers who achieve NCEA Level 2 or above. The gap between the proportion of Pasifika students leaving school with NCEA Level 2 or above and non-Pasifika students has decreased over the past year. The proportion of Pasifika school leavers with NCEA Level 2 or above is higher than that of Māori; however, it is still much lower than that of European/Pākehā and Asian students.

The forecast position is that the target will be met. It is predicted that, by 2010, 56.9 percent of Pasifika school leavers will have NCEA Level 2, 5.9 percent above the target.

**What we are trying to achieve**

*Increase Pasifika students’ achievement in education.*

**Target**

Achieve positive shifts in performance as measured by national and international assessments (PISA, PIRLS, TIMSS and NEMP) by 2010.

**Target**

By 2010, increase the proportion of Pasifika students leaving with little or no formal attainment to match that of all school leavers.

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5. PISA: Programme for International Student Assessment; PIRLS: Programme in International Reading Literacy Study; TIMSS: Trends in International Mathematics and Science Study; NEMP: National Education Monitoring Project.
Old Target
Increase the proportion of Pasifika students leaving school with at least NCEA Level 2 or equivalent from 52 percent (2004) to at least 60 percent by 2010.

In 2004, there were methodological changes in the allocation of some attainment levels to school leavers. This had no impact on school leavers with little or no formal attainment; however, for NCEA Level 2 the 2004 data is not comparable with earlier or later data. Because 2004 is the base year for the NCEA Level 2 target, and the basis of the desired position for 2010, the target had to be recalculated. The corrected target is:

Revised Target
Increase the proportion of Pasifika students leaving school with at least NCEA Level 2 or equivalent from 44 percent (2004) to at least 51 percent by 2010.

Why this is important
The success of an education system is manifested in, among other things, the success of individuals in finding sustainable employment, as well as the level of wages that employers are willing to pay for their skills and knowledge. A formal school qualification is a measure of the extent to which young adults have completed a basic prerequisite for higher education and training, or for many entry-level jobs.

People with no qualifications have unemployment rates far exceeding those with qualifications. In New Zealand, people with no qualifications have an unemployment rate over 60 percent higher than those whose highest qualification was a year 12 (sixth form) school qualification or above.

Educational qualifications are also linked to incomes. For example, wage and salary earners with a bachelors degree or higher currently earn around 80 percent more per hour on average than those with no qualification across developed countries.

How we are going

International assessments
New Zealand is currently participating in a number of international assessments. Information from these assessments will be available towards the end of 2008. Results from the 2006 Programme for International Student Assessment (PISA) are available for ethnic comparisons. PISA shows that there has not been a major shift in achievement for Pasifika students in reading, mathematical and scientific literacy.
As can be seen in Figure 3.1, as the reading literacy proficiency level increases, the gap between Pasifika 15 year-old students and their European/Pākehā and Asian counterparts increases. Pasifika as well as Māori are greatly under-represented with respect to the proportion of 15 year-old students reaching the higher reading literacy proficiency levels (levels 3 to 5).

As shown in Figure 3.1a above, one in every two Pasifika 15 year-old students reached either level 2 or 3 as their highest PISA reading literacy proficiency level in 2006, while almost one in every five reached level 4 or higher.
Figure 3.2 shows a very similar trend to Figure 3.1. As the mathematical literacy proficiency level increases, the gap between Pasifika 15 year-old students and their European/Päkehā and Asian counterparts increases. As with reading literacy, Pasifika as well as Mäori are greatly under-represented with respect to the proportion of 15 year-old students reaching the higher mathematical literacy proficiency levels (levels 3 to 6).

As shown in Figure 3.2a above, 53 percent of Pasifika 15 year-old students reached either level 2 or 3 as their highest PISA mathematical literacy proficiency level in 2006, while one in every six reached level 4 or higher.
A very similar trend to that shown in the previous two figures can be seen in Figure 3.3. Once again, as the scientific literacy proficiency level increases, the gap between Pasifika 15 year-old students and their European/Pākehā and Asian counterparts increases. As with reading and mathematical literacy, Pasifika as well as Māori are greatly under-represented with respect to the proportion of 15 year-old students reaching the higher scientific literacy proficiency levels (levels 3 to 6).

As shown in Figure 3.3a above, one in every two Pasifika 15 year-old students reached either level 2 or 3 as their highest PISA scientific literacy proficiency level in 2006, while one in every six reached level 4 or higher.
**Little or no formal attainment**

The wording of the target requires Pasifika to match the performance of all school leavers. The convention in this situation is to compare a group with the sum of the other groups, and not the total, which includes its own data. There is little difference between the non-Pasifika and 'All Ethnic Groups' data here anyway.

![Figure 3.4: Percentage of school leavers with little or no formal attainment, by ethnic group (2000 to 2006)](image)

As can be seen in Figure 3.4, the gap between the proportion of Pasifika and the proportion of non-Pasifika students leaving school with little or no formal attainment has been closing over the last four years. Since 2000, the proportion of Pasifika school leavers with little or no attainment has halved. During this same period the proportion of non-Pasifika school leavers with little or no attainment has decreased by almost one-third.

In 2006, the percentage of Pasifika school leavers with little or no formal attainment was 12.2 percent. This was 39 percent more than the rate for European/Pākehā (8.8 percent) and 2.7 times more than the rate for Asian school leavers (4.5 percent). Conversely, this was almost half the rate for Māori (21.8 percent).

Current trends have led to a forecast of 8.9 percent of Pasifika students and 9.4 percent of non-Pasifika students leaving school with little or no formal attainment by 2010. The proportion of students leaving school with little or no formal attainment by 2010 is forecast to decrease for Māori (17.6 percent), European/Pākehā (7.7 percent) and Asian (3.7 percent).

**NCEA Level 2 or above**

As can be seen in Figure 3.5, the gap between the proportion of Pasifika and the proportion of non-Pasifika students leaving school with NCEA Level 2 or above has decreased over the last year. Since the introduction of NCEA Level 2 in 2003, the proportion of Pasifika school leavers with NCEA Level 2 or above has increased by 17 percent. During this same period the proportion of non-Pasifika school leavers with NCEA Level 2 or above has increased by 14 percent.
In 2006, half of all Pasifika school leavers achieved NCEA Level 2 or above (49.6 percent). Over 82 percent of Asian school leavers and over 65 percent of European/Päkehā school leavers achieved NCEA Level 2 or above, while the Māori rate was almost 37 percent.

It is forecast that the target of 51 percent of Pasifika school leavers attaining at least NCEA Level 2 by 2010 will be met. The forecast is that 56.9 percent of Pasifika school leavers will have NCEA Level 2 or above by 2010. The proportion of students leaving school with NCEA Level 2 or above by 2010 is forecast to increase for Māori (43.3 percent), European/Päkehā (70.6 percent) and Asian (85.2 percent).

Where to find out more

www.educationcounts.govt.nz
Effective Teaching

**What we have found**

*Registered teachers that are effective for Pasifika students*

In 2007, the Education Review Office (ERO) identified only 14 percent of schools as being consistently effective for Pasifika students. However, there has been recent improvement in Pasifika student achievement, as a result of national professional development programmes in both literacy and numeracy.

*Pasifika teachers*

Pasifika teachers were under-represented in the teaching sector in 2007, with Pasifika making up 9.6 percent of state school rolls, while making up only 2.8 percent of the teaching workforce. This proportion of Pasifika teachers has increased by 24 percent since 2002. In 2006, Pasifika students made up 5.3 percent of teacher graduates. This is relatively low, however it is greater than the current proportion of Pasifika teachers and should lead to an increase in the proportion of Pasifika teachers in the short term.

*Responsiveness through planning and reporting*

In 2006, 3.5 percent of schools had a strategic planning target that specifically mentioned Pasifika students. The most common focus of these targets was in the areas of literacy and numeracy.

**What we are trying to achieve**

*Increase the effectiveness of teaching for Pasifika students.*

**Target**

Increase the number of registered teachers that are effective for Pasifika students.

**Target**

Increase the number of Pasifika teachers.

**Target**

Improve responsiveness through planning and reporting.

**Why this is important**

There is compelling evidence that effective teaching makes the greatest ‘in-school’ difference to students’ learning and achievement outcomes. Like all students, Pasifika students’ achievement is closely linked to quality teaching, high teacher expectations and the involvement of parents.

**How we are going**

*Registered teachers that are effective for Pasifika students*

Changes in effectiveness of teachers for particular cohorts of students are difficult to measure. The ERO uses a range of indicators to measure teacher effectiveness. A recent ERO report on Pasifika student achievement found that only 14 percent of schools are consistently effective for Pasifika students. However, three-quarters of schools were effective in some areas and needed to improve in others. Improvement is needed in collecting and analysing student achievement information, analysing information on the attendance and suspension rates of Pasifika students, and engaging with Pasifika communities.

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7 ibid.
National professional development programmes have resulted in more effective teaching of literacy and numeracy. Pasifika students have benefited from their teachers’ involvement with these programmes, with increased achievement in reading, writing and numeracy by these students.

**Pasifika teachers**

Pasifika teachers are under-represented in state schools compared with the proportion of Pasifika students. In 2007, Pasifika students made up 9.6 percent of the school roll, while only 2.8 percent of teachers were of Pasifika ethnicity. However, this teacher proportion was a 24 percent increase since 2002 and, as can be seen in Figure 4.1, the gaps are closing. Since 2002, the proportions of classroom teachers, teachers in management and principals who are Pasifika have all increased at a greater rate than the proportion of Pasifika students. However, the proportion of principals who are Pasifika has remained relatively static since 2003.

![Figure 4.1: Percentage of Pasifika staff and students in state schools (2002 to 2007)](image)

Teacher education data suggests that this disparity between the proportions of Pasifika teachers and students is unlikely to change in the near future. As can be seen in Figure 4.2, in 2006 Pasifika made up 7.8 percent of teacher education enrolments and 5.3 percent of teacher education graduates. This teacher graduate proportion is greater than the proportion of teachers who are Pasifika (2.8 percent), and this should lead to an increase in the proportion of Pasifika teachers in the short term. Although there was an increase in the proportion of teacher education enrolments who are Pasifika between 2002 and 2003 there has been no change since 2003. There was an increase in the proportion of teacher graduates who are Pasifika between 2002 and 2003; however, this proportion has decreased since 2003.

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Figure 4.2: Percentage of enrolments and completions from teacher education programmes who are Pasifika (2002 to 2006)

Responsiveness through planning and reporting

All schools are required to document their strategic planning in their annually updated school charters. Targets are set by boards of trustees based on, amongst other things, analysis of achievement data. In 2006, 3.5 percent of schools had set targets that specifically mentioned Pasifika students, which represents no change on the 2005 figure. The most common targets were with reference to literacy and numeracy skills, and this applied to both Pasifika and non-Pasifika students.
Case Study 3

Pasifika Schooling Improvement Project

Schooling Improvement is a Ministry of Education-funded project that aims to raise student achievement in clusters of schools where there has traditionally been a significant underachievement problem. There are 25 previous, current and emerging schooling improvement clusters around the country. Schools in the clusters work with the ministry and external experts, using evidence and classroom-focused interventions to raise student achievement, mainly in literacy and numeracy.

In these schooling improvement clusters, Pasifika students are often making achievement gains of several months in addition to expected annual progress, but the gap between the average achievement of Pasifika students and of others in the same schools is not closing; in some cases, it is widening. For this reason, the Pasifika Schooling Improvement Project was established to work across existing and emerging initiatives with high numbers of Pasifika students, to help them accelerate the gains for their Pasifika students.

The project is Schooling Improvement’s response to the Pasifika Education Plan, and was developed by a design team that includes representatives from the Pasifika community, practitioners, researchers and the ministry. The project has three main parts, as shown in the diagram on page 31 – research, supporting existing and emerging initiatives, and linking with other programmes.

The research began in early 2008 and is expected to finish in mid-2009. It will provide valuable information to help the existing clusters improve their effectiveness for Pasifika students, and to inform planning for new schooling improvement clusters in areas with high numbers of Pasifika students.

Meanwhile, existing and emerging schooling improvement clusters are being supported to focus on their Pasifika students through a professional learning fono, planned for 2008, and opportunities for individual schools to expand or deepen existing practices they have found to be effective for their Pasifika students.
Pasifika Schooling Improvement Project

AIM: To increase the effectiveness of Schooling Improvement in raising achievement and closing the gap for Pasifika students

**Research** into what works in Schooling Improvement and in non-Schooling Improvement schools for Pasifika students

**Supporting** existing and emerging clusters with high numbers of Pasifika students through:
- support to use current knowledge and the research findings;
- setting up opportunities for discussion and critique among initiatives about what works for Pasifika students; and
- enabling schools in Schooling Improvement to deepen or expand current work that is effective for Pasifika students

**Linking** with other programmes (within and outside the ministry) to find synergies and share learnings

Where to find out more

www.educationcounts.govt.nz

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<td>Focus on Pasifika Students’ Achievement in Reading Literacy: Results from PISA 2000</td>
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<tr>
<td>School leavers with NCEA Level 2 or above</td>
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<td>School leavers with a university entrance standard</td>
<td>Pasifika Achievement: High Level Analysis</td>
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Case Study 4

Mangere AUSAD reading comprehension project

Since 2003, seven Mangere schools have been working together to raise achievement in reading comprehension at years 4 to 9, with support from University of Auckland researchers. Pasifika students represent over 70 percent of the total student population in these schools. The work came out of the Schooling Improvement work in Mangere and was partly funded through the Teaching and Learning Research Initiative (TLRI) and later by the Extending High Standards Across Schools (EHSAS) programme.

In the first year, the project involved teachers, school leaders and researchers analysing student achievement data and classroom observations in detail, to examine students’ specific strengths and weaknesses in reading comprehension and to identify what teachers needed to know and do differently to address these needs. During the second year, teachers received extensive professional development targeted at the needs identified. Since then, the analysis of data and reflection on practice have continued. Teachers also inquire into their own practice and report back at an annual teachers’ conference.

Over the three years of the initial intervention (March 2003 to November 2005), STAR reading comprehension results at years 4 to 9 for students present across all three years (254 students) improved from a mean of stanine 3.26 to stanine 4.21 (in the average band of 4-6). This increase represents an acceleration of approximately one year in addition to normal development. Gains were similar for Pasifika students and others (mainly Māori) and for both genders. For all year 4 to 9 students (4,400 students – including those who left and arrived during the three years) gains were from a mean of stanine 3.10 to stanine 3.82.

Even after the intensive programme had finished, achievement continued to rise in 2006 and 2007, with achievement for all students rising to a mean of stanine 3.98 in 2006 and 4.04 in 2007. The University of Auckland is currently researching how the schools have managed to sustain continuing gains after the end of the intensive intervention, as continued gains after the end of professional development are rarely recorded internationally.
Student Engagement in Schooling

What we have found

In 2007, age-standardised suspension rates for Pasifika students were lower than Māori suspension rates. However, they were still higher than European/Pākehā and Asian suspension rates respectively. Age-standardised suspension rates for Pasifika had been steadily increasing since 2003, but 2007 saw a substantial decrease of 17 percent from the previous year.

The forecast is for a Pasifika age-standardised suspension rate of 7.9 per 1,000 students by 2008, close to the target of 7.5 per 1,000 students. This forecast takes into account the recent significant improvements in Pasifika suspensions and the increasing proportion of Pasifika students in schools involved in student engagement initiatives. As such it may be potentially more susceptible to variation.

What we are trying to achieve

The Ministry of Education is working with schools to strengthen student engagement through working relationships that are focused on raising achievement. Due to the overall trend during 2001 to 2005, which showed an increase in Pasifika suspension rates, it was determined that there was a need to focus on reducing Pasifika suspensions.

Old Target

Reduce the rate of Pasifika suspensions in the compulsory education sector, currently at nine per 1,000, by 20 percent over the next three years.

The majority of suspensions occur for students aged 13 to 15, accounting for 70 percent of total suspensions in 2006. The peak age was 14 years, which had a suspension rate of 24.9 per 1,000 students in 2006. This strong relationship with age is why an age-standardised rate should be used for monitoring and target setting. The new target that takes this into account is stated below.

Revised Target

Reduce the age-standardised rate of Pasifika suspensions in the compulsory education sector, currently at 9.3 per 1,000, by 20 percent over the next three years (by 2008).

Why this is important

Student engagement, that is the ‘opportunity to learn’, is an essential part of helping students to reach their educational potential, and obtain the prerequisites for higher education and training, or for many entry-level jobs.

Student disengagement leads to higher risks of negative youth behaviours such as drug and alcohol abuse, and violence. It also causes disruptive behaviour that affects others in the schooling community.

There are clear signals when a student is disengaging from school. These can include a decline in academic performance, as well as behavioural problems and non-attendance. If underlying reasons are not identified and tackled, disengagement could lead to chronic truancy, stand-downs and suspensions, or in the more serious cases exclusion or expulsion of the student. Strategies employed by schools must focus both on regular school attendance by students (student presence) and on student achievement.
How we are going

As can be seen in Figure 5.1, the gap between the age-standardised suspension rate for Pasifika students and non-Pasifika students has varied over the past seven years and, due to a substantial decrease (17 percent) in Pasifika suspensions between 2006 and 2007, has narrowed again after three years of widening. The age-standardised suspension rate for Pasifika students in 2007 was at a very similar level to what it was in 2000; it has increased by 1 percent. During this same period the age-standardised suspension rate for non-Pasifika students has decreased by 19 percent.

Figure 5.1: Age-standardised suspension rates, by ethnic group (2000 to 2007)

In 2007, the age-standardised suspension rate for Pasifika was 8.7 per 1,000 students; this was over two times and over seven times greater than the rates for European/Pākehā (4.0 per 1,000 students) and Asian (1.2 per 1,000 students) respectively. Conversely, in 2007, the age-standardised suspension rate for Māori (14.4 per 1,000 students) was 65 percent greater than for Pasifika.

In an effort to counter the disproportionately high number of Māori suspensions, the Suspension Reduction Initiative (SRI) was established in 2001. The SRI, part of the Student Engagement Initiative (SEI) since 2003, initially involved working with 65 secondary schools with historically high suspension rates for Māori. During the period 2000 to 2007, the Māori suspension rate within the original group of schools, which were part of the SEI in 2001, reduced from 73.1 per 1,000 to 30.3 per 1,000 students.

As a result of rising suspension rates since 2000, Pasifika students became a focus of the SEI in July 2006. The same approach that was used to reduce Māori suspensions has been used to reduce Pasifika suspensions, with schools with high Pasifika suspension rates being able to work with the Ministry of Education to implement strategies to reduce their suspension rates. This work has helped contribute to the 17 percent reduction in Pasifika suspensions between 2006 and 2007.
There has been an increase in the proportion of Pasifika students in SEI schools where decreases in suspensions are more pronounced. Assuming Pasifika rates continue to show improvements similar to those achieved by non-Pasifika during the first years of the SEI, the forecast position is a Pasifika age-standardised suspension rate of 7.9 per 1,000 students by the end of 2008.

**What we are doing**

The ministry focuses on student engagement through Schooling Improvement initiatives. An example of this is the Manurewa Enhancement Initiative (MEI).

The MEI includes just over 16,000 students, 31 percent of whom are Pasifika, and includes a student engagement and attendance strand to its focus on raising student achievement. This work includes student mentoring targeted to identified students at risk of disengagement; and a student engagement contract with the Manurewa District Truancy Services. The service provides individualised support for identified students to transition them back into being engaged with school.

Pasifika students in the Northern Region Student Engagement Initiative (SEI) have been a focus since July 2006 as a result of an increasing Pasifika suspension rate. A number of Northern Region SEI schools have a high Pasifika population.

Senior management in schools has worked with ministry staff to develop strategies for better engagement with families through newsletters, school information evenings and personal interviews.

Early intervention in relation to attendance and behaviour issues has been a focus, along with a restorative approach to behaviour management. Personal goal setting with students and an increase in support services for students are helping.

Evidence to date from the SEI work suggests that it takes two to three years to implement changes that are self sustaining. The data for 2007 Pasifika suspension rates is looking promising as Fig 5.1 shows.

In 2008, work will revolve around collecting, using and analysing good attendance data, engagement in the classroom with an emphasis on positive student/staff relationships, and continued development of good transition practices for students starting high school.
Case Study 5

Tangaroa College has reduced its Pasifika suspension rate from 16 per 1,000 students in 2006 to 2 per 1,000 students in 2007. The school considers its focus on engagement with families and caregivers has contributed to this reduction.

Senior management staff have meaningful conversations with students, families and caregivers about achievement and attendance.

The focus on positive NCEA results in the first instance is encouraging parents and caregivers to come to school, and to move forward positively when there are attendance or behaviour issues. Specific goals are then made for these students and support systems are put in place.

Where to find out more

www.educationcounts.govt.nz

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Pasifika Representation on School Boards of Trustees

What we have found

Pasifika representation on school boards of trustees is still low. Currently 3.5 percent of all boards of trustees’ members are Pasifika, while 3.9 percent of all elected, appointed or co-opted boards of trustees’ members are Pasifika. These are both relatively large increases since 2000.

The 2007 figure of 3.5 percent of all boards of trustees’ members being Pasifika is short of the target of 4.2 percent.

Schools that have a relatively high number and proportion of Pasifika students have shown considerably higher Pasifika representation. In 2006, 19.3 percent of all elected, appointed or co-opted boards of trustees’ members were Pasifika in these schools.

If only schools that have a relatively high number and proportion of Pasifika students are analysed then a revised target would be: “Increase Pasifika board representation from 18.6 percent to 25.2 percent of trustees by the end of 2007”. The 2007 figure of 19.3 is short of this proposed target.

What we are trying to achieve

Increase Pasifika representation, strengthen their retention on school boards of trustees and increase boards’ understanding and management of Pasifika issues in education.

Target

Increase Pasifika board representation from 3.1 percent to 4.2 percent of all trustees by the end of 2007.

Why this is important

Active participation by Pasifika parents, families and communities in planning, development and delivery of education services will help to ensure that those services are appropriate and effective for Pasifika students. Pasifika representation on boards of trustees is one key mechanism for participation.

How we are going

Pasifika representation in all schools

In 2007, the total number of all Pasifika boards of trustees’ members was 654. As can be seen in Figure 6.1, this accounts for 3.5 percent of all boards of trustees’ members. This is a 47 percent increase on the 2.4 percent of board membership that was Pasifika in 2000 (492 Pasifika members).
In 2007, 487 of the 654 Pasifika board members were either elected, appointed or co-opted Pasifika boards of trustees’ members. As shown in Figure 6.2, this accounts for 3.9 percent of all elected, appointed or co-opted boards of trustees’ members. This is a 42 percent increase on the 2.8 percent of board membership accounted for by Pasifika in 2000 (394 Pasifika members). This increase since 2000 is the largest increase of the ethnic groups.

The target was to have a Pasifika board representation of 4.2 percent of all trustees by the end of 2007. Unfortunately the 2007 representation of 3.5 percent is short of this target.
**Pasifika representation in schools that have large Pasifika student roll numbers**

To get a better understanding of representation on boards of trustees by Pasifika parents, families and communities, this section restricts schools to those that have five or more Pasifika students and Pasifika students make up at least 10 percent of the roll.

**Figure 6.3:** Proportion of elected, appointed or co-opted boards of trustees’ members, by ethnic group in Pasifika schools (2000 to 2007)

Notes:
1. Schools included in this analysis have five or more Pasifika students who make up at least 10 percent of the roll.
2. Members that are elected, appointed or co-opted.

In 2007, there were 403 elected, appointed or co-opted Pasifika boards of trustees’ members in the schools included in this analysis. As can be seen in Figure 6.3, this accounts for 19.3 percent of all elected, appointed or co-opted boards of trustees’ members of these schools. This is a 17 percent increase on the 16.5 percent of board membership accounted for by Pasifika in these schools in 2000 (341 Pasifika members). This increase since 2000 is the second largest increase of the ethnic groups, with Māori having a slightly larger increase. However, most of this increase occurred between 2000 and 2001.

If this more tightly focused method for measuring Pasifika representation is converted to the target it would be: “Increase Pasifika board representation from 18.6 percent to 25.2 percent of trustees by the end of 2007”. Unfortunately the 2007 figure of 19.3 percent is short of this proposed target.
As shown in Figure 6.4, the proportion of Pasifika on boards of trustees is lower than the proportion of Pasifika students in these schools. This is largely due to demographics; the proportion of the school-age population who are Pasifika is considerably higher than the proportion of the population aged 25 to 50 who are Pasifika. This gap has narrowed between 2000 and 2007; however, most of the gap was narrowed between 2000 and 2001.

**Where to find out more**

www.educationcounts.govt.nz

**INDICATORS**

- School trustees who are Pasifika
- School trustees who are Māori

**PUBLICATIONS**

- *Strengthening Education in Mangere and Otara (SEMO)*
- *Pacific Islands School Community Parent Liaison Project Case Study*
- *Results of the Schools Boards of Trustees Elections*
Family and Community Engagement

What we are trying to achieve

*Increase parent, family and community engagement in education.*

**Target**

Establish up to five school community liaison clusters that are focused on student achievement by 2008.

Why this is important

Research shows that families and communities play a significant role in determining student outcomes.

Active participation by Pasifika parents, families and communities in planning, development and delivery of education services will help to ensure that those services are appropriate and effective for Pasifika students. School community clusters are one key mechanism for active participation where this is tightly focused on student achievement.

How we are going

There are currently six clusters under the Pasifika School Community Parent Liaison (PSCPL) initiative. Clusters are located in Wellington (1), Auckland (3) and Christchurch (2) and involve a range of school staff, parents and families. Each cluster employs a Pasifika Liaison Adviser, who provides the cluster with support and professional development over three years.

The work in 2007 has included extending the roll-out of the PSCPL resource *Connections and Conversations* to schools through School Support Services. Those clusters that were due to finish their PSCPL term of three years in 2007 have been renewed.

The ministry also works through its national and regional Pasifika Advisory Groups to engage with Pasifika families and communities on education issues.

Where to find out more

www.educationcounts.govt.nz

**PUBLICATIONS**

*Pacific Islands School Community Parent Liaison Project Case Study*

*Literature Review on the Effective Engagement of Pasifika Parents and Communities in Education*