



Briefing Note: Release of 2020 Student Engagement Data

To:	Hon. Jan Tinetti, Associate Minister of Education		
Copy:	Hon. Chris Hipkins, Minister of Education Hon. Kelvin Davis, Associate Minister of Education Hon. Aupito William Sio, Associate Minister of Education		
Date:	15 September 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1266682
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Messaging seen by Communications team:	Yes	Round Robin:	No

Purpose of Report

The purpose of this paper is for you to:

- Note** that there was an overall decrease in the rates of stand-downs, suspensions, exclusions, expulsions, early leaving exemptions, and transient students in 2020. COVID-19 caused fewer school days for students in 2020 than last year and this is likely to be one of the important reasons for the dramatic decrease in stand-downs.
- Note** that 2020 student engagement results and associated data products are ready for release via Education Counts on 29 September 2021.
- Note** that the draft communications, comprising key messages and FAQs are attached (Annex 3).
- Note** that we will liaise with your office about the communications for the release and the timing.

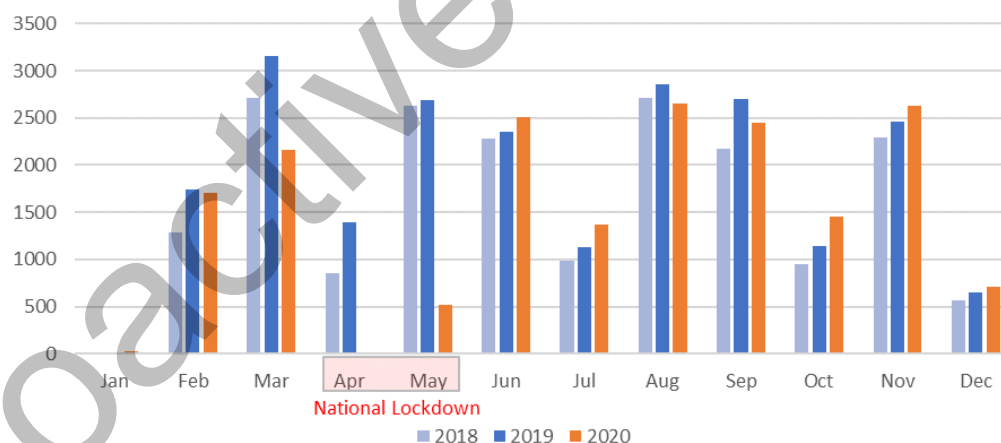
Key findings

1. This briefing informs you about the 2020 student engagement results. It covers data on stand-downs, suspensions, exclusions, and expulsions (SSEE)¹; early leaving exemptions; and transient students.
2. The key highlights for 2020 are:
 - a. In 2020, there was an overall decrease in age-standardised² rates of stand-downs, suspensions, exclusions, and expulsions; early leaving exemptions; and transient students.

Indicators	Rate (per 1,000 students)		
	2019	2020	2019-2020
Stand-down	29.4	23.4	-6.0
Suspension	4.3	2.9	-1.4
Exclusion	1.6	1.0	-0.6
Expulsion	1.4	1.1	-0.3
Early Leaving Exemption	13.1	11.4	-1.7
Transience	4.0	3.0	-1.0

- b. In 2020, there were 18,174 stand-down cases affecting 14,020 students. These students account for 2% of the student population. Of these students, 79% were stood down only once.
- c. There were 4,110 fewer stand-downs in 2020 than 2019 (22,284). One of the important reasons was fewer on-site school days in 2020 for all students due to COVID-19 lockdowns. From June to December 2020 (after the first national lockdown), the total number of stand-downs was slightly higher than the same period in 2019.

Figure 1: Stand-down cases increased after COVID-19 national lockdown



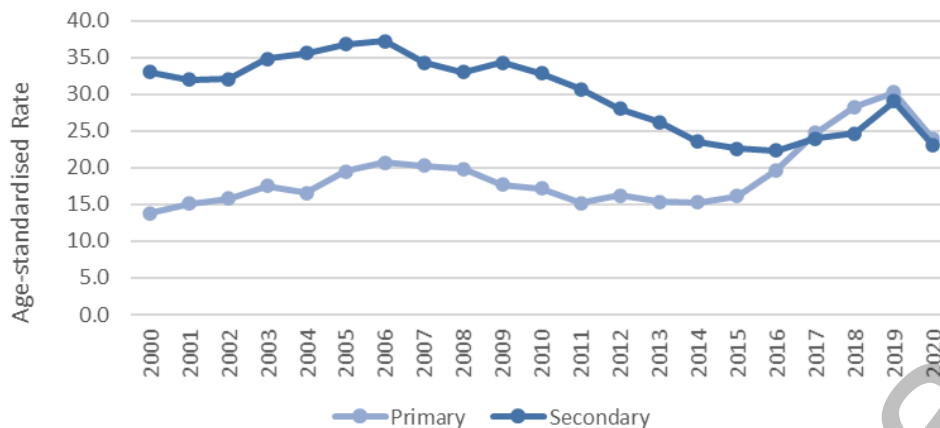
- d. More secondary schools than primary schools made use of stand-downs, with 91% of secondary schools choosing to use stand-downs compared to 54% of primary schools in 2020. There were 9,898 stand-downs in secondary schools compared to 7,307 stand-

¹ Exclusion and expulsion are the most serious of outcomes from suspension. An exclusion means the formal removal of a student aged under 16 from the school/kura by the Board of Trustees and there remains a legal requirement that the student is enrolled in education. An expulsion is the formal removal of a student aged 16 years and over from the school/kura, the student is not required to enrol elsewhere but may be supported to do so.

² All rates represent the prevalence per 1,000 students. In the Stand-downs, Suspensions, Exclusions and Expulsions report rates are age standardised. This allows for a fair comparison across years, since there is an increased prevalence of these actions for the 12-15 age group.

downs in primary schools. However, the stand-down rates in primary schools have surpassed secondary schools since 2017 (see Figure 2).

Figure 2: Primary schools had higher stand-down rates since 2017



- e. There were 2,279 suspension cases, received by 2,112 students, accounting for 0.3% of the total student population. Following the suspension process, 704 students were excluded, and 108 students were expelled.
- f. Schools continued to stand-down and suspend Māori students at the highest rates. In 2020, the stand-down rate for Māori students was 38.8 per 1,000 students (7,740 stand-downs), and the suspension rate was 5.5 per 1,000 students (1,091 suspensions). Following the suspension process, Māori students were excluded at the highest rate (2.1 per 1,000 students).
- g. Of the Māori students in Māori Medium Education (MME), there were 49 stand-down cases (0.6% of total Māori stand-down cases) and 14 suspension cases (1.3% of total Māori suspension cases).
- h. For Pacific students, the stand-down rate was 24.4 per 1,000 students in 2020 (1,916 stand-downs), and the suspension rate was 2.8 per 1,000 students (217 suspensions). Following the suspension process, Pacific students were expelled at the highest rates (3.0 per 1,000 students).
- i. In 2020, physical assault on other students continued to be the main reason for stand-downs, accounting for 32.6% of all stand-downs, with a rate of 7.6 stand-downs per 1,000 students. This rate has decreased by 1.7 per 1,000 students from 2019.
- j. Suspensions due to physical assault on other students had the highest rate at 0.7 per 1,000 students in 2020. Suspensions for this reason decreased by 0.4 per 1,000 students from 2019.
- k. In 2020, 672 early leaving exemptions were approved, a rate of 11.4 per 1,000 15-year-old students. This is a slight decrease over 2019 which had a rate of 13.1 per 1,000 15-year-old students. Māori students continued to have the highest rate of early leaving exemptions at 25.8 per 1,000 15-year-old students.
- l. The transience rate continued to decrease, down to 3.0 per 1,000 students in 2020 from 4.0 per 1,000 students in 2019. There were 2,435 students changing schools twice or more, and 90% of them transferred schools exactly twice in 2020. Māori students continued to have the highest transience rate of 6.9 per 1,000 students.
- m. In addition to the support provided by the Ministry's Learning Support teams and contracted providers, additional funding has been provided through the last three Budgets, including the Urgent Response Funding, to support children and young people's attendance, re-engagement in learning and wellbeing after the COVID-19 lockdowns.

Proactive Release

Agree that the Ministry of Education release this briefing in full once it has been considered by you.

Agree / Disagree



Alexander Brunt

Deputy Secretary

Evidence, Data and Knowledge

15/09/2021



Hon. Jan Tinetti,

Associate Minister of Education

19/09/2021

Background

1. This report summarises the 2020 results from the Ministry of Education's student engagement release, which covers three data collections:
 - i. stand-downs, suspensions, exclusions, and expulsions (SSEE)
 - ii. early leaving exemptions and
 - iii. transient students.
2. A stand-down is removing a student from school. A suspension is the formal removal of a student from school or kura by the principal until the board decides to lift or extend the suspension, or to progress to exclusion or expulsion. Annex Two provides definitions for the collections.
3. The Ministry releases this data annually on the Education Counts website. Along with data tables, we release three indicator reports which summarise the results for these three collections.
4. These indicators have been developed to help decision-makers understand the context and develop strategies to improve student engagement.
5. The Ministry of Education provides guidance to schools on the processes for stand-downs, suspensions, exclusions, and expulsions as set out in legislation, to take schools through these processes from beginning to end and to incorporate guidance from the courts. These guidelines are designed to assist school boards, principals, and teachers with their legal options and duties and to meet their obligations under relevant statutory requirements.
6. Stand-downs, suspensions, exclusions, and expulsions are not the measures of student behaviours, but of a school's reaction to behaviours. Schools have their own plans based on the Ministry guidance that outline different strategies for managing student behaviour. These plans can help reduce certain behaviours and can help schools deal with difficult situations as they arise.
7. A downward trend may reflect fewer incidences of challenging behaviour being recorded but it may also be that schools are changing their approach to behaviour management in some way. In 2020 the decrease in rates is also impacted by students learning at home during COVID-19 Alert Levels 3 and 4.

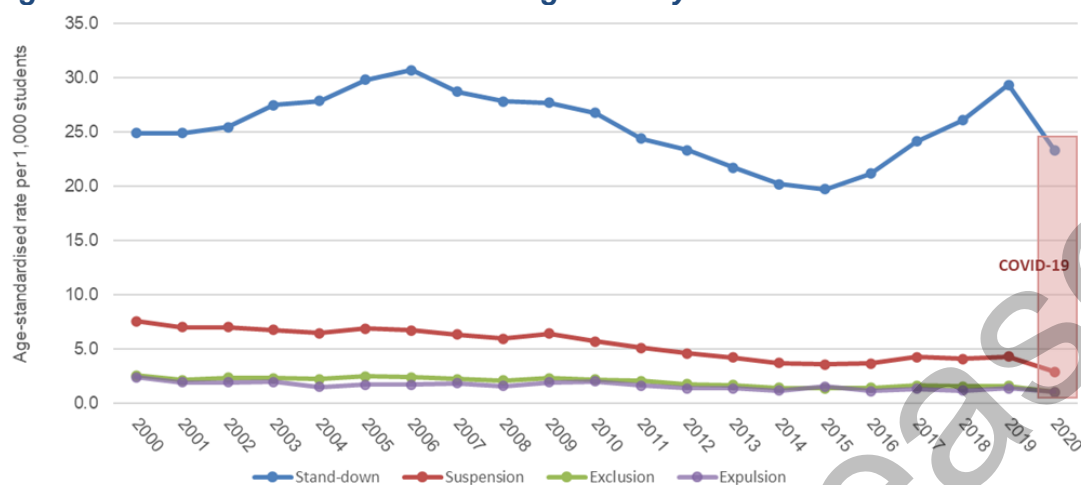
The overall results

Nation-wide

8. In 2020 there were 777,881 students attending 2,443 state and state-integrated schools. Tables of the student engagement results for each indicator (stand-downs, suspensions, exclusions, expulsions; early leaving exemptions, and transient students) are provided in Annex One.
9. The 2020 **SSEE** results show that (see Figure 3):
 - a. There were 18,174 stand-down cases and 2,279 suspension cases.
 - b. The stand-down rate decreased, after steadily increasing between 2016 and 2019.
 - c. Compared to 2019, the stand-down rate decreased by 6.0 per 1,000 students to 23.4 per 1,000 students.
 - d. The suspension rate decreased by 1.4 per 1,000 students to 2.9 per 1,000 students.

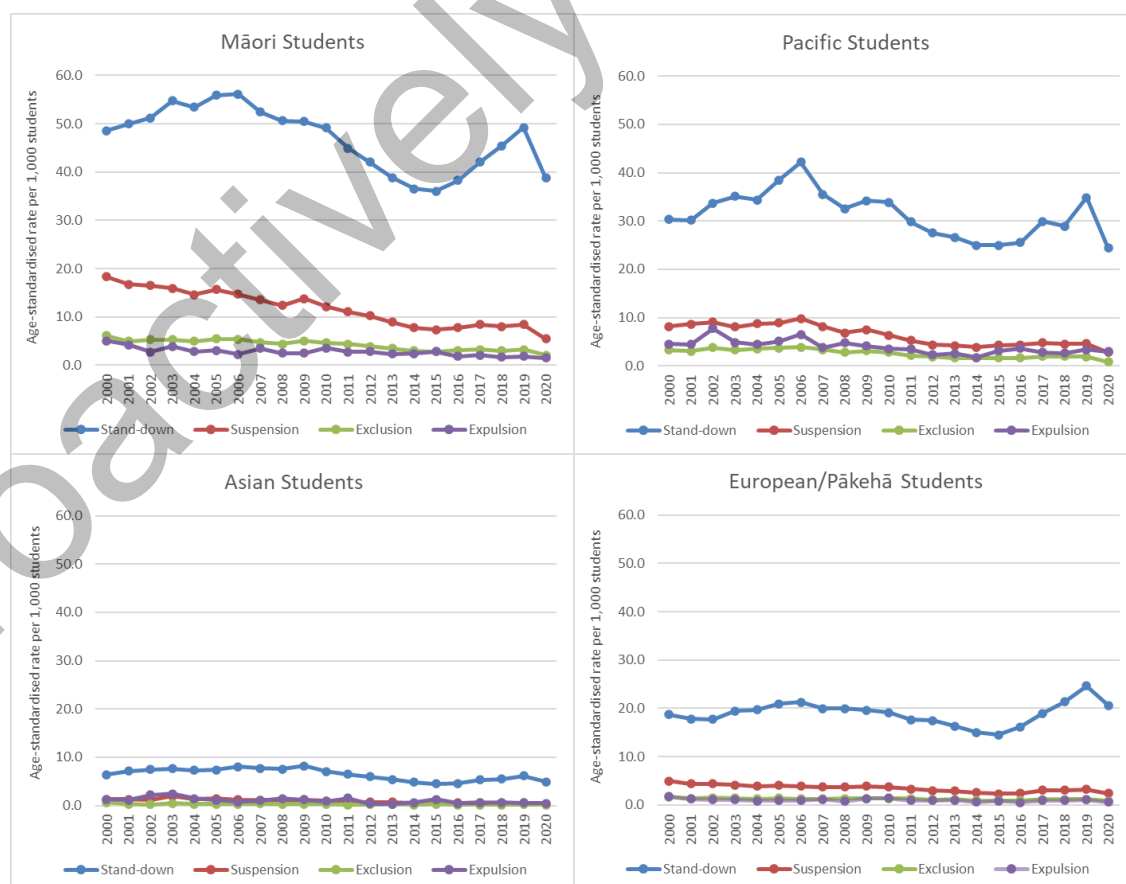
- e. The exclusion rate decreased by 0.6 per 1,000 students to 1.0 per 1,000 students and the expulsion rate decreased by 0.3 per 1,000 students to 1.1 per 1,000 students.

Figure 3: Stand-down rate decreased significantly in 2020



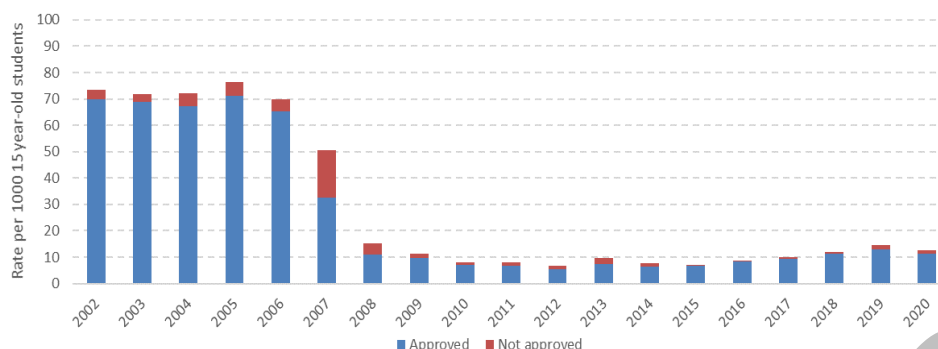
10. Except Asian students, all the other ethnic groups experienced a significant increase between 2016 and 2019, then a decrease in 2020.
11. Between 2019 and 2020, Māori and Pacific students experienced the largest decrease in stand-down and suspension rates. However, schools continued to stand down, suspend or exclude Māori students at the highest rates, and to expel Pacific students at the highest rate (See Figure 4).

Figure 4: Schools continue to stand down or suspend Māori students at the highest rates



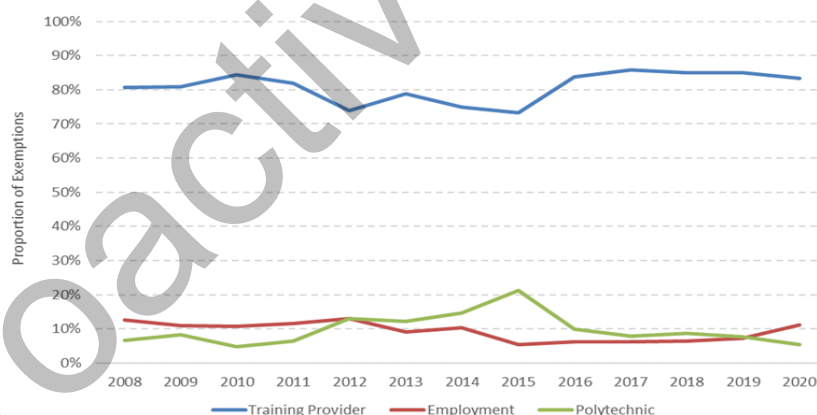
12. **Early leaving exemption:** In 2020, 672 early leaving applications were approved, with a rate of 11.4 per 1,000 15-year-old students. This was down from the previous year when 763 applications were approved or 13.1 per 1,000 15-year-old students (see Figure 5).

Figure 5: Early leaving exemptions decreased in 2020³



13. Approved applications are granted on the basis that students are moving into full-time employment, further education or training. In 2020, the proportion of students who moved onto further education, or training decreased. This decrease was particularly large for Pacific students in the Auckland region. COVID-19 may have played a part in more students opting to stay in school instead of pursuing early tertiary pathways.
14. A training provider course continued to be the most common destination for a 15-year-old student who received an early leaving exemption, with the majority (83%) of early leavers choosing this pathway in 2020. A further 5% of students who received exemptions enrolled in polytechnics, and 11% went into full time employment.
15. The proportion of students who went onto full-time employment increased by 4.0 percentage points from 2019 (see Figure 6). COVID-19 may have played a part in some students with early leaving exemption opting for employment instead of continuing their education, to provide financial support their family⁴.

Figure 6: The proportion of students who were granted an early leaving exemption that went onto full-time employment increased in 2020

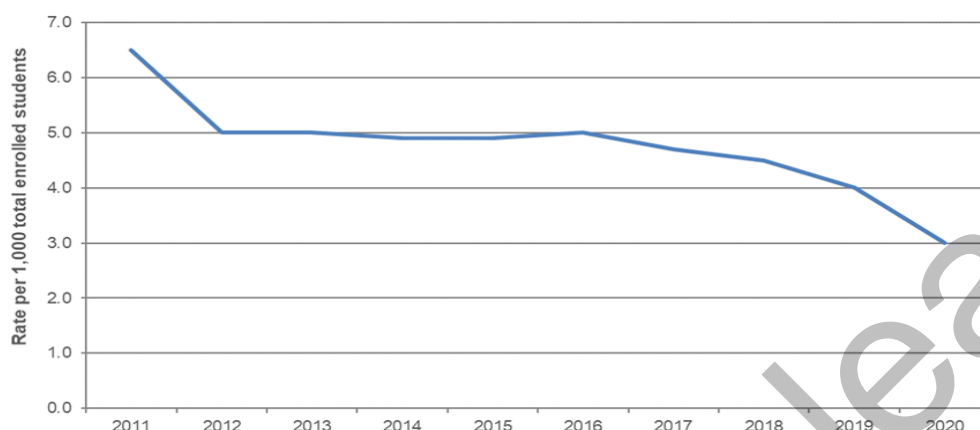


³ In May 2007, the Ministry of Education strengthened early leaving application and approval process in order to reduce the number of early leaving exemptions, and the associated social and economic disadvantages that face those students who leave school early. Therefore, there was a significant decrease in approvals from 2008.

⁴ A research 'Impact of COVID-19 on financial wellbeing' was done by Commission for Financial Capability (CFFC) surveyed 4,009 people on how their personal and household finances were affected by COVID-19 pandemic. Based on the survey data, 12% of households were in serious financial difficulty, 24% of households were in some financial difficulty. Māori had the lowest financial wellbeing, where they were on par with Pacific. 25% of Māori and Pacific in this survey who said their or their household's financial situation was bad or very bad. More information is available here: <https://cffc-assets-prod.s3.ap-southeast-2.amazonaws.com/public/Uploads/Research-2020%2B/COVID-19/CFFC-Impact-of-COVID-19-on-Financial-Wellbeing-Oct-2020.pdf>

16. **Transience:** In 2020, 2,435 students changed schools two or more times between 1 March and 1 November. Of these transient students, 90% (2,202) changed schools twice, 9% (211) changed schools 3 times, and 1% (22) changed schools 4 times or more during this period.
17. Since 2016, the rate of student transience has been steadily decreasing, from a high of 5.0 per 1,000 students in 2016 to 3.0 per 1,000 students in 2020 (Figure 7).

Figure 7: Transience rate has been declining since 2016

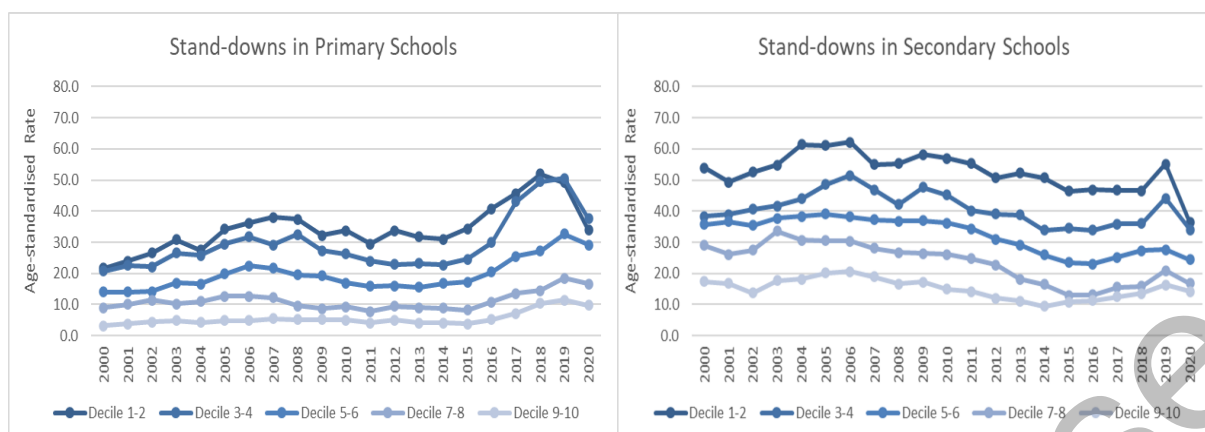


School Sectors⁵ and Deciles

18. **Stand-downs:** In 2020, the stand-down rate for decile 1 and 2 schools (34.2 per 1,000 students) was almost three times the stand-down rate for decile 9 and 10 schools (12.1 per 1,000 students).
19. In 2020 there were 470,348 students learning in primary schools, and 7,307 stand-downs were used in primary schools.
20. There were 267,273 students learning in secondary schools, and 9,898 stand-downs were used in secondary schools.
21. In 2020, the age-standardised stand-down rate in primary schools was 23.9 per 1,000 students and 23.1 per 1,000 students for secondary schools.
22. In primary schools, the stand-down rate for decile 1 and 2 schools was 34.0 per 1,000 students, and 9.8 per 1,000 students for decile 9 and 10 schools.
23. The stand-down rates decreased across all decile groupings in primary schools after a steady rise between 2016 and 2019. This is particularly so among decile 1 to 4 schools where rates in 2020 have fallen to below what they were in 2017 after a dramatic increase.
24. In secondary schools, the stand-down rate for decile 1 and 2 schools was 36.3 per 1,000 students, and 14.1 per 1,000 students for decile 9 and 10 schools.
25. Stand-down rates across all decile groupings in secondary schools have also decreased. This is most noticeable among decile 1 to 4 schools, where rates increased sharply between 2018 and 2019, only to decrease sharply between 2019 and 2020 (see Figure 8).

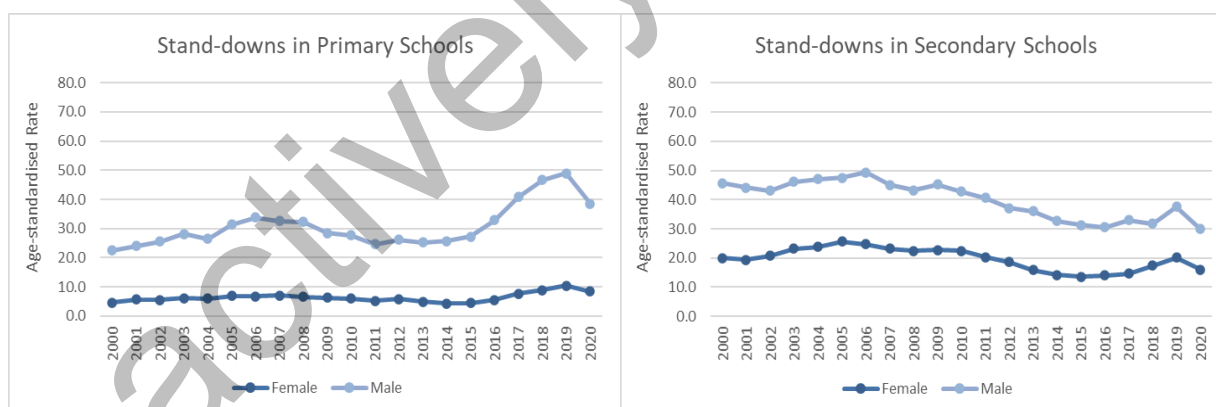
⁵ School sectors include primary (60% of total students), secondary (34%), composite (5%) and special schools (0.5%). Analysis and insights in this section focus on primary and secondary schools only.

Figure 8: Stand-down rates in lower decile schools decreased significantly in 2020



26. Between 2000 and 2020, the gap in stand-down rates between primary school students at lower decile schools and primary school students at higher decile schools has increased but the gap has narrowed for secondary school students.
27. The stand-down rate for male students in primary schools (38.5 per 1,000 students) was four times higher compared to female students (8.5 per 1,000 students).
28. Secondary schools had less gender disparity, but male secondary students are stood down at almost twice the rate of female secondary students. The stand-down rate for male students was 29.9 per 1,000 students and 15.9 per 1,000 students for female students.
29. Between 2016 and 2019, there has been a significant increase in stand-down rates for primary male students, so an increased gender disparity in stand-down is observed in primary schools between 2000 and 2020 (see Figure 9).

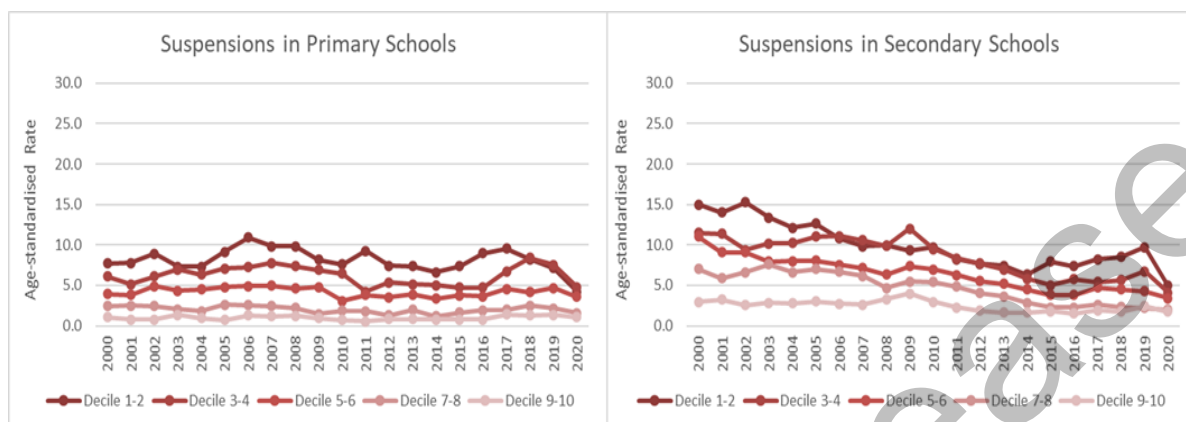
Figure 9: The gender disparity in stand-down increased in primary schools



30. **Suspensions:** In 2020, the suspension rate for decile 1 and 2 schools (4.7 per 1,000 students) was more than three times compared to decile 9 and 10 schools (1.5 per 1,000 students).
31. In 2020 secondary schools had much higher suspensions than that for primary schools (1,553 suspensions compared to 595 suspensions).
32. The age-standardised suspension rate in primary schools ranged from 1.1 to 4.8 per 1,000 students across decile groupings. For secondary schools, suspension rates ranged from 1.8 to 5.0 per 1,000 students across decile groupings (see Figure 10).

33. Between 2000 and 2020, the gap in suspension rates between students at lower decile schools and students at higher decile schools has decreased. This decrease was particularly large for secondary school students.

Figure 10: Decrease in suspension rates were more pronounced for secondary schools



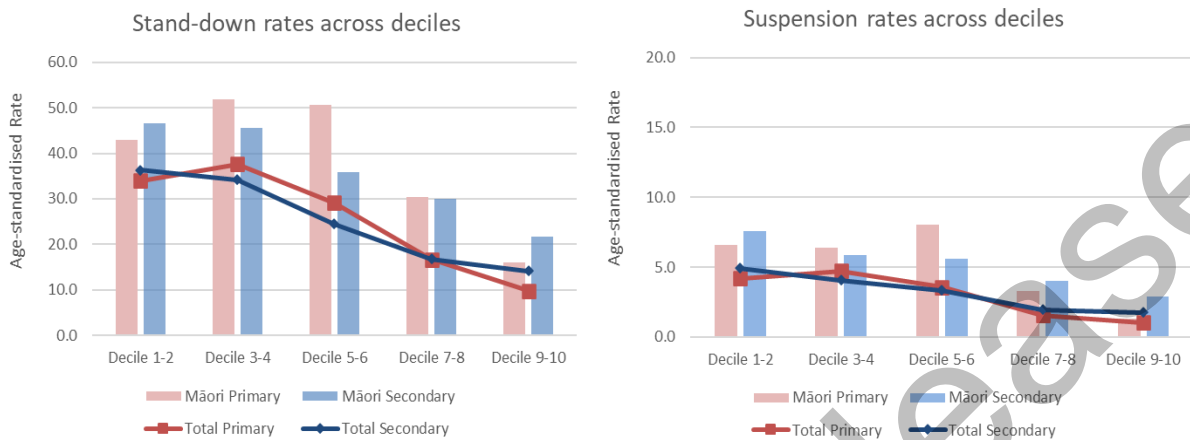
34. **Early leaving exemptions:** In 2020, schools in decile 3 and 4 experienced the highest early leaving exemption rate, at 19.6 per 1,000 15-year-old students, followed by schools in decile 1 and 2, at 15.9 per 1,000 15-year-old students. Schools in decile 9 and 10 continued to experience the lowest early leaving exemption rate, at 5.0 per 1,000 15-year-old students.
35. **Transience:** In 2020, the transience rate for decile 1 and 2 schools (13.8 per 1,000 students) was over five times the rate for decile 9 and 10 schools (2.5 per 1,000 students). However, between 2019 and 2020 the transience rate for decile 1 and 2 schools had the largest decrease, by 7.1 per 1,000 students.

Māori Students

36. **SSEE:** In 2020 there were 7,740 stand-down cases received by 5,886 Māori students, at a rate of 38.8 per 1,000 students (see Figure 4).
37. There were 1,091 suspension cases received by 1,000 Māori students, at a rate of 5.5 per 1,000 students. Of the suspended Māori students, 368 Māori students were excluded, at a rate of 2.1 per 1,000 students; and 33 Māori students were expelled, at a rate of 1.5 per 1,000 Māori students. Following the suspension process, 40.1% of Māori students were excluded or expelled, an increase of 0.4 percentage points compared to 2019.
38. Of the Māori students in Māori Medium Education (MME), there were 49 stand-down cases (0.6% of total Māori stand-down cases) and 14 suspension cases (1.3% of total Māori suspension cases).
39. In primary schools, Māori students were stood down at higher rates across all decile groupings, ranging from 16.0 to 51.9 per 1,000 students. The national rates ranged from 9.8 to 37.7 per 1,000 students.
40. Similar pattern was observed in suspensions across all decile groupings. Māori students in primary schools had higher suspension rates, ranging from 1.3 to 8.0 per 1,000 students. The national rates ranged from 1.0 to 4.7 per 1,000 students.
41. In secondary schools, Māori students were stood down at the highest rates across all decile groupings, ranging from 21.6 - 46.5 per 1,000 students. The national rates ranged from 14.1 to 36.4 per 1,000 student).

42. Māori students were also suspended at the highest rates across the most decile groupings, ranging from 2.9 to 7.6 per 1,000 students. The national rates ranged from 1.8 to 4.9 per 1,000 students (see Figure 11).

Figure 11: Māori students had higher stand-down and suspension rates across deciles in 2020

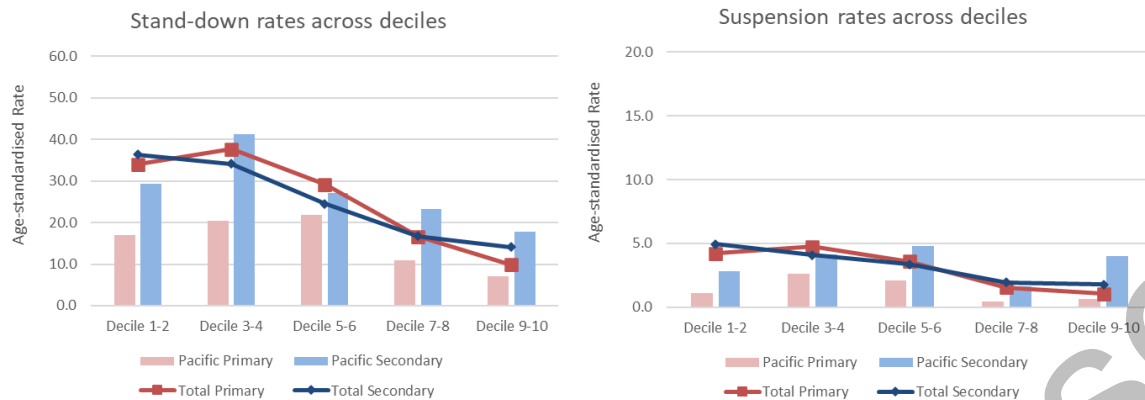


43. **Early leaving exemptions:** In 2020, there were 367 approved early leaving exemptions for Māori students, accounting for 55% of total approved exemptions. Six of them were Māori students in Māori Medium Education. Māori students continued to have the highest rate of early leaving exemption at 25.8 per 1,000 15-year-old students in 2020, down from 27.5 per 1,000 15-year-old students in 2019.
44. **Transience:** In 2020, the transience rate of Māori students decreased to a low of 6.9 per 1,000 Māori students from a high of 13.6 per 1,000 Māori students in 2011. However, Māori students continued to be more likely to change schools than students of other ethnic groupings.

Pacific Students

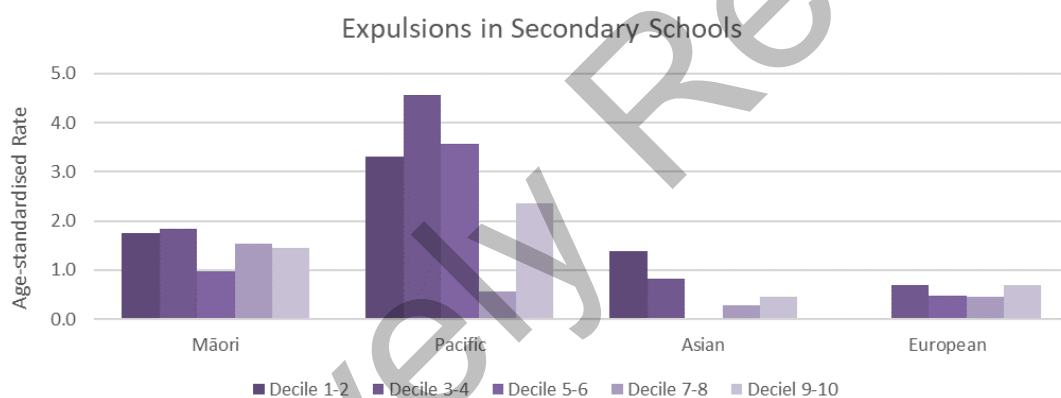
45. **SSEE:** In 2020 there were 1,916 stand-down cases received by 1,591 Pacific students, with a stand-down rate of 24.4 per 1,000 Pacific students (see Figure 4).
46. There were 217 suspension cases received by 210 Pacific students, with a suspension rate of 2.8 per 1,000 Pacific students. Of the suspended Pacific students in 2020, 55 Pacific students were excluded, with an exclusion rate of 0.8 per 1,000 Pacific students; and 32 Pacific students were expelled, with an expulsion rate of 3.0 per 1,000 Pacific students. Following the suspension process, 41.4% of Pacific students were excluded or expelled, a decrease of 6.3 percentage points compared to 2019.
47. In primary schools, the stand-down rates for Pacific students varied across deciles, ranging from 7.1 to 21.9 per 1,000 students. Suspension rates also varied, ranging from 0.5 to 2.6 per 1,000 students (see Figure 12).
48. In secondary schools, the stand-down rates for Pacific students ranged from 17.8 to 41.3 per 1,000 and suspension rates ranged from 1.6 to 4.8 per 1,000 students.
49. In decile 9 and 10 secondary schools, Pacific students experienced the highest suspension rate (4.0 per 1,000 students) than that of the other ethnic groups. This is because of the lowest proportion of Pacific students learning in decile 9 and 10 secondary schools.

Figure 12: Pacific secondary students had higher stand-down and suspension rates across the most deciles in 2020



50. Pacific students were expelled at the highest rates across most deciles through the suspension process, ranging from 0.6 to 4.6 per 1,000 Pacific students (see Figure 13). The peak age of suspensions for Pacific students was sixteen years, which was different from the other ethnic groups (fourteen-years-old).

Figure 13: Pacific students experienced the highest expulsion rates

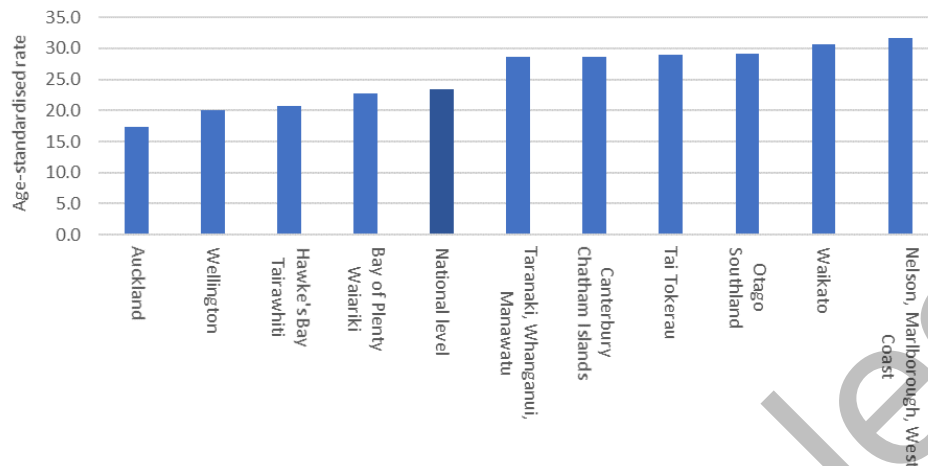


51. **Early leaving exemptions:** In 2020, there were 41 approved early leaving exemptions for Pacific students, accounting for 6% of total approved exemptions. Pacific students experienced the largest decrease in early leaving exemption rates between 2019 (9.4 per 1,000 15-year-olds) and 2020 (7.2 per 1,000 15-year-olds), down by 2.2 percentage points.
52. **Transience:** In 2020, Pacific students had the second highest transience rate of 3.5 per 1,000 students, down from a high of 7.0 per 1,000 students in 2011.

By Education Area

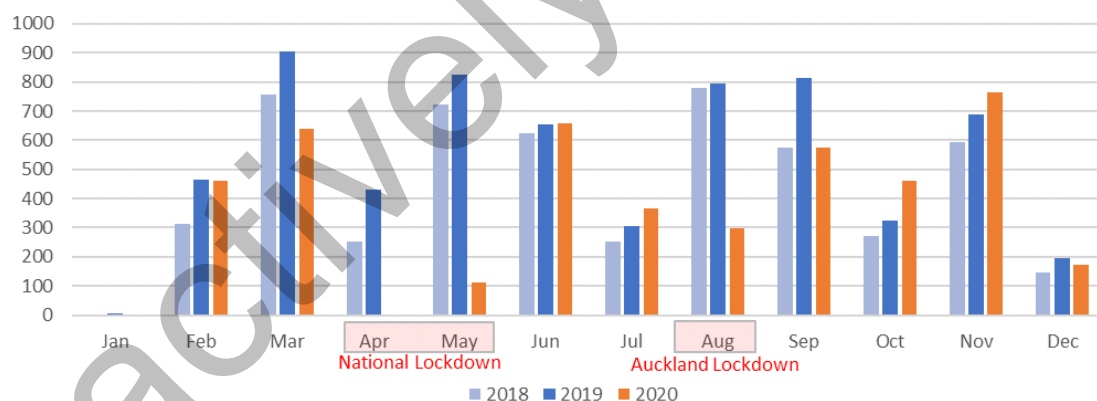
53. **SSEE:** In 2020, the Nelson, Marlborough, West Coast region had the highest stand-down rate, at 31.6 per 1,000 students, while Auckland had the lowest stand-down rate, at 17.4 per 1,000 students.

Figure 14: Auckland had the lowest stand-down rate in 2020



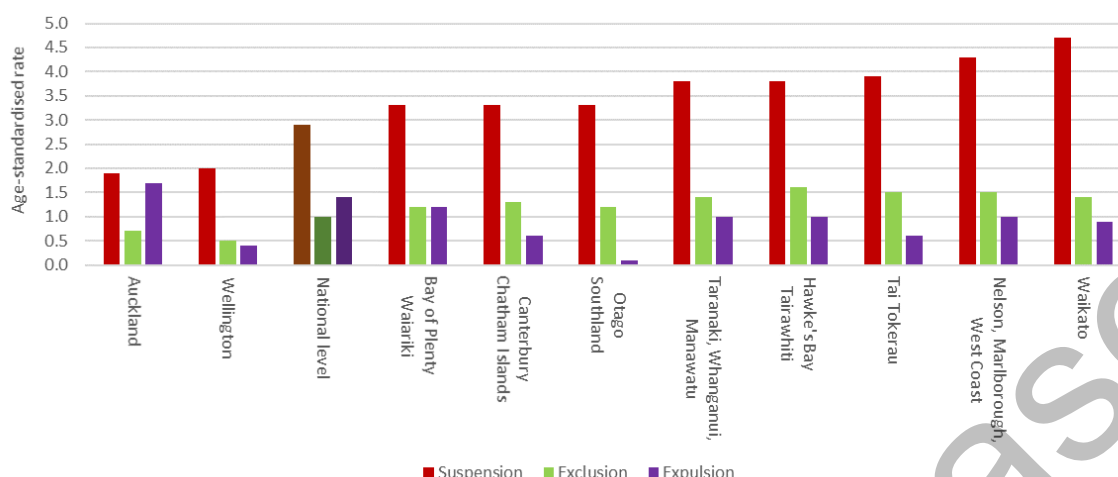
54. In 2020, Waikato had the highest suspension rate, at 4.7 per 1,000 students, while Auckland had the lowest suspension rate, at 1.9 per 1,000 students
55. One of the important reasons for Auckland having the lowest stand-down and suspension rates was an additional lockdown in Auckland during August 2020. Students in Auckland had fewer on-site school days than students in the other areas (see Figure 15).

Figure 15: Lifted COVID-19 Alert Level in Auckland caused less stand-down cases



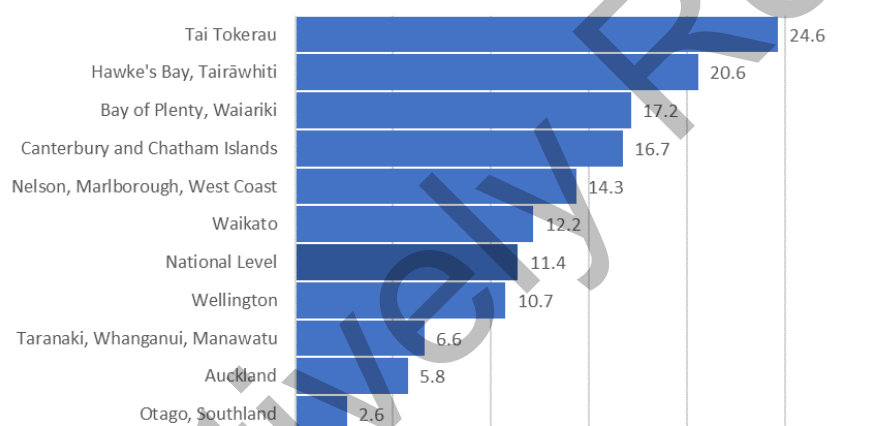
56. Hawke's Bay, Tairāwhiti had the highest exclusion rate at 1.6 per 1,000 students, while Wellington had the lowest, at 0.5 per 1,000 students.
57. Auckland had the highest expulsion rate, at 1.7 per 1,000 students, while Otago, Southland had the lowest, at 0.1 per 1,000 students.
58. Auckland had the highest expulsion rate because Pacific students experienced the highest expulsion rate, and almost 70% of Pacific students were learning in Auckland.

Figure 16: Auckland had the lowest suspension rate but the highest expulsion rate in 2020



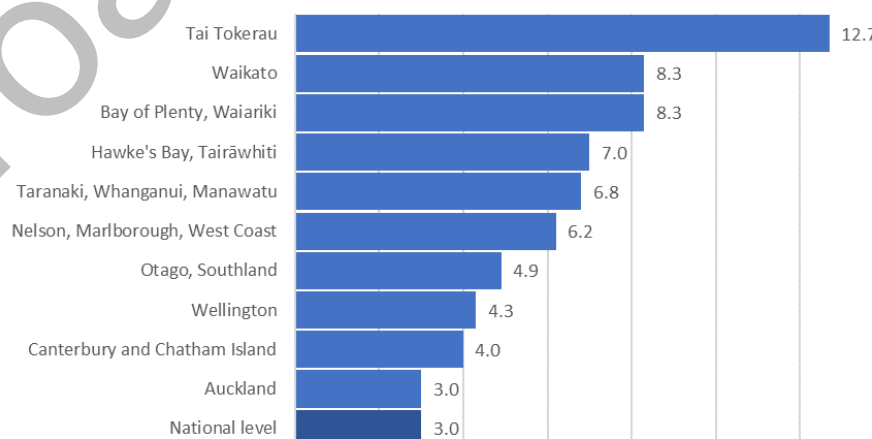
59. **Early leaving exemption:** In 2020, Tai Tokerau had the highest early leaving exemption rate, at 24.6 per 1,000 students, and Otago, Southland had the lowest rate, at 2.6 per 1,000 students.

Figure 17: Tai Tokerau had the highest early leaving exemption rate in 2020



60. **Transience:** In 2020, Tai Tokerau had the highest transience rate, at 12.7 per 1,000 students, and Auckland had the lowest transience rate, at 3.0 per 1,000 students.

Figure 18: Tai Tokerau had the highest transience rate in 2020



Supports for schools provided by the Ministry

61. There was an overall decline in stand-down, suspension, exclusion, and expulsion rates in 2020. One of the important reasons was fewer on-site school days in 2020 for all students due to COVID-19 lockdowns. However, from June to December 2020 (after the first national lockdown), the total number of stand-downs was slightly higher than the same period in 2019.
62. Schools understand it's important, to work with students and their parents and whānau to address behaviour issues and to focus on the students' engagement, progress and achievement, for the welfare and long-term outcomes for students.
63. Ministry of Education Learning Support teams and contracted providers continue to support schools through funding, evidence-informed programmes and guidance. The Ministry also works with schools to find alternative options for any excluded learners.

Supports for schools include:

- Positive Behaviour for Learning (PB4L) School-Wide - a whole of school approach to creating positive learning environment, currently being implemented in 889 schools across the country.
 - Positive Behaviour for Learning (PB4L) Restorative Practice - school approach to build and maintain positive, respectful relationships across the school community.
 - Positive Behaviour for Learning (PB4L) Incredible Years - provide advice, strategies, and support for parents/whānau and teachers.
 - Understanding Behaviour Responding Safely (UBRS) - de-escalation training for schools.
 - Learning Support for students who behave in a way that significantly affects their learning.
 - Teaching for Positive Behaviour - a new resource which supports primary and secondary teachers and those among kura to understand what works in improving behaviour and increasing engagement.
 - Bullying prevention guidance - a guide for schools providing practical advice on how to prevent bullying and respond effectively when it does occur.
 - Te Kahu Tōi, Intensive Wraparound Service (IWS) - provides support to students for whom existing learning support interventions and services have been fully utilised and were unable to meet the child's needs.
 - Interim Response Fund (IRF) - a short-term response for schools to address a significantly challenging behavioural event. It provides funding for a short-term response while a more comprehensive intervention plan is being devised.
 - Resource Teacher Learning and Behaviour (RTLb) - the Ministry also funds the national school-based RTLb service to support the achievement of students in Years 1-10 who have learning and/or behaviour difficulties.
64. There is however always a demand for more and different support. In light of this the Government has invested an additional \$1.1 Billion into learning support since 2018. This includes employing 180 more Ministry specialists. We also now have around 623 Learning Support Coordinators across Aotearoa. Schools are also supported by around 1000 Resource Teachers for Learning and Behaviour.
 65. We also distributed \$50 million in Urgent Response Funding (URF) to support children and young people's attendance, re-engagement in learning and wellbeing after the

COVID-19 lockdowns. Of the \$50 million, \$43.1 million of URF funding was distributed to support over 450,000 learners across 1,861 schools and kura.

66. In response to the sector's immediate need for support, Budget 2021 provided \$17.7 million over four years to expand the Te Kahu Toi, Intensive Wraparound Service (IWS). This will support up to 95 additional learners a year with significant wellbeing and behaviour needs that may be challenging to others, and who require support at school, at home and in the community.
67. While expanding Te Kahu Toi, Intensive Wraparound Service will alleviate some of the immediate pressures that schools are facing, we continue to work on our broader system of school-wide, targeted and individual supports to promote positive behaviour in school.
68. The way we provide our behaviour services and supports is also changing. We are shifting away from exclusively focusing on individual students, and towards more locally led, flexible and preventative approaches. We are also reviewing our interventions for students who have high and complex learning support needs to make them more flexible.
69. We will continue to work with schools so that the resources available can be delivered in a way that has the greatest impact.

Next Steps

70. We plan to publish the student engagement data and indicator reports on the Education Counts website on Wednesday 29 September.
71. Key messages and questions/answers are attached (Annex 3) and we will liaise with your office on the timing and communications.

Annexes

- Annex 1: 2020 Student Engagement Data Summary
- Annex 2: Education Sector Indicator Definitions
- Annex 3: Student engagement data 2020: Communications Approach

Annex one: 2020 Student Engagement Data Summary

Table 1: Number of stand-downs, by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	6,958	6,783	6,274	5,709	5,486	6,079	7,126	7,980	9,213	7,729
Māori	7,626	7,154	6,659	6,335	6,360	6,857	7,711	8,524	9,487	7,740
Pacific	2,187	2,014	1,936	1,819	1,827	1,889	2,236	2,186	2,662	1,916
Asian	442	413	378	344	330	354	434	482	571	485
Other	385	348	274	265	205	189	226	278	351	304
Total	17,598	16,712	15,521	14,472	14,208	15,368	17,733	19,450	22,284	18,174

Table 2: Age-standardised stand-down rates (per 1,000 students), by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	17.7	17.5	16.3	15.0	14.5	16.1	19.0	21.3	24.7	20.6
Māori	45.0	42.0	38.9	36.5	36.1	38.3	42.0	45.5	49.2	38.8
Pacific	29.8	27.5	26.6	25.0	24.9	25.5	29.9	28.9	34.8	24.4
Asian	6.5	6.0	5.4	4.8	4.5	4.6	5.3	5.5	6.1	4.9
Other	23.3	21.2	16.5	16.1	12.3	10.7	12.0	13.6	15.2	11.7
Total	24.4	23.3	21.7	20.2	19.8	21.2	24.2	26.1	29.4	23.4

Table 3: Number of suspensions, by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	1,325	1,168	1,138	987	901	903	1,155	1,144	1,223	897
Māori	1,885	1,757	1,530	1,352	1,297	1,392	1,527	1,495	1,611	1,091
Pacific	389	320	308	282	317	325	359	340	352	217
Asian	56	50	53	31	65	39	52	48	49	33
Other	90	62	50	44	38	40	37	38	47	41
Total	3,745	3,357	3,079	2,696	2,618	2,699	3,130	3,065	3,282	2,279

Table 4: Age-standardised suspension rates (per 1,000 students), by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	3.3	3.0	2.9	2.6	2.3	2.4	3.1	3.0	3.2	2.4
Māori	11.1	10.3	8.9	7.8	7.4	7.8	8.4	8.1	8.5	5.5
Pacific	5.3	4.3	4.2	3.8	4.3	4.4	4.8	4.5	4.6	2.8
Asian	0.8	0.7	0.7	0.4	0.9	0.5	0.6	0.6	0.5	0.3
Other	5.4	3.8	3.0	2.7	2.3	2.3	2.0	1.9	2.1	1.6
Total	5.1	4.6	4.3	3.7	3.6	3.7	4.3	4.1	4.3	2.9

Table 5: Number of exclusions, by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	465	364	391	313	299	299	384	383	371	264
Māori	669	598	536	467	445	484	514	498	549	370
Pacific	137	120	104	105	106	107	127	126	123	55
Asian	7	12	20	7	20	8	11	10	14	8
Other	34	22	14	23	15	14	11	11	14	12
Total	1,312	1,116	1,065	915	885	912	1,047	1,028	1,071	709

Table 6: Age-standardised exclusion rates (per 1,000 students), by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	1.3	1.1	1.2	0.9	0.9	0.9	1.2	1.2	1.1	0.8
Māori	4.4	3.9	3.5	3.0	2.8	3.1	3.2	3.0	3.2	2.1
Pacific	2.1	1.9	1.6	1.7	1.7	1.7	2.0	1.9	1.9	0.8
Asian	0.1	0.2	0.3	0.1	0.3	0.1	0.2	0.1	0.2	0.1
Other	2.4	1.6	1.0	1.6	1.1	0.9	0.7	0.6	0.7	0.5
Total	2.1	1.8	1.7	1.5	1.4	1.5	1.7	1.6	1.6	1.0

Table 7: Number of expulsions, by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	52	50	53	34	46	28	50	46	53	31
Māori	51	54	46	49	57	39	46	35	39	33
Pacific	34	23	26	18	32	38	30	28	35	32
Asian	16	4	3	7	15	6	7	8	7	6
Other	10	5	9	9	6	3	6	1	4	6
Total	163	136	137	117	156	114	139	118	138	108

Table 8: Age-standardised expulsion rates (per 1,000 students), by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	0.9	0.9	1.0	0.6	0.9	0.5	0.9	0.9	1.0	0.6
Māori	2.7	2.8	2.4	2.5	2.8	1.8	2.1	1.7	1.9	1.5
Pacific	3.5	2.3	2.6	1.8	3.1	3.6	2.8	2.7	3.4	3.0
Asian	1.5	0.4	0.3	0.6	1.3	0.5	0.6	0.7	0.5	0.4
Other	4.0	2.0	3.7	3.8	2.5	1.2	2.3	0.4	1.5	2.0
Total	1.7	1.4	1.4	1.2	1.6	1.1	1.4	1.2	1.4	1.1

Table 9: Early leaving exemption rates (per 1,000 15-year-olds), by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	4.8	3.8	5.9	5.3	5.3	6.9	7.1	8.8	10.6	8.6
Māori	15.5	13.0	15.6	13.9	14.7	16.7	19.9	24.4	27.5	25.8
Pacific	3.6	3.2	4.4	3.0	3.2	4.5	6.3	6.1	9.4	7.2
Asian	0.4	0.2	0.0	0.3	0.2	1.0	0.2	0.3	0.4	0.3
Other	1.6	2.3	1.6	2.5	1.6	3.1	5.6	5.2	2.8	2.6
Total	6.6	5.4	7.3	6.5	6.7	8.2	9.2	11.2	13.1	11.4

Table 10: Transience rates (per 1,000 students), by ethnic group (2011 to 2020)

Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European/Pākehā	5.0	3.4	3.4	3.0	3.2	3.3	3.1	3.0	2.8	2.1
Māori	13.6	11.6	11.7	11.8	11.5	11.8	10.9	10.3	9.4	6.9
Pacific	7.0	6.3	6.1	6.2	6.1	6.1	5.9	5.8	4.9	3.5
Asian	2.0	1.6	1.5	1.5	1.7	1.4	1.5	1.8	1.3	1.0
Other	4.3	3.7	3.9	2.5	3.6	2.8	2.6	2.7	2.3	2.3
Total	6.5	5.0	5.0	4.9	4.9	5.0	4.7	4.5	4.0	3.0

Annex Two: Education Sector Indicator Definitions

Stand-down

1. A stand-down results when a principal formally decides to remove a learner from school for a period of up to five school days. A stand-down for any learner can total no more than five school days in any term, or ten school days in a year. Learners return automatically to school following a stand-down.

Suspension

2. A suspension is the formal removal of a learner from a state or integrated school/kura until the school Board decides the outcome at a suspension meeting. Following a suspension, the Board must meet within seven school days and make one of the following possible decisions:
 - a. Lift the suspension without conditions;
 - b. Lift the suspension with conditions;
 - c. Extend the suspension with conditions;
 - d. Exclude (if the learner is under 16);
 - e. Expel (if the learner is over 16).

Exclusion and Expulsion

3. Following a suspension meeting, the Board may decide to permanently remove a learner from attending its school. If the learner is:
 - a. Under the age of 16 it is called exclusion;
 - b. Over the age of 16 it is called expulsion.

Age-Standardisation

4. Stand-downs, suspensions, and exclusions peak for ages 13 to 15, and expulsions are highest at age 16. We standardise for age so that fairer comparisons can be made between different groups. That is, age-standardisation removes any differences due to one group having a younger or older population than other groups, or if the overall age distribution has changed from year to year.

An age-standardised rate is one where all subgroups, for all years compared, are artificially given the same age distribution, so that different years and different areas can be more accurately compared.

The age distributions of learners in each subgroup and year have been standardised to (or weighted by) the set of 2020 age-specific rates for all New Zealand.

Expulsions occur only for students 16 years old and above, so the expulsion rate refers to the number of expulsions per 1,000 standardised for students aged 16 or over. Likewise, exclusions only occur for students aged 15 or under, so the exclusion rate

refers to the number of exclusions per 1,000 standardised for students aged 15 or under.

Early Leaving Exemptions

5. Enrolment in school is compulsory for all students aged between 6 and 16 years old. However, parents of 15-year-old students may apply to the Ministry of Education for an exemption from schooling based on educational problems, conduct, or the unlikelihood of the student benefiting from attending available schools. Parents are required to give details about training programmes or employment that the student would move on to in the event of an early leaving exemption being granted.

Transient Students

6. A student is considered transient if they move school twice or more over the period from the 1st of March to the 1st of November in the same year.

Proactively Released