Te Kura
Te Aho o Te Kura Pounamu
THE CORRESPONDENCE SCHOOL

Charter and Annual Plan 2017

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Overview from the Chair and Chief Executive

This Charter and Annual Plan outlines the key initiatives Te Kura will implement in 2017 towards achieving our strategic goals and to support our transition to becoming New Zealand's first accredited Community of Online Learning.

In August 2016 the Government introduced the Education (Update) Amendment Bill, outlining the most significant changes to education in 27 years. The legislation which will create Communities of Online Learning (COOL), to supplement the learning already provided in schools, connect students with 21st century opportunities and provide greater choice and flexibility in the way students learn.
The Bill also modernises distance education, removing the term 'correspondence school' and changing Te Kura's status to become not just a state school, but also the first accredited COOL. Other providers, including schools, tertiary providers and private organisations, could also seek accreditation as a COOL. At the time of writing this plan, it is anticipated that the Bill will become law in March or April 2017. During 2017 there will be a significant focus on ensuring Te Kura is ready for the change and able to meet the challenges of operating as a different type of organisation in a competitive environment from 2020.

During 2016 Te Kura explored the New Zealand Curriculum principle of 'learning to learn' as an assessment focus in its own right. Teachers have piloted the use of the CLARA[1] survey tool as a means of measuring student dispositions for learning and measuring the growth of student learning power over the time of their enrolment. In 2017 we will build on this work. Using aggregated teacher and student datasets defined in 2016, we will analyse and apply the learning that Te Kura's teachers have gained in CLARA professional development to identify, prioritise and deliver the specific support that students need.

Our online learning strategy and our focus on personalised, authentic learning mean that Te Kura is well-placed to operate as a COOL. We offer flexible, responsive learning programmes based on students' passions and goals, delivered through a blend of online, offline and authentic learning opportunities supplemented by face-to-face support. Te Kura teachers are specialists in distance education in an increasingly online environment.

In 2017, we will complete the adaptation of NCEA Level 2 resources into interactive online modules, and begin the adaptation of NCEA Level 3. Our integrated programme for years 7–10, Te Ara Hou (meaning 'new pathways') is also being adapted for online delivery, with teachers making the most of our Online Teaching and Learning Environment (OTLE), as well as the Google suite and other online tools. The new online environment is called Tō Kupenga. We will look for further opportunities to incorporate online learning into early learning, primary and special education programmes so that all of our students are able to develop digital literacy and fluency.

To ensure more of our students can access suitable devices and internet connectivity, Te Kura has an assistance programme which provides laptop computers and/or a subsidy for internet connectivity for low- to middle-income families of full-time and young adult[2] students. In 2017, eligible students in years 7 and 8, as well as students in year 13, will be included in the programme, and we will continue to work with the Ministry of Education and Ministry of Business, Innovation and Employment to develop solutions for students living in areas without access to high speed internet connectivity.

[1] The CLARA (Crick Learning for Resilient Agency Profile) survey tool was developed by Dr Ruth Deakin Crick, Professor of Learning Analytics and Educational Leadership at the University of Technology Sydney.
[2] Enrolled in three or more courses

During 2017 we will build on our efforts to raise awareness of Te Kura, in particular among young people and priority audiences, and in preparation for broadened access to Te Kura in 2018 as a result of the changes arising from the Education (Update) Amendment Bill.

Mindful of its responsibilities under the Health and Safety at Work Act 2015 which came into force in April 2016, Te Kura commissioned a high-level risk review as part of its 2016 annual internal audit plan. The objective of this review was to identify areas for continual improvement in health and safety risk management. During 2017 we will be following up on the recommendations of this review.

Karen Sewell, QSO
Chair

Mike Hollings
Chief Executive

Introduction

Te Kura's Charter and Annual Plan is reviewed annually. The Board approves the document for community consultation which is carried out online towards the end of each year. Feedback from our community is advised to the Board and considered before the final version of the Charter and Annual Plan is published early in term 1.

The Correspondence School was set up in 1922 to provide education at primary school level for 83 students living in remote areas. Seven years later it expanded to cater for secondary school students. Since then the school has grown and developed to meet the changing demands placed on it as its role in the education sector has evolved over time. In 2009, after a period of consultation with staff, we introduced the school's new name – Te Aho o Te Kura Pounamu, which refers to connecting students with learning. There is a wealth of further meaning behind the name, reflecting the role we play within the education sector, the students themselves and our vision for their achievement.

Te Kura's current role in the education sector is to provide distance education programmes for students from early childhood to Year 13 as well as adult learners returning to qualification-based learning. We are New Zealand's largest education provider in the early childhood and compulsory education sectors. Our vision is that our students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.

The Ministry of Education funds Te Kura in accordance with section 81A of the Education Act 1989. Funding is based on student enrolments and engagement.

The enrolment of students is governed by sections 7 and 7A of the Education Act 1989 and is determined by the Ministry of Education's enrolment policy. The enrolment policy is reviewed annually by the Ministry of Education and Te Kura's Board of Trustees, and is published by Gazette notice. Under the proposed Education (Update) Amendment Bill, Te Kura as an accredited Community of Online Learning (COOL) may in future be funded from a grant out of money appropriated by Parliament for the purpose.

The composition of Te Kura's Board of Trustees is determined by the Minister of Education in accordance with section 95 of the Education Act 1989. The Board is supported by the Risk Assurance Committee and the Employer Committee, which between them deal with much of the detailed work prior to consideration by the Board.

	Term expiry date
Karen Sewell (Chair) – reappointed June 2015	September 2018
Paul Adams – reappointed September 2015	September 2018
Gillian Heald – reappointed June 2015	September 2018
Maxine Moana-Tuwhangai – reappointed December 2016	November 2019
Stuart Middleton – appointed May 2014	May 2017
John Chemis – appointed September 2015	September 2018

Vision

Our vision is that our students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.

Our vision for Te Kura learners draws from and is set within the context of the New Zealand Curriculum (page 8, Vision), which envisions "young people:

- who will be creative, energetic, and enterprising
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country
- who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives
- who will be confident, connected, actively involved, and lifelong learners."

The NZ Curriculum (page 16, Learning Areas) specifies eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology.

The learning associated with each area is part of a broad, general education and lays a foundation for later specialisation. Like the key competencies, this learning is both end and means: valuable in itself and valuable for the pathways it opens to other learning.

Achievement of our vision will be reflected in a school where:

- teachers and students work within a variety of flexible, interactive and engaging learning environments
- students are engaged in personalised, authentic, collaborative work
- partnerships are the basis of effective engagement with schools, family/whānau and other community organisations
- the majority of our teachers are based in the regions, closer to their students
- online learning and blended learning are embedded within the school's pedagogy
- the digital distribution of resources is the default setting
- teachers and students have access to a high standard of ICT resources (hardware, software, connectivity, content and support)
- the curriculum is flexible, adaptive and responsive
- diversity is recognised as a strength
- there is increased student achievement by Māori and other priority groups.

Core values and behaviours

At Te Kura we demonstrate by our actions that we:

- put the success of our students at the forefront of everything we do
- respect each other, students, their whānau and our partner organisations
- see strength in diversity
- celebrate innovation and success
- communicate openly and honestly.

Creating a healthy and safe workplace

Te Kura's Board of Trustees is committed to the creation of a healthy and safe workplace for workers and visitors. As part of this commitment the Board, through the Senior Leadership Team (SLT), takes all practicable steps to ensure compliance with all health and safety legislation, with a focus on critical risk identification, assessment, control, monitoring, and review. In doing so, the Board aims to ensure that sound health and safety workplace practices and those relating to Te Kura-organised student events are an integral part of the day to day operations of Te Kura.

As a further demonstration of its commitment the Board will, so far as is reasonably practicable, ensure that:

- relevant data is reviewed to manage risk effectively and ensure sound understanding of and confidence in Te Kura's health and safety practices, workers are consulted about health and safety policies and practices and are actively encouraged to participate in health and safety matters
- hazards are monitored and managed to prevent harm to workers and other people who come on to Te Kura premises
- workers are aware of hazards in their role and at their workplaces and that the Hazard register is available to all workers
- a register of accidents and notifiable events is maintained
- an accessible safe, healthy and clean physical working environment is provided at all Te Kura sites
- procedures are maintained for dealing with emergencies and communicating them appropriately
- an adequate programme is in place for training workers in the safe use of plant and equipment, and in the handling of hazardous substances
- an adequate programme is in place for worker induction in the health and safety practices within Te Kura.

What we do

Te Kura provides educational services to early childhood and years 1 to 13 students for whom we are the best current option. The circumstances of our students are many and varied. This diversity is evident in terms of age and ethnicity, location, educational need and the level of support available to each student.

Our focus is to work with students, their whānau, communities, and other agencies to provide effective teaching and learning personalised to each student's individual needs and aspirations.

Our regionalised structure allows us to deliver education to our students across New Zealand through four regional offices (Northern, Central North, Central South and Southern) and some smaller offices, including Whangarei, Hastings and Nelson. Advisories, event days and tutorials offer opportunities for students to connect with their teachers and with other students in their area. These events help Te Kura students develop their practical work, social and relationship-building skills within a local context. Parallel programmes for learning supervisors augment the skills they use when working with their students. STAR camps enable older students to develop skills and earn NCEA credits. Being located within students' communities means our staff are able to work alongside students and their whānau; they also work closely with local schools, agencies and community groups which support students' learning. Regional Reference Groups ensure all our stakeholders have the chance to hear more about what is happening at their school and provide feedback.

Te Kura works in partnership with students, their whānau, schools, a number of government agencies, organisations and communities. Some of our key stakeholders include:

- the Ministry of Education, New Zealand Qualifications Authority and Education Review Office
- other schools, alternative education providers, teen parent units and activity centres
- trades academies
- youth services
- city councils
- district health boards
- early childhood education providers
- industry training organisations
- iwi
- service suppliers
- tertiary providers
- the business community
- wānanga.

Te Kura is responsible for the on-payment of supplementary 0.1/0.2 services for full-time, years 1-13, Ongoing Resourcing Scheme (ORS) verified students. On behalf of the Ministry of Education, Te Kura also administers the on-payment of allowances to eligible supervisors of our full-time students.

Our students and community

Student roll

In 2016 Te Kura had a cumulative roll of close to 23,000 with approximately 12,000 students enrolled at any one time. Te Kura's student body is diverse. Along with students who are geographically isolated, itinerant or living overseas, our full-time students also include those who have been alienated or excluded from a face-to-face school, those who have been referred by Special Education, young parents, and

students who have been referred by Child, Youth and Family. Together, these students make up 56% of our full-time roll.

The majority of Te Kura's students are of secondary school age. They include young adults (aged 16 to 19) as well as adult students from all parts of New Zealand. Te Kura has a substantial number of dual-enrolled students from primary and secondary schools who are enrolled for curriculum access, adaptation or extension. Through these enrolments, the school has developed solid working relationships with many of the country's primary and secondary schools. The relationship with each school is based on a Service Level Agreement (SLA) that formalises each party's responsibilities for student education.

Te Kura has a large number of Māori students – approximately 28% of the early childhood and full-time year 1 to 6 roll and approximately 38% of full-time year 7 to 13 enrolments. Pasifika enrolments are growing, particularly in early childhood education as a result of our engagement with playgroups and Ministry initiatives in lower economic urban areas. Our roll also includes students from a wide range of other ethnic groups.

Early childhood

Our early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds, although they continue to be drawn mainly from rural areas. Most of these students go on to attend their local primary school. As part of the Ministry of Education (the Ministry) programme to increase participation in early childhood education, children who are ineligible under any other early childhood gateway may enrol at Te Kura with a Ministry referral. The Ministry and Te Kura also provide a service of mentoring and resourcing to kaimanaaki and children engaged with Ministry-supported playgroups.

Years 1 to 6

Our students in years 1 to 6 make up approximately 17% of our full-time roll. We also deliver dual enrolment curriculum services to a significant number of primary-aged students.

Years 7 to 10

Students in years 7 to 10 make up approximately 33% of our full-time roll. These students generally enrol in Te Ara Hou, which offers an integrated programme of work combining skills and knowledge from two or more subjects as well as more traditional subject-based learning. Learning advisors ensure each student's programme covers all the curriculum areas and that they are ready for qualifications level courses in year 11. Te Ara Hou online is now known as Tō Kupenga.

Years 11 to 13

Students in years 11 to 13 make up approximately 50% of our full-time roll. In addition, we deliver dual enrolment curriculum services to a substantial number of secondary students enrolled for curriculum access, adaptation or extension. Te Kura also provides secondary education to students enrolled at attached units (including alternative education providers, teen parent units and activity centres), as well as students with special education needs (including regional health schools, remedial, gifted, and special schools). Our years 11 to 13 roll includes a large number of young adult students – those aged 16 or over who left the schooling system but have since chosen to return to school to gain specific credits or qualifications.

Adults

Te Kura caters for adult students who, like young adults, enrol to gain specific credits, skills or qualifications. This group includes Department of Corrections adult enrolments.

Enrolment numbers

Enrolment type	2016 actual cumulative enrolments[1]	2017 forecast cumulative enrolments[1]	2016 actual equivalent full time students (EFTS)[2]	2017 forecast equivalent full time students (EFTS)[3]
Full-time[4]	3,188	3,117	1924	1881
Adults[5]	2,408	2,626	476	519
Young Adults	4,824	4,646	1711	1648
Fee-payers[6]	169			
Dual Year 1-8	494	553	150	168
Dual Year 9-13[7]	10,964	11,402	2326	2419
Early Childhood	694	728	468	491
Total	**22,741**	**22,970**	**7055**	**7126**

1. These figures represent the total number of enrolments throughout the year, not a count of students.
2. Total actual EFTS for 2016 will be subject to audit.
3. EFTS according to the 2017 Resourcing Notice provided by the Ministry of Education:

Early Childhood	505
Primary (years 1 to 8)	537
Secondary (years 9 to 13, including duals, young adults and adults)	6124
Special Education	174
Total	7340

4. Full-time actual enrolment numbers for 2016 were made up of approximately:

4%	Special Education
15%	Year 0-6
31%	Year 7-10
49%	Year 11-13

5. Adult student numbers include adult enrolments from the Department of Corrections.
6. Fee-payers do not generate EFTS.
7. Dual Year 9-13 actual enrolment numbers for 2016 were made up of approximately:

33%	Subject not available
22%	Attached units (includes alternative education, teen parent units and activity centres)
27%	Special education needs (includes regional health schools, remedial, language for ethnic, gifted, special schools and exchange students)
10%	Small class sizes
8%	Other reasons (includes emergency staffing, psychological/psycho-social, reintegration, transitional).

Māori student success

Ngā paetae o ngā ākonga Māori

Māori students are a significant proportion of Te Kura's roll and a high priority in our planning.

Our Māori Student Success Framework (2013-2018) is designed to enable Māori students enrolled with Te Kura to enjoy and achieve education success as Māori, and includes initiatives specifically targeted at supporting this group of priority students.

The Framework incorporates the following four principles which are based on the principles that also underpin the Government's Māori Education Strategy, Ka Hikitia – Accelerating Success 2013-2017:

- Māori potential
- Ako – a reciprocal teaching and learning process
- Identity, language and culture count
- Productive partnerships.

In 2017, our focus will continue to be on achieving four strategic goals:

- Every Māori student has high expectations and feels supported by Te Kura to take action and achieve their potential.
- Ako is the accepted pedagogy for all Māori students at Te Kura.
- Every Māori student's identity, language and culture is nurtured, supported, reflected and valued.
- Every Māori student's learning is supported through productive partnerships.

We have set the following targets to achieve by 2018 and every team across the school will include actions in its team plan to reach them:

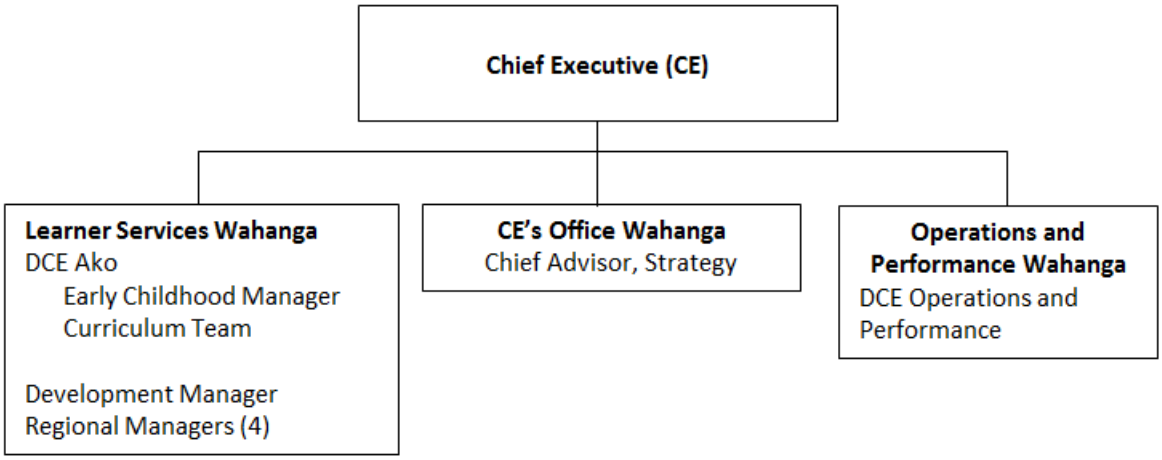
- 90% of all Māori students in years 1-8 will meet National Standards in literacy and numeracy
- 85% of all full-time Māori students enrolled at Te Kura will achieve NCEA Level 2
- Māori students who are enrolled in 3 or more courses at Te Kura will participate in authentic learning
- Te Kura will have at least 10 partnerships with Māori organisations that lead to enhanced community-based support for Māori students.

Te Kura's teachers have high expectations of Māori students and during 2017 we will continue to build relationships with iwi, hapū and whānau to provide authentic learning opportunities for students.

Following on from our participation in the Ministry's Kia Eke Panuku (KEP): Building on Success programme, we will continue our work to build staff capability, and embed language, culture and identity in our learning programmes and resources.

Our structure

Our management structure is detailed in the diagram below.



Te Kura is organised into three wāhanga (areas) – Learner Services, Operations and Performance, and the Chief Executive's Office. The Chief Executive and the Board are supported by the Chief Advisor, Strategy.

The Senior Leadership Team has responsibility for the overall leadership and strategic direction of the school, and comprises the Chief Executive, Deputy Chief Executive (DCE) Ako, DCE Operations and Performance, and the Chief Advisor, Strategy.

Te Kura employs 472 staff members, the equivalent of approximately 436 full-time positions. The table below shows the number of teaching and specialist and support staff:

Teaching	316
Specialist and support	156
Total	472

In addition, we employ 141 teacher aides.

Approximately 40% of all staff are based in regional offices outside Wellington, with 92% of teaching staff located in their region.

Strategic context

Education (Update) Amendment Bill

Young people today live in a hyper-connected, touch screen world where they're constantly tapping and swiping to access the information they want. The Government's aim is to future-proof our education system by providing options which cater to students' wider needs and aspirations. Learning is becoming more self-directed, with teachers increasingly using online networks and social media to support engaged students to connect with others around the world, following personal interests and learning anywhere, anytime. Learning practice needs to be flexible to meet the individual differences of diverse learners.[3]

To facilitate this, the Government has introduced legislation which will create Communities of Online Learning (COOL), to supplement the learning already provided in schools and connect students with 21st century opportunities. The Education (Update) Amendment Bill aims to 'enable schools to provide a flexible 21st century education focused on the achievement of every young New Zealander. The overall approach of the Bill is to enable choices that ensure parents and whānau have options for their children's education; early learning providers, schools and kura have flexibility to meet the particular needs of their students; and that those students are getting real results.'[4]

The Bill proposes that any registered school or tertiary provider can apply to be a COOL. Students may enrol full-time or part-time with a COOL, and schools – as well as other COOL – may register their students with a COOL for particular courses or programmes. Te Kura would become the first accredited COOL, after the legislation has been enacted. At the time of writing this plan, it is anticipated that the Bill will become law in March or April 2017. The Bill provides for a transition period for Te Kura during 2017, before beginning to operate as a COOL. During 2017 there will be a significant focus on ensuring Te Kura is ready for the change and able to meet the new challenges of transitioning to a different type of organisation in a competitive environment from 2020.

Contribution to the education sector

In 2016 the Education System Stewardship Blueprint, developed by the State Services Commission and seven education agencies, identified a range of areas that the agencies could work on together for collective impact. This initiative aims at benefiting the whole education sector. It will help the participating education agencies work together more effectively as stewards, with a common vision and plan, to support every learner to be successful. The education agencies involved are:

- the Ministry of Education
- Careers New Zealand
- the New Zealand Qualifications Authority
- the Tertiary Education Commission
- the Education Review Office
- Education New Zealand
- the Education Council (independent professional body).

The development of the Blueprint is a reflection of an increasing commitment to, and practice of, working together with shared aims and cross-agency teams and activities. While not directly involved in

[3] https://www.beehive.govt.nz/speech/speech-ulearn16-conference-%E2%80%93-rotorua
[4] https://www.beehive.govt.nz/release/biggest-update-education-27-years

development of the Blueprint, Te Kura's work is influenced by its intentions. The Blueprint draws on the collective knowledge of the agencies and a small sample of key customers and stakeholders. It reflects and extends strategic thinking and development already underway.

The education system agencies will work to deliver the three characteristics of a high performing system identified in the Blueprint, a system which:

- will deliver on its purpose – that every learner succeeds and New Zealand prospers through an education system that works for all
- ensures that the available information, talent and money are best used to meet the system's aims and challenges
- innovates and improves over time and evolves in a way that best meets these aims and challenges.

Four priorities identified by the agencies for joint action over the next few years are:

1. Māori and Pasifika Learning and Success
2. Powering Up Learners, Parents, Communities and Employers to influence the quality and relevance of teaching and learning and lift achievement
3. Quality Teaching, Leadership and Assessment (a workforce and curriculum fit for purpose in an international and digital era)
4. Information Management and Technology.

Each priority area is supported by a key system action. These key actions reflect some of the core reasons for addressing the four priorities and provide immediate opportunities for making the most of collaboration across agencies. Unlocking and providing system wide access to information on participation, performance and pathways is central to the achievement of this work programme.

Te Kura plays a part, along with other education agencies, in shaping, supporting and enabling the education system to accelerate learner achievement. Working together we can help students, parents and whānau, employers, professionals and government get the most from the huge commitment in time, energy and resources they make in the system.

Te Kura's strategic goals and priorities fit within and align to wider education system outcomes including the Blueprint's four priorities, the Ministry's priorities and its intermediate outcomes of higher and more equitable levels of participation, engagement and achievement. In particular, four of the Ministry's key indicators which we aim to contribute towards are:

- Increase participation in Early Childhood Education
- Increase the proportion of enrolled students at or above National Standards levels
- Increase the proportion of 18-year-olds with NCEA Level 2 or equivalent qualification
- Decrease the proportion of youth not in employment, education or training.

Te Kura's strategic plan covers the period through to 2018. The key documents that inform the development of our strategic direction and contribution to the education sector are:

- A Blueprint for Education System Stewardship (State Services Commission, the Treasury and the Department of the Prime Minister and Cabinet, September 2016)
- Education (Update) Amendment Bill (August 2016)
- School Evaluation Indicators: Effective Practice for Improvement and Learner Success (Education Review Office, July 2016)
- Vocational pathways: authentic and relevant learning (Education Review Office, May 2016)
- Ministry of Education Four Year Plan 2016-2020
- Te Aho o Te Kura Pounamu Education Review (Education Review Office, 2015)

- Statement of Intent 2014-2018 (Ministry of Education [MoE], 2014)
- Pasifika Education Plan 2013-2017 (MoE and Ministry of Pacific Island Affairs, 2013)
- Me Korero - Let's Talk! (MoE, 2013)
- Māori Language in Education Strategy: Tau Mai Te Reo 2013-2017 (MoE, 2013)
- Māori Education Strategy: Ka Hikitia – Accelerating Success 2013-2017 (MoE, 2013)

This Charter and Annual Plan should be read alongside our Strategic Plan 2013-2018, which provides more detail about our long-term planning.

Our strategic direction

Te Kura's strategic direction to 2018 is centred on three overarching and integrated strategic goals, which are the focus of everything we do, within the context of core delivery of teaching and learning.

Student Presence (or participation) => Student Engagement => Student Achievement

We will focus on three strategic priorities:

- Online learning
- Improving education outcomes for Māori and Pasifika students and other priority groups
- Authentic and engaging learning experiences.

These priorities are the important changes we want to make to achieve our vision and move to an Education 3.0 model of teaching and learning for our students. Key characteristics of Education 3.0 are a transfer of ownership of learning from teachers to students, authentic learning and collaborative learning techniques. Education 3.0 is a future-oriented learning system in which family and whānau view schools as a place for them to learn as well.

The key priorities are supported by three enabling strategies which highlight the things we need to do across the school to support the achievement of our strategic goals and priorities, and core delivery of teaching and learning. The enabling strategies intersect with every aspect of the school's operations and typically contribute to more than one of our strategic priorities.

Our strategy to 2018 is underpinned by three capability improvement initiatives which focus on ensuring our resources, tools and systems are fit for purpose and help achieve our goals.

Personalising learning

The theme that connects every aspect of our strategic plan is personalising learning. Free from some of the constraints that a face-to-face school has, such as managing classes and timetables, teaching 'one student at a time' remains the starting point for our relationship with every student. Our large student base with a wide range of circumstances and needs compels us to deliver a differentiated service where 'one size fits one'. Personalising learning is a key component in the literature about future learning systems.

At Te Kura, as at every NZ school and as stated in the NZ Curriculum (pages 37-42, The School Curriculum: Design and Review), 'curriculum design and review is a continuous, cyclic process. It involves making decisions about how to give effect to the national curriculum in ways that best address the particular needs, interests and circumstances…' of Te Kura's students and community, so that Te Kura students 'should experience a rich and balanced education that embraces the intent of the national curriculum.' Personalising learning emphasises the place of students, their values, context and needs at the centre of all teaching and learning experiences. Students, together with their families, whānau and teachers, are actively involved in creating their learning pathways and plans. These are designed to recognise their unique potential, talents and strengths, meet a particular mix of requirements and ensure students have the opportunity to succeed. With personalising learning at the centre of everything we do, and by applying ongoing self-review of the teaching and learning we deliver, we can develop strategies that are consistent, inclusive, regularly evaluated to test their effectiveness and which will provide improved educational outcomes for our students.

Education 3.0

Another theme in our strategic plan is the focus on future-oriented learning and teaching, or Education 3.0. It is widely argued that current educational systems, structures and practices are not sufficient to address and support learning needs for all students in the 21st century[5]. Education 3.0 describes the transformation necessary in order for the current system of education (developed in the age of industrialisation) to meet the evolving and dynamic challenges of the 21st century. It is synonymous with the terms '21st century learning' and 'future learning'.

Education 3.0 borrows from terminology used to describe the development of the internet (Web 1.0, 2.0, 3.0). It characterises education during the agricultural age as Education 1.0; education for the industrial age as Education 2.0; and education for the knowledge age as Education 3.0.

The NZ Curriculum document (pages 34-36, Effective pedagogy – Teacher actions promoting student learning) states that 'evidence tells us that students learn best when teachers:

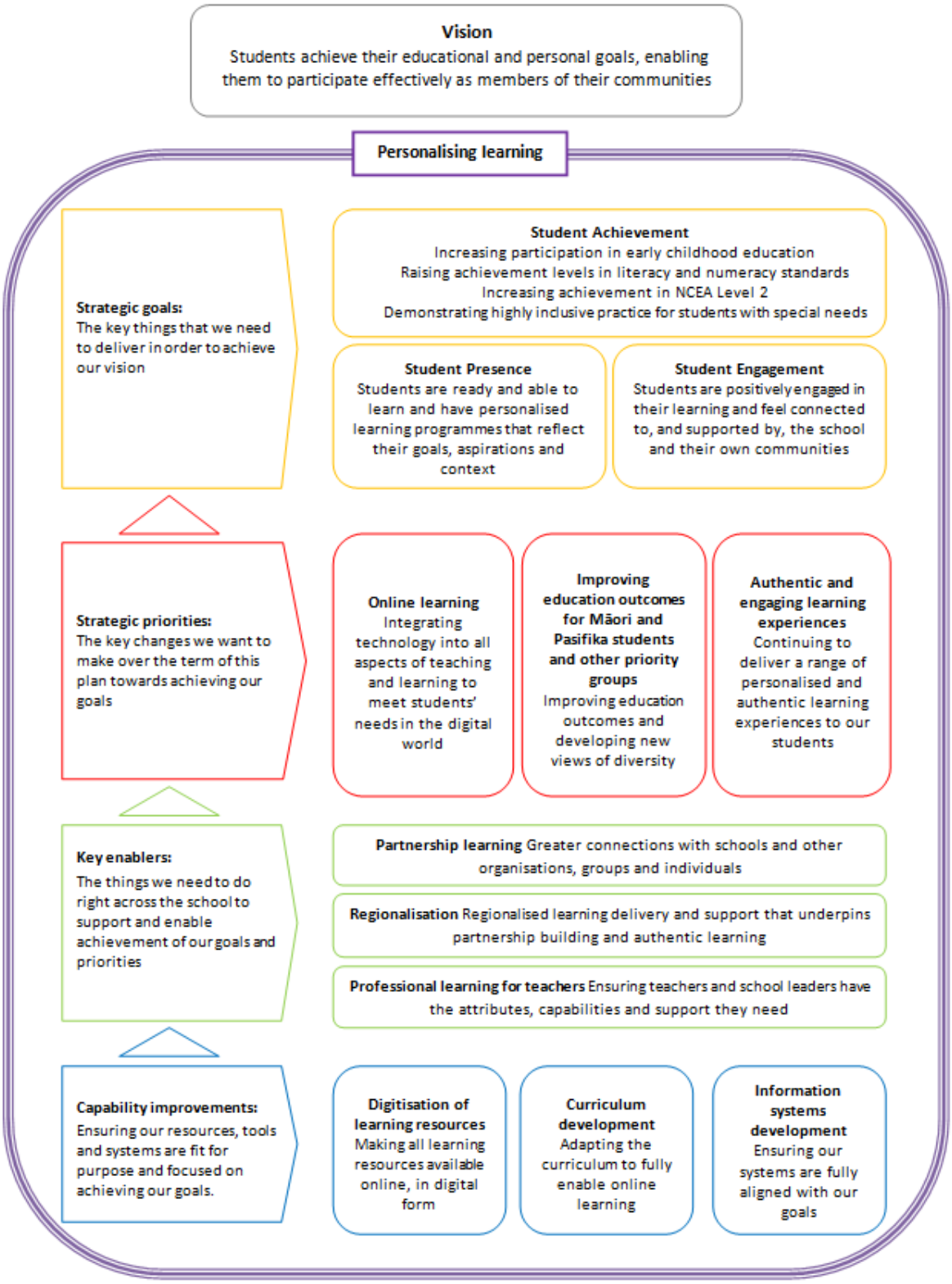
- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching-learning relationship.'

In Education 3.0 teachers include everybody, working alongside licensed professionals. Teaching can be delivered teacher to student, student to student or student to teacher. Teaching and learning can occur anywhere and family and whānau view schools as a place for them to learn too.

Te Kura's strategic framework for 2013-2018 is summarised in the strategy map that follows. Detail on specific actions is provided in a high level Action Plan within our Strategic Plan 2013-2018. Key actions are incorporated into team annual plans each year.

[5] Supporting future-oriented learning and teaching – a New Zealand perspective (Ministry of Education, 2012)

Strategy Map 2013 – 2018



Our planning framework

The school's planning framework aims to ensure that all strategic and operational planning activity within Te Kura contributes to enhanced school performance in teaching and learning, student engagement and ultimately student achievement.

The framework outlines key processes and outputs associated with planning and how they are connected to each other. The components are:

- strategic planning
- annual planning
- budgeting
- performance development and achievement
- implementation and delivery
- ongoing monitoring and self-review.

Flowing from the Charter and Annual Plan are team annual plans and budgets consistent with the annual plan and providing a meaningful breakdown of activities and accountability. In particular, each region's annual plan includes specific interventions targeted at the students whom evidence shows are most in need in that region. For example, the Northern region has the highest number of Pasifika students in the school and has specific actions in its annual plan that relate to those students.

Other implementation plans, such as professional learning and development, procurement, and project plans also support the annual plan.

Every Te Kura staff member has a Performance Development and Achievement (PDA) agreement used to develop their performance and, in turn, link individual performance to the achievement of Te Kura objectives as stated in annual plans. PDA is an ongoing process, with feedback given throughout the year. Performance reviews offer staff the opportunity to discuss progress with their manager and provide an opportunity to plan for, and reflect on, individual professional growth and development.

Te Kura ensures that ongoing self-review of its policies, plans and programmes informs its strategic and annual planning, focuses on improving student achievement, and is used as part of a continuous improvement process.

Regular review and reporting of progress against annual plan targets is undertaken at both management and Board level. Progress against the targets in the school's Annual Plan is reported at the end of each year in the Annual Report.

Each wāhanga reports on specific compliance-related review processes in support of the Board's legislative and contractual obligations, the self-review cycle and the overall goal of improving student achievement.

Other self-review includes the quality of curriculum delivery, analysis of student assessment, and policies and procedures for assessment for qualifications on the New Zealand Qualifications Framework.

Key initiatives for 2017

These key initiatives are our top priorities for 2017. They will enhance our delivery of teaching and learning, and help achieve our three strategic goals – Student Presence (or Participation), Student Engagement and Student Achievement. We group our key initiatives under the headings of our Strategy Map 2013 – 2018, according to whether they enable our strategic priorities, key enablers or capability improvements. In 2017 we are also anticipating the need to begin the transition to being a Community of Online Learning (COOL).

Communities of Online Learning
During 2016 the government introduced to Parliament the Education (Update) Amendment Bill. The Bill proposed changes which reinforce the direction already being taken by education in New Zealand and by Te Kura, particularly our well-established focus on online learning, personalised and authentic learning experiences, and priority groups.

Among the proposed changes, 'correspondence' education would be replaced in the legislation with 'online learning'. Te Kura would become a Community of Online Learning (COOL), and other providers would be able to seek accreditation to become COOL as well. COOL would not necessarily need to be schools, but Te Kura would continue to be a school and to employ registered teachers as we do now.

Te Kura's Board believes these changes, if enacted, will bring more flexibility to our education system and enable much greater personalisation of learning, giving young people and their whānau the right to choose the education that best suits their needs.

Many of the young people referred to Te Kura enrol with us after long periods of disengagement from education and when all other options have been exhausted. Under the proposed changes, students with the support of their whānau or school, could choose to come to Te Kura – or to another COOL – and continue with their learning programme in an environment which may be better suited to them. Students could choose to learn online or face-to-face, or a mix of both, and have access to a much broader range of subjects regardless of the size and type of school they are attending.

Te Kura already provides flexible, personalised learning programmes to students across New Zealand, including to around 3000 full-time students. Increasingly, our programmes are delivered online, supplemented with face-to-face support for students at locations around the country. We also work with students of other schools. Around half of our students are enrolled with another school and register with Te Kura for subjects or curriculum adaptation which their own school does not provide, so this is a model of service delivery already familiar to Te Kura.

Until the Education (Update) Amendment Bill becomes law and the associated regulations are drafted the precise implications for Te Kura remain unclear. However, the initial information available about the Bill has allowed us to start high level planning. It is also clear that our current strategic direction has put us in a strong position to transition to being a COOL and during 2017 we will continue to progress the strategic priorities, key enablers or capability improvements in our 2013-2018 strategic plan.

Strategic priorities

Strategic priorities are key changes to be made to achieve our goals. Strategic priorities are supplementary to, but not at the expense of, our core business of delivering teaching and learning. In 2017, we will focus on:

- Online learning – integrating technology into all aspects of teaching and learning to meet students' learning needs in the digital world
- Authentic and engaging learning experiences – continuing to deliver a range of personalised and authentic learning experiences for our students.
- Improving education outcomes for Māori and Pasifika students and other priority groups and developing new views of diversity

Online learning

As a distance education provider, Te Kura faces particular challenges in ensuring our students have the same access to technology as students in face-to-face schooling, and that they learn to use technology effectively. The best way for students to benefit from greater use of technology and learn digital literacy skills is for technology to be integrated into all aspects of teaching and learning. This approach is backed by research, which shows that use of technology should not be an 'add on' to learning, but an essential part of it.

Te Kura has a progressive programme to transform the way teaching and learning are delivered; we are moving from a predominantly paper-based mode to online delivery, replacing print-based courses with new online resources. This move towards online learning is supported by the NZ Curriculum (page 36, E-Learning and pedagogy) which states that 'e-learning (that is, learning supported by or facilitated by ICT) has considerable potential to support …teaching approaches … and may assist the making of connections, facilitate shared learning, assist in creating supportive learning environments, and enhance opportunities to learn.'

As a largely online learning school, Te Kura strives to make best use of available technologies. In 2017 we will apply our knowledge and understanding of what students need to be successful in their online courses at Te Kura. Their needs may range from basic navigation of their computer, making use of apps such as Google Docs that will support their learning, to a smooth introduction to the OTLE and gaining the familiarity necessary to engage with their learning online. We will introduce a new service to assist Te Kura students, supervisors, whānau, school coordinators and external support staff such as additional teachers and teacher aides with any online learning related queries.

In our role as a provider of authentic learning, we support students to identify and access opportunities to explore their interests and passions. We are interested in looking into the potential for students who are skilled and/or knowledgeable in some area to share that ability and expertise with other Te Kura students.

Our experience in providing authentic learning tells us that a student's engagement with their learning is stimulated when the subject matter links to a significant interest. Identifying a module or resource according to subject or theme will allow teachers to build a cross-curricula programme based on the student's interest or passions. At the qualifications level, this approach could enable more students to achieve NCEA credits from standards in a range of subject courses. We are keen to investigate opportunities for our students to pursue their passion through the improved links we will seek with local tertiary and other providers.

In 2016, we operated 20 interactive online courses at curriculum levels 3-5 (years 9-10). With the development of further online modules including language courses, 2017 will see most courses at curriculum levels 3-5 (years 9-10) delivered fully online

Work will continue in 2017 on adapting Te Ara Hou (our integrated programme for students in years 7-10) for online delivery. This online offering is called Tō Kupenga.

This work is supported by ongoing teacher professional development in online delivery. The learning of staff contributes to a shared understanding of Te Kura's curriculum and sharpens the focus on our strategy of increasingly delivering it online. By encouraging 'Teaching as Inquiry' as an approach (page 35, NZ Curriculum), Te Kura demonstrates the importance of continual inquiry regarding whether we are making a difference to the engagement, motivation and learning outcomes of Te Kura learners.

Student voice is integral to the way learning resources are developed and delivered. We collect student feedback on newly released online modules and take it into account when developing the next round of modules.

<u>These are the actions we will take in 2017 to support achievement of this strategic priority:</u>

- Teachers will continue to use the OTLE to deliver effective personalised and authentic learning experiences. The OTLE will be the digital space where student contact takes place, where teachers and their students work, and where student performance is managed.

- To optimise students' experience of online learning at Te Kura, we will investigate the difficulties students (and their supervisors, whānau and other support people) can face when first enrolled in an online course so that we can offer them the appropriate personalised technological assistance.

- We will introduce a new online learning support service ('the Hub') to assist with online learning related queries from Te Kura students, supervisors, whānau, school coordinators and external support staff such as additional teachers and teacher aides. This will help to ensure students are set up in OTLE and have the tools and information they need to engage in their learning programme. This service will complement the monitoring of students' engagement with OTLE that is already carried out by learning advisors and subject teachers.

- We will look to increase opportunities for collaboration and partnership development with individuals, agencies and groups in the communities where our students live.

- We will support students who are skilled and/or knowledgeable in some area to share that ability and expertise with other Te Kura students in a more structured way.

- We will investigate options for improving ability of our systems to link topics for student enquiry across the curriculum, for all year levels.

- In addition to working in the OTLE, students in Te Ara Hou (our integrated programme for students in years 7-10) and their teachers will use Google Classroom to access a wide range of educational applications and a safe environment for communicating with each other and keeping track of assignments.

- In 2017, our three year programme of adapting current booklet-based NCEA courses will progress to NCEA Level 2 and Level 3 so that by 2018 all NCEA courses will be available online.

- Accessing student voice will continue to be a priority in the online environment through student user experience and survey feedback on newly developed courses. We will examine how to increase our understanding of the best ways to collect and use student voice.

- Te Kura will continue to work with schools and other providers such as Alternative Education (AE) centres to help them make best use of our online provision.

- We will continue to provide access to a suitable device and/or internet connection to the families of eligible full-time Te Kura students who wish to enrol in our online courses but who do not have access to a suitable device and/or internet connection.

Ako – a reciprocal process of learning and teaching

During 2016 we commissioned a research project on how best to consolidate our implementation of authentic, cross curricular, personalised learning for Te Kura students. Consultation with teachers, team leaders, the Curriculum team and managers was a critical part of this work. Follow-up in 2017 will include addressing the recommendations of this review.

During 2016 Te Kura explored the New Zealand Curriculum principle of 'learning to learn' as a focus in its own right. Teachers have piloted the use of the CLARA[6] survey tool as a means of student self-evaluation of dispositions for learning and measuring the growth of student learning power over the time of their enrolment. In 2017 we will build on this work. Working with aggregated teacher and student datasets defined in 2016, we will analyse and apply the learning that Te Kura's teachers have gained in CLARA professional development to identify, prioritise and deliver the specific support that students need.

Unlike many other survey tools CLARA is built around the concepts of 'user ownership' and 'locus of control' where students exercise greater ownership of their learning. Responsibility for learning shifts from the teacher to the student, who experiences content, process, and choice of learning through co-construction. The teacher empowers students to be independent learners who have a commitment to evaluating and adjusting their learning to meet their needs.

The CLARA tool measures aspects of learning that are traditionally hard to quantify, such as mindful agency, hope and optimism, sense-making, creativity, curiosity, collaboration, belonging and orientation to learning. The intention is to help our students build the resilient agency they need to cope with setbacks, challenges and adversity and imagine a future for themselves in which they have agency and control. Both students and staff undertake the CLARA assessment. The process for a teacher enables an enquiry into their own practice as learner and as teacher and develops the questioning techniques to assist students.

Our use of the CLARA tool is supplementary to the further work we continue to do with Learning Maps, where learners begin to understand and take control of how they learn, who they learn with and how they can extend their learning. The findings from our work with CLARA and Learning Maps is suggesting significant areas for further research and development, which will be useful not just for ourselves but for the wider education sector.

Advisories are a key component of our authentic learning programme. Regular advisory activity, together with face-to-face meetings with the learning advisor, is intended to strengthen each student's awareness of being part of a small scale Education 3.0 learning community where people learn and teach. During 2017 we will continue to look closely at how well our advisories are working as an educational process and evaluate the extent to which they contribute to improved outcomes.

Until 2018, our Authentic Learning/Big Picture pilot will continue to deliver a sustained, authentic learning programme to 80 'at-risk' students in years 9-11 in multiple geographic locations. We have developed effective systems to track and monitor student entry data, attendance, Individual Learning Plans (ILPs), programmes and delivery, and exit information. A key focus for the pilot is to follow the Big Picture model and to support each student into a programme of learning based on their passions and interests, leading to internships and Secondary-Tertiary programmes. ERO evaluates the pilot on an ongoing basis and we will be guided by their recommendations.

[6] The CLARA (Crick Learning for Resilient Agency Profile) survey tool was developed by Dr Ruth Deakin Crick, Professor of Learning Analytics and Educational Leadership at the University of Technology Sydney.

During 2017 we will further embed the use of Vocational Pathways to ensure that individual programmes provide clear pathways to future education and/or employment. Having implemented Careers NZ's Career Education Benchmarks, we will further review the effectiveness of careers education and its integration into curriculum delivery in 2017.

Assessment
In 2017 we will carry out further review of our current practices to do with assessing Years 9-10 students against the National Standards and assessing student performance in other aspects of the curriculum.

A continuing focus for teachers will be close monitoring of student achievement to ensure that the online environment is not a barrier to achievement.

During 2016 Te Kura students also participated in almost all of NZQA's online assessment trials and we worked with NZQA to ensure Te Kura mid-year examinations were delivered with authenticated assessment conditions. In a follow-up to this work in 2017 we will embed our practice in this area.

<u>These are the actions we will take in 2017 to support achievement of this strategic priority:</u>

- We will apply recommendations from the 2016 research project on how best to consolidate our implementation of authentic, cross curricular, personalised learning for Te Kura students.

- We will implement the CLARA survey tool with Te Kura teachers and with groups of learners.

- Training will be provided to teachers to develop their capability to have meaningful 'learning to learn' conversations with their students, and to assist with goal setting and learning development as part of authentic learning.

- We will continue to refine our data analysis capability and explore how to better use our data to provide the evidence for ongoing self-review.

- We will use the CLARA tool as a key opportunity for gathering student voice and developing student agency.

- We will continue our focus on embedding numeracy and literacy support for students attending advisories.

- We will investigate the likely effectiveness of online advisories as part of our consideration of the effectiveness of advisories as an educational process and their contribution to improved outcomes.

- In 2017 we will further refine collection and analysis of data on the engagement and achievement of our authentic learning pilot students, while continuing review and development of student Individual Learning Plans (ILPs).

- We will carry out a 2017 review of the effectiveness of careers education and its integration into curriculum delivery, and will follow up with implementation of review outcomes.

Achievement of priority groups

In 2017 we will continue to support the Ministry of Education's goal of improved education outcomes for the key priority student groups of Māori, Pasifika, those with special education needs and those from low socio-economic backgrounds. Many of our key initiatives are designed specifically to improve the

engagement and achievement of these students. We have a very clear focus, in particular on the achievement of NCEA Level 2 by these students, and are working with the Ministry to target them for additional support. With the aim of increasing public knowledge about the learning opportunities Te Kura can provide to students eligible to enrol with us, our social media presence provides a view of Te Kura that reflects our diverse student population and our focus on online, authentic and personalised learning. In 2017 we anticipate that this approach will continue to encourage interest from a wide range of age groups.

Since its establishment in 2013, Te Kura's Huarahi Trades Academy has worked to develop partnerships to support Māori and Pasifika students and to ensure that those students within other partnerships are also well supported. We have encouraged students to enter Trades Academy programmes by providing on-ground support and face to face contact with Te Kura staff who ensure students are engaged in their learning and are achieving towards NCEA Level 2. Gateway, funded by the Tertiary Education Commission, is a very successful initiative at Te Kura, with numbers over-subscribed in recent years. STAR continues to be the basis of many early student experiences in tertiary programmes through short courses which encourage students to explore their interests, leading them through into authentic learning opportunities including advisories, internships, Trades Academy and Gateway. We have over 60 Memoranda of Understanding (MoU) in place with providers across the tertiary sector to deliver these programmes to our students, and plan to build on this in 2017.

For some years now, significant additional focus and effort has been made to lift the achievement of Te Kura's Māori students. There is improvement, particularly as measured by National Standards. The rate of progress by Māori students against the National Standards has increased. However, there is still a gap between Māori students and the rest of the school. In 2016 we commissioned work to examine our practice and make recommendations on how to better enable and accelerate the success of all Te Kura's Māori students. We sought the views of our staff throughout New Zealand on how Te Kura could better support staff to achieve this goal in relation to all our Māori students – full time and part time, dual enrolled, young adults, primary and secondary aged students, and children enrolled in our early childhood programme. An essential element of this research was gathering the voice of Māori students themselves, and of their supervisors and whānau. The recommendations made as a result of this research will guide us during 2017 as we work to address the stubborn achievement gap between Māori students and the rest of the school. Te Kura will make this a high priority in 2017.

We will build on our previous work as active participants in the Ministry of Education-funded Kia Eke Panuku programme to develop strategic leadership and a culturally responsive pedagogy of relationships across all levels of the school and into Māori communities. Embedded systems and processes ensure that our organisation-wide focus on Māori achievement is not diluted. Ongoing work in 2017 will build staff capability, and ensure that language, culture and identity are fundamental to Te Kura's learning programmes and resources.

Schools are able to register students with special education needs with Te Kura if they are unable to provide a specialist programme and curriculum adaptation appropriate to the needs of these students. Depending on the enrolment avenues available if Te Kura becomes a COOL during 2017, we will continue to work closely with schools to identify what programme and adaptation capability they need to develop in order to fully support or integrate students.

Our online strategy commits us to assisting full-time Te Kura students who wish to enrol in our online courses but do not currently have access to a suitable device and/or internet connection. Our established partnership with Remarkit to source devices and connectivity for eligible students who do not have access to a suitable device and/or internet connection enables us to continue to provide this assistance in 2017 to students meeting the eligibility criteria. Our work with the Ministry of Education and Ministry of Business, Innovation and Employment to develop solutions for students living in areas without access to high speed internet connectivity will go on into 2017.

These are the actions we will take in 2017 to support achievement of this strategic priority:

- We will build on our efforts to raise awareness, particularly among young people and priority audiences, of Te Kura's flexible, responsive learning programmes based on students' passions and goals.

- We will continue to seek new Trades Academy partnerships with tertiary providers, particularly in regional areas where fewer of our existing partners offer programmes.

- We will aim to increase the number of Māori and Pasifika young women students engaged in Huarahi, our Trades Academy.

- We will build on a goal of the Kia Eke Panuku programme by monitoring a sample of Enviroskills students to follow their academic progress within and beyond their Huarahi enrolment.

- We will act on the recommendations of our 2016 research into how we can better enable and accelerate the success of all Te Kura's Māori students to reduce the gap in achievement between Māori students and the rest of the school.

- Devices and connectivity assistance to students will be extended to include eligible students in years 7 and 8, and those enrolled at NCEA levels 2 and 3.

- We will carry out a review of Te Kura's special education policy, strategies and services and restructure these for better learner support and learning outcomes.

Key enablers

Key enablers are the means we employ across the school to support and enable achievement of goals and priorities. Their focus is on 'the way we do things'.

The three key enablers for 2017 are:

- Partnerships – having greater connections with schools and other organisations, groups and individuals.
- Regionalisation – providing regionalised learning delivery and support that underpins partnership building and authentic learning.
- Professional learning for teachers – ensuring teachers and school leaders have the attributes, capabilities and support they need.

Partnerships

Te Kura has established partnerships with schools and a wide range of organisations and individuals in local communities. In 2017 we will continue to work with the Ministry of Education to investigate ways to optimise the flexibility COOLs may bring to the education system and the benefits for learners when Te Kura, schools and other partners work together.

Regionalisation

By the end of 2018, Te Kura aims to have the majority of teaching staff based in the region they serve. In 2017 we will continue this process so that more of our students can benefit from having their teachers located closer to them and to the local agencies and services which help support our students. We will work on improved staff collaboration across Te Kura's wahanga to provide the holistic support required to meet the teaching and learning and pastoral needs of our students.

Professional learning for teachers

Te Kura's Learning and Development strategy supports the school's approach to Education 3.0 and the continuing support of online learning. In 2017 we will monitor and evaluate the strategy to identify changes to enhance teaching pedagogy, leadership training, and specialist and support staff training. The learning of our staff contributes to a shared understanding of Te Kura's curriculum and sharpens the focus on our strategy of increasingly delivering it online. 2017 will see ongoing teacher professional development in online delivery.

Capability improvements

In 2017 we will continue to ensure data, tools and systems provide good support for teaching and learning, and that learning resources are developed and made available to students via the OTLE to support our online strategy.

New online courses

The focus of development remains interactive online courses. In 2016, we operated 20 interactive online courses at curriculum levels 3-5 (years 9-10). In 2017 we will develop further online modules including language courses, enabling most courses at curriculum levels 3-5 (years 9-10) to be delivered fully online.

Work will continue in 2017 on adapting Te Ara Hou (our integrated programme for students in years 7-10) for online delivery.

Te Kura is committed to assisting full-time Te Kura students who wish to enrol in online courses but do not currently have access to a suitable device and/or internet connection. We have developed partnerships to source devices and connectivity for eligible students without access to a suitable device and/or internet connection. In 2017 we will extend this assistance to eligible students in years 7 and 8, as well as students in year 13. We will also continue to work with the Ministry of Education and Ministry of Business, Innovation and Employment to develop solutions for students living in areas without access to high speed internet connectivity.

Curriculum development

A key focus for 2015 to 2018 remains full adaptation of the curriculum for online learning.

Information systems development

Te Kura will continue to develop information systems and management to ensure they are fully aligned with our strategic goals. Ongoing development will continue to improve the usability of our SMS and OTLE.

Performance measures and standards

Students enrolled with Te Kura come from a wide range of backgrounds and have differing aspirations, needs and levels of support available to them. The diversity and complexity of the school roll creates the challenge of how to measure and report on student progress and achievement.

Te Kura has internal measures and standards to gauge progress in ensuring student presence, student engagement and student achievement.

Our strategic goals and priorities align with the Ministry's priorities and the wider education system outcomes.

Te Kura has six key areas of measurement for reporting in 2017:

1. Provide a high quality early childhood education service.
2. Lift achievement of year 1 to 10 students in reading, writing and mathematics.
3. Lift achievement in NCEA.
4. Lift achievement of students with special education needs.
5. Lift student presence and engagement.
6. Have an efficient and effective school by ensuring our people, systems and processes are adaptive, responsive and capable of achieving our goals.

Our targets are based on the latest baseline data available to Te Kura.

Unless otherwise stated all increases or improvements are against the 2016 calendar year.

Unless otherwise stated a percentage increase means a change in the overall percentage declared, e.g. an improvement from 60% to 62% will be acknowledged as an increase of 2%.

1. Provide a high quality early childhood education service

Te Kura aims to increase participation in early childhood education by providing a high quality service.

80% of families and whānau who respond to a survey are 'satisfied' or 'very satisfied' with the programme of learning offered.

Based on 55 responses, 100% of families and whānau are 'satisfied' or 'very satisfied' as at November 2016.

How satisfied are you with the overall early childhood programme you and your whānau are receiving from Te Kura?

Answer Options	Response Percent	Response Count
Totally satisfied	49.1%	27
Very satisfied	43.6%	24
Satisfied	7.3%	4
Partly satisfied	0.0%	0
Not satisfied	0.0%	0
answered question	***55***	**55**
skipped question	***0***	**0**

2. Lift achievement of year 1 to 10 students in reading, writing and mathematics

Goal 2.1: Lift achievement in National Standards

The percentage of full-time students in year 1 to 8 who are achieving 'at' or 'above' the National Standard in reading, writing and mathematics will increase from end-2016 to end-2017.

National Standard results, year 1 to 8 full-time students

Ethnicity	National Standard	End-2016 % At/Above	2015 National average
Māori	Reading	37% (60/161)	69%
	Maths	30% (48/159)	65%
	Writing	32% (52/161)	62%
All	Reading	57% (278/489)	78%
	Maths	51% (245/480)	76%
	Writing	52% (253/489)	71%

While aspirational, in the long run Te Kura aims for our students to achieve at the national average in National Standards. The latest available national figures are for 2015.

Goal 2.2: Lift achievement of year 9 and 10 students

The percentage of full-time students in year 9 and 10 who are achieving 'at' or 'above' the expected curriculum level for their year level in reading, writing and mathematics will increase from end-2016 to end-2017.

Reading, Mathematics and Writing achievement, year 9 and 10 full-time students

Ethnicity	Learning Area	End-2016 % At/Above	Mid-2016 % At/Above
Māori	Reading	25% (33/133)	17% (23/135)
	Maths	16% (22/134)	9% (11/129)
	Writing	16% (21/134)	16% (20/125)
All	Reading	31% (103/331)	29% (98/335)
	Maths	24% (77/326)	26% (79/310)
	Writing	22% (74/330)	24% (78/324)

3. Lift achievement in NCEA

To achieve an NCEA certificate, students need to gain 80 credits counting towards the respective level, and meet the Literacy and Numeracy requirements. Te Kura aims to increase participation in and achievement of NCEA certificates by close monitoring and tracking of students to ensure they achieve as many NCEA credits as possible.

Goal 3.1: Reduce proportion of Full Time (FT) and Young Adult (YA) students with no credits

Te Kura aims to minimise the proportion of enrolled Full Time and Young Adult students with 0 credits.

		2016 FT & YA with 0 Credits	
Offering Type	NCEA Level	Start of year	Term 4
FT	L1	55% (336/608)	16% (100/608)
	L2	48% (336/706)	14% (100/706)
YA	L1	31% (314/1006)	8% (85/1006)
	L2	23% (314/1366)	6% (85/1366)

Preliminary data as at 19/01/2017 – final 2016 results expected in April 2017

Goal 3.2: Increase proportion of Full Time and Young Adult students with 40 or more credits

Te Kura aims to increase the proportion of enrolled Full Time and Young Adult students with at least 40 credits.

		40+ Credits	
Offering Type	**NCEA Level**	**Start of year**	**Term 4**
FT	L1	15% (94/608)	43% (261/608)
	L2	10% (68/706)	32% (228/706)
YA	L1	35% (350/1006)	56% (562/1006)
	L2	22% (295/1366)	45% (612/1366)

Preliminary data as at 19/01/2017 – final 2016 results expected in April 2017

Goal 3.3: Decrease proportion of Full Time and Young Adult students removed by the non-returners process who have 0 credits.

Te Kura aims to minimise the proportion of Full Time and Young Adult students who are removed by the non-returners process and who have 0 credits on their Record of Achievement by the time they leave Te Kura.

2016 FT & YA registrations and non-returners

Offering Type	Registrations	Non Returners	% NR	NR w/o credits	% NR w/o credits
FT	1549	159	10%	74	47%
YA	4768	808	17%	61	8%
All	**6317**	**967**	**15%**	**135**	**14%**

Preliminary data as at 19/01/2017 – final 2016 results expected in April 2017

Goal 3.4: Increase proportion of enrolled Full Time and Young Adult students who have results in their NCEA subjects.

Te Kura aims to increase the proportion of enrolled Full Time and Young Adult students (enrolled for 60+ days) who have internal standard results in the NCEA subjects they are enrolled in.

Current NCEA subject registrations, FT students enrolled for 60+ days

NCEA Level	Registrations	Registrations with results	% with results
L1	2546	1028	40%
L2	837	424	51%
L3	279	150	54%
Total	**3662**	**1602**	**44%**

Data as at 5/12/2016

Current NCEA subject registrations, YA students enrolled for 60+ days

NCEA Level	Registrations	Registrations with results	% with results
L1	2814	831	30%
L2	2351	816	35%
L3	1292	483	37%
Total	**6457**	**2130**	**33%**

Data as at 5/12/2016

Goal 3.5: Increase proportion of Full Time and Young Adult students who meet the Literacy and Numeracy requirements for NCEA

Te Kura aims to increase the proportion of enrolled Full Time and Young Adult students who meet the Literacy and Numeracy requirements.

	2016 Literacy & Numeracy requirements met	
Offering Type	**No**	**Yes**
FT	71% (416/586)	29% (170/586)
YA	69% (656/948)	31% (292/948)

	2016 Literacy requirements met	
Offering Type	**No**	**Yes**
FT	57% (331/580)	43% (249/580)
YA	57% (529/930)	43% (401/930)

	2016 Numeracy requirements met	
Offering Type	**No**	**Yes**
FT	66% (383/584)	34% (201/584)
YA	65% (615/941)	35% (326/941)

Preliminary data as at 19/01/2017 – final 2016 results expected in April 2017

Goal 3.6: Maintain high NCEA standard pass rates

To achieve an NCEA certificate, students are required to achieve NCEA standards and gain credits at the respective levels. Te Kura students have very high achievement rates for NCEA standards. This highlights that Te Kura's programmes are working well for our students, and as a distance education provider we are also helping dual-enrolled students across New Zealand to make progress towards their NCEA certificates.

Te Kura aims to maintain or increase high achievement rates for NCEA standards at all levels in 2017.

2016 FT & YA NCEA standard achievement rates (Te Kura assessed standards only)

Offering Type	NCEA Level	Achievement Rate
FT	L1	92% (2920/3178)
	L2	89% (1293/1454)
	L3	93% (539/579)
	All	**91% (4752/5211)**
YA	L1	92% (2272/2471)
	L2	87% (2453/2807)
	L3	90% (1684/1872)
	All	**90% (6409/7150)**

Preliminary data as at 19/01/2017 – final 2016 results expected in April 2017

4. Lift achievement of students with special education needs

Goal 4.1 Ensure progress of students with very high special education needs

Full time students with very high special education needs are often working at Curriculum level 1 or early level 2 for all of their compulsory schooling years. Te Kura aims for an increase of the proportion of students with high special education needs who progress in their learning within these levels.

Goal 4.2 Ensure positive transition of students with very high special education needs

Te Kura's full time students with very high special education needs leave the school for a variety of reasons. Transition back to a face-to-face school or into another setting in the community is a declared goal for this cohort. We aim to increase the proportion of students who make a positive transition when leaving Te Kura's roll.

Goal 4.3: Reduce proportion of students with no credits and increase proportion of students with 40 or more credits

Some students who have been granted special assessment conditions (SAC) receive extra support from Te Kura for their assessments from the Special Education Allocation (SEA), such as a reader and/or a writer. Te Kura aims to increase their NCEA achievement by close monitoring and tracking of these students.

Te Kura aims to minimise the proportion of enrolled SEASAC students with 0 credits.

		2016 SEASAC with 0 Credits	
Cohort	**NCEA Level**	**Start of year**	**Term 4**
SEASAC	L1	22% (4/18)	0% (0/18)
	L2	17% (4/23)	0% (0/23)

Te Kura aims to increase the proportion of enrolled SEASAC students with at least 40 credits.

		2016 SEASAC with 40+ Credits	
Cohort	**NCEA Level**	**Start of year**	**Term 4**
SEASAC	L1	39% (7/18)	89% (16/18)
	L2	22% (5/23)	70% (16/23)

Preliminary data as at 19/01/2017 – final 2016 results expected in April 2017

Goal 4.4: Increase proportion of SEASAC students who meet the Literacy and Numeracy requirements for NCEA

Te Kura aims to increase the proportion of enrolled SEASAC students who meet the Literacy and Numeracy requirements.

	2016 Literacy & Numeracy requirements met	
Cohort	**No**	**Yes**
SEASAC	24% (4/17)	76% (13/17)

	2016 Literacy requirements met	
Cohort	**No**	**Yes**
SEASAC	13% (2/16)	88% (14/16)

	2016 Numeracy requirements met	
Cohort	**No**	**Yes**
SEASAC	24% (4/17)	76% (13/17)

Preliminary data as at 19/01/2017 – final 2016 results expected in April 2017

Goal 4.5: Maintain high NCEA standard pass rates

To achieve an NCEA certificate, students are required to achieve NCEA standards and gain credits at the respective levels. Te Kura students have very high achievement rates for NCEA standards. This highlights that Te Kura's programmes are working well for our students.

Te Kura aims to maintain or increase high achievement rates for NCEA standards at all levels in 2017.

2016 SEASAC NCEA standard achievement rates (Te Kura assessed standards only)

Cohort	NCEA Level	Achievement Rate
SEASAC	L1	94% (129/137)
	L2	85% (57/67)
	L3	83% (25/30)
	All	**90% (211/234)**

Preliminary data as at 19/01/2017 – final 2016 results expected in April 2017

5. Lift student presence and engagement

- Enrolments are processed as quickly as possible.
  Target: 90% of all students are enrolled within 10 working days of receipt of enrolment documents.
- Enrolment Services will answer all calls as quickly as possible.
  Target: Call abandonment level no greater than 3%.
- Students' learning resources are dispatched within five working days of being ordered.
  Target: 95% of orders dispatched within five days.
- The percentage of students from the Non-Enrolled/Exclusion enrolment gateways who are removed from the roll (by receiving Letter 2 through the non-returners process) will be kept to a minimum.

6. Have an efficient and effective school by ensuring our people, systems and processes are adaptive, responsive and capable of achieving our goals.

- Te Kura achieves its operating and capital budget targets within variance acceptable to the Chief Executive and Board.

  Target: Te Kura operates within its approved budget.
- Te Kura assets will be well-managed and updated according to the replacement cycle.

  Target: The Capital Management policy is adhered to.
- Te Kura will comply with all statutory, regulatory and audit requirements and the school's policies and procedures.

  Targets:
  - Te Kura receives an 'unqualified opinion' from the Auditor General.
  - No incidents of imprudence or non-compliance with legislation arise that may compromise Te Kura, its stakeholders or the Board.

Our targets are based on the latest baseline data available to Te Kura.

Unless otherwise stated all increases or improvements are against the 2016 calendar year.

Unless otherwise stated a percentage increase means a change in the overall percentage declared, e.g. an improvement from 60% to 62% will be acknowledged as an increase of 2%.

Early Childhood Service Charter

Te Tutohinga a Te Ratonga Kohungahunga

Description of the service – He kupu whakaahua mo te Ratonga

The Early Childhood Service is a distance education programme for families within New Zealand who have limited or no access to any other licensed and funded early childhood service or centre. Eligibility for enrolment is specified in the school's enrolment policy as determined by the Ministry of Education from time to time.

Description of the service's community – He kupu whakaahua mo te Hapori o te Ratonga

All enrolments in the Early Childhood Service are based on access criteria. The majority of enrolments are from rural areas where little or no access is available. Other types of enrolments include itinerant families and enrolments for medical reasons or special circumstances, which may also be urban-based families. Some enrolments continue with Te Kura for their schooling, but most go on to attend a local school. The programme aims to accommodate the diversity of lifestyle and socio-economic backgrounds and be flexible enough to operate at varying levels of complexity.

Fees and statement of financial accountability

Parents provide the venue, heating, lighting and supervision. They do not pay fees. The statement of financial accountability is covered in the section *Performance measures and standards* in this charter and annual plan.

Statement of Desirable Objectives and Practices

Guiding principles – Nga Kaupapa Arahi

Management[7] and educators[8] of this chartered Early Childhood Service[9], in partnership with parents/guardians and whānau, will promote and extend the learning and development of each child attending or receiving the Service, through the provision of quality early childhood education and care.

Te Whāriki, the Ministry of Education's early childhood curriculum policy statement, provides the framework within which educators will develop and implement curriculum which assists all children to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Learning and development – Te Akoranga me te Whakatipuranga

1. The educators will enhance children's learning and development through:
   a) relationships and interactions which are responsive, reciprocal, positive and encouraging
   b) extending children's thinking and actions through sensitive and informed guidance, interventions and support
   c) respecting children's preferences and involving children in decisions about their participation in activities
   d) planning and evaluating the physical environment and providing resources to support the needs of each child and to facilitate quality curriculum and interactions
   e) modelling non-discriminatory behaviour and promoting this with children
   f) implementing strategies to include all children.

[7] 'Management' is the charter holder.
[8] 'Educators' include all trained and untrained personnel who work with children in the service on a regular or formal basis.
[9] 'Service' means licensed early childhood centre or home-based service.

2. The educators will demonstrate understanding of current theory and principles of learning and development and of the different characteristics of infants, toddlers and young children.

3. The educators will demonstrate knowledge and understanding of the learning and development of each child, identify learning goals for individual children and use this information as a basis for planning, evaluating and improving curriculum programmes.

4. The educators will implement curriculum and assessment practices which:
   a) reflect the holistic way that children learn
   b) reflect the reciprocal relationships between the child, people and the learning environment
   c) involve parents/guardians and, where appropriate, whānau
   d) enhance children's sense of themselves as capable people and competent learners.

5. The educators will plan, implement and evaluate curriculum for children in which:
   a) their health is promoted and emotional well-being nurtured and they are kept safe from harm
   b) connecting links with the family and the wider world are affirmed and extended; children know they have a place and feel comfortable with routines, customs and regular events; and children know the limits and boundaries of acceptable behaviour
   c) there are equitable opportunities for learning for each child, irrespective of gender, ability, age, ethnicity or background; children are affirmed as individuals; and children are encouraged to work with and alongside others
   d) children develop verbal and non-verbal communication skills for a range of purposes; children experience the stories and symbols of their own and other cultures; and children discover and develop different ways to be creative and expressive
   e) children's play is valued as meaningful learning and the importance of spontaneous play is recognised; children gain confidence in and control of their bodies; children learn strategies for active exploration, thinking and reasoning; and children develop working theories for making sense of the natural, social, physical and material worlds.

Communication and consultation – Te Whakawhitiwhiti Korero me te Korero Whanui

6. The management and educators will ensure that communication and consultation with each other and with parents/guardians, whānau, hapu, iwi and local communities acknowledges and respects all parties' values, needs and aspirations.

7. The educators will seek information and guidance from specialist services where appropriate, to enable them to work effectively with children and their parents/guardians and whānau.

8. The educators will provide opportunities for parents/guardians and, where appropriate, whānau to:
   a) feel welcome to discuss concerns and participate in decision-making concerning their child
   b) discuss both informally and formally their child's progress, interests, abilities and areas for development on a regular basis, sharing specific observation-based evidence
   c) have access to information concerning their child, the operation of the Service and Education Review Office (ERO) reports regarding the Service.

Operation and administration – Te Mahinga me te Whakahaerenga

9. The management will develop and regularly review a statement of the Service's philosophy and the charter, in consultation with educators, parents/guardians and, where appropriate, whānau.

10. The management and educators will implement policies, objectives and practices which:
    a) reflect the Service's philosophy, quality curriculum, current theories of learning and development, the requirements of the Desirable Objectives and Practices and legislation
    b) acknowledge parents/guardians and whānau needs and aspirations for their child

c) reflect the unique place of Māori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi
d) are inclusive, equitable and culturally appropriate
e) are regularly evaluated and modified by an ongoing recorded process of internal review.

11. The management will implement:
    a) personnel policies which promote quality practices including appointment of competent staff, staff appraisal and professional development for both management and educators
    b) employment policies which incorporate the principles of being a good employer, including equal employment opportunities
    c) financial management policies which include budgeting to ensure that policies and objectives are met.

12. The management will make the audited financial statement available to educators, parents / guardians, whānau, the local community and government, to account for the use of Ministry of Education funding.