

The Correspondence School

Annual Plan 2009

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Overview from the Chief Executive

Whakarongo ake au ki te tangi a te manu
Tui, tui, tuituia
Tuia ki runga, tuia ki raro, tuia ki roto, tuia ki
waho
Tuia te here tangata
Ka rongo te pō! Ka rongo te ao!
Tui, tuituia.
Tuia te muka tangata
I takea mai i Hawaiki-nui, i Hawaiki-roa, i
Hawaiki-pāmamao
Ki te whaiao, ki te ao mārama
Tīhei mauri ora.

I listen to the call of the tui
Unite, come together
From above, below, within and beyond
Uniting us all
It is heard night and day
Interweaving the genealogical thread of all
people
Emanating from the great place of Hawaiki
Into the world of light toward illumination
It is done.

I am pleased to present the annual plan for The Correspondence School for 2009. This plan sets out how the School will build on the significant changes put in place in 2008 towards our vision of all students achieving their potential, and how we will contribute to the education sector outcome of building an education system that equips New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

As New Zealand's largest school, we play a vital role within the education sector, delivering personalised learning to students for whom we are the best current option. Our students come from all walks of life, and with diverse needs. To ensure we are responsive to those needs, in 2008 we changed the way the School delivers learning and pastoral support by moving to a regional structure with a greatly enhanced regional presence.

In 2009, we will concentrate on embedding the new ways of working into our culture, systems and processes to ensure maximum benefit to our students. We will also focus on:

- Personalising learning
- Improving achievement for Maori and other students
- Developing strong regional and community relationships
- Implementing new learning, student and content management systems
- Delivering integrated teaching to students in Years 7-10

Mike Hollings
Chief Executive

Establishment, legislative framework and governance

The Correspondence School (The 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.

We are New Zealand's largest education provider in the early childhood and compulsory education sectors. We also provide education programmes for adult learners who are returning to qualification-based learning.

The Ministry of Education funds the school 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. Our enrolment policy is reviewed annually by the Ministry of Education and the Board of Trustees and is published by Gazette notice. Students who meet the policy criteria may enrol as government-funded students. Other students may enrol as fee-paying students.

The School is governed by a Board of Trustees, the composition of which is determined by the Minister of Education in accordance with section 95 of the Education Act 1989. The current Board composition was gazetted in April 2008. The Board is supported by two committees: Risk Assurance and Employer.

Vision

All students achieve their potential.

Mission

We collaborate with students, their families, whanau and communities to provide effective teaching and personalised learning.

Core values and behaviours

Our values describe the way we go about our work.

- We take personal responsibility for our performance and the achievement of our students.
- We reflect the values of rangimarie (peace, serenity, calmness), and aroha (compassion/empathy).
- We are respectful, courteous and good humoured in all our interactions and relationships.
- We are innovative and responsive to the needs of our students and their whanau/families.
- We communicate openly and honestly, and respect alternative perspectives.
- We support and encourage each other, share knowledge and ideas, and work collaboratively for the benefit of our students.
- We respect all our people and the contribution they make to the organisation.
- We support each other's need for work/life balance.
- We value diversity and encourage individuality.
- We take the time to celebrate the successes of our students and colleagues.
- We learn from our experiences, and take responsibility for our ongoing learning.
- Vision and values of the new New Zealand Curriculum are key drivers for TCS in all our interactions with students and will form the basis of our pedagogy and curriculum development.

What we do

The Correspondence School provides educational services to a diverse group of students whose circumstances and learning needs vary widely. Our full-time students range from the traditional geographically remote families to urban students, whose alienation is the result of complex social circumstances or psychological problems. We provide specialist subjects for dual-enrolled students attending other schools who do not have access to a broad curriculum and supplementary services to students with special needs.

We work with families, communities and other agencies to enhance our students' engagement and achievement. We are developing our capacity to use e-learning as a means of connecting with our students and other groups to overcome some of the traditional barriers associated with distance learning.

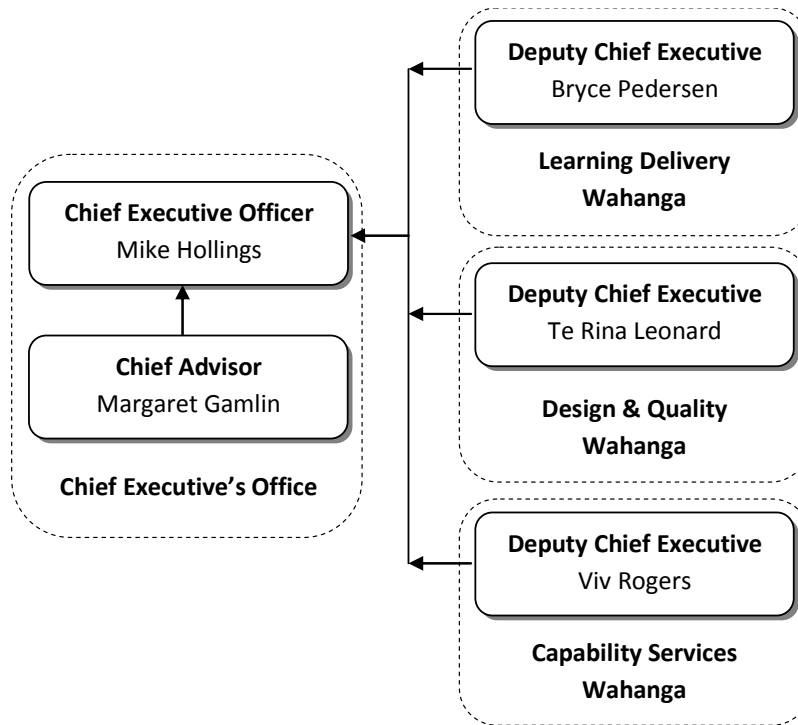
We provide educational services to early childhood, primary and secondary level students for whom we are the best current option, and supplementary services to students in primary and secondary schools, as follows.

- (a) Students whose access to a local face-to-face school/early childhood centre is currently not practicable.
- (b) Agency-referred special conditions/disengaged students.
- (c) Students attending a face-to-face school, which needs support to offer a broad year 9 – 13 curriculum.
- (d) Students attending a face-to-face school, which requires supplementary curriculum adaptation services while it builds special education capability.
- (e) Young adults, aged up to 19 years.
- (f) Adult learners.
- (g) On-payment of supplementary 0.1/0.2 services for full-time, years 1-13, Ongoing and Reviewable Resourcing Schemes (ORRS) verified students.

We also administer on behalf of the Ministry of Education the on-payment of the supervisors' allowance to eligible supervisors of the School's full-time students.

Our structure

The School's management structure is detailed in the diagram below.



The School is organised into three wahanga (areas) – Learning Delivery, Design and Quality, and Capability Services – each led by a Deputy Chief Executive (DCE), reporting to the Chief Executive. The Chief Executive and the Board are supported by the Chief Advisor.

The Chief Executive, the DCEs and the Chief Advisor together make up the Senior Leadership Team with responsibility for the overall leadership and strategic direction of the School.

Education sector strategic direction

Education sector outcomes

The overall outcome for the education sector is to establish a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century.

Our education system is one that puts the child or student at the centre, ensuring that all choices provide quality, relevant education that assists the realisation of students' goals and aspirations.

We have shaped our plans to support the Ministry of Education's focus on making the education system more responsive to the needs of all students. Resources, processes and infrastructure are being focused to support all parts of the education system to make it more meaningful and relevant for 21st century learners.

The five priority areas supporting this intent are:

1. All children develop strong learning foundations
2. All young people participate, engage and achieve in education
3. Learners have access to high-quality Maori language education that delivers positive language and learning outcomes
4. The education system produces the knowledge and develops people with the skills to drive New Zealand's future economic success
5. Education agencies work efficiently and effectively to achieve education outcomes.

The School has used these priorities to shape our own planning by confirming the contribution we can make to each of them.

Our contribution

The Correspondence School is the largest education provider in the early childhood and compulsory education sectors. As such, we are in a unique position to contribute towards the outcome of building an education system that equips New Zealanders with 21st century skills and reduces systemic underachievement in education.

Our students' needs are many and varied. To offer each student the opportunity to achieve their full potential, we must deliver personalised learning that excites and engages our students and also prepares them to contribute to New Zealand society.

As an education provider the primary contribution that we make to education sector outcomes is through our core role of providing for student participation, engagement and achievement.

Our outcomes: student presence, engagement and achievement

Student presence and engagement in education are pre-requisites to student achievement. The Ministry of Education has identified increased student participation, engagement and achievement as a key outcome for the education sector.

Student presence

Presence for our students refers to the state where they are ready and able to learn. For this to occur potential students, schools and other referral agents need to be aware of the ways we can support and facilitate student learning and achievement. Our enrolment processes must be quick and responsive to students' needs. Our courses need to be relevant for our students and reflect the diverse range of their interests, aspirations and needs.

Student engagement

By student engagement we mean the state where our students are actively involved in their learning programmes. For this to occur, students' learning programmes need to be personalised and delivered in ways that are relevant and meaningful for them as 21st century learners. We also enhance student engagement by effectively working with students, their families, other agencies and community groups to maximise the use and value of the potential resources available.

Student achievement

Achievement is demonstrated when students are making measurable progress towards their individual goals and attaining national qualifications.

Regionalised learning delivery and support

Our regionalised learning delivery and support model implemented during 2008 is designed to improve student presence, engagement and achievement. Under this model, the School is organised into three wahanga (areas) – Learning Delivery, Design and Quality, and Capability Services. Our intent is to increase the connectedness of students and teachers, improving the holistic delivery of the learning experience for students.

The Learning Delivery Wahanga is sharpening our focus on improving student engagement and achievement. Greater regionalisation of learning delivery and in-region pastoral support is strengthening connections between the school, our students, their families and communities, and other agencies that

support our students and their families. The work of this wahanga includes a particular focus on students in years 7-10, in recognition of the critical nature of this time to engage students in lifelong learning.

The Design and Quality Wahanga also carries responsibility for improving student engagement and achievement through the development and implementation of school-wide strategies to support effective teaching. Its focus on providing cohesive curriculum leadership and development supports the effective delivery of the New Zealand curriculum. This wahanga develops and maintains a school-wide approach to assessment for years 1 to 13, and is also responsible for leading, developing and coordinating e-learning across the School, and implementing the Maori Learners' Success Framework.

Work on improving student presence is largely carried out by the Capability Services Wahanga. This wahanga is focused on systems improvements, eliminating paper enrolments where possible and providing greater access to online enrolment.

2009 will be the first full year in which the School delivers learning and pastoral support under the new regionalised model. Throughout the year we will be embedding the new ways of working in our culture, systems and processes to deliver the maximum benefit to students.

The detailed activities that the School will undertake during 2009 in order to contribute to education sector outcomes are contained in Part B of this plan.

Key areas of focus for 2009

There are five broad areas of focus for 2009.

Personalising learning

Personalising learning continues to drive how we develop learning programmes for our students. The implementation of personalising learning has been spear-headed by school-wide professional development on evidence based practice in 2008 that will continue in 2009. This professional development supports regional teams of teachers to use information they have about students to develop and adapt programmes to meet students' needs.

The implementation of personalising learning is supported by the development of partnerships and relationships with other educational providers and community groups. We see particular value in working effectively with tertiary and industry providers to provide our senior students with opportunities to transition smoothly into the next stage of their educational pathway. As a result, we will increase the number of students involved in programmes like Gateway, STAR and Modern Youth Apprenticeships; and explore possible partnerships with individual tertiary providers.

e-Learning is fundamental to the effective delivery of personalised learning programmes. We know that e-learning can provide us with many ways to connect with our students and engage them in learning. However, many of our students have no or limited connectivity. We will improve this situation by developing community relationships that provide students with access to safe and reliable connectivity. Teachers also need to have the confidence and capability to engage in e-learning. We will continue to deliver school-wide professional development on e-learning to assist teachers to develop this confidence and capability.

Improved achievement of Maori and other students

We are focused on improving the achievement of all of our students. While some of our students perform very well, the majority of our students do not reach their potential. The implementation of a school-wide assessment strategy in 2008 has provided The School with reliable and valid information about student engagement and achievement. We will continue to use this information to develop new ways of supporting the achievement of our students by making the School more accessible, engaging and relevant to our current and potential students.

The achievement of Maori students continues to be a focus and is supported by the implementation of the School's Maori Learners' Success Framework. This Framework recognises the vast potential and cultural wealth in all learners and challenges The School to work effectively with learners within their unique contexts to support their achievement.

Strong regional and community relationships

Strong community connections are a vital feature of the way we want to work in the future. We want to maximise the potential benefits to students of available resources in their environments by creating stronger collaborative relationships with students, schools, families, communities and other agencies. We want to build a learning infrastructure that engages the resources of the community much more comprehensively.

Our in-region staff will establish more collaborative relationships in communities, where we work with schools, agencies and community groups that have face-to-face contact with our students to wrap a meaningful education and pastoral programme around them.

Implementation of Learning, Student and Content Management systems

We are looking forward to the implementation of new Learning, Student and Content Management systems. These systems will support effective teaching and learning through the storage, provision and management of information about our students, what they are learning and how they are learning. The systems will also improve our enrolment processes and allow us to engage with students faster and more effectively.

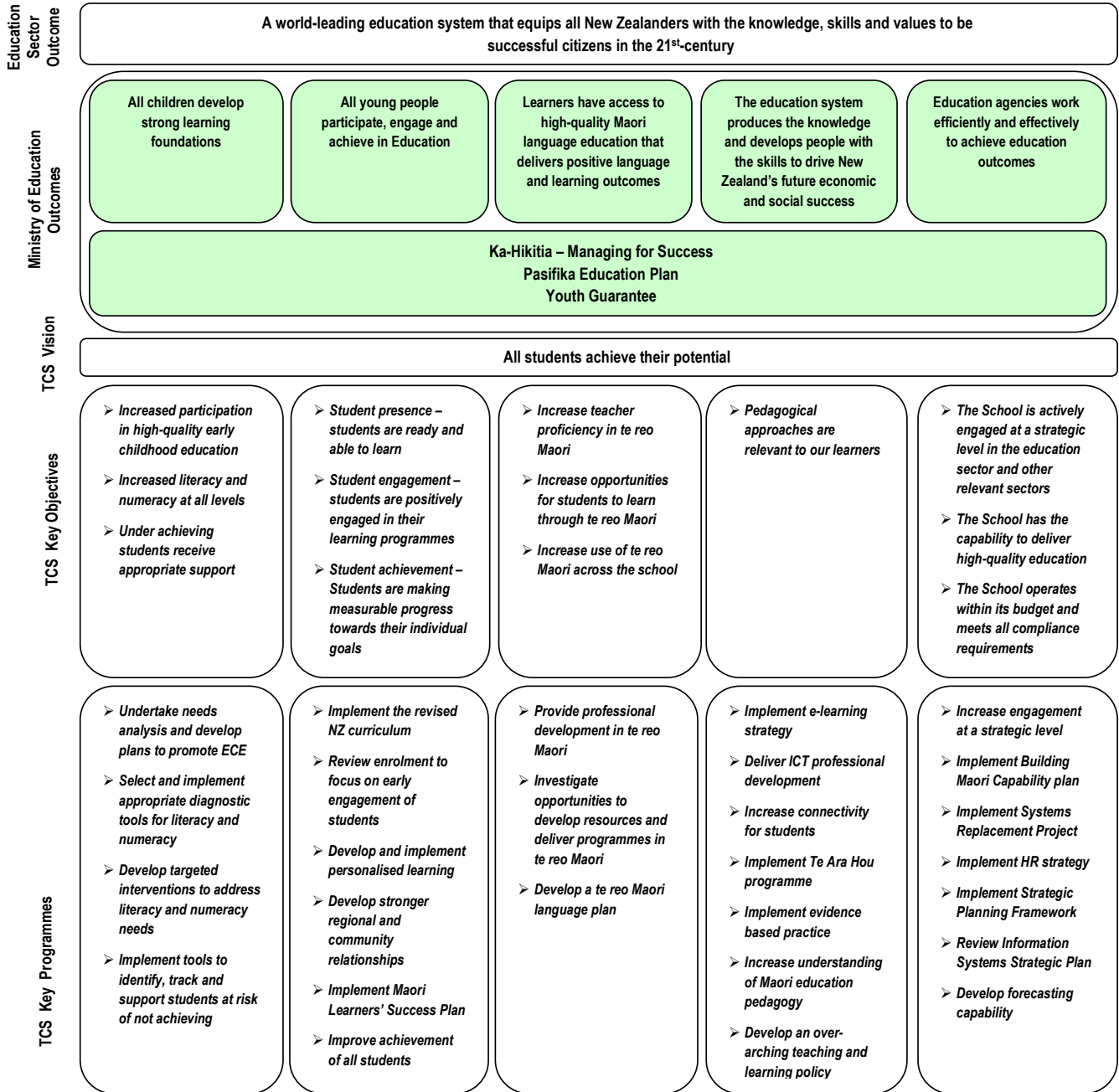
Integrated teaching

In 2009 Year 7 – 10 students will be enrolled in an integrated teaching programme. The implementation of an integrated approach to curriculum delivery for students in Years 7 to 10 has arisen in response to concerns about the low rates of engagement and achievement by our students at this critical stage in their learning. It creates an exciting opportunity for a multidisciplinary team of teachers with subject and pedagogical expertise to work together to generate new opportunities for students.

We have called this programme Te Ara Hou, meaning new pathway. Te Ara Hou recognises that the traditional approaches to curriculum delivery are not always effective at engaging students in learning.

Relationships and outcomes

This diagram shows how the government’s goals, themes and overarching outcome for the education sector inform and are complementary to our vision, key areas of focus and the outcomes we are seeking for our students.



Key programmes are aligned with the outcome to which they most clearly relate, although they may contribute to more than one outcome.

Measuring and reporting our performance

We will report to the Board on our performance during 2009 in relation to our progress against key activities connected to education sector priorities and the School's key outcomes.

Notes:

- The approach taken to identifying performance measures is to measure the achievement of objectives wherever possible. Where this will be too difficult or resource intensive then measuring the completion of key activities is used as a proxy for measuring the achievement of objectives.
- For the purposes of measuring student achievement "full time students" are defined as those full time students on the TCS roll for two or more terms.

Outcome 1. All students develop strong learning foundations

The early years of a child's education make a significant difference to the way they develop and go on to learn throughout their lives. Children who develop key competencies early are more likely to become confident and competent learners, to develop constructive behaviours and to enjoy improved social outcomes. The nature of the School's roll means we also support a large number of other students who are still developing the foundations for learning. The School plans to contribute to the outcome "all students develop strong learning foundations" through achievement of the following objectives.

Objectives	Key Activities	Responsibility	Measures
1.1 Increased participation in high-quality early childhood education	Develop a plan to ensure all potential ECE students and their families are aware of what TCS can provide	DCE, Learning Delivery Chief Advisor	TCS ECH enrolments increase to the level of the 2009 policy cap Plan to ensure all potential ECE students and their families are aware of what TCS can provide completed by Jul 2009
	Develop a plan to ensure all potential Maori and Pasifika ECE students and their families are aware of what TCS can provide	DCE, Learning Delivery Chief Advisor	Plan to ensure all potential Maori and Pasifika ECE students and their families are aware of what TCS can provide completed by Jul 2009
	Undertake a stakeholder needs analysis for ECE	DCE, Learning Delivery DCE, Design & Quality	Stakeholder needs analysis for ECE completed by Nov 2009
1.2 Increased literacy and numeracy at all levels	Consolidate evidence based practice	DCE, Learning Delivery DCE, Design & Quality	80% of full-time Year 1-10 students achieve their individual literacy and numeracy achievement

Objectives	Key Activities	Responsibility	Measures
	Select and implement appropriate diagnostic tools for literacy and numeracy	DCE, Design & Quality DCE, Learning Delivery	targets for 2009 80% of full-time Maori Year 1-10 students achieve their individual literacy and numeracy targets for 2009
	Develop targeted interventions to address literacy and numeracy needs	DCE, Learning Delivery DCE, Design & Quality	Appropriate diagnostic tools implemented by the end of Term 3 2009 Targeted interventions developed by the end of Term 3 2009
1.3 Under achieving students receive appropriate support	Implement a stakeholder management plan to improve collaboration with regional and community organisations and support students at risk of not achieving	DCE, Learning Delivery DCE, Design & Quality	Regional stakeholder management plans in place by end of Term 1 2009
	Develop tools to identify students at risk of not achieving	DCE, Design & Quality	Tools to identify students at risk of not achieving in place by the end of Term 3 2009
	Implement tracking and monitoring of students at risk of not achieving	DCE, Learning Delivery	Tracking and monitoring of students at risk of not achieving in place by the end of Term 4 2009
	Develop interventions to support students at risk of not achieving	DCE, Learning Delivery	Interventions developed to support students at risk of not achieving by the end of Term 4 2009

Outcome 2. All young people participate, engage and achieve in education

Developing a lifelong love of learning and achieving higher levels of education attainment are associated with a range of benefits throughout life. These benefits include greater success in employment, higher income levels, better living and health standards, greater satisfaction with life, and increased contribution back to their families and communities. The School plans to contribute to the outcome “all young people participate, engage and achieve in education” through achievement of the following objectives.

Presence

Students are ready and able to learn. We have enrolled them in appropriate learning programmes designed to enable them to achieve goals that are meaningful and relevant for them.

Objectives	Key Activities	Responsibility	Measures
2.1 Implementation of the revised New Zealand curriculum	Develop a plan for implementation of the new curriculum	DCE, Design and Quality DCE, Learning Delivery	Implementation plan for new curriculum approved by the Board by Term 2 2009
	Develop new resources to support curriculum in line with plan	DCE, Design and Quality DCE, Learning Delivery	Development of new resources in line with milestones approved by the Board
	Deliver training and professional development for teachers in line with plan	DCE, Design and Quality DCE, Learning Delivery	Delivery of training and development in line with milestones approved by the Board New curriculum implemented in line with milestones approved by the Board
2.2 Accessible, efficient and user friendly enrolment process with focus on student’s engagement	Review student presence to focus on the needs of students and achieving early engagement	DCEs	80% of full-time students are enrolled within 10 working days of TCS receiving their enrolment Student presence review completed by Mar 2009
2.3 Effective management and use of student information to deliver enrolment services	Implementation of the Student Management system	DCE, Capability Services	Student Management System implemented in line with project milestones and resources approved by the Board
2.4 Improved responsiveness to the diverse needs of students	Review 20% of learning areas	DCE, Design & Quality DCE, Learning Delivery	At least two curriculum learning areas and one across-school learning area are reviewed by the

Objectives	Key Activities	Responsibility	Measures
	Develop plan for delivery of careers and transition education	DCE, Learning Delivery	Academic Committee in 2009 Plan developed for delivery of careers and transition education by Term 4 2009
	Develop methodology to measure student and supervisor satisfaction with programmes	DCE, Design & Quality	Methodology to obtain student and supervisor feedback on programmes developed in 2009
	Investigate and develop delivery of e-learning and blended programmes	DCE, Design & Quality	E-learning strategy priorities for 2009 implemented according to agreed milestones
	Review Student Education Plans	DCE, Design & Quality DCE, Learning Delivery	Student Education Plans reviewed by the end of Term 3 2009
2.5 Students, families and other key stakeholders are aware of TCS's role within the education sector and how it fulfills that role	Implement regional stakeholder management plans	DCE, Learning Delivery	Regional stakeholder management plans in place by end of Term 1 2009
	Communicate regularly with our students and their families through our school newsletter, website and one-on-one communications	Chief Advisor DCEs	At least two regional stakeholder meetings are held in each region in 2009 At least two supervisor meetings are held in each region in 2009
	Review the ways we communicate to help improve our performance	Chief Advisor DCEs	At least four school newsletters are published in 2009
	Redevelop TCS website	Chief Advisor	The communications strategy is reviewed to ensure alignment with TCS strategic programmes, by May 2009
	Implement regional Maori & iwi communication plans	DCE, Design & Quality DCE, Learning Delivery	TCS website is redeveloped by May 2009 Regional Maori & iwi communication plans are implemented by end of Term 1 2009

Objectives	Key Activities	Responsibility	Measures
2.6 Dual-enrolling schools and learning centres are confident about enrolling their students with TCS	All dual enrolling schools and learning centres sign a Service Level Agreement that sets out our mutual responsibilities	DCE, Learning Delivery DCE, Capability Services	At least 70% of dual-enrolling schools and learning centres surveyed online report confidence in the working relationship established via the SLA signed with TCS At least 70% of dual-enrolling schools and learning centres surveyed online report confidence that TCS has effective and efficient systems and processes for enrolling their students in courses appropriate to the students' learning needs

Engagement

Through the cooperative effort of individuals and groups working together with us, students are increasingly self-managing and are positively engaged in their learning programmes. Students develop a lifelong love of learning.

Objectives	Key Activities	Responsibility	Measures
2.7 Effective management and use of student information and curriculum content to deliver learning programmes	Implement the Content and Learning Management systems	DCE, Learning Delivery DCE, Design & Quality	Content and Learning Management Systems implemented in line with project milestones and resources approved by the Board
2.8 Full-time students and their families are actively engaged in their learning	Implement personalising learning policy	DCE, Learning Delivery	At least 25% of full-time students and supervisors respond to NZCER engagement survey
	Implement priorities for 2009 from e-learning strategy	DCE, Design & Quality DCE, Capability Services	At least 50% of full-time students and supervisors responding to NZCER engagement survey report satisfactory levels of engagement
	Develop a plan to support the supervisors of students	DCE, Learning Delivery	At least a 3% increase over baseline in the number of students retained for half a year or

Objectives	Key Activities	Responsibility	Measures
	Utilise findings from the review of the Differentiated Service Model	DCE, Learning Delivery DCE, Design & Quality	longer, other than those who return to a face-to-face school Personalising learning policy implemented according to timelines agreed by the Board. E-learning strategy priorities for 2009 implemented according to agreed milestones Plan to support the supervisors of students developed by Apr 2009 Recommendations from the Differentiated Service Model review implemented by Jun 2009
2.9 Maori full-time students and their whanau are actively engaged in their learning	Implement the actions for 2009 in the Maori Learners' Success plan, including the communications plans	DCE, Design & Quality DCE, Learning Delivery	At least 25% of full-time Maori students and supervisors respond to NZCER engagement survey At least 50% of full-time Maori students and supervisors responding to NZCER engagement survey report satisfactory levels of engagement At least a 3% increase over baseline in the number of Maori students retained for half a year or longer, other than those who return to a face-to-face school Maori Learners' Success Plan actions for 2009 implemented by Term 4 2009

Objectives	Key Activities	Responsibility	Measures
2.10 Schools with dual-enrolled students are actively engaged in their students' TCS learning	Develop and implement engagement plans for dual-enrolled schools	DCE, Learning Delivery	<p>At least 70% of dual-enrolling schools surveyed online are familiar with and supportive of the respective responsibilities of the host school and TCS and report satisfaction with the progress of their students' TCS learning</p> <p>At least 70% of dual-enrolling schools surveyed online report initiating contact with the TCS teachers of their students to a TCS-approved level</p> <p>At least 70% of TCS teachers of dual-enrolled students report satisfaction with the level of host school-initiated contact about the progress of dual-enrolled students' learning</p>
2.11 Increased collaboration with education providers and other regional and community providers	Implement regional stakeholder management plans	DCE, Learning Delivery	Regional stakeholder management plans in place by end of Term 1 2009
	Implement in-region delivery model	DCE, Learning Delivery	In-region delivery model implemented by Apr 2009
2.12 Students remain engaged in education in line with Government policy objectives	Promote the role of TCS in keeping students engaged in education	Chief Executive DCEs	The percentage of TCS students between 16 and 18 years of age remaining engaged in education increases over 2008 levels
	Identify opportunities for TCS to develop new initiatives that meet Government policy objectives	Chief Executive DCEs	

Achievement

Students are making measurable progress towards their individual goals through relevant and meaningful learning that prepares them for participation in 21st century society.

Objectives	Key Activities	Responsibility	Measures
2.13 Effective management and use of student information to monitor and report progress	Implement staged School-wide assessment strategy to gain reliable information about student progress	DCE, Design & Quality	Staged School-wide assessment strategy for 2009 implemented by Term 4 2009
2.14 Appropriate progress is achieved by all students	Implement the activities in the Student Presence and Engagement sections	DCEs	5% increase in full-time students achieving NCEA level 1, 2 and 3 compared to 2008 5% increase in full-time Maori students achieving NCEA level 1, 2 and 3 compared to 2008 5% increase in full-time students achieving 16 or more NCEA Level 1 numeracy and literacy credits compared to 2008 5% increase in full-time Maori students achieving 16 or more NCEA Level 1 numeracy and literacy compared to 2008 5% decrease in Year 11-13 students leaving TCS (as their last school) with no NCEA credits in compared to 2008 5% decrease in Year 11-13 Maori students leaving TCS (as their last school) with no NCEA compared to 2008 5% increase in the mean number of NCEA credits gained by Year 11-13 students compared to 2008

Outcome 3. Learners have access to high-quality Maori language education that delivers positive language and learning outcomes

The education sector provides the basis for the transfer of skills that New Zealanders need to participate fully in society and contribute to building future prosperity and wellbeing. Language is a vital part of this. In an education setting, language provides a medium of both teaching and learning, and learners require strong skills in their first language to support their cognitive development and provide a vehicle for engagement in the curriculum. Second language learning is also important, providing both social and cultural benefits. The School plans to contribute to the outcome of “learners have access to high-quality Maori language education that delivers positive language and learning outcomes” through achievement of the following objectives.

Objectives	Key Activities	Responsibility	Measures
3.1 Increase teacher proficiency in te reo Maori	Provide professional development in te reo Maori for TCS teachers	DCEs	Baseline data on teacher proficiency in te reo Maori established during 2009
	Ensure proficiency in te reo Maori is given appropriate weighting during teacher recruitment	DCE, Learning Delivery	Teaching job descriptions and recruitment processes updated by Term 1 2009.
3.2 Increase opportunities for students to learn through te reo Maori	Investigate opportunities for the development of teaching resources and delivery of programmes in te reo Maori	DCE, Design & Quality DCE, Learning Delivery	One opportunity identified and piloted by Term 4 2009
3.3 Increase use of te reo Maori across the school	Develop a TCS te reo Maori language plan focused on increasing use of te reo Maori across the school	DCE Design & Quality	Plan developed by end of Term 2 2009

Outcome 4. The education system produces the knowledge and develops people with the skills to drive New Zealand’s future economic and social success

An increasingly diverse and globally-connected society and a more globalised economy with increasing focus on the sustainable use of resources, means that the skills and competencies individuals need to succeed are also changing. The education system needs to be flexible to respond to those changes in demand for skills and knowledge, and to the needs of learners throughout their lives. Content, teaching approaches and educational environments must adapt to these demands. The School plans to contribute to the outcome “the education system produces the knowledge and develops people with the skills to drive New Zealand’s future economic and social success” through achievement of the following objectives.

Objectives	Key Activities	Responsibility	Measures
4.1 Pedagogical approaches are relevant to our learners	Promote and implement e-learning strategy	DCE, Design & Quality	e-Learning strategy priorities for 2009 implemented by Term 4 2009
	Deliver ICT professional development	DCE, Design & Quality	Deliver professional development in accordance with PD contract
	Increase connectivity for students	DCE, Learning Delivery	
	Implement Te Ara Hou programme (integrated learning for years 7-10)	DCE, Design & Quality DCE, Learning Delivery	Te Ara Hou programme implemented across the school by the end of Term 1 2009
	Implement evidence based practice	DCE, Design & Quality DCE, Learning Delivery	School-wide and team analysis of student achievement is used to inform teaching practice and curriculum development
	Increase understanding of Maori education pedagogy in TCS through Maori Learners’ Success plan	DCE, Design & Quality	Maori Learners’ Success plan actions for 2009 implemented by Term 4 2009
	Develop an academic quality management system that reflects progress in all areas of pedagogy	DCE, Design & Quality DCE, Learning Delivery	Academic quality management system developed by Term 1 2009 and implemented by Term 4 2009

Outcome 5. Education agencies work efficiently and effectively to achieve education outcomes

The School’s ability to deliver its core services and major initiatives depends on the capacity and capability of our people, systems and physical resources. It also depends on our ability to work effectively with other government agencies and regional and community organisations. This requires a planned approach to investment and prioritisation. The School plans to contribute to the outcome “Education agencies work efficiently and effectively to achieve education outcomes” through achievement of the following objectives.

Objectives	Key Activities	Responsibility	Measures
5.1 The School is actively engaged at a strategic level in the education sector and other relevant sectors	The Senior Leadership Team actively engage with key stakeholders at a strategic level nationally	Chief Executive DCEs	Survey of key stakeholders indicates recognition of who we are and what we do
5.2 The School has the capability to deliver high-quality education	Develop internal Building Maori Capability plan for all TCS staff in alignment with Maori Learners’ Success plan	DCEs	Building Maori Capability plan developed by the end of Term 2 2009
	Design and scope strategy for Pasifika students’ education at TCS	DCEs	Pasifika students’ education strategy designed and scoped by the end of Term 2 2009
	Implement the Electronic Document and Records Management System	DCE, Capability Services	Electronic Document and Records Management System implemented in line with project milestones and resources approved by the Board
	Deliver training and professional development for new systems	DCEs	Training and professional development for new systems delivered according to project milestones approved by the Board
	Develop and implement Human Resources Strategy	DCE, Capability Services	HR Strategy developed by Jan 2009
	Develop and implement Remuneration Strategy	DCE, Capability Services	Remuneration Strategy implemented by Feb 2009
	Develop and implement Strategic Planning Framework	DCE, Capability Services	Strategic Planning Framework implemented for 2010 planning cycle
	Develop and review Information Systems Strategic Plan (ISSP)	DCE, Capability Services	ISSP reviewed by Mar 2009

Objectives	Key Activities	Responsibility	Measures
5.3 The School operates within its budget and continues to review for efficiencies	Operate within the annual financial plan	Chief Executive DCEs	All sections of the school operate within their approved cost budgets
	Develop student numbers forecasting model	DCE, Capability Services	The School as a whole achieves its net surplus range based on the agreed number of EFTS
	Develop revenue forecasting model	DCE, Capability Services	Student numbers forecasting model developed by Mar 2009
	Develop costing methodology	DCE, Capability Services	Revenue forecasting model developed by Jun 2009 Costing methodology developed by Dec 2009
5.4 Assets are managed and updated according to the replacement cycle	Operate within the approved capital plan	DCE, Capability Services	Board-approved capital plan is achieved
	Implement Procurement Policy and Guidelines	DCE, Capability Services	Procurement Policy and Guidelines implemented by Jun 2009
5.5 The School meets the legal requirements with which it must comply in order to promote high quality outcomes for all students	Comply with all statutory, regulatory and audit requirements and the School's policies and procedures	Chief Executive DCEs	The School receives an 'unqualified opinion' from Audit New Zealand
	Implement environmental policies and plans aligned with Government direction and appropriate for TCS	DCE, Capability Services	Appropriate environmental requirements are incorporated into the School's procurement policies and guidelines by Jun 2009