Te Kura
Te Aho o Te Kura Pounamu
THE CORRESPONDENCE SCHOOL

Charter and Annual Plan 2016

Contents

Overview from the Chair and Chief Executive 4

Introduction 5

Vision 6

Core values and behaviours 7

Creating a safe workplace 7

What we do 8

Our students and community 8

Student roll 8

Early childhood 9

Years 1 to 6 9

Years 7 to 10 9

Years 11 to 13 9

Adults 9

Enrolment numbers 10

Māori student success 11

Our structure 12

Strategic context 13

Contribution to the education sector 13

Our strategic direction 14

Personalising learning 14

Education 3.0 15

Strategy Map 2013 – 2018 16

Our planning framework 17

Key initiatives for 2016 18

Online learning 18

Personalising learning 18

Achievement of priority groups 19

Assessment 20

Young Adult enrolments 21

Self-review 21

Strategic priorities 22

Online learning 22

Improving education outcomes for Māori and Pasifika students, and other priority groups 22

Authentic and engaging learning experiences 24

Key enablers 26
Partnerships 26
Regionalisation 26
Professional learning for teachers 27
Capability improvements 27
Digitisation of learning resources 27
New online courses 27
Curriculum development 28
Information systems development 28
Performance measures and standards 29
Early Childhood Service Charter 37

Overview from the Chair and Chief Executive

This Charter and Annual Plan outlines the key initiatives Te Kura will implement in 2016 towards achieving our strategic goals – Student Presence, Student Engagement and Student Achievement.

Te Kura's strategic goals and priorities were affirmed during 2015 in the Education Review Office (ERO) report on its review of Te Kura. Among the key findings of the review was that implementation of Te Kura's strategic priorities is contributing to improved outcomes for an increasing proportion of students. ERO noted that raising levels of engagement and achievement for diverse distance learners is a strong focus and that the continuing increase in staff numbers in the regions is allowing improved learning and wellbeing support for students.

In 2016 Te Kura will continue the transformation from a predominantly paper and post model of learning delivery to one in which technology is an integral part of teaching and learning, supported by face-to-face interaction with students. We will complete the redevelopment of courses at curriculum levels 3–5 from printed booklets to interactive online modules delivered through our Online Teaching and Learning Environment (OTLE), and the adaptation of NCEA Level 1 resources for online delivery. Work will begin on adaptation of NCEA Level 2 resources and the integrated programme Te Ara Hou. Professional development of teaching staff in particular and supporting all Te Kura staff through the change process will continue to be key areas of focus. Our device and internet connectivity support programme, which provided support to the families of 97 full-time students at years 9 and 10 in 2015, will be extended in 2016 to include eligible students enrolled in NCEA Level 1 courses, including young adult students enrolled in three or more courses.

Personalised learning tailored to the interests and educational needs of each student remains at the heart of Te Kura's approach, supported by continued growth in the number of teachers based in the regions and in opportunities for students to participate in authentic learning initiatives. During 2016 we will explore the New Zealand Curriculum principle of 'learning to learn' as an assessment focus in its own right, and use the CLARA (Crick Learning for Resilient Agency) profile tool to measure the growth of student learning power over the time of their enrolment. Using the CLARA tool will be our main initiative in 2016 towards increased student voice and student agency, alongside wider implementation of Learning Maps and continuation of our Big Picture-style authentic learning pilot.

The four-year authentic learning pilot, launched in 2014, continues to be a key focus for Te Kura. Evaluations of the pilot by ERO indicate that the pilot is progressing well and provide valuable feedback. During 2016 we will review how well advisories in general are working to support improved outcomes for students.

A new initiative for Te Kura in 2016 will see a focus on young people who are not engaged in education, employment or training. We will share the stories of current Te Kura young adult students online to raise awareness of Te Kura among 16 to 19 year-olds, who are eligible to enrol with Te Kura at no cost. We aim to encourage these young people to re-engage in education, in line with the Better Public Services goal to increase the proportion of 18 year-olds with NCEA Level 2. We will also aim to build on the success of our summer school initiative, which saw almost 200 students enrol with Te Kura over the 2015/2016 summer holiday period to earn credits needed to gain entry to university or other tertiary study or training. This was made possible by the willingness of Te Kura staff to work during January to support students and assess their work in time for results to be submitted for the 2015 academic year.

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 during December-January 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 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.

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 June 2015	December 2016
Stuart Middleton – appointed May 2014	May 2017
Lalita Rajasingham – 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 safe workplace

Te Kura will take all practicable steps to establish a healthy and safe physical and emotional workplace for employees, contractors and visitors, compliant with all health and safety legislation, such that Te Kura:

- manages risk in the workplace
- provides and maintains a safe work environment
- provides and maintains safe systems of work
- ensures safe use and storage of substances
- provides and maintains facilities for the welfare of workers
- provides any information, training, instruction or supervision that is necessary to keep people safe in their workplace
- ensures that the conditions arising from work are monitored to prevent illness or injury of workers.

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 2015 Te Kura had a cumulative roll of close to 23,000 with approximately 12,000 students enrolled at any one time. Te Kura students are 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 54% 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 27% of the early childhood and full-time year 1 to 6 roll and approximately 39% of full-time year 7 to 13 enrolments. Pasifika enrolments, particularly in early childhood education, are growing 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, a new gateway was introduced in 2011 to enable children who are ineligible under any other early childhood gateway to 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 16% 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 31% 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.

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	2015 actual cumulative enrolments[1]	2016 forecast cumulative enrolments[1]	2015 actual equivalent full time students (EFTS)[2]	2016 forecast equivalent full time students (EFTS)[3]
Full-time[4]	3,164	3,078	1,961	1,908
Adults[5]	2,648	2,576	552	537
Young Adults	4,721	4,678	1,774	1,758
Fee-payers[6]	180	180		
Dual Year 1-8	551	643	192	224
Dual Year 9-13[7]	10,472	10,918	2,463	2,568
Early Childhood	806	790	544	533
Total	**22,542**	**22,863**	**7,486**	**7,528**

1. These figures represent the total number of enrolments throughout the year, not a count of students.
2. Total actual EFTS for 2015 will be subject to audit.
3. EFTS according to the 2016 Resourcing Notice provided by the Ministry of Education:

Early Childhood	550
Primary (years 1 to 8)	535
Secondary (years 9 to 13, including duals, young adults and adults)	6,454
Special Education	231
Total	7,770

4. Full-time actual enrolment numbers for 2015 were made up of approximately:

4%	Special Education
15%	Year 0-6
31%	Year 7-10
50%	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 2015 were made up of approximately:

37%	Subject not available
25%	Attached units (includes alternative education, teen parent units and activity centres)
25%	Special education needs (includes regional health schools, remedial, language for ethnic, gifted, special schools and exchange students)
9%	Small class sizes
4%	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 two-way teaching and learning process
- Identity, language and culture count
- Productive partnerships.

In 2016, 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.

Te Kura's teachers have high expectations of Māori students and during 2016 we will continue to build relationships with iwi, hapū and whānau to provide authentic learning opportunities for students.

Continued participation in the Ministry's Building on Success programme will support our work to build staff capability, and embed language, culture and identity in our learning programmes and resources.

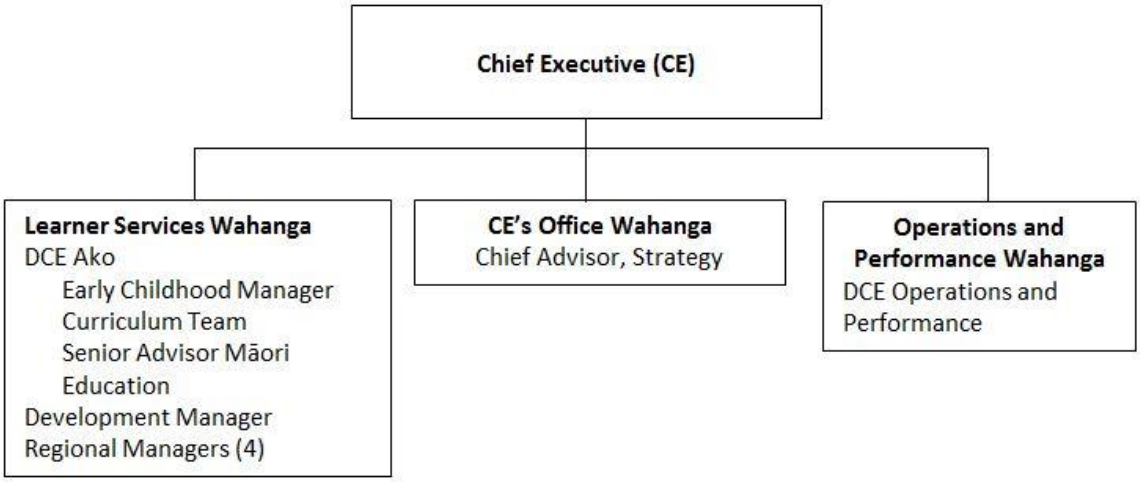
Learning from best evidence, participation in the Building on Success Programme, and student and staff feedback have identified as goals that by 2018:

- 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.

To achieve these targets by 2018, Te Kura has devised school-wide actions for implementation which will be reflected in each team's annual action plan.

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, DCE Ako, DCE Operations and Performance, and the Chief Advisor, Strategy.

Te Kura employs 478 staff members, the equivalent of approximately 439 full-time positions. The table below shows the number of teaching and specialist and support staff:

Teaching	328
Specialist and support	150
Total	478

In addition, we employ 106 teacher aides.

Approximately 38% of staff are based in regional offices outside Wellington.

Strategic context

Contribution to the education sector

The Ministry of Education's priorities for the sector over the next four years are focused on helping the system to increase educational achievement for every child and every student giving them the skills they need for life and work (refer the Ministry's Four Year Plan 2015-2019).

To achieve this, the Ministry has identified key indicators which provide a litmus test of the Ministry's progress in raising achievement, starting with increased participation in high-quality early childhood education and continuing through to attainment of core skills and qualifications. It has identified the following key priority groups for improved education outcomes: Māori students, Pasifika students, students with special education needs and students from low socio-economic backgrounds.

Te Kura's strategic goals and priorities fit within and align to the Ministry's priorities and the wider education system outcomes. 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:

- Supporting future-oriented learning and teaching – a New Zealand perspective (Ministry of Education [MoE], 2012)
- The future role of Te Aho o Te Kura Pounamu in New Zealand's education network (MoE, 2012)
- Inquiry into 21st century learning environments and digital literacy (Education and Science Select Committee, 2012)
- Māori Education Strategy: Ka Hikitia – Accelerating Success 2013-2017 (MoE, 2013)
- Māori Language in Education Strategy: Tau Mai Te Reo 2013-2017 (MoE, 2013)
- Me Korero - Let's Talk! (MoE, 2013)
- Pasifika Education Plan 2013-2017 (MoE and Ministry of Pacific Island Affairs, 2013)
- Statement of Intent 2014-2018 (MoE, 2014)
- Ministry of Education Four Year Plan 2015-2019
- Te Aho o Te Kura Pounamu Education Review (Education Review Office, 2015).

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 => 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[1]. 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:

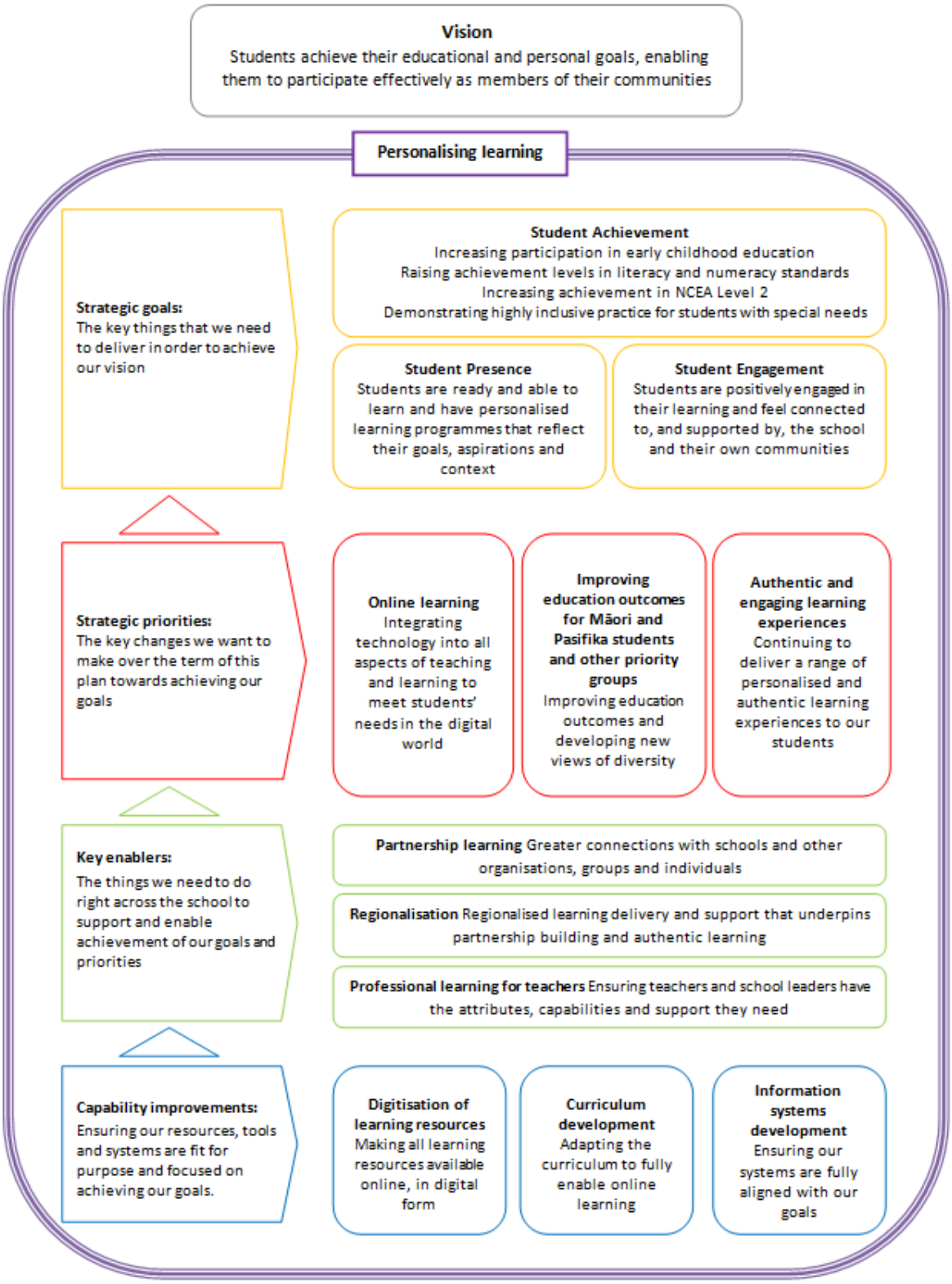
- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching-learning relationship.'

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.

[1] 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 2016

These key initiatives are our top priorities for 2016. They will enhance our delivery of teaching and learning, and help achieve our three strategic goals – Student Presence, Student Engagement and Student Achievement. For 2016 they are:

Online learning

Te Kura has a progressive programme to replace print-based courses with new online resources. Our 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.'

Thirteen interactive online courses at curriculum levels 3-5 (years 9-10) were launched at the beginning of 2015. In 2016 students enrolled in these courses are using online modules only. We are also developing online language courses at this level, including te reo Māori, Chinese, French, German, Japanese and Spanish. These will be delivered as a mix of online and print-based resources during 2016 and will be fully online from 2017.

Te Ara Hou, our integrated programme for students in years 7-10, will be adapted for online delivery during 2016/2017. In the meantime, Te Ara Hou students in years 9-10 are able to use some modules from the new online courses as part of their programme.

The current booklet-based courses for NCEA are being adapted over a three year period, starting with NCEA Level 1 in 2015/16, NCEA Level 2 in 2016 and NCEA Level 3 in 2017. All NCEA courses will be available online by 2018. At the beginning of the 2016 school year there will be at least five interactive online modules (or equivalent) available in each NCEA Level 1 course. The remaining level 1 course materials will be available as digital copies of the existing booklets in PDF format, until they have been adapted for online delivery. As new online modules are added to the OTLE throughout 2016 the corresponding PDF file will be removed. By the end of 2016 all of our NCEA Level 1 courses will be available as fully interactive online modules.

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.

Te Kura is working with schools and other providers such as Alternative Education (AE) centres to help them make best use of our online provision. During 2015, we worked with the families of eligible full-time Te Kura students who wish to enrol in our online courses but were without access to a suitable device and/or internet connection. We will continue to provide this assistance in 2016 to eligible students.

Personalising learning

During 2016 Te Kura will explore the New Zealand Curriculum principle of 'learning to learn' as an assessment focus in its own right, including the introduction of the CLARA[2] survey tool as a means of measuring student dispositions for learning. This survey instrument will enable Te Kura to measure the growth of student learning power over the time of their enrolment. Unlike many other survey tools CLARA

[2] 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.

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 will do the CLARA assessment. 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.

CLARA will provide Te Kura with a rich new dataset for identifying, prioritising and delivering the specific support that students need. The ERO review of Te Kura in 2015 noted that "improvement in the availability of student engagement and achievement information is enabling teachers, leaders and trustees to more effectively respond to learners' needs" and that "school leaders should continue to develop key measures of success." During 2016 we will continue to refine our data analysis capability. We will also explore how to better use our data to provide the evidence for ongoing self-review.

The introduction of the CLARA tool will be our main initiative in 2016 towards developing opportunities for student voice to be gathered and student agency to be developed. The use of this tool is supplementary to the further work we will do with Learning Maps, which were piloted in 2015, where learners began to understand and take control of how they learn, who they learn with and how they can extend their learning. Work with CLARA and Learning Maps will provide significant research and development, which will be useful not just for ourselves but for the wider education sector.

During 2016 we will also look closely at how well our advisories are working as an educational process and the extent to which they contribute to improved outcomes. 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. We will review the effectiveness of Student Education Plans (SEPs) which are developed and agreed between the learning advisor, the student and supervisor, as a tool to record a student's aspirational goals and guide their learning.

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. The pilot is being evaluated by ERO and we will ensure that its recommendations are used as part of our ongoing self-review programme.

During 2016 we will act upon an ERO recommendation to consider "how greater use of Vocational Pathways could contribute to ensuring that individual programmes provide clear pathways to future education and/or employment". We will also review the effectiveness of careers education and its integration into curriculum delivery. Having already implemented Careers NZ's Career Education Benchmarks we will also review the effectiveness of careers advice and education and its integration into curriculum delivery.

Achievement of priority groups

In 2016 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 were 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.

Over the last few years 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. Addressing that achievement gap remains a high priority in 2016.

We will continue to be 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. The programme emphasises the use of data and evidence to drive an inquiry approach.

We have begun to increase our capacity to address the needs of a growing number of Pasifika students and will continue to do this in 2016. Many of these students left their face-to-face school without qualifications and require second-chance access to education that targets their specific needs to improve their longer term life choices.

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. In 2016 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.

We are committed 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. During 2015 we developed a partnership with Remarkit to source devices and connectivity for eligible students who do not have access to a suitable device and/or internet connection. We will continue to provide this assistance in 2016 to students meeting the eligibility criteria.

Assessment

During 2015 we worked closely with the New Zealand Council for Educational Research (NZCER) to prepare a report on the development of new metrics to assess aspects of future-focused learning in Education 3.0. The report suggests our move to online learning delivery provides a timely opportunity for change.

Four broad purposes for assessment are identified in the report:

- Systems accountability
- Reporting certification and selection
- Improving teaching and learning
- Supporting lifelong learning.

During 2016 Te Kura will create a coherent plan outlining what assessment information will be used and why. This will include checking that we are not over-assessing and/or over-recording assessment.

We will investigate using new assessment tools, such as CLARA, and other formative assessment resources e.g. the Ministry of Education funded Assessment Resource Banks (ARBs) in Mathematics, Literacy and Science. We will also explore whether students participating in our authentic learning programme can gain credits for their internship and exhibition work.

Young Adult enrolments

During 2015 Te Kura commissioned a small research project looking at 16 to 19 year-olds who are not in education, employment or training. We wanted to identify the barriers to education or employment for these young people, and whether they see enrolment with Te Kura as a means for them to re-engage with education and achieve NCEA Level 2.

The findings showed that many of the young people surveyed want to improve their chances of getting a job or going into a training course, but staying in school, as they knew it, was not an option. They reported an awareness of Te Kura but it had not occurred to them that enrolment with Te Kura might be an opportunity that would suit them.

During 2016 we intend to deliver a social media campaign to raise awareness of Te Kura among the more than 20,000 young people in New Zealand not enrolled in education, employment or training. This aligns with the Better Public Services goal to increase the proportion of 18 year-olds with NCEA Level 2 or equivalent. With our focus on personalised, authentic and flexible learning programmes we believe Te Kura is well placed to meet the needs of many of these young people and enable them to gain NCEA Level 2.

It is important that we are not seen as trying to compete with face-to-face schools, so the campaign will be targeted at young people who have left school and are not in education, employment or training. We will also utilise new and existing relationships with organisations which support these young people to ensure as many as possible know about Te Kura and how we might enable them to achieve their goals.

Self-review

The 2015 ERO review of Te Kura noted that "self-review is an established practice that is being strengthened as a useful process for school improvement. A culture of critical reflection is developing. The student management system provides access to meaningful and timely data that supports self-review." During 2016 we will look to build upon this foundation and embed self-review into our planning and practice in a more systematic and structured way. ERO used its trial school evaluation indicators as part of its review of Te Kura and we will look to build the new indicators into our internal evaluation practice.

The specific actions we will undertake to support the strategic priorities, key enablers and capability improvements of our strategy map are detailed below.

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 2016, our focus will be:

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

Online learning

The digital world now extends into all aspects of people's lives. By February 2018, Te Kura aims to have all courses purpose-designed for online learning.

Te Kura uses an online teaching and learning environment (OTLE) and a student management system (SMS). In 2016, we will continue to upgrade the capability and connectivity of these systems to meet online learning requirements and ensure that the OTLE offers an engaging experience for students and teachers.

Other work in 2016 to support the implementation of our online learning strategy is to:

- Complete development of learning resources at curriculum levels 3-5 (years 9 and 10) including languages for online learning
- Redevelop NCEA Level 1 resources from PDF booklets to fully interactive HTML based resources
- Plan for cross-curricular integration in the online environment
- Redevelop Te Ara Hou resources' booklet form to be suitable for online delivery
- Continue to offer support to eligible learners who do not have access to suitable devices and/or internet connectivity, and explore community partnerships or other opportunities to increase use of technology, particularly among priority learners
- Assist teachers to develop and support new curriculum design for online delivery
- Deliver professional development in using online learning and digital technologies
- Continue to optimise best practice in the use of ICT hardware and services for teaching and learning.

Improving education outcomes for Māori and Pasifika students, and other priority groups

Te Kura has many students from priority groups identified by the Ministry of Education. These students are over-represented in our 'at-risk' enrolments and are under-represented in our achievement statistics.

Te Kura has implemented initiatives to support students from priority groups. The regionalisation and authentic learning strategies were designed specifically with the needs of these students in mind. We have also conducted deeper analysis of data about our students to identify where targeted interventions should be made.

In 2016, we will implement targeted interventions to improve the student achievement of priority groups and work towards developing Te Kura's views of equity, diversity and inclusivity. We will also review how we use data to get consistency of practice across curriculum areas.

We will define and develop organisation-wide understanding of student voice and metacognition and how we can best harness it. We will extend the use of Learning Maps, and implement the CLARA tool and new metrics measuring learning dispositions. We will also explore using other formative assessment resources such as the Ministry of Education funded Assessment Resource Banks (ARBs) and review diagnostic assessment plans for literacy and numeracy.

Māori student achievement

The additional focus and effort we have put in place over several years to lift the achievement of Te Kura's Māori students is being reflected in improved achievement in National Standards. However, the achievement of Māori students in National Standards and NCEA is still behind the rest of the school overall.

In 2016, to improve Māori engagement and achievement, we will:

- promote greater equity, diversity and inclusivity
- capture and reflect Māori student voice across Te Kura services to Māori students
- nurture relationships with Māori parents and whānau to ensure Māori students enjoy and achieve education success
- implement pedagogy for improving outcomes for Māori students enrolled at Te Kura
- build Te Kura staff's Māori cultural competency
- continue to build productive partnerships with iwi, hapū, whānau and Māori organisations
- enhance staff understanding of Māori histories within their rohe, and hapū/iwi dynamics
- integrate culture, language and identity in student resources and teaching practice
- increase participation and progression for Māori students enrolled in authentic learning programmes
- increase participation and improve achievement in Te Kura's Te Reo Māori programmes
- improve ICT access and connectivity for Māori students enrolled at Te Kura.

Te Kura will continue to work with the Ministry of Education funded Kia Eke Panuku programme to unpack pedagogy that leads to improved outcomes for priority learners.

Pasifika student achievement

Te Kura reviewed its Pasifika strategy in 2013 to align with the Ministry's revised Pasifika Education Plan 2013-2017. In 2016 we will increase our capacity to address the needs of a growing number of Pasifika student enrolments who, having left their face-to-face school without qualifications, require second-chance access to education to improve their longer term life choices.

In 2016 we will:

- build partnerships with other providers to provide wrap-around support services for 'at-risk' Pasifika students and bridging options for those transitioning into further education or work

- build internal capability to engage effectively with Pasifika students by developing 'Pasifika Communities of Practice' within each region
- continue to focus on building relationships with Pasifika families and communities
- develop new approaches to engage parents, families and communities of Pasifika children under the age of six years in our early childhood programmes.

Special education students

Te Kura has a significant number of students with special education needs who enrol via the Ministry of Education Special Education gateways. In addition, we enrol full-time students whose special education needs are subsequently identified and provided for. Students with special education needs fall into one of the following categories:

- Students working above the curriculum level for their age
- Students working at level one of the curriculum for most (possibly all) of their schooling
- Students struggling to work at the curriculum level for their age
- Students working at the curriculum level for their age who have a specific learning disability and need assistance to reach their true potential.

Te Kura provides personalised education plans to suit the individual needs of each student with special education needs. We aim to achieve our strategic goals of student presence, engagement and achievement.

In 2016, we will continue to focus on analysing the results for these students and establishing the support required for each student and encouraging each student to prosper. In the case of dual-enrolled students, we will work more closely with their home schools to identify what capability staff need to develop in order to be able to provide specialist programmes and curriculum adaptation to suit the special education needs of their students. The 2015 performance measures and targets aimed at progress and/or achievement will be carried over in 2016, so that we can continue to monitor their progress.

Authentic and engaging learning experiences

Te Kura's approach to authentic learning draws from Big Picture Learning which focuses on 'one student at a time in a community of learners.' A key element of our approach is the provision of opportunities for students to progress along the authentic learning pathway where students follow passions and interests supported by personalised programmes through to internships and secondary/tertiary programmes. Regional managers, team leaders and learning advisors in consultation with the Curriculum Team actively support and monitor student achievement with a constant focus on improving engagement and achievement leading to improved numeracy and literacy levels. This approach to context-based learning is supported by ongoing cross-curricular development work being undertaken by Te Kura staff. In 2016, we will continue to support Te Kura staff to deliver personalised and authentic learning experiences for our students with ongoing professional learning and by celebrating our successes. We will review how well advisories are working to support student engagement and achievement and the development of key competencies, and the extent to which they contribute to improved outcomes. We will evaluate the effectiveness of Student Education Plans (SEPs) – which are developed and agreed between the learning advisor, the student and supervisor – as a tool to record a student's aspirational goals and guide their learning.

Other essential components of our authentic learning approach include our Trades Academy, our authentic learning pilots, our provision of Gateway and Secondary/Tertiary Alignment Resource (STAR) courses and the process of moving towards a more modern and authentic assessment strategy.

Huarahi Trades Academy

Te Kura's Trades Academy – Huarahi – was first established in 2013. There will be 125 places available in 2016. A particular focus during 2015 was to develop partnerships to support Māori and Pasifika students. We established two such relationships with CanTrain (an Enviroskills programme in Northland) and C-Me (a Pasifika provider in Counties Manukau). In 2016 our goals are to encourage students into these programmes by providing on-ground support and face-to-face contact with Te Kura staff, and ensure students are engaged in their learning and achieving towards NCEA Level 2. We have some new partners for 2016 and continue to seek new relationships wherever we have students needing access to a programme.

Authentic Learning pilot

In July 2016 Te Kura will enter year three of a four year pilot designed to deliver a sustained, authentic learning programme to 80 students in years 9-11, who are considered by the Ministry of Education to be at risk of not achieving at school. The pilot tests a different approach to resourcing Te Kura's full-time students. Pilot groups have been set up in multiple locations. They are designed to test authentic learning Big Picture pedagogy leading to increased achievement. The pilots are evaluated by ERO. We use their recommendations as part of our ongoing self-review to develop the programme in 2016.

Gateway and STAR

Secondary Tertiary Alignment Resource (STAR) courses continue to be the basis of many early student experiences in tertiary programmes through short courses which encourage students to explore their interests leading them to other authentic learning opportunities. We have established important relationships with tertiary sector providers to support our programmes and this work is ongoing.

Gateway is funded by the Tertiary Education Commission to help schools arrange and manage workplace learning opportunities. This has been a successful initiative at Te Kura and in 2016 we will look to build our capacity.

During 2015 we began the review of how Gateway, STAR and Huarahi programmes are being used in the context of Vocational Pathways and we will continue this work in 2016. Greater use of Vocational Pathways across these programmes and all curriculum areas will contribute to ensuring that individual programmes provide clear pathways to future education and/or employment.

Assessment

During 2016 Te Kura will create a coherent assessment plan across the organisation being clear about what assessment information will be used and why. This will include checking that we are not over-assessing and/or over-recording assessment.

Years 9 and 10

In 2016 we will continue to investigate options for assessing the progress and achievement of students as they prepare for NCEA study from year 11. We will develop an assessment plan for years 9 and 10 students at Te Kura.

Authentic assessment

For students at NCEA level (years 11-13+) who are engaged in authentic, real life learning, extra planning is required to enable them to gain credits for the outcomes of their learning. The settings for such learning include students working in advisories and participating in internships. In 2016, we will explore how students participating in our authentic learning programmes can gain credits for their internship and exhibition work.

New metrics

As delivery of teaching and learning moves towards Education 3.0, we recognise the need to develop new ways of monitoring and measuring how effectively we have delivered that learning. In 2016 we will implement assessment tools, such as the CLARA tool discussed above, and other formative assessment resources e.g. the Ministry of Education funded Assessment Resource Banks (ARBs) in Mathematics, Literacy and Science.

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 2016 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 2016 we will continue to work with the Ministry of Education on how Te Kura, schools and other partners can work together towards a flexible model of teaching and learning.

Key activities will include:

- increase partnerships with iwi, Pasifika families, communities, and churches through regional and national fono (hui, meetings)
- increase partnerships with agencies e.g. supporting vulnerable children who are prevented from fully participating in education
- continue partnerships to provide access to technology for our students
- work with Alternative Education providers to improve student outcomes, particularly in literacy, numeracy and vocational pathways
- increase the number of secondary/tertiary programmes available through Te Kura.

Regionalisation

Our aim is to have the majority of teaching staff based in the region they serve within the next two years. In 2016 we will accelerate 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.

In 2016 we will:

- merge remaining Northern Region staff in Wellington with Central South
- maintain student advisory groups in localities of significant student population
- examine decentralisation of other Te Kura services
- take opportunities to establish regional office and/or learning facilities in response to identified need.

Professional learning for teachers

Te Kura's Learning and Development strategy in 2016 supports the school's approach to Education 3.0 and the continuing support of online learning. We will monitor and evaluate the strategy to identify changes to enhance teaching pedagogy, leadership training, and specialist and support staff training. Just as increasingly we are delivering teaching and learning via the OTLE, we also expect to deliver teacher professional development via the OTLE, while understanding that many and different approaches are required to embed new learning.

Capability improvements

In 2016 we will continue to ensure data, tools and systems provide good support for teaching and learning, and that learning resources are current and digitised or delivered in HTML ready to support our online strategy.

Digitisation of learning resources

The digitisation of learning resources by making booklets into PDF files was the first stage of our online learning strategy in 2014 and was completed in 2015 with the digitising of NCEA course materials which students download as PDF files through the OTLE.

New online courses

The focus of development is now interactive online courses. In 2015, we launched 13 online courses at curriculum levels 3−5 and began development of new language courses at this level, including te reo Māori, Chinese, French, German, Japanese and Spanish. Language courses will be a mix of online and print-based resources during 2016 and will be fully online from 2017.

During 2016, years 9 and 10 students in our integrated programme Te Ara Hou will use up to 20 modules from the online courses as part of their programme. The Te Ara Hou programme for students in years 7−10 will be adapted for online delivery in the second half of 2016.

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. During 2015 we developed partnerships to source devices and connectivity for eligible students who did not have access to a suitable device and/or internet connection. We will continue to provide this assistance in 2016 to students meeting the eligibility criteria.

Curriculum development

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

In 2016, the key priorities are:

- further development of online teaching resources at years 9 and 10, NCEA Level 1 and 2 and Te Ara Hou
- scaffolding resources to further address literacy and numeracy
- refining programmes to ensure visibility of the Ministry's Vocational Pathways strategy
- reviewing the delivery of careers education to ensure good coverage
- continuing the development of authentic contexts for learning in a cross-curricular environment for senior courses
- reviewing and monitoring the quality of teaching and assessment within subject areas.

Information systems development

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

In 2016, we will focus on:

- improving and automating processes
- identifying and resolving issues about online learning for students
- delivering training for teachers and students in the OTLE
- expanding the functionality of the OTLE to increase functionality for students, parents/whānau and teachers
- aligning processes and systems in the enhanced OTLE to support teaching and learning
- exploring the incorporation of a Google domain as a tool to work collaboratively with groups of students alongside 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 2016:

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 2015 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.

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-2015 to end-2016.

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

Ethnicity	National Standard	End-2015 % At/Above	2014 National average
Māori	Reading	43% (67/156)	69%
	Maths	33% (52/155)	65%
	Writing	28% (44/155)	61%
All	Reading	63% (327/521)	78%
	Maths	53% (277/520)	75%
	Writing	57% (289/509)	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 2014.

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-2015 to end-2016.

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

Ethnicity	Learning Area	End-2015 % At/Above
Māori	Reading	22% (37/165)
	Maths	14% (24/169)
	Writing	16% (27/167)
All	Reading	38% (149/397)
	Maths	30% (124/408)
	Writing	29% (115/401)

New measure for 2016.

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.

		2015 FT &YA with 0 Credits	
Offering Type	**NCEA Level**	**Start of year**	**End of year**
FT	L1	58% (388/664)	14% (94/664)
	L2	50% (655/1320)	12% (94/763)
YA	L1	32% (396/1247)	9% (109/1247)
	L2	18% (575/3210)	7% (109/1606)

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.

		2015 FT &YA with 40 or more credits	
Offering Type	**NCEA Level**	**Start of year**	**End of year**
FT	L1	12% (77/664)	40% (267/664)
	L2	10% (129/1320)	26% (199/763)
YA	L1	31% (387/1247)	51% (637/1247)
	L2	25% (803/3210)	39% (634/1606)

Goal 3.3: 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.

	2015 FT & YA Literacy requirement met	
Offering Type	**No**	**Yes**
FT	72% (621/868)	28% (247/868)
YA	83% (1308/1579)	17% (271/1579)

	2015 FT & YA Numeracy requirement met	
Offering Type	**No**	**Yes**
FT	79% (732/926)	21% (194/926)
YA	84% (1480/1752)	16% (272/1752)

	2015 FT & YA Literacy & Numeracy requirement met	
Offering Type	**No**	**Yes**
FT	78% (736/948)	22% (212/948)
YA	83% (1507/1823)	17% (316/1823)

Goal 3.4: Maintain high NCEA standard pass rates

To achieve an NCEA certificate, students are required to pass NCEA standards and gain credits at the respective levels. Te Kura students have very high pass 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 pass rates for NCEA standards at all levels in 2016.

2015 NCEA standard pass rates, year 11 to 13, FT and YA students (standards achieved at Te Kura only)

Offering Type	NCEA level	2015 Pass rate	2016 Target
Dual	L1	93%	90 %
	L2	87%	90 %
	L3	88%	90 %
	All	**90%**	**90 %**
FT	L1	93%	90 %
	L2	88%	90 %
	L3	92%	90 %
	All	**92%**	**90 %**
YA	L1	93%	90 %
	L2	88%	90 %
	L3	87%	90 %
	All	**90%**	**90 %**

NCEA standard pass rates, year 11 to 13 dual, FT and YA Māori students (standards achieved at Te Kura only)

Offering Type	NCEA level	2015 Pass rate	2016 Target
Dual	L1	92%	90 %
	L2	83%	90 %
	L3	86%	90 %
	All	**90%**	**90 %**
FT	L1	91%	90 %
	L2	84%	90 %
	L3	78%	90 %
	All	**89%**	**90 %**
YA	L1	91%	90 %
	L2	88%	90 %
	L3	84%	90 %
	All	**89%**	**90 %**

NCEA standard pass rates, Huarahi Trades Academy students (standards achieved at Te Kura only)

Cohort	NCEA level	2015 Pass rate	2016 Target
Huarahi	L1	94%	90 %
	L2	91%	90 %
	L3	80%	90 %
	All	**92%**	**90 %**

NCEA standard pass rates, Huarahi Trades Academy Māori students (standards achieved at Te Kura only)

Cohort	NCEA level	2015 Pass rate	2016 Target
Huarahi	L1	92%	90 %
	L2	92%	90 %
	L3		90 %
	All	**92%**	**90 %**

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.

Proportion of students with special education needs who progressed

Learning Area	2015 SE students who progressed
Reading	33% (28/86)
Writing	28% (24/86)
Numeracy	32% (27/85)

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.

New measure for 2016.
2015 Baseline: 59% (10/17) leavers made a positive transition.

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.

		2015 SEASAC with 0 Credits	
Cohort	NCEA Level	Start of year	End of year
SEASAC	L1	56% (9/16)	0% (0/16)
	L2	41% (9/22)	0% (0/22)

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

		2015 SEASAC with 40 or more credits	
Cohort	NCEA Level	Start of year	End of year
SEASAC	L1	13% (2/16)	56% (9/16)
	L2	14% (3/22)	41% (9/22)

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.

	2015 FT & YA Literacy requirement met	
Cohort	**No**	**Yes**
SEASAC	15% (2/13)	85% (11/13)

	2015 FT & YA Numeracy requirement met	
Cohort	**No**	**Yes**
SEASAC	40% (6/15)	60% (9/15)

	2015 FT & YA Literacy & Numeracy requirement met	
Cohort	**No**	**Yes**
SEASAC	44% (7/16)	56% (9/16)

Goal 4.5: Maintain high NCEA standard pass rates

To achieve an NCEA certificate, students are required to pass NCEA standards and gain credits at the respective levels. Te Kura students have very high pass 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 pass rates for NCEA standards at all levels in 2016.

NCEA standard pass rates, SEASAC students (standards achieved at Te Kura only)

Cohort	NCEA level	2015 Pass rate	2016 Target
SEASAC	L1	98%	90%
	L2	85%	90%
	L3	91%	90%
	All	**94%**	**90%**

NB: there were no Māori students in the 2015 SEASAC cohort.

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 decrease by 1.5% from 2015 to 2016.

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.

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[3] and educators[4] of this chartered Early Childhood Service[5], 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.

[3] 'Management' is the charter holder.
[4] 'Educators' include all trained and untrained personnel who work with children in the service on a regular or formal basis.
[5] '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.