Te Kura
Te Aho o Te Kura Pounamu
THE CORRESPONDENCE SCHOOL

Charter and Annual Plan 2018

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Overview from the Chair and Chief Executive

This Charter and Annual Plan for Te Aho o Te Kura Pounamu sets out what we will do in 2018 towards achieving our strategic goals. In this, as in everything we do, the success of our students is central.

By the end of 2018, our goal is for most of our students to be learning online. We have officially named our online learning environment My Te Kura. This name reflects that this is a personalised space for our learners and unique to our school. We are committed to making this digital platform as user-friendly and future-focused as possible.

The majority of our NCEA and Year 7-10 Te Ara Hou courses are now delivered online. In the coming year, our focus will be on incorporating online learning into early childhood, primary and special education programmes so all our students are able to develop digital literacy and fluency. Our programmes will blend online delivery with offline activities and face-to-face support. This integration of technology into all aspects of teaching and learning to meet students' needs in the digital world sits well with our focus on personalised, authentic learning.

Our authentic learning is based on the principles of the international Big Picture Learning model, adapted for alignment with the New Zealand Curriculum. We offer flexible, responsive learning programmes based on students' passions and goals. We have seen great success with learning pilots based on Big Picture Learning, which focus on some of our most at-risk learners. We will extend this work in 2018, developing both learners' experience and teachers' understanding of authentic learning and providing the tools and systems to support and encourage it.

The 16-19 age group has access to Te Kura through our Young Adult enrolment gateway. In 2018, we will be focused on ensuring young adults who are not in education, employment or training are aware of what we have to offer. As a continuing part of this work we will ensure our systems and processes continue to meet the varied and changing needs of these learners.

We will continue to make our Māori students a priority and take steps to ensure they are able to reach their potential. This includes embedding Te Reo Māori across our school, particularly in the provision of language in our online environment. Te Kura is now working towards the goal of becoming a bilingual organisation.

We are revitalising our Pasifika Strategy. Our responsibilities in this area include Pasifika students in New Zealand and those living and learning in the Realm of New Zealand – Tokelau, The Cook Islands, and Niue. As New Zealand's state distance education provider Te Kura has responsibility for supporting and contributing to the learning of these students. Our provision of online teaching and learning gives us an even greater ability to do this effectively. We need to ensure we are prioritising target groups in the Pacific community and working closely with our Pacific neighbours.

Te Kura's delivery of online learning expands our ability to support the Government's Leadership Statement for International Education (2011) in other aspects of the provision of education offshore. We plan to investigate this further in 2018.

Te Kura has been working with the Ministry of Education since 2013 to give students under the age of 16 greater opportunity to enrol at Te Kura with the support of their whānau. We will continue these discussions with the Ministry of Education during 2018 within the context of the education portfolio work programme recently announced by the new government.

The opportunities technology offers for supporting teaching and learning is phenomenal. It is an exciting time for education. In all our planning, we must anticipate change and equip ourselves and our learners with the resilience to grow and the ability to innovate and adapt.

Karen Sewell, DNZM, QSO
Chair

Mike Hollings
Chief Executive

Key Points

These are the key initiatives we will focus on in 2018.

Focus on young people who are not in education, employment or training

A cohort who already have open access to Te Kura is the 16 – 19 age-group who can enrol via our Young Adult enrolment gateway. In 2018, we will be focused on ensuring that young adults not in education, employment or training are aware of what Te Kura has to offer them and that our learning programmes, systems and processes continue to meet the varied needs of these students.

Strengthen our involvement in Kāhui Ako | Communities of Learning

Te Kura sees great value in being involved in Kāhui Ako (Communities of Learning). Many of our dual students are enrolled in schools that are part of Kāhui Ako and many of our full-time and young adult students have come from, or will return to, schools that are part of Kāhui Ako. In 2018, we will continue to work with the Ministry of Education and individual Kāhui Ako to maximise the opportunities available to students.

Make our digital platform as user-friendly and future-focused as possible

Te Kura's move from paper-based to online delivery will continue in 2018. We aim to have most of our students learning online by the end of the year. We are committed to making our online learning environment, My Te Kura, as user-friendly and future-focused as possible. Utilising technology allows teachers and students (with support from their whānau) to better communicate and learn digital literacy skills in a safe and supportive environment.

The majority of our NCEA and year 7-10 Te Ara Hou courses are now delivered online. From the start of 2018, all early childhood and primary students will be enrolled in our online learning environment: My Te Kura, and we will begin to facilitate teaching and learning from this interactive, online space. We will also start to develop online provision for our learning support students. We will work with students and their supervisors and whānau to understand what works best for these students. As for other students, learning programmes will be a mix of online and offline activities aligned with the New Zealand Curriculum.

Develop authentic, cross-curricula, project-based learning

Te Kura wants our learners to be able to pursue authentic, project-based learning that enables learning across the curriculum and a high degree of personalisation. We are determined to take further steps towards enabling this. We will also continue to improve our understanding of learning dispositions and how they affect learning growth and development.

Prioritise Māori learners and embed Te Reo Māori within our approach

Māori students will remain a high priority in 2018 and we will continue to focus on ensuring they are able to reach their potential. This will include embedding Te Reo Māori across our school, particularly in our online learning environment.

Revitalise and renew our Pasifika Strategy

We are revitalising our Pasifika Strategy. We will build our internal capability and culture to ensure that we are well placed to help our Pasifika students achieve their potential. We will develop our external relationships and partnerships and make sure that Pasifika communities know what we have to offer and how we can help. We are developing an NCEA Level 1 Samoan language course for delivery in 2019. We will also review ways in which to deliver relevant support to New Zealand's Pacific Realm countries (Tokelau, the Cook Islands and Niue).

Support New Zealand's international education goals

Te Kura's progress with online learning enables us to work with others in the education sector to achieve the goals of the Government's Leadership Statement for International Education (2011). This may take a variety of forms including introductory or 'bridging' courses for overseas students coming to New Zealand for University; a link for students wishing to update and improve their English language skills; educational resources in languages which reflect and value learners' identity, language, culture (such as for Pasifika students); or providing training for teachers in how to deliver online learning, whether or not they are using Te Kura systems.

Broadening access to Te Kura

Te Kura has been in discussions with the Ministry of Education since 2013 about the possibility of broadening access to Te Kura. We believe that giving students under the age of 16 (and their whānau) greater opportunity to enrol at Te Kura is one of the most significant contributions we can make to the New Zealand education system. These discussions will continue during 2018 within the context of the education portfolio work programme recently announced by the new government.

Introduction

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

The Correspondence School was set up in 1922 to provide education at primary school level for 83 students living in remote areas. In 1929 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. In 2009, after a period of consultation with staff, we introduced the school's current name – Te Aho o Te Kura Pounamu, which refers to connecting students with learning. There is a wealth of meaning to the name, reflecting the role we play within the education sector, the students themselves and our vision for their achievement.

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

The Ministry of Education funds Te Kura in accordance with section 81A of the Education Act 1989. Funding is based on student enrolment numbers and work return information.

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 as required 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.

Board Member	Term expiry date
Karen Sewell (Chair) – reappointed June 2015	September 2018
Gillian Heald – reappointed June 2015	September 2018
Maxine Moana-Tuwhangai – reappointed December 2016	November 2019
Stuart Middleton – reappointed April 2017	April 2020
John Chemis – appointed September 2015	September 2018
Ruma Karaitiana - appointed April 2017	April 2020
Mele Wendt - appointed July 2017	July 2020

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[1] 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 their contributions
- 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[2] 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 of itself and 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 supported through effective policies and procedures
- students are engaged in personalised, authentic and collaborative work
- partnerships are the basis of effective engagement with schools, family/whānau and other community organisations
- the majority of teachers at Te Kura are based in the regions, closer to their students
- online learning and blended learning are embedded within the school's pedagogy
- 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 a strength
- there is increased and measurable student achievement by Māori, Pasifika and other priority groups

[1] page 8, Vision
[2] Page 16, Learning Areas

Core values and behaviours

At Te Kura we demonstrate by our actions that we:

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

Creating a healthy and safe workplace

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

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

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

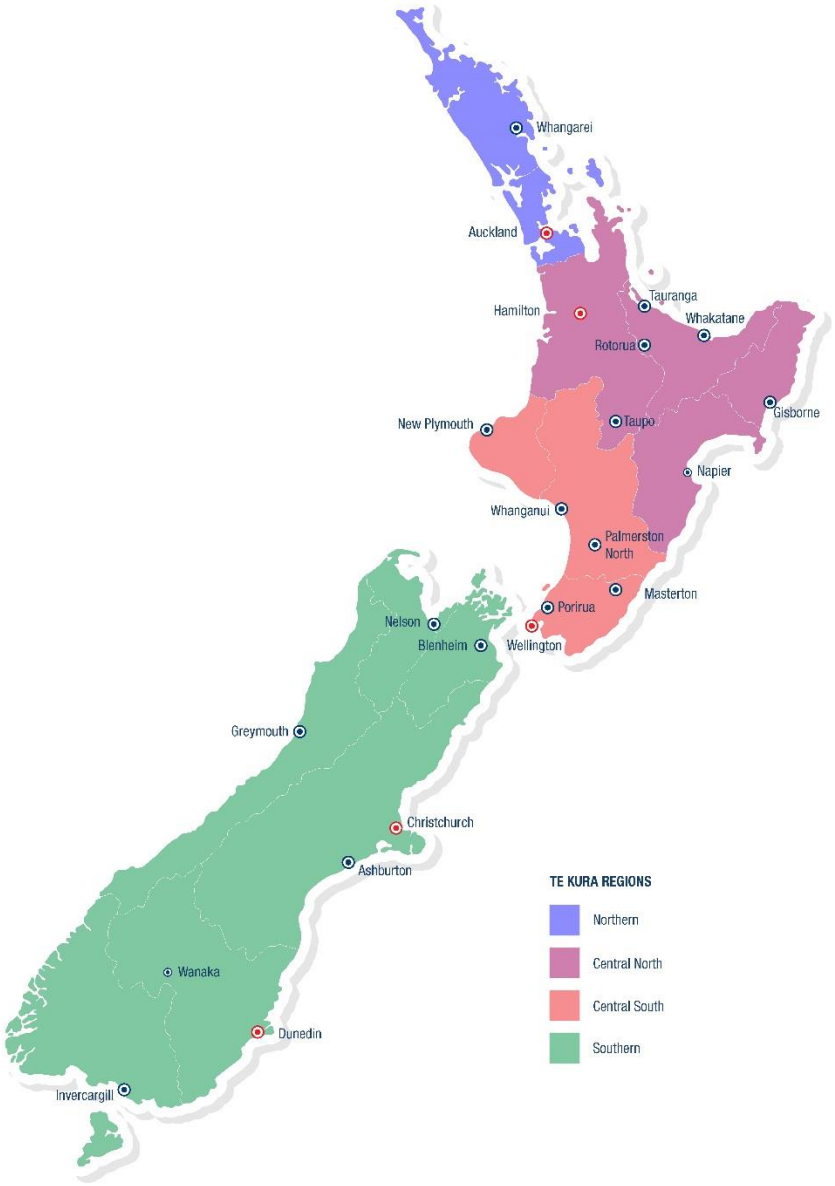
What we do

Te Kura provides educational services to early childhood and years 1 to 13 students as well as adult learners returning to qualification-based learning. 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. As part of this, Te Kura is engaging with a range of Kāhui Ako (Communities of Learning) to explore how we can work effectively within this evolving context.

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.

Fig 1. Map indicating Te Kura Regions



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. Programmes for learning supervisors augment the skills they use when working with their students. Secondary Tertiary Alignment Resource (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. Each region personalises their approach depending on the needs of their students and families/whānau.

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 the Education Review Office
- other schools, alternative education providers, teen parent units and activity centres
- Kāhui Ako (Communities of Learning)
- 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 the 2017 calendar year Te Kura had a cumulative roll of 21,181 with approximately 11,800 students enrolled at any one time. Te Kura's student body is diverse. We have 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.

In 2017 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 Partnership Agreement that formalises each party's responsibilities for student education.

Te Kura has a large number of Māori students – approximately 28% of the early childhood and full-time year 1 to 6 roll and approximately 40% of full-time year 7 to 13 enrolments. Pasifika enrolments continue to grow, up from 1069 in 2016 to 1124 in 2017. Our roll also includes students who identify as being from a wide range of other ethnic groups.

Early childhood

Our early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds. Approximately 84% of Early Childhood students are from rural areas. Most of these students go on to attend their local primary school. As part of the Ministry of Education (MoE) programme to increase participation in early childhood education, children who are ineligible under any other early childhood gateway may enrol at Te Kura with a Ministry referral. The MoE and Te Kura also provide a service of mentoring and resourcing to kaimanaaki (hosts) and children engaged with MoE-supported playgroups.

Years 1 to 6

In 2017 students in years 1 to 6 made 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

In 2017 students in years 7 to 10 make up approximately 35% of our full-time roll. These students generally enrol in Te Ara Hou, which offers an integrated programme of work combining skills and knowledge from two or more subjects as well as more traditional subject-based learning. Learning advisors ensure each student's programme covers all the curriculum areas and that they are ready for qualifications level courses in year 11. Te Ara Hou online is now known as Tō Kupenga.

Years 11 to 13

In 2017 students in years 11 to 13 make up approximately 43% of our full-time roll. We deliver dual enrolment curriculum services to a substantial number of secondary students 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 –16 or over - who left the schooling system but have since chosen to return to school to gain specific credits or qualifications.

Adults

In 2017 Te Kura has continued work with adult students who enrol to gain specific credits, skills or qualifications. This group includes Department of Corrections adult student enrolments.

Enrolment numbers at 31 December 2017

Enrolment type	2017 actual cumulative enrolments[1]	2018 forecast cumulative enrolments[1]	2017 actual equivalent full time students (EFTS)[2]	2018 forecast equivalent full time students (EFTS)
Full-time[3]	3,290	3,214	2055	2014
Adults[4]	2,456	2,504	446	437
Young Adults	4,826	4,790	1739	1705
Fee-payers[5]	161	170		
Dual Year 1-8	431	492	133	131
Dual Year 9-13[6]	9,412	10,283	2112	2071
Early Childhood	605	702	407	397
Total	**21,181**	**22,155**	**6892**	**6755**

1. These figures represent the total number of enrolments throughout the year, not a count of students.
2. Total actual EFTS for 2017 will be subject to audit.
3. Full-time actual enrolment numbers for 2017 were made up of approximately:

   6% Special Education

   16% Year 0-6

   35% Year 7-10

   43% Year 11-13
4. Adult student numbers include adult enrolments from the Department of Corrections.
5. Fee-payers do not generate EFTS.
6. Dual Year 9-13 actual enrolment numbers for 2017 were made up of approximately:

   36% Subject not available
   23% Attached units (includes alternative education, teen parent units and activity centres)
   26% Special education needs (includes regional health schools, remedial, language for ethnic, gifted, special schools and exchange students)
   9% Small class sizes
   7% 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 and includes initiatives specifically targeted at supporting this group of priority students. The Framework incorporates four principles which are based on the principles which also underpin the Government's Māori Education Strategy, Ka Hikitia – Accelerating Success (2013-2017):

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

In 2018, our focus will continue to be on achieving four strategic goals:

- Every Māori student has high expectations for themselves and their learning potential and feels supported by Te Kura to take action towards achieving their goals.
- 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.
- Each Māori student's learning is supported through productive partnerships.

We aim to achieve the following in 2018:

- All Māori students in years 1-10 will have opportunities to progress and achieve success in all areas of the National Curriculum
- 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 develop meaningful and reciprocal working partnerships with Māori organisations leading to enhanced community-based support for our Māori students.

Te Kura's teachers will work with Māori students to develop effective and realistic learning goals. Te Kura will continue to build relationships with iwi, hapū and whānau within our regions to provide authentic learning opportunities for students.

During 2013 – 2016 Te Kura was an active member in the Ministry of Education led programme Kia Eke Panuku (*building on success*). This programme's conditions for accelerating school reform proposed three Critical Contexts for Learning.

- deliberate professional acts;
- culturally responsive and relational pedagogy/leadership; and,
- home, school and community engagement[3]

We will use this learning as a basis to continue our work to build staff capability, and embed language, culture and identity in our learning programmes and resources.

[3] https://kep.org.nz/dimensions

Pasifika student success

Education Agencies have identified Pasifika students as a priority group. The Ministry of Education's Pasifika Education Plan 2013 – 2017 is aimed at increasing Pasifika learners' participation, engagement and achievement from early learning through to tertiary education. The plan's vision is to see "five out of five Pasifika learners participating, engaging and achieving in education, secure in their identities, languages and cultures and contributing fully to Aotearoa's social, cultural and economic wellbeing". Te Kura shares this vision.

Part of the revision of our Pasifika Strategy 2017 -2020 is our focus on working with our regional and national-level Pasifika groups to understand the needs of our students, as well as forming collaborative relationships with their communities. We will work with these communities to ensure Pasifika families know about and can act on what Te Kura has to offer them. We intend this knowledge to help families make informed decisions about the ways in which Te Kura can support them to achieve their educational goals.

We will also continue to build our internal capability and understanding of protocols and culture in Pasifika communities, so we are better able to support Pasifika students to achieve their educational goals. We will focus on those students we are already able to support through our current enrolment gateways, and who may be finding it hard to access educational success in other settings. We will leverage existing networks and contacts to build an effective and reciprocal communications network both internally and externally.

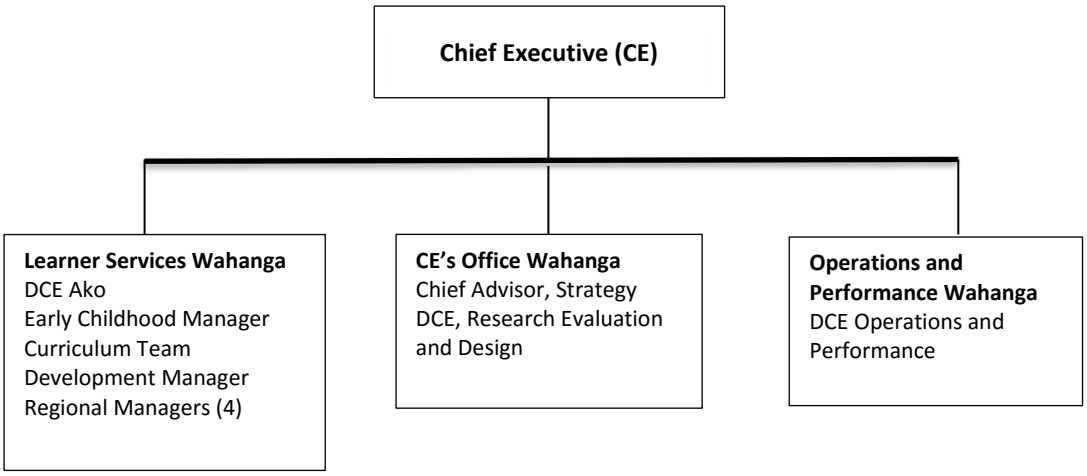
In 2018 our focus will be on achieving the following targets within our strategy:

- building our internal capacity and understanding of Pasifika cultures
- developing our curriculum resources
- promoting Te Kura as a school of choice within Pasifika communities
- improving educational outcomes within our teaching and learning frameworks and
- develop external partnerships and relationships with Pasifika families and community networks

As the largest school in New Zealand, with a presence throughout the country, we have a significant role to play in supporting Pasifika students, their families and communities to achieve the best possible educational outcomes.

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. Research, Evaluation and Design forms part of the Chief Executive's Office. The Chief Executive and the Board are supported by the Chief Advisor, Strategy.

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

As at 30 November 2017, Te Kura employed 467 staff members, the equivalent of approximately 435 full-time positions, down one full time position from last year (436). The table below shows a headcount of teaching staff, specialist staff, and support staff:

POSITION TYPE	2016	2017
Teaching	316	313
Specialist and support	156	162
Total	472	467

In addition, we employ 150 teacher aides and 39 additional teachers. These 39 teachers cover 5.5 full time equivalent (FTE) positions.

Approximately 48% of staff are based in regional offices outside Wellington, with all teaching staff located in their region.

Strategic context

Education Portfolio Work Programme

The Government's vision for the education portfolio is a high quality, fair, and inclusive education system that provides all New Zealanders with learning opportunities and prepares them for the future. To meet these aspirations our education system needs to change to meet the needs of the 21st century. As the way we live and work continues to change rapidly, so too do the demands we place on our education system. This requires broad engagement and getting broad support about objectives then setting out clear strategies to work towards achieving them.[4]

To facilitate this, in February 2018 the Government outlined an Education portfolio work programme for the next 3 years. The work programme includes a review of NCEA, a review of Tomorrow's Schools, developing a future-focused Education Workforce Strategy, a continuous focus on raising achievement for Māori and Pasifika learners, an action plan for learning support, an early learning strategic plan, a comprehensive review of school property. It will also include amending the Communities of Online Learning legislation.[5]

Contribution to the education sector

In 2016 the Education System Stewardship Blueprint, developed by the State Services Commission and education agencies, identified a range of areas agencies could work on together for a positive collective impact. The common vision and plan is to support every learner to be successful. The education agencies involved are:

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

The development of the Blueprint reflects an increasing commitment to, and practice of, working together with shared aims and cross-agency teams and activities. While not directly involved in development of the Blueprint, Te Kura's work was, and continues to be, influenced by its intentions.

The three characteristics of a high performing system identified in the Blueprint are a system which:

- will deliver on its purpose – that every learner succeeds, and New Zealand prospers through an education system that works for all,
- ensures that the available information, talent and money are best used to meet the system's aims and challenges,

[4] http://www.education.govt.nz/ministry-of-education/information-releases/education-portfolio-work-programme
[5] https://www.beehive.govt.nz/release/ambitious-three-year-work-programme-education

- innovates and improves over time and evolves in a way that best meets these aims and challenges.

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

1. Māori and Pasifika learning and success.
2. Powering Up learners, parents, communities and employers to influence the quality and relevance of teaching and learning and lift achievement.
3. Quality teaching, leadership and assessment (a workforce and curriculum fit for purpose in an international and digital era).
4. Information management and technology.

Te Kura's strategic goals and priorities fit within and align to wider education system outcomes including the Blueprint's four priorities, the Ministry's priorities and its intermediate outcomes of higher and more equitable levels of participation, engagement and achievement.

There are four of the Ministry's key indicators which we aim to contribute towards:

- Increased participation in Early Childhood Education (ECH).
- Evaluate the progress and achievement of enrolled students through the analysis of good quality assessment information[6].
- 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. Our Strategic Plan 2013-2018, provides more detail about our long-term planning.

The key documents that inform the development of our strategic direction and contribution to the education sector are:

- A Blueprint for Education System Stewardship (State Services Commission, the Treasury and the Department of the Prime Minister and Cabinet, 2016)
- School Evaluation Indicators: Effective Practice for Improvement and Learner Success (Education Review Office, 2016)
- Vocational pathways: authentic and relevant learning (Education Review Office, 2016)
- *Ambitious for New Zealand:* Ministry of Education Four Year Plan 2016-2020 (Ministry of Education, 2016)
- Te Aho o Te Kura Pounamu Education Review (Education Review Office, 2015)
- School Evaluation Indicators: Effective Practice for Improvement and Learner Success (Education Review Office, 2016)
- Pasifika Education Plan 2013-2017 (MoE and Ministry of Pacific Island Affairs, 2013)
- Māori Education Strategy: Ka Hikitia – Accelerating Success 2013-2017 (Ministry of Education, 2013)
- Tau Mai Te Reo – The Māori Language in Education Strategy 2013-2017 (Ministry of Education, 2013)

[6] This draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

Our strategic direction

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

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

We continue our focus on three strategic priorities:

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

To achieve our vision, we have moved to a future-focused model of teaching and learning for our students. Key characteristics of this are a transfer of ownership of learning from teachers to students, authentic learning, and collaborative learning techniques. Te Kura intends to be a learning environment in which family and whānau view schools as a place for collaboration in learning.

Personalising learning

This is the theme connecting every aspect of our strategic plan. As Te Kura is free from some of the constraints of a face-to-face school, 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 and encourages 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 stated in the NZ Curriculum[7], '*…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…*'

For Te Kura's students and their communities this is focused on students experiencing a rich and balanced education that embraces the intent of the national curriculum. Where possible in 2018, Te Kura will work with partner organisations to find ways our curriculum can be adapted to meet the future-focused learning goals of Te Kura students.

Personalising learning emphasises the place of students, their values, context, aspirations and needs at the centre of all teaching and learning. Students, together with their families, whānau and teachers, are actively involved in creating learning pathways and plans. These plans are designed to recognise students' unique potential, talents and strengths and requirements, and ensure they have access to opportunities to succeed.

Future-focused learning

It is widely accepted that current educational systems, structures and practices are not sufficient to address and support learning needs for all students in the 21st century[8]. Future-focused learning describes the transformation necessary for the current system of education (developed in the age of industrialisation) to meet the evolving and dynamic challenges of the future.

[7] pages 37-42, The School Curriculum: Design and Review

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

Future focused learning characterises education during our current knowledge age.

The NZ Curriculum document[9] states "*evidence tells us that students learn best when teachers:*

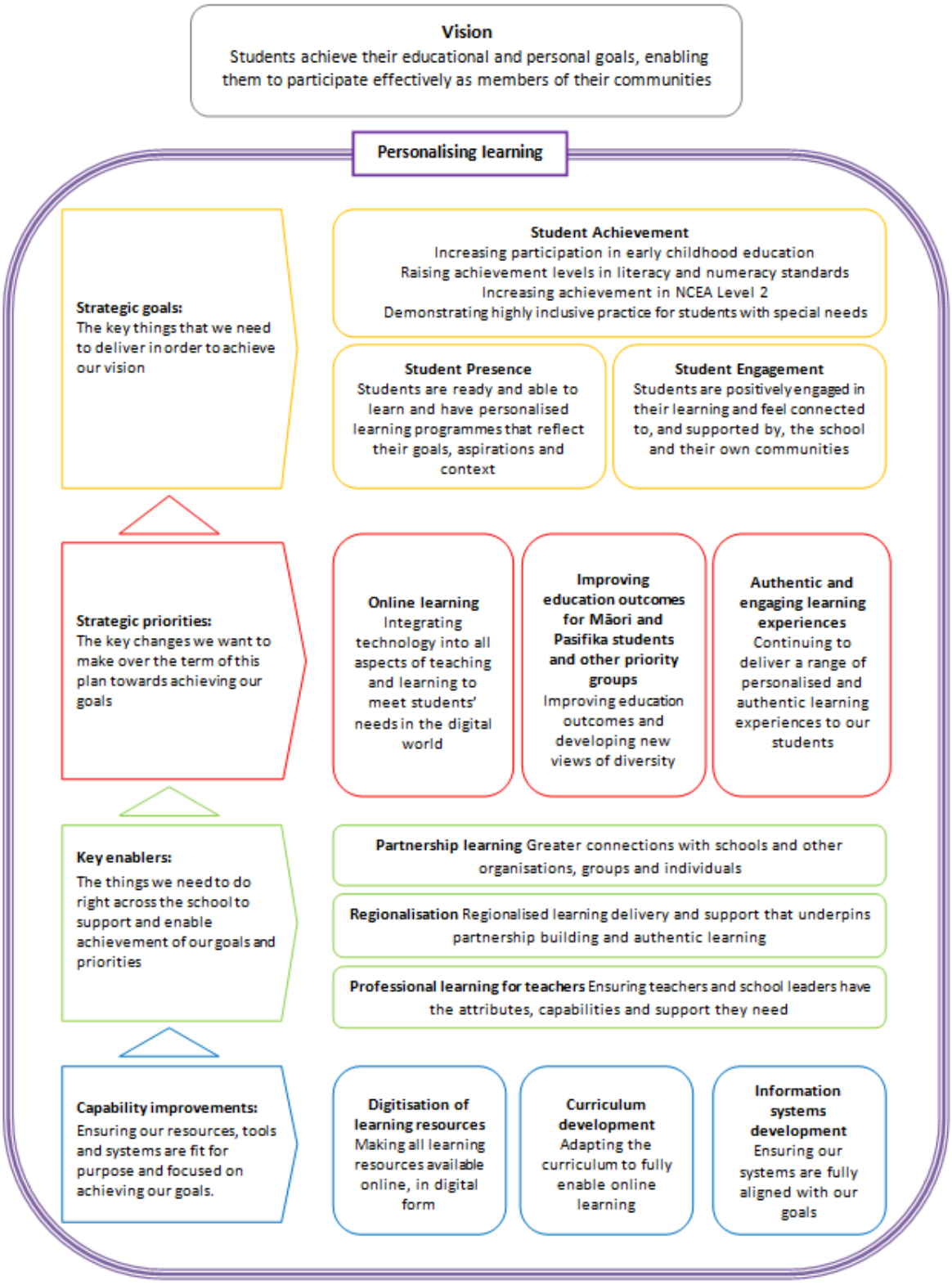
- *create a supportive learning environment*
- *encourage reflective thought and action*
- *enhance the relevance of new learning*
- *facilitate shared learning*
- *make connections to prior learning and experience*
- *provide sufficient opportunities to learn*
- *inquire into the teaching/learning relationship*"

In future-focused learning 'teachers' can include everyone who works 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 inclusive learning environments. We intend to investigate the applications of Artificial or Augmented Intelligence and its possible applications in supporting our future vision for Te Kura.

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

[9] pages 34-36, Effective pedagogy – Teacher actions promoting student learning

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 the 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

The Charter and Annual Plan forms the basis of team annual plans and budgets consistent with it, these team annual plans provide a breakdown of activities and accountability. In particular, each region's annual plan includes specific interventions targeted at those students whom evidence shows are most in need in that region. For example, the Northern region has the highest number of Pasifika students, and is re-developing specific actions in its annual plan, which are aligned with the goals of the revitalised Pasifika Strategy.

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 at set periods 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 their 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 2018

These are our top priorities for 2018. These initiatives will enhance our delivery of teaching and learning and help achieve our three strategic goals – *Student Presence (or Participation), Student Engagement and Student Achievement*. Many of them are a continuation of our 2017 work programme.

Broadening access to Te Kura

Te Kura has been in discussions with the Ministry of Education since 2013 about broadening access to Te Kura. Te Kura's Board believes that giving more students under the age of 16 the opportunity to enrol at Te Kura will bring more flexibility to our education system and enable greater personalisation of learning, giving young people and their whānau the right to choose the education that best suits their needs.

Te Kura already provides flexible, personalised learning programmes to a cumulative roll of approximately 20,000 students across New Zealand a year, including around 3,000 full-time students. Our programmes are increasingly delivered online, supplemented with face-to-face support for students at locations around the country. We also work with students of other schools. Approximately half of our students are enrolled with another school and register with Te Kura for subjects or curriculum adaptation their own school does not provide.

Te Kura will continue to work with the Ministry of Education during 2018 to determine how broadening access to Te Kura can best serve the New Zealand education system.

Focus on young people who are not in education, employment or training

A cohort who already have open access to Te Kura is the 16 – 19 age-group who can enrol via our Young Adult enrolment gateway. In 2018, we will be focused on ensuring young adults not in education, employment or training are aware of what Te Kura has to offer them and that our learning programmes, systems and processes continue to meet the varied needs of these students.

Strategic priorities

These are key changes which need 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 2018, we will focus on:

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

Online learning

As a distance education provider, Te Kura faces challenges in ensuring our students have the same access to technology as students in face-to-face schooling, so they learn to use technology effectively. The best way for students to benefit from greater use of technology and learn digital literacy skills is for technology to be integrated into all aspects of teaching and learning. Research[10] shows that use of technology should not be an 'add on' to learning, but an essential part of it. Since 2016 we have been in the process of transitioning our systems for our teachers and students online and this programme will be largely completed in 2018.

Te Kura is transforming the way our teaching and learning is delivered; we are moving from a predominantly paper-based mode to online delivery, replacing print-based courses with online resources. This move towards online learning is supported by the NZ Curriculum[11] which states "*e-learning' (that is, learning supported by or facilitated by ICT) has considerable potential to support …teaching approaches … and may assist the making of connections, facilitate shared learning, assist in creating supportive learning environments, and enhance opportunities to learn.*"

As a largely online learning school, Te Kura strives to make best use of available technologies. In 2017 Te Kura has utilised our Student and Whānau Support Hub (the Hub) to help students and their whānau be successful in their online courses. The Hub been supporting Te Kura students, supervisors, whānau, school coordinators and external support staff such as additional teachers and teacher aides with online learning-related queries. This support to students and whānau may range from basic navigation of their computer, making use of apps such as Google Docs that will support their learning, to a smooth introduction to our online learning environment called My Te Kura.

Our experience in providing authentic learning tells us that a student's engagement with their learning is stimulated when the subject matter links to a significant interest. Identifying a module or resource according to a subject or theme is intended to allow teachers to build a cross-curricula programme based on the student's interest or passions. In our role as a provider of authentic learning, we support students to identify and access opportunities to explore their interests and passions. In future we will explore the potential for students who are skilled and/or knowledgeable in an area to share their abilities and expertise with other Te Kura students.

At the qualifications level, this authentic learning approach could enable more students to achieve NCEA credits from standards in a range of subject courses. We are keen to investigate opportunities for our students to pursue their passions through the improved links we will seek with local tertiary and other providers.

In 2016, we operated 20 interactive online courses at curriculum levels 3-5 (years 9-10). By the end of 2017 most of our courses at curriculum levels 3 – 5 will be delivered fully online. The remaining modules are scheduled for completion by the end of 2018.

[10] Hassler et al, 'Perspectives on Technology, Resources and Learning', Faculty of Education, University of Cambridge (2016); UNESCO Learning Portal.

[11] page 36, E-Learning and pedagogy

During 2017 work has continued adapting Te Ara Hou (our integrated programme for students in years 7-10) for online delivery. The Te Ara Hou online course also has over 300 subject related modules available for students (based on their passions and interests).

In addition, Te Kura is supporting ongoing teacher professional development in online delivery. By encouraging 'Teaching as Inquiry' as an approach[12], Te Kura demonstrates the importance of continual inquiry regarding whether we are making a difference to the engagement, motivation and learning outcomes of Te Kura learners.

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

These are the actions we will take in 2018 to support achievement of this strategic priority:

- Teachers will continue to use the online learning environment My Te Kura to deliver effective personalised and authentic learning experiences. My Te Kura will be the digital space where student collaboration takes place, where teachers and their students work, and where student performance is managed.

- To optimise students' experience of online learning all students will be able to work through a personalised 'starter module' from early 2018.

- Our Student and Whānau support team ('the Hub') will continue to assist with online learning queries from Te Kura students, supervisors, whānau, school coordinators and external support staff such as additional teachers and teacher aides. This will help to ensure students are set up in My Te Kura, and have the tools and information they need to navigate through and engage with their learning programme.

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

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

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

- Students in Te Ara Hou (our integrated programme for students in years 7-10) and their teachers will continue to use Google Classroom to access a wide range of educational applications and a safe environment for communicating with each other and keeping track of assignments, we are also trialling other online tools we may use.

- We will progress our three-year programme of adapting NCEA booklet-based courses. Level 3 will be fully completed by end of 2018. The finalisation of Level 2 will be completed by the end of 2018.

[12] Page 35, New Zealand Curriculum

- We will investigate new ways to examine how our students engage online so we can proactively assist students to fully engage and achieve in the online space.

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

- Where possible we will begin to investigate the potential applications of Artificial Intelligence (AI) to create a better educational experience for our students.

- We will continue to provide assistance to eligible Te Kura students who wish to enrol in our online courses, subject to budgetary requirements we will investigate ways to extend this service to include our Primary and Early Childhood students.

Ako – a reciprocal process of learning and teaching

To support the continuation of our work in 2018 we commissioned a number of reviews in 2016 and 2017. In 2017 we have finalised initiatives to consolidate the implementation of authentic, cross curricular, personalised online learning for Te Kura students. Consultation with teachers, team leaders, the Curriculum team and managers continues to be an important feature of this work.

After piloting the use of the Learning Power[13] survey tool as a means of student self-evaluation of dispositions for learning in 2016, during 2017 we have continued to run professional learning and development for all Learner Services staff on the Learning Power approach. In 2018 we will embed best practice to build the resilient approach learners need to cope with setbacks and challenges, and to support their curiosity and readiness for learning.

In seminars early in 2017 teachers made critical links between learning power, authentic learning, individual learning plan development (ILP), and the EDUCANZ Professional Standards launched this year. Standards regarding professional inquiry are particularly relevant to the cohesion of this work.

In roundtables held in September 2017, teachers have demonstrated deeper understanding of the connections between Authentic Learning, Teaching as Inquiry, Learner Agency, Tātaiako and the standards for the Teaching Profession.

In 2017, 325 teachers have now taken the Learning Power survey to more fully understand themselves as learners. It is expected that up to 200 students will also complete the survey by the end of the year. We will continue to embed the Learning Power approach with Te Kura learners through the work of Learning advisors and subject teachers in 2018.

Advisories

Advisories are a key component of Te Kura's authentic learning programme. Regular advisory activity and face-to-face meetings with the learning advisor, supports student engagement and achievement while giving students an opportunity to work together with others in a group

[13] http://clara.learningemergence.com/

situation. We track the difference that advisories make to student learning outcomes and in 2018 we will continue to undertake this evaluation.

Our Authentic Learning/Big Picture pilot continues until mid-2018 with the purpose of delivering a sustained, authentic learning programme to 80 'at-risk' students in years 9-13 in multiple geographic locations. In 2017 we have honed our systems to track and monitor student entry data, attendance, Individual Learning Plans (ILPs), programmes and delivery, and exit information and have added measurements of student wellbeing.

The pilot follows the international Big Picture model to support each student into a programme of learning based on their passions and interests, leading to internships and Secondary-Tertiary programmes. Student progression through the Building Blocks of Big Picture pedagogy is monitored and reported on. In 2017 the students have self-assessed against ERO Wellness indicators on entry to the Pilots and continue to monitor their progress against these through their participation. ERO has carried out its 2017 evaluation as part of the ongoing evaluation schedule of the pilot. Te Kura has received a very favourable evaluation report and we continue to be guided by the ERO recommendations.

Cross-Curricular Learning

We also ran a workshop in October for Regional Managers, Team Leaders and Curriculum leaders to work together on potential authentic learning opportunities for Te Kura students and to generate ideas about how authentic learning and cross curricular learning can be better supported and assessed in all regions. In 2018 we will carry out some of the envisioned authentic cross curricular learning projects.

In 2017 we carried out a review of Careers Information Guidance and Education. As an outcome of the review we have initiated structural and pedagogical changes to further improve the effectiveness of getting careers information directly to Te Kura learners in 2018. This involves better integration of careers education through curriculum delivery, alignment of vocational pathways and pathways learning opportunities in the online advisory space in 2018. Following this, there will be a repositioning of staffing in the Development Team, which will be renamed the Youth Transitions Team from 2018.

In 2018 Te Kura will continue to work closely with schools to identify which programmes and adaptation capability they need to develop to fully support and integrate students' learning support needs.

Learning Support

In 2017 we also carried out a review of Special Education. We have changed the name and broadened our focus to include all students with learning support needs. Structural changes to the central team include preparation for a move to regionalised delivery of the SEA and SAC funds in 2018 in an effort to ensure optimal delivery to and support for learners and their families. The change programme and professional development for teachers will continue in 2018.

Online Learning Environment

There has been extensive development within our online learning environment, My Te Kura as we have completed the delivery of NCEA Level 1, 2 and most of Level 3 modules for learning in 2017. This includes full implementation of Dropbox for return of student work, development of better teacher feedback processes and automatic population of the Gradebook. In addition, in 2017 we have begun the realignment of assessment/feedback rubrics for online delivery.

The development of an online space for advisories has been interesting and challenging. Staff have contributed willingly to trialling and aligning materials. This area houses students' Individual Learning Plans, the guide for authentic learning building blocks and resources the learner may require for furthering their learning power. This work will continue in 2018 as we focus on developing competencies and dispositions for learning and employment in Te Kura students.

During 2018 Te Kura will continue to assist full-time students, and young adult students doing three or more subjects who wish to enrol in online courses but may need help to get online. In 2017 we extended this assistance to eligible students in years 7 and 8, as well as students in year 13. To qualify for this assistance, the student or their immediate family member need to meet the criteria (further information is available on our website). Depending on budget availability, Te Kura is considering extending this assistance in 2018. We will also continue to work with the Ministry of Education and Ministry of Business, Innovation and Employment to develop solutions for students living in areas without access to high speed internet connectivity.

In addition, development work is underway for Early Childhood and Primary online. The necessary renewal of primary resources for online delivery will continue in 2018.

Big Picture Online Advisory

In 2017 we initiated a Big Picture online learning advisory pilot. Ten Learning Advisors based in various locations around New Zealand worked online with approximately 50 of their students. A dedicated space was set up for Learning Advisors and students within the online learning environment. The pilot trialled virtual meeting room technology as a mechanism for providing online advisories for individuals and groups of students. Online advisories can provide students, who are attending face-to-face advisories, with additional support and enable us to reach the students who cannot attend advisories in person. Online advisories are based on the same Authentic Learning/Big Picture principles i.e. supporting students into a programme of learning based on their passions and interests, leading to internships and Secondary-Tertiary programmes.

Assessment

A continuing focus for teachers is the close monitoring of student achievement to ensure that the online environment is not a barrier to achievement. In 2017 at Level 1 NCEA, which is now fully online, we have seen no implementation dip to date, in the number of credits gained. This is a pleasing outcome in a time of major change.

We will continue to work closely with NZQA to ensure Te Kura mid-year examinations are delivered with authenticated assessment conditions. We will make changes for 2018 to ensure invigilation and authentication practices for overseas students meet revised NZQA requirements. We will examine the potentials for extending online delivery and proctoring for this purpose.

At Years 1-8 we will closely monitor any changes to the National Curriculum affecting Student Progress and Achievement to ensure the transition to any new reporting regime is a smooth for students and whanau. Regardless of these changes, adaptive testing, learning progressions and moderating objective teacher judgements will continue to be a priority in professional learning and development for teachers in 2018.

We will also review current practice in assessing Years 9-10 students, examining possibilities for change with the structure of observed learning outcomes (SOLO) taxonomy[14] and learning progressions in 2018.

These are the actions we will take in 2018 to support curriculum implementation and student achievement:

- Consolidating and streamlining our approach to authentic, cross curricular, personalised learning for Te Kura students.

- Embedding the Learning Power approach with Te Kura teachers and use of the CLARA survey tool with groups of learners.

- We will use the Learning Power approach as a key opportunity to develop student voice and agency in relation to Individual Learning plans and authentic learning opportunities
- Continue to refine the use of data and explore how to better use it to provide the evidence for ongoing self-review.

- Continue to embed numeracy and literacy support for students attending advisories

- Continue development of online advisories as part of our consideration of the effectiveness of advisories as an educational process and their contribution to improved outcomes.

- Further refine data collection and analysis on the engagement and achievement of our authentic learning pilot students, while working with students on Individual Learning Plans (ILPs).

- We will continue implementation of the outcomes of the Special Education and Careers Education reviews.

- We will continue the professional development of Year 1-10 teachers to meet the achievement challenges identified for learners in each region.

Achievement of priority groups

In 2018 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 needing additional Learning Support, and students from low socio-economic backgrounds. Many of our key initiatives are designed specifically to improve the engagement and achievement of Māori and Pasifika students.

[14] this describes levels of increasing complexity in student's understanding of subjects. It was proposed by J.B. Biggs and K. Collis, further information can be found here: http://classes.stac.school.nz/pluginfile.php/27846/mod_resource/content/1/SOLO%20Flyer%20%283%29.pdf

Te Kura has a very clear focus on the achievement of NCEA Level 2 by our students and are working with the Ministry of Education (MOE) to find a way to provide additional support options for Māori and Pasifika.

In 2016 Te Kura examined our practice and commissioned work which made recommendations on how to better enable and accelerate the success of all Te Kura's Māori students. We sought staff views on how Te Kura could better support staff to achieve this goal in relation to all our Māori students – full time and part time, dual enrolled, young adults, primary, secondary aged students, and in our early childhood programme. An essential element of this research was gathering the voice of Māori students and their supervisors and whānau. The recommendations made because of this research has guided us during 2017 as we worked to address the achievement gap between Māori students and the rest of the school and will continue to inform our progress in 2018.

We will build on our previous work as active participants in the Ministry of Education-funded Kia Eke Panuku programme to develop strategic leadership and a culturally responsive pedagogy of relationships across the school and within Māori communities. Ongoing work in 2018 will focus on integrating language, culture and identity into Te Kura's learning programmes and resources, promoting the use of Te Reo Māori across Te Kura and developing productive relationships with iwi, community groups and education providers. These focus areas align with the priority areas of Te Kura's Māori Students' Success Framework.

Huarahi Trades Academy

Since being established in 2013, Te Kura's Huarahi Trades Academy has worked to develop partnerships to support Māori and Pasifika students and to ensure that those students within other partnerships are also well supported. We have encouraged students to enter Trades Academy programmes by providing regular contact with Te Kura staff who ensure students are engaged in their learning and are achieving towards NCEA Level 2.

Gateway, funded by the Tertiary Education Commission, is a very successful initiative at Te Kura, with numbers over-subscribed in recent years. Gateway's purpose is to provide senior students (year 11 and above) with opportunities to access structured workplace learning[15]. Secondary Tertiary Alignment Resource (STAR) continues to be the basis of student experiences in tertiary programmes through short courses, tertiary distance programmes and camps which encourage students to explore their interests, leading them through into authentic learning opportunities including advisories, internships, Trades Academy and Gateway. We have over 60 Memoranda of Understanding (MoU) in place with providers across the tertiary sector to deliver these programmes to our students, and plan to build on this in 2018.

These are the actions we will take in 2018 to support achievement of priority groups:

- We will build on our efforts to raise awareness, particularly among young people and priority audiences of Te Kura's emphasis on future-focused learning.

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

[15] Further information can be found at http://www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/gateway/

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

- We will continue to build on and expand the goals of Kia Eke Panuku by working with Enviroskills students to encourage their academic progress during their Huarahi enrolment.

- We will renew our focus on Pasifika student achievement through updating and revitalising our Pasifika strategy.

- We will focus on better enabling and accelerating the success of all Te Kura's Māori students to reduce the gap in achievement between Māori students and the rest of the school.

- We will focus on supporting the educational aspirations and goals of existing Te Kura Pasifika students and students in Realm countries.

- Successfully implement the goals of students with Learning Support needs by finalising our review of our policy, strategies and services and restructure these for better learner support and learning outcomes.

- Devices and connectivity assistance to students will be extended to include eligible full time Early Childhood and Primary students.

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 2018 are:

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

Partnerships

Te Kura has established partnerships with schools and a wide range of organisations and individuals in local communities. In 2017 we have continued to work with the Ministry of Education to investigate ways to optimise the flexibility Te Kura can bring to the education system and the benefits for learners when Te Kura, schools and other partners work together, and we will continue this work in 2018.

Te Kura sees great value in being involved in Kāhui Ako (Communities of Learning). Many of our dual students are enrolled in schools that are part of Kāhui Ako and many of our full-time and young adult students have come from, or will return to, schools that are part of Kāhui Ako. In 2018, we will continue to work with the Ministry of Education and individual Kāhui Ako to maximise the opportunities available to students.

Regionalisation

By the end of 2018, Te Kura aims to have most teaching staff based in the region they serve. In 2017 we continued this process, so our students benefit from having their teachers located closer to them, and our teachers have links to the neighbourhood communities as well as the local agencies and services which help support our students. We will continuously evaluate and improve our staff collaboration across Te Kura's wāhanga to provide the best possible support to our students.

Professional learning for teachers

Te Kura's Professional Learning and Development strategy supports the school's approach to future-focused learning and the continuing support of online learning. In 2018 we will monitor and evaluate the strategy to identify changes to enhance teaching pedagogy, leadership training, and specialist and support staff training. The learning of our staff contributes to a shared understanding of Te Kura's curriculum and sharpens the focus on our online strategy. 2018 will see ongoing teacher professional learning and development in online delivery and will focus on improving the quality of personalised authentic learning, with the aim of achieving greater levels of student and whānau agency and student achievement.

Capability improvements

In 2018 we will continue to ensure data, tools and systems provide good support for teaching and learning, and that learning resources are developed and made available to students via My Te Kura to support our online strategy.

New online courses

The focus of development remains interactive online courses. During 2018 Te Kura will continue to assist full-time students, and young adult students doing three or more subjects who wish to enrol in online courses but may need help to get online. We will also continue to work with the Ministry of Education and Ministry of Business, Innovation and Employment to develop solutions for students living in areas without access to high speed internet connectivity.

Curriculum development

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

Information systems development

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

Performance measures and standards

Students enrolled with Te Kura come from a wide range of backgrounds. 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 of Education's priorities and the wider education system outcomes.

Te Kura has five key areas of measurement for reporting in 2018:

1. Provide a high quality early childhood education service
2. Lift student presence and engagement
3. Lift achievement in NCEA
4. Provide high quality online learning resources and outstanding service to our students
5. Ensure school efficiency and effectiveness

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

Unless otherwise stated all increases or improvements are against the 2017 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.

Goal 1.1: Ensure families and whanau are satisfied with Te Kura's Early Childhood programme

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

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

Answer Option	Response Percent	Response Count
Very satisfied	82%	114
Somewhat satisfied	17%	23
Neither satisfied nor dissatisfied	1%	2
Somewhat dissatisfied	0%	0
Very dissatisfied	0%	0
Total	**100%**	**139**

Response rate: 39.2% (139/355). 99% of families and whanau are 'very satisfied' or 'somewhat satisfied' as at November 2017.

2. Lift student presence and engagement

As Te Kura continues to transform the way our teaching and learning is delivered, we strive to lift student presence and engagement in our online learning environment My Te Kura. This will lead to better outcomes for our students and reduce the number of students who are removed from the roll for non-engagement.

Our approach of personalising learning puts emphasis on students, their values, aspirations and needs, and has the student at the centre of all teaching and learning. With My Korowai we have created an online context for our year 11 – 13 students to engage with their whānau and Learning Advisors. Together, they can create and keep track of learning pathways and plans in My Korowai to ensure they have access to opportunities to succeed.

Professional development for teachers will continue to focus on rich and succinct feedback in MyTe Kura and in My Korowai. This feedback will be used to help our students improve their learning experience at Te Kura.

Goal 2.1: Ensure all year 11 - 13 full-time and young adult students engage with their Learning Advisors in My Korowai

By the end of 2018, all year 11 – 13 full time and young adult students will engage regularly with their Learning Advisor in My Korowai.

Goal 2.2: Ensure our students receive quality feedback from our teachers

90% of students who respond to a survey ‘agree’ or ‘strongly agree’ that the feedback they receive from their teacher helps them to understand and improve their learning.

Goal 2.3: Lift student presence and engagement in My Te Kura

We aim to lift the proportion of full-time and young adult students who regularly access My Te Kura and who return work online. We will monitor student presence and engagement week by week, to increase student presence and engagement from 2017 to 2018.

2017 My Te Kura sessions and Dropbox submissions, full-time and young adult students

Month	With My Te Kura sessions	With Dropbox submissions
January*	34% (882/2591)	8% (203/2591)
February	59% (1753/2984)	33% (980/2984)
March	67% (2046/3051)	42% (1289/3051)
April*	63% (1858/2933)	34% (992/2933)
May	67% (2125/3177)	41% (1304/3177)
June	68% (2093/3063)	43% (1303/3063)
July*	65% (1974/3031)	35% (1070/3031)
August	69% (2144/3091)	43% (1341/3091)
September	69% (2159/3132)	41% (1298/3132)
October*	65% (2032/3126)	35% (1097/3126)
November	65% (1992/3058)	39% (1181/3058)
December*	44% (1272/2867)	19% (532/2867)

*Months with term breaks/school holidays

Goal 2.4: Reduce proportion of non-engaged students

We will aim to reduce the proportion of full-time and young adult students who are removed from the roll through the non-returners process from 2017 to 2018.

2017 cumulative non-returners (full-time students)

Ethnicity	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Māori	2.3% (21/927)	4.6% (48/1049)	6.8% (79/1158)	9.4% (117/1250)
Pasifika	0.0% (0/68)	1.4% (1/74)	6.9% (6/87)	10.6% (10/94)
Non-Māori/Non-Pasifika	0.5% (7/1484)	2.4% (39/1647)	3.8% (68/1813)	4.8% (93/1942)
All	**1.1% (28/2479)**	**3.2% (88/2770)**	**5.0% (153/3058)**	**6.7% (220/3286)**

2017 cumulative non-returners (young adult students)

Ethnicity	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Māori	1.6% (11/709)	11.6% (109/937)	17.9% (201/1121)	21.1% (267/1266)
Pasifika	0.0% (0/130)	9.0% (14/156)	16% (30/187)	21.5% (45/209)
Non-Māori/Non-Pasifika	0.2% (5/2044)	6.7% (167/2490)	12% (349/2901)	14.7% (478/3252)
All	**0.6% (16/2883)**	**8.1% (290/3583)**	**13.8% (580/4209)**	**16.7% (790/4727)**

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.
In 2018 the Ministry of Education commence a review into NCEA to respond to emerging needs and opportunities. Te Kura will ensure it keeps pace with the development and recommendations arising from this review.

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.

2017 FT & YA with 0 credits

Offering Type	NCEA Level	Start of year	End of year
FT	L1	60% (358/599)	17% (101/599)
	L2	52% (358/682)	15% (101/682)
YA	L1	35% (373/1057)	9% (95/1057)
	L2	26% (373/1424)	7% (95/1424)

Preliminary data as at 16/01/2018 - final standard results data will be available in early April 2018

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.

2017 FT & YA with 40 or more credits

Offering Type	NCEA Level	Start of year	End of year
FT	L1	14% (83/599)	38% (230/599)
	L2	11% (75/682)	29% (201/682)
YA	L1	33% (348/1057)	52% (546/1057)
	L2	22% (312/1424)	44% (630/1424)

Preliminary data as at 16/01/2018 - final standard results data will be available in early April 2018

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

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

2017 Y11-13 FT & YA registrations and non-returners

Offering Type	Registrations	Non Returners	% NR	NR w/o credits	% NR w/o credits
FT	1416	130	9%	65	50%
YA	4787	790	17%	42	5%
All	**6203**	**920**	**15%**	**107**	**12%**

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

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

Current NCEA subject registrations, full-time students enrolled for 60+ days (as at 18 December 2017)

NCEA Level	Registrations	Registrations with results	% with results
L1	2542	986	39%
L2	832	412	50%
L3	279	143	51%
Total	**3653**	**1541**	**42%**

Current NCEA subject registrations, young adult students enrolled for 60+ days (as at 18 December 2017)

NCEA Level	Registrations	Registrations with results	% with results
L1	2803	798	28%
L2	2330	727	31%
L3	1633	673	41%
Total	**6766**	**2198**	**32%**

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

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

2017 Y11-13 FT & YA Literacy and Numeracy requirements met

Offering Type	No	Yes
FT	70% (418/594)	30% (176/594)
YA	68% (695/1025)	32% (330/1025)

2017 Y11-13 FT & YA Literacy requirements met

Offering Type	No	Yes
FT	57% (337/594)	43% (257/594)
YA	55% (564/1017)	45% (453/1017)

2017 Y11-13 FT & YA Numeracy requirements met

Offering Type	No	Yes
FT	66% (393/594)	34% (201/594)
YA	63% (641/1020)	37% (379/1020)

Preliminary data as at 16/01/2018 - final standard results data will be available in early April 2018

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

Goal 3.6: Maintain high NCEA standard pass rates

Te Kura will maintain or increase high achievement rates for NCEA standards at all levels in 2018.

2017 FT & YA NCEA internal and external standard achievement rates (Te Kura assessed standards only)

Offering Type	NCEA Level	Achievment Rate
FT	L1	92% (2545/2754)
	L2	86% (920/1065)
	L3	92% (542/589)
	All	**91% (4007/4408)**
YA	L1	94% (2343/2483)
	L2	89% (2284/2560)
	L3	90% (2597/2882)
	All	**91% (7224/7925)**

2017 FT & YA NCEA internal standard achievement rates (Te Kura assessed standards only)

Offering Type	NCEA Level	Achievment Rate
FT	L1	95% (2273/2385)
	L2	93% (724/779)
	L3	97% (393/406)
	All	**95% (3390/3570)**
YA	L1	97% (2136/2212)
	L2	94% (1814/1931)
	L3	96% (1981/2073)
	All	**95% (5931/6216)**
SD	L1	94% (5256/5596)
	L2	93% (2015/2170)
	L3	93% (1411/1511)
	All	**94% (8682/9277)**

2017 FT & YA NCEA external standard achievement rates (Te Kura assessed standards only)

Offering Type	NCEA Level	Achievment Rate
FT	L1	74% (272/369)
	L2	69% (196/286)
	L3	81% (149/183)
	All	**74% (617/838)**
YA	L1	76% (207/271)
	L2	75% (470/629)
	L3	76% (616/809)
	All	**76% (1293/1709)**

Preliminary data as at 16/01/2018 - final standard results data including data for external results of dual students will be available in early April 2018

4. Provide high quality online learning resources and outstanding service to our students

Since 2016 we have been in the process of transitioning Te Kura systems for teachers and students online and this programme will be largely completed in 2018. Many of our subjects are already being delivered fully online, and the Media Services and Online Project team are busy with ongoing transition work at NCEA level 2 and 3, Te Ara Hou (years 7 – 10), Primary (years 1 – 6) and Early Childhood Education. This work is scheduled to be completed by the end of 2018.

As with all of new online content, Te Kura continues to seek feedback from our students, their families and whānau, as well as teachers and other education professionals to ensure it meets our learners' needs.

Goal 4.1: Complete online modules for NCEA, Te Ara Hou, Primary and ECE

All online modules will be completed in accordance with the project plan and will be available to our students by the end of 2018.

Goal 4.2: Ensure our online content meets our learners' needs, is engaging and interesting

90% of respondents to a survey 'agree' or 'strongly agree' that the content of our online modules is clear, the topics are interesting, that there is a good mixture of activities and that the activities help with their learning.

Te Kura's online learning support service ('the Hub') was introduced at the start of 2017 and celebrated its one-year anniversary in January 2018. During 2018, the Hub will continue to assist with online learning related queries from Te Kura students, supervisors, whānau, school coordinators and external support staff. This will ensure they have the tools and information they need to navigate through and engage with their learning programme.

Goal 4.3: Ensure high resolution rates of queries to the Hub, and resolve queries in a timely manner

The Hub aims to resolve 95% of all queries within 5 business days, and to resolve at least 80% within one business day.

Goal 4.4: Ensure high levels of customer satisfaction with the Hub's services

90% of callers to the Hub who respond to a survey are 'satisfied' or 'very satisfied' with the service they receive.

5. Ensure school efficiency and effectiveness

Te Kura is committed to be an efficient and effective school by ensuring our people, systems and processes are adaptive, responsive and capable of achieving our goals.

Goal 5.1: Te Kura achieves its operating and capital budget targets within variance acceptable to the Chief Executive and Board.

Te Kura operates within its approved budget.

Goal 5.2: Te Kura assets will be well-managed and updated according to the replacement cycle.

The Capital Management policy is adhered to.

Goal 5.3: Te Kura will comply with all statutory, regulatory and audit requirements and the school's policies and procedures.

- 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 Aotearoa 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. The link to this policy can be accessed via the Te Kura website.

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 our early childhood enrolments are from rural areas where little or no access is available. Other types of enrolments include itinerant families and enrolments for medical reasons, special circumstances or Ministry of Education referrals.

Some enrolments continue with Te Kura for their schooling, but most go on to attend a local school. The programme aims to accommodate the diverse lifestyles and socio-economic backgrounds, while being flexible and adaptable to support different levels of developmental needs.

Our Vision
All students achieve their potential.

Our Mission
We collaborate with learners, whānau and communities to provide effective teaching and personalised learning.

Our Philosophy

We believe all children have the right to early childhood education. We are committed to honouring *Te Tiriti o Waitangi* and working in partnership with tangata whenua. We believe that a partnership between parents, whānau and kaiako is the most effective way to provide quality distance education for children.

Our approach is based on the national Early Childhood Curriculum, *Te Whāriki*, "an inclusive curriculum – a curriculum for all children. Inclusion encompasses gender and ethnicity, diversity of ability and learning needs, family structure and values, socio-economic status and religion." *(Ministry of Education, 2017. p. 13)*.

Individual programmes of learning are created within the framework of *Te Whāriki*, the and will:

- empower mokopuna to learn and grow
- reflect the holistic way mokopuna learn
- respect the reciprocal relationships between mokopuna, whānau and community
- focus on mokopuna strengths, interests and everyday experiences
- follow sound pedagogy and practice
- provide parent education and support.

We believe in the application of the principles of equity for teachers, parents, whānau, children and communities.

Te Whāriki – He whāriki mātauranga mō ngā mokopuna o Aotearoa
Leaders and kaiako work in partnerships with children, parents and whānau to unpack the strands, goals and learning outcomes of *Te Whāriki*, interpreting these and setting priorities which promote individual programmes of learning, responding to the context of each child's home and community environment, and responsive to Te Kura's Early Childhood context.

The four curriculum principles are interwoven with five curriculum strands, which give expression to the vision for children at the heart of *Te Whāriki*. In collaboration with parents whānau and communities, kaiako will create a curriculum which supports each child's individual learning and development within their environment.

principles	strands
EMPOWERMENT | WHAKAMANA	WELLBEING | MANA ATUA
HOLISTIC DEVELOPMENT | KOTAHITANGA	BELONGING | MANA WHENUA
FAMILY AND COMMUNITY | WHĀNAU	CONTRIBUTION | MANA TANGATA
TANGATA	COMMUNICATION | MANA REO
RELATIONSHIPS | NGĀ HONONGA	EXPLORATION | MANA AOTŪROA

Leaders and kaiako provide individual programmes of learning where:

- A culture is created that values and promotes the health and wellbeing of children. Kaiako model positive attitudes towards hauora, healthy eating and activity.
    - Kaiako understand the progression of and variations in children's development and provide time for the gradual growth of independent skills, such as feeding, toileting and dressing.
    - When kaiako have concerns about a child's development or health they work in partnership with parents, whānau and relevant services.
    - Kaiako build relationships of trust and respect children's rights by acknowledging feelings and individuality, explaining procedures, taking children's fears and concerns seriously, and responding sensitively.
    - Kaiako recognise the importance of spirituality in the development of the whole child.

- All children and their families are accepted, their diversity is valued and welcomed, and they are actively supported to participate and learn.
    - Respect for a diversity of family forms and cultures exists, and kaiako have knowledge of children's families so they can reflect this in the curriculum.
    - Kaiako encourage a sense of kaitiakitanga by providing children with opportunities to connect with the wider natural environment and materials drawn from nature.

- Appreciation of and respect for children's social and cultural connections are expressed in the day-to-day life and programme planning.
- The interdependence of children, whānau and community is recognised and supported.
- The curriculum supports children and their families to be active participants in their communities.

- Children, parents and whānau are welcomed and contribute to the Te Kura Early Childhood programme.
  - Kaiako promote equitable opportunities for children and counter actions or comments that categorise, stereotype or exclude people.
  - Kaiako nurture empathy through interactions, modelling and respectful practice.
  - Kaiako recognise and value children as individuals. Their interests, enthusiasms, preferences, temperaments and abilities provide the starting point for individual planning, ensuring that all children can participate to the best of their abilities and that additional support is accessed as required.
  - Children's cultural values, language, customs and traditions from home are affirmed so that they can participate successfully in their community.
  - The programme encompasses different cultural perspectives, recognising and affirming the primary importance of the children's families and cultures.

- Te Kura early childhood programme gives expression to, and extends children's understandings of their own and other languages and cultures.
  - Kaiako have informed and realistic expectations of children's language acquisition and development and seek timely advice if language delays are identified.
  - Children have opportunities to interact with a range of adults and with other children (of the same and different ages).
  - There are opportunities for one-to-one communication between kaiako and children.
  - The use of te reo Māori in the programme is encouraged. Kaiako are supported to learn te reo Māori and to understand what it means for a child to be growing up bilingual.
  - Kaiako respect the use of children's home languages.
  - The programme of learning offers a range of mathematics and literacy resources to support the development of mathematical and reading and writing concepts.
  - The programme of learning offers a range of arts-related resources that support children to discover and develop different ways to be creative and expressive.
  - Kaiako support children to develop an understanding of security and safety when communicating in a digital world.

- Te Kura early childhood programme offers a variety of possibilities for exploring, planning, reasoning and learning. New challenges and familiar settings encourage children to develop confidence.

- Kaiako encourage a sense of kaitiakitanga by providing children with opportunities to connect with the wider natural environment and with materials drawn from nature.
- Kaiako appreciate the importance of children exploring and testing their physical abilities by engaging in adult-supported risk-taking play.
- Kaiako extend children's play using a range of pedagogical strategies. They provide extra resources and suggestions on how to strengthen plans or activities in ways that extend learning and support the development of working theories.
- Kaiako provide resources and equipment that encourage spontaneous play and the practising of skills.
- Kaiako plan experiences, resources, events and longer-term investigations that build on and extend children's interests. Equipment is provided for scientific, mathematical and technological learning.
- Kaiako encourage sustained shared thinking by responding to children's questions and by assisting them to articulate and extend ideas. They assist them to take advantage of opportunities for exploration, problem solving, remembering, predicting and making comparisons and to be enthusiastic about finding answers together. They encourage children to know what is happening and why.
- Kaiako provide resources and provocations which encourage children to use creative arts to express their thinking about people, places and things.
- Kaiako know how to support children's physical literacy.
- A reference library is available for kaiako, as well as information for parents on nutrition, children's physical activity and growth, and how play is important for learning and development.

Fees and statement of financial accountability

Parents provide the venue, heating, lighting and supervision. They do not pay fees.