

## **Charter and Annual Plan 2011**

## Contents

<b>Overview from the Chair and Chief Executive .....</b>	<b>3</b>
<b>Establishment, legislative framework and governance .....</b>	<b>5</b>
<b>Vision .....</b>	<b>6</b>
<b>Purpose .....</b>	<b>6</b>
<b>Core values and behaviours .....</b>	<b>6</b>
<b>What we do .....</b>	<b>7</b>
<b>Our students and community .....</b>	<b>8</b>
<i>Enrolment numbers .....</i>	<i>9</i>
<b>Guiding principles .....</b>	<b>10</b>
<b>Māori student achievement .....</b>	<b>11</b>
<b>Implementation of National Standards .....</b>	<b>12</b>
<b>Our structure .....</b>	<b>13</b>
<b>Our stakeholders .....</b>	<b>14</b>
<b>Strategic context .....</b>	<b>15</b>
<i>Contribution to the education sector .....</i>	<i>15</i>
<i>Our strategic direction .....</i>	<i>16</i>
<b>Key initiatives .....</b>	<b>18</b>
<i>Core delivery: Teaching and learning .....</i>	<i>20</i>
<i>Strategic priority: Fully integrated regional teaching and support services for full-time students .....</i>	<i>21</i>
<i>Strategic priority: Authentic and engaging learning experiences for full-time students .....</i>	<i>22</i>
<i>Strategic priority: A distinct service delivery model for dual students targeted at their specific needs .....</i>	<i>23</i>
<i>Enabling strategy: Ensure our people, systems and processes are adaptive, responsive and capable of achieving our goals .....</i>	<i>26</i>
<b>Performance measures and standards .....</b>	<b>27</b>
<i>Strategic goal: Student Achievement .....</i>	<i>27</i>
<i>Strategic goal: Student Presence .....</i>	<i>28</i>
<i>Strategic goal: Student Engagement .....</i>	<i>29</i>
<i>Capability management .....</i>	<i>30</i>
<b>Early Childhood Service Charter .....</b>	<b>31</b>

## Overview from the Chair and Chief Executive

Paetāwhiti e  
Te kāinga ō mātiro  
Ngā pae tata e  
Whakamaua kia tina TINA!

ā Toi o ngā rangi e  
He kahurangi mo te aho  
O te kura pounamu

'Tis the far horizon  
The home of aspirations yet to be  
accomplished  
While the goals of today  
Let them be pursued and achieved

A compelling urge from highest potential  
A prized gift emanating forth  
Like the treasured aspirations  
of radiant greenstone.

As the largest school in New Zealand, Te Kura touches the lives of thousands of students each year. Our vision for all our students is that they achieve their potential, but many have come to us after struggling in an education system that does not meet their needs.

It is acknowledged that our education system has not kept pace with other developments. However, Te Kura is in a unique position to forge new paths and develop new ways of engaging learners. Without the constraints of bricks and mortar we are working with communities around Aotearoa to build and strengthen partnerships, try different ways of delivering teaching and learning, and foster greater involvement of our students, their whānau and communities in students' learning.

So in 2011 we will continue to increase the number of our staff who are working in regional offices and other community locations. We will continue to develop our authentic learning approach and to build relationships with community groups, employers and other education providers who can help provide authentic learning opportunities for students. These opportunities will enable students to learn skills they'll need in the 21<sup>st</sup> century, in particular collaboration, critical thinking and problem solving. We will continue efforts to investigate how to best deliver dual tuition to students in 2011. There may be opportunities for schools to participate in trials of different delivery modes including blended and online learning.

Engaging, developing and supporting Māori learners to succeed as Māori is a key focus for Te Kura. This year we will continue to build internal capability and develop partnerships and relationships with communities, iwi and hapu to support our Māori students to achieve. As a part of our activities in our Māori Responsiveness Strategy in 2011 we will focus on:

- building and growing culturally responsive school leadership
- designing and developing te reo Māori resources in partnership with Kura Kaupapa Māori and the Crown
- enhancing and building strategic relationships with iwi, hapū, whānau and Māori communities.

There will be a strong focus in 2011 on our enabling strategy of becoming a leader in e-learning and utilising technology effectively throughout the school, with the implementation of a new student management system (SMS) and the further development of our online teaching and learning environment (OTLE). The new SMS represents a significant investment for Te Kura and its implementation during 2011 will involve staff across the school. Continued development of the OTLE in 2011 will see it incrementally replace Blackboard as the school's learning management system, offering students the tools they'll need

to become active seekers, users and creators of knowledge, and providing greater opportunities for collaboration with students across geographical and social boundaries.

Work will also continue on the implementation of National Standards for literacy and numeracy for students in years 1-8, which Te Kura has been well-placed to implement. The focus in 2011 will be on achieving school-wide targets for improved performance against the National Standards, the setting of goals for each student and working with them to achieve these. Teachers will be involved in professional development to enable them to support the achievement of these goals and targets. We will also continue the review of NCEA courses to align them with the updated standards at NCEA Level 1 and 2. A plan to address literacy and numeracy needs across all levels of the school will be developed with a particular emphasis on literacy in 2011.

Patricia McKelvey, CNZM MBE  
**Chair**

Mike Hollings  
**Chief Executive**

## Establishment, legislative framework and governance

The Correspondence School (Te Kura) was set up in 1922 to provide education at primary school level for 83 students living in remote areas. Seven years later it expanded to cater for secondary school students. Since then the school has grown and developed to meet the changing demands placed on it as its role in the education sector has evolved over time.

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

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

The enrolment of students is governed by sections 7 and 7A of the Education Act 1989. Our enrolment policy is reviewed annually by the Ministry of Education and the Board of Trustees, and is published by Gazette notice. Students who meet the policy criteria may enrol as government-funded students. Other students may enrol as fee-paying students.

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

All Board members were re-appointed in September 2009 except where noted below.

	<u>Term expiry date</u>
Trish McKelvey (Chair)	September 2011
Wayne Bainbridge	September 2012
Don Blakeney (appointed May 2009)	September 2012
Roger Drummond	September 2011
Carol Moffatt	September 2012
John Nisbet (TCS staff member, elected June 2010)	June 2013
Nori Parata	September 2012
Jacky Stafford (appointed May 2009)	September 2012
Roger Taylor (Deputy Chair)	September 2011

## **Vision**

Our students achieve their potential.

## **Purpose**

We provide our students with anytime, anywhere personalised learning.

## **Core values and behaviours**

Our values describe the way we go about our work.

- We take personal responsibility for our performance and the achievement of our students.
- We reflect the values of rangimarie (peace, serenity, calmness), and aroha (compassion/ empathy).
- We are respectful, courteous and good humoured in all our interactions and relationships.
- We are innovative and responsive to the needs of our students and their whānau/families.
- We communicate openly and honestly, and respect alternative perspectives.
- We support and encourage each other, share knowledge and ideas, and work collaboratively for the benefit of our students.
- We respect all our people and the contribution they make to the organisation.
- We support each other's need for work/life balance.
- We value diversity and encourage individuality.
- We take the time to celebrate the successes of our students and colleagues.
- We learn from our experiences, and take responsibility for our ongoing learning.
- The vision and values of the New Zealand Curriculum 2007 are key drivers for Te Kura in all our interactions with students and form the basis of our pedagogy and curriculum development.

## What we do

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

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

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

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

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

## Our students and community

The circumstances of Te Kura students are many and varied. This diversity is evident in terms of their age and ethnicity, location, educational need and level of support available to each student.

At any one time, around 15,000 students are enrolled at Te Kura. While most are of secondary school age, the school's students range from pre-schoolers to senior citizens and live in all regions of New Zealand and overseas.

Te Kura has a sizeable Māori community, with Māori students comprising approximately 30 per cent of full-time primary and approximately 45 per cent of full-time secondary enrolments. The Māori Responsiveness Strategy recognises the school's need to engage, develop and support Māori learners to be successful and to do so in ways that support their identity as Māori.

Te Kura must provide for the learning needs of all its students and address the expectations of their learning supervisors, families and whānau. While the roll still includes those who are geographically isolated, itinerant or living overseas, Te Kura students are increasingly those for whom a face-to-face school is not currently the best option. This includes students who have been alienated or excluded from a face-to-face school, those who have been referred by Group Special Education because they have psychological or psycho-social needs, young parents, and students who have been referred by Child, Youth and Family. Together, these students make up approximately 70% of our roll.

Our focus is on working with students, their families, whānau and communities to provide effective teaching and personalised learning. Te Ara Hou, an integrated learning programme for students in years 7 to 10, engages them in learning that is relevant and responsive to their individual needs. Our aim is that Student Education Plans (SEPs) are in place for all full-time students that record their agreed aspirational goals. Each SEP is developed through negotiation between the learning advisor, their student and supervisor. Regular review of a student's SEP measures progress made and provides the opportunity for setting new goals.

Regionally-based event days for students are organised by staff who know their students and their families, and the schools, agencies and community groups that are available to support the students' learning. These events help Te Kura students develop their practical work, social and relationship-building skills within a local context. Parallel programmes for learning supervisors augment the skills they use when working with their students.

Te Kura also has a substantial number of dual-enrolled students from primary and secondary schools, enrolled for curriculum access, adaptation or extension. Through these enrolments the school has developed solid working partnerships with most of the country's primary and secondary schools. Each of these partnerships is based on a Service Level Agreement (SLA) that formalises each party's responsibilities for the student's education.

While early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds, they continue to be drawn mainly from rural areas. Most of these students go on to attend their local primary school.

Our roll includes a large number of young adult enrolments – those aged 16 or over who have already left the schooling system. Students enrolled under this gateway may remain enrolled up to and including the end of the year in which they turn 19. Te Kura has established Young Adult Advisor positions to support this growing student group.

## **Enrolment numbers**

<b>Enrolment type</b>	<b>2010 actual cumulative enrolments<sup>1</sup></b>	<b>2011 forecast cumulative enrolments<sup>1</sup></b>	<b>2010 actual equivalent full time students (EFTS)</b>	<b>2011 forecast equivalent full time students (EFTS)</b>
Early Childhood	949	990	726	655
Primary Full-time	897	928	613	554
Primary Dual	1,000	1,026	381	345
Primary Fee Payers <sup>2</sup>	70	73		
Secondary Full-time	3,210	3,290	1,986	1,827
Secondary Dual	10,748	10,992	2,488	2,561
Secondary Fee Payers <sup>2</sup>	214	221		
Adults <sup>3</sup>	9,047 <sup>4</sup>	9,340	1,973	2,409
<b>Total</b>	<b>26,135</b>	<b>26,860</b>	<b>8,167</b>	<b>8,351</b>

1. These figures represent the total number of enrolments throughout the year, not a count of students.
2. Fee payers do not generate EFTS.
3. Adult student numbers include students from the Department of Corrections.
4. Includes 5,206 Young Adult enrolments.

## Guiding principles

Te Kura implements and complies with the National Education Goals (NEGs) and the National Administration Guidelines (NAGs).

We ensure our students are given an education which will enhance their learning, build on their needs and respect their ethnic and cultural heritage.

Our purpose is to:

- improve the achievement of all students as well as focus on addressing underachievement
- recognise the differing needs of different groups of students, including those with special education needs and disabilities
- target education programmes and learning support to students' education needs and support requirements
- be committed to the critical relationship between the student, teacher and family/whānau
- focus on parent, whānau and building community-based capability to support learning
- recognise and respond to regional differences
- respond positively to changing expectations of students, parents and communities.

We assess and report on student progress and achievement to our stakeholders and our community as a whole, including our Māori community.

We aim to develop organisational capability and to promote high levels of staff performance to support the effective and efficient delivery of education to our students.

We operate on a sustainable financial basis. We allocate our resources according to sound educational and financial principles, having as the basis the best possible achievement outcomes for students.

We maintain a strategic plan and an annually updated annual plan, including goals and targets, and will report on these annually.

We document how the National Education Guidelines are being implemented. We maintain an ongoing programme of self-review and comply with all general legislation requirements.

## Māori student achievement

Ngā paetae o ngā ākonga Māori

In 2010, we reviewed and realigned our Māori Learners' Success Framework into our Māori Responsiveness Strategy 2010-2013. This allowed us to incorporate the re-released Ministry of Education Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012 and other key Māori education strategies.

This year in 2011, our focus will be to embed our newly released strategy across Te Kura and to our stakeholders. The key purpose of the Māori Responsiveness Strategy 2010-2013 is now solely focused towards the school's priorities for contributing to the presence, engagement and achievement of "Māori students enjoying education success as Māori".

We have incorporated within the strategy Rawa, Mātauranga and Whakamana so that our Māori students are still able to work towards being resourced, wealthy and enterprising, skilled, learned and innovative, and leading, influential and empowering.

Our approach for implementing this strategy continues to be focused on four key areas:

- build staff capability
- extend our relationships and partnerships
- support Māori students, whānau and community
- develop best practice resources for Māori students.

The specific activities for 2011 will be to continue to:

- embed the Māori Responsiveness Strategy 2010-2013 across Te Kura
- build and grow culturally responsive school leadership
- implement the new NCEA Level 1 online Maori course
- design and develop te reo Māori resources in partnership with Kura Kaupapa Māori and the Crown
- enhance and build strategic relationships with Iwi, hapū, whānau and Māori communities
- implement our staff-directed Māori responsiveness professional development matrix.

## Implementation of National Standards

In 2010 the Te Kura Board and its staff made a commitment to implement the National Standards in Reading, Writing and Mathematics for students in years 1-8, according to the National Education Guidelines in response to this government initiative. A three year plan was developed and the first stage implemented in 2010. Te Kura aims to effectively use National Standards to support improvements in students' progress and achievement.

To accomplish this, the school's priorities in 2011 will be to:

- ensure we have sufficient knowledge and understanding of the National Standards to effectively support student progress and achievement
- enhance our reporting to the Ministry and to parents/caregivers
- set goals with each student for their achievement and progress
- continue professional development in the teaching of literacy and numeracy to support students to meet their targets for the Standards
- work together to achieve the school-wide targets for National Standards .

During 2010, the first stage of implementing the National Standards at Te Kura was successfully completed. Teachers participated in professional development which focused on: developing teachers' understanding of the standards; enabling them to make assessments of students' progress and achievement against the standards; moderating these judgements across teachers and teams; writing plain language reports to parents/whānau that commented on students' progress and achievement against the standards. This professional development was well received by teachers and assisted them to fulfil their responsibilities.

The standards describe and exemplify what students are expected to achieve in each year of their schooling. They are aspirational rather than norm-referenced. Evaluation of information on student achievement against National Standards is based on assessment results from aTTle, Reading Running Records, or NumPA and work completed by the student and assessed by the teacher. Moderation processes were developed to ensure consistency between teachers in their assessments against the standards. Team leaders met to establish the criteria for overall teacher judgments and then worked with their teams to quality assure the judgments made. These assessments were then gathered across the school for analysis. Students with special needs who have an Individual Education Plan (IEP) and English language learners who are in their first 2-3 years of schooling in an English language context are not assessed against these standards.

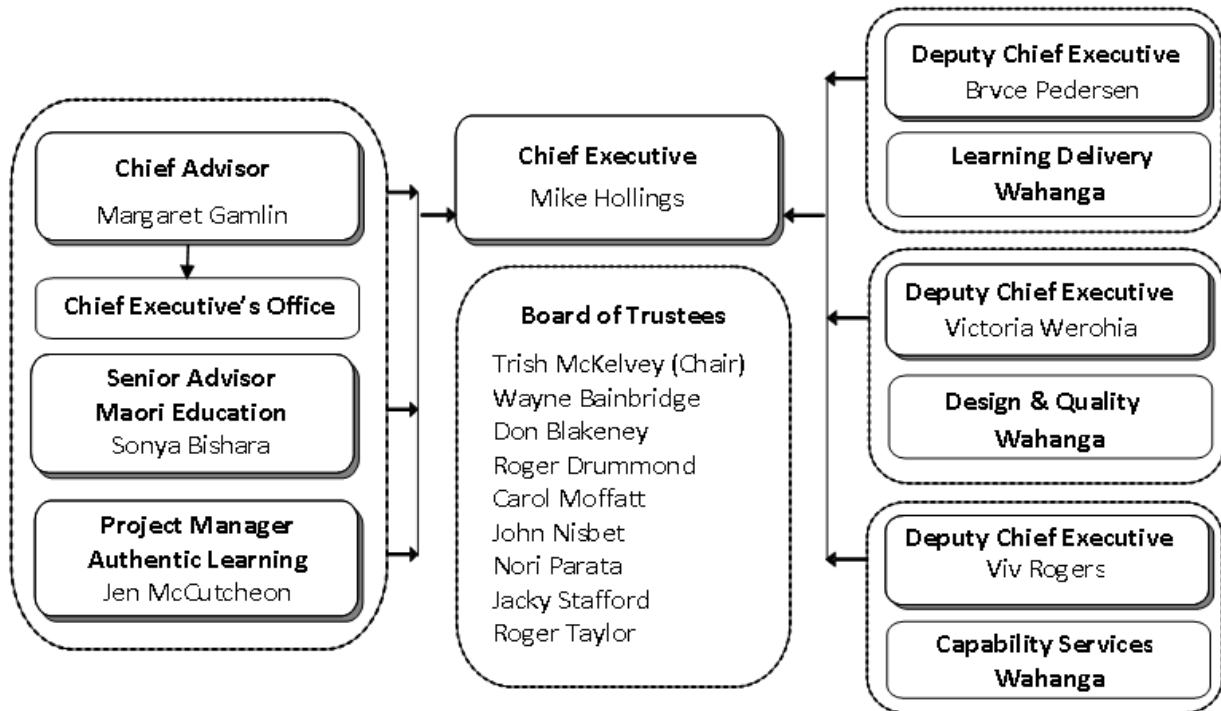
In July 2010, Te Kura reported to parents and caregivers in plain language against the standards for the first time. All students in years 1-8 who were enrolled with Te Kura before 2 June 2010 were reported on. Teachers commented on students' progress towards these standards, set next learning steps for students, said what teachers would do to help and suggested how parents/whānau could help at home. Parents commented very favourably on the quality and usefulness of these reports. End-of-year reporting to parents and caregivers provides information on the progress students have made over the full year, whether they have achieved the standard for their year level and if not, what standard they have achieved.

Analysis of achievement data has been undertaken at mid-year 2010 which shows that about 60% of Te Kura students are working at or above the standard for their year level. The percentage goes down as the year level goes up. For those working above their standard, the majority are one year above. For those working below, most are one year below but many are two years below their year level. End of year data

will also be analysed to enable Te Kura to use the student progress and achievement data in much greater detail to inform and improve teaching and learning. The results of this (will be) reported to the Board in February 2011 and a summary will be included in the 2010 Annual report.

## Our structure

Our management structure is detailed in the diagram below.



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

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

Te Kura has the equivalent of approximately 500 full-time staff members, approximately 20% of which are based in regional offices outside of Wellington.

## Our stakeholders

The nature of our core activities around teaching and learning requires close interaction, sound working relationships and involvement with a range of stakeholders. The school has enhanced and renewed its focus on stakeholder management by developing stakeholder management plans for the school and each wahanga. By developing these plans, the school intends to better meet and/or manage our stakeholders' needs.

We work in partnership with students, their families and whānau, schools, a number of government agencies, organisations and communities. Some of our key stakeholders include:

- alternative education providers
- Auckland University of Technology
- Authentic Learning external stakeholder group (national)
- Career Services *rapuara*
- Child, Youth and Family
- Deloitte (Te Kura auditor)
- Department of Corrections
- early childhood education providers
- Education Review Office
- Immigration New Zealand
- industry training organisations
- iwi
- Leadership Development Centre
- Learning Media
- Ministry of Education
- Ministry of Pacific Island Affairs
- Ministry of Social Development
- Ministry of Youth Development
- New Zealand Educational Institute
- New Zealand Post Primary Teachers' Association
- New Zealand Qualifications Authority
- New Zealand Teachers Council
- service suppliers
- State Services Commission
- Te Kete Ipurangi – The Online Learning Centre
- Te Puni Kōkiri – Ministry of Māori Development
- Tertiary Education Commission
- Te Runanga Nui o Nga Kura Kaupapa Māori o Aotearoa
- Te Whānau o Waipareira Trust
- the business community
- The Correspondence School Parents' and Supervisors' Association
- The Open Polytechnic of New Zealand
- Tū Toa
- Victoria University of Wellington
- wananga

## Strategic context

### ***Contribution to the education sector***

For 2010/11, the Government has determined an end outcome for the broader education sector which is to have a *world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century*. This is what the Government aspires to achieve for society in terms of education. Within this context, the Government is seeking to raise education standards at all levels to ensure equality of opportunity for all young people.

In addition, the Ministry of Education has identified that the education system needs to become more responsive to the needs of all students, particularly the disproportionate number of Māori and Pasifika students, students from low decile school communities and students with additional needs that are not being fully met by New Zealand's education system. As a result, resources, processes and infrastructure are being reoriented to transform all parts of the education system to make it more meaningful and relevant for 21<sup>st</sup> century learners.

The changes the school is making to the ways in which we connect with our students, their families, communities and other agencies, reflects our commitment to contributing to the realisation of a more meaningful and relevant 21<sup>st</sup> century education system in New Zealand.

The school's strategic goals and priorities fit within and align to the Ministry's own priorities and the wider education sector end outcome. In particular, the development of the school's strategic focus and delivery of education has been influenced by the following significant sector publications:

- i) *Ministry of Education Statement of Intent 2009-2014*
- ii) *Schooling Strategy 2005-10*
- iii) *New Zealand Curriculum 2007*
- iv) *Secondary Futures*
- v) *Ka Hikitia, Managing for Success, the Māori Education Strategy 2008-2012*
- vi) *Enabling the 21<sup>st</sup> Century Learner 2006-10*
- vii) *Pathways to the Future, Early Childhood Strategic Plan 2002-2012*

Our strategic thinking has also been informed by the following publications:

- Pasifika Education Plan 2009-2012
- the Ministry of Education's Special Education Policy
- Ministry of Education – Competent Learners @ 16 report
- the Tertiary Education Strategy 2010-2015
- the New Zealand Disability Strategy
- Youth Development Strategy Aotearoa

## ***Our strategic direction***

The strategic plan for Te Kura outlines our strategic direction over the next three years 2010-12. This annual plan forms year two of the strategic plan by aligning and supporting the school's strategic direction.

The *intent* of the strategic plan comprises our:

Vision	<i>Our students achieve their potential</i>
Purpose	<i>We provide our students with anytime, anywhere personalised learning</i>
Strategic theme	<i>Students first</i>

The *Students First* theme conveys our application of the concepts of teaching one student at a time and 'one size fits one'. The theme also complements the focus on personalised learning encompassed within our purpose. The theme reflects the place of students, their values, context and needs at the centre of all teaching and learning experiences. Students, together with their families, whānau and teachers, are actively involved in creating their own personalised learning pathways and career plans. These recognise their unique potential, talents and strengths, meet their particular mix of requirements and are tailored to ensure they have the opportunity to succeed in their learning and future careers.

Our medium-term strategic direction is centred on three overarching and integrated strategic goals, which are the focus of everything we do, within the context of teaching and learning as core delivery for the school:

Student Presence => Student Engagement => Student Achievement

Underpinning the three strategic goals are three strategic priorities, which will fundamentally change the way Te Kura looks in the future and will position the school to realise our vision. These are the key strategic changes that we aim to deliver over the term of the strategic plan and which will alter the way Te Kura looks and functions in the future. The strategic priorities will guide the development of the key initiatives that will be implemented through our annual planning over the next three years.

The plan also includes three significant enabling strategies which highlight the key things we need to do across Te Kura to support the achievement of our strategic goals and priorities, and the core delivery of teaching and learning. These cut across every aspect of the school's work and will be the foundation stones for our future success.

Our strategic framework is summarised in the strategy map that follows.

**Vision**  
*Our students achieve their potential*

**Purpose**  
*We provide our students with anytime, anywhere personalised learning*

**Students First**

**Strategic goals:**  
The key things that we need to deliver in order to achieve our vision

**Strategic priorities:**  
The key changes we want to make over the term of this plan towards achieving our goals

**Key enablers:**  
The things we need to do right across the school to support and enable achievement of our goals and priorities

**Student Achievement**  
Students achieve their educational and personal goals, enabling them to participate effectively as members of their communities

**Student Presence**  
Students are ready and able to learn and have personalised learning programmes that reflect their goals, aspirations and context

**Student Engagement**  
Students are positively engaged in their learning and feel connected to, and supported by, the school and their own communities

Fully integrated regional teaching and support services for full-time students

Authentic and engaging learning experiences for full-time students

A distinct service delivery model for dual students targeted at their specific needs

Engage, develop and support Maori learners to succeed as Maori

Become a leader in e-learning and utilise technology effectively throughout the school

Ensure our people, systems and processes are adaptive, responsive, and capable of achieving our goals

**One student at a time**

## Key initiatives

Our key initiatives highlight significant pieces of work that we will undertake during 2011 toward delivery of our core purpose of teaching and learning and the achievement of our strategic priorities and key enablers.

### **Implementation of the Student Management System**

A major focus for Te Kura during 2011 will be the implementation of our new Student Management System (SMS). This will have a significant impact on the school's operations both before and after implementation. Some of the key activities to be completed during that time are testing the new system, data migration, user training and process re-engineering. Making sure that staff are ready and able to use the new system with minimal impact on students will also be a high priority, so change management will be a significant piece of work both pre and post go-live. Implementation of the new SMS is a major contributor to our core service delivery and our key enablers "Become a leader in e-learning and utilise technology effectively throughout the school" and "Ensure our people, systems and processes are adaptive, responsive and capable of achieving our goals".

### **Implementation of our Online Teaching and Learning Environment**

The major piece of work during 2011 contributing to our key enabler of "Become a leader in e-learning and utilise technology effectively throughout the school" will be the implementation of the Online Teaching and Learning Environment (OTLE). We will upload as many of our student resources onto the OTLE in 2011 as possible with the view to aiding student access to our courses and reducing print costs. This initiative is not designed to replace true eLearning but is a supporting piece of work that will enable easier online access to print materials. This will support dual students, in particular.

### **Standards Review**

Another important contributor to our core delivery during 2011 is the NCEA Standards Review. In 2011 Te Kura will be in the second year of a three year project to rewrite resources for the NCEA levels 1, 2 and 3 qualifications usually achieved by students in years 11-13. This is in response to the review by the Ministry of Education and NZQA of NCEA level 1, 2 and 3 which has resulted in changes to the achievement standards at each level and the criteria for achieving Level 1. This is a significant programme of work for Te Kura involving writing, production and project management activities across most of the school. During 2011 we will complete the remaining NCEA Level 1 production; the development and production of NCEA Level 2; and planning for NCEA Level 3. Te Kura's plan to address literacy needs across the school to be developed in 2011 will include the requirements of students undertaking NCEAs.

### **Implementation of National Standards**

Te Kura will continue the implementation of National Standards during 2011 with the aim that the standards are used effectively to support improved progress and achievement for students. We will make sure that students, parents, families and whānau are clear about their child's progress and achievement in relation to National Standards, and feel comfortable asking questions regarding how they can support their child's next steps. In addition, we will ensure that Te Kura Board of Trustees and staff have sufficient knowledge and understanding of National Standards, and how our students are doing in relation to them, to effectively support student progress and achievement. Te Kura's plan to address literacy needs across the school to be developed in 2011 will include the needs identified through assessment against the National Standards.

### **Maori Responsiveness Strategy**

Engaging, developing and supporting Māori learners to succeed as Māori underpins everything we do. In 2010 we reviewed and realigned our Māori Learners' Success Framework into our Māori Responsiveness Strategy 2010-2013. This allowed us to incorporate the re-released Ministry of Education Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012 and other key Māori education strategies.

For 2011 we will implement the new NCEA Level 1 online Maori course, continue to build internal capability and develop partnerships and relationships with communities, iwi and hapu to support our Māori students to achieve.

### **Regionalisation**

Our strategic priority of “Fully integrated regional teaching and support services for full-time students” will continue to be a key focus during 2011. The next phase of regionalisation will be known as “Localisation”, where the school will aim to identify provincial centres from which we can network out from our regional offices. We now have offices in Auckland, Hamilton, Wellington and Christchurch and in 2011 we will be working to extend our networks out from those offices. We will endeavour to contact those people and organisations long-established in their communities, to partner with them for the young people we share, so that our young people are engaged and achieving.

### **Authentic Learning**

In 2010 good progress was made towards creating a new pathway for students based on our “Authentic and engaging learning experiences for full-time students” strategic priority. The Authentic Learning Project began its trialling and development phase, with small steps and a ‘one student at a time, one teacher at a time’ approach. In 2011 the key focus areas for the project will be to further expand across the regions; identification of best practice programmes and processes for duplication elsewhere; development of small, localised learning groups working with a learning advisor; and continuing professional development for teaching teams.

### **A distinct service delivery model for dual students**

For 2011 Te Kura will continue to canvas options and to trial alternative ways of delivering services to dual schools. The focus will be on working collaboratively with schools to support them to trial these options and to encourage them to consider ways their resources and funding could be used in the most cost effective and efficient way to support alternative delivery. The Service Level Agreement for 2011 will foreshadow that Te Kura is moving incrementally towards digital delivery.

Unless otherwise stated, the above initiatives will be achieved within timeframes and budgets agreed with the Board.

## **Core delivery: Teaching and learning**

*Teaching and learning are our core delivery and where the vast majority of the school's resources and effort are directed. Improving student presence, student engagement, and student achievement are the focus of everything we do.*

<b>Key initiatives for 2011</b>	<b>Lead responsibility</b>
<ul style="list-style-type: none"><li>• Implementation of the Student Management System.</li></ul>	DCE, Capability Services
<ul style="list-style-type: none"><li>• Work towards completion of the writing requirements of the Standards Review for NCEA level 2, with further writing to be completed in 2012 and revisions in 2013 as a result of internal and external moderation.</li></ul>	DCE, Design & Quality
<ul style="list-style-type: none"><li>• Further implementation of the requirements of national standards for years 1-8.</li></ul>	DCE, Design & Quality
<ul style="list-style-type: none"><li>• Development and implementation of the plan to address literacy needs identified through assessment against the National Standards and the new literacy requirements for NCEA Level 1.</li></ul>	DCE, Design & Quality
<ul style="list-style-type: none"><li>• Implementation of the Pasifika strategy through a review of the 2010 action points and establishing the next steps forward to:<ul style="list-style-type: none"><li>• improve teaching and learning opportunities for Pasifika students, including scoping the possibilities of offering a Samoan language course</li><li>• build Te Kura capability</li><li>• build relationships with Pasifika communities.</li></ul></li></ul>	Chief Advisor, CE's Office

<b>Outlook beyond 2011</b>
<ul style="list-style-type: none"><li>• Complete the writing requirements of the Standards Review for NCEA Level 3.</li></ul>

**Strategic priority: Fully integrated regional teaching and support services for full-time students**

*Regionalised learning delivery and support is an integrated model of teaching that is designed to help students achieve their potential.*

<b>Key initiatives for 2011</b>	<b>Lead responsibility</b>
<p>Continuation of regionalisation model implementation:</p> <ul style="list-style-type: none"> <li>• Development of localisation plan to provide a greater presence in provincial areas through partnership with other agencies and providers.</li> <li>• Enhanced tracking of years 11-13 students within regional teams to ensure:               <ul style="list-style-type: none"> <li>• students attain requisite literacy and numeracy credits</li> <li>• students attain a balance of credits across subjects</li> <li>• improved success rates in resits of standards.</li> </ul> </li> <li>• Build closer relationships within regions through active development and operation of our regional reference, iwi and other stakeholder groups.</li> <li>• Establish online communities for students in localised cluster groups.</li> <li>• Review centralised and decentralised support services to develop and improve resources, business processes and infrastructure that will best support students and staff within our regions.</li> <li>• Telecommunications replacement to enable more effective and efficient methods of communication across the regions for all our staff.</li> </ul>	<p>DCE, Learning Delivery DCE, Learning Delivery</p> <p>DCE, Learning Delivery</p> <p>DCE, Learning Delivery/ Snr Advisor Maori Education, CE's Office</p> <p>DCEs, Learning Delivery/ Design &amp; Quality</p> <p>DCE, Capability Services</p> <p>DCE, Capability Services</p>

<b>Outlook beyond 2011</b>
<ul style="list-style-type: none"> <li>• Progress towards all teaching of full-time students from year 7 (including young adults) being delivered from within each region.</li> </ul>

**Strategic priority: Authentic and engaging learning experiences for full-time students**

*Creating authentic and engaging learning experiences is the next logical step in personalising learning for our students.*

Key initiatives for 2011	Lead responsibility
<ul style="list-style-type: none"> <li>• Provide professional development opportunities for increasing staff capability in authentic learning methods and teaching.</li> </ul>	Project Manager Authentic Learning, CE's Office
<ul style="list-style-type: none"> <li>• Identification of cluster/learning groups.</li> </ul>	DCE, Learning Delivery
<ul style="list-style-type: none"> <li>• Teaching resources:                             <ul style="list-style-type: none"> <li>• Development and production of student resources that support authentic learning</li> <li>• Ongoing input into the review of the school's teaching and learning resources.</li> </ul> </li> </ul>	Project Manager Authentic Learning, CE's Office/DCE, Design & Quality
<ul style="list-style-type: none"> <li>• Investigate and scope the qualification processes for authentic learning pathways.</li> </ul>	DCE, Design & Quality
<ul style="list-style-type: none"> <li>• Evaluation of first phase of authentic learning project.</li> </ul>	Project Manager Authentic Learning, CE's Office
<ul style="list-style-type: none"> <li>• Increased opportunities for STAR and Gateway internships and participation by full-time students.</li> </ul>	Project Manager Authentic Learning, CE's Office
<ul style="list-style-type: none"> <li>• Relationships – build on existing external stakeholder advisory groups and connections, both nationally and regionally.</li> </ul>	Project Manager Authentic Learning, CE's Office
<ul style="list-style-type: none"> <li>• Increased emphasis on marketing to showcase our students' authentic learning experiences to stakeholders within regions.</li> </ul>	CE's Office/DCE, Learning Delivery

Outlook beyond 2011
<ul style="list-style-type: none"> <li>• Increasing the number of full-time students in years 9-13 that are provided with an internship arrangement within their local communities.</li> </ul>

**Strategic priority: A distinct service delivery model for dual students targeted at their specific needs**

*Streamlining and improving learning delivery for our dual students to reflect the particular needs of these students.*

<b>Key initiatives for 2011</b>	<b>Lead responsibility</b>
<ul style="list-style-type: none"><li>• Continue to explore opportunities for digital or online delivery of courses.</li><li>• Continue to explore options for working more collaboratively with schools.</li></ul>	Chief Advisor, CE's Office Chief Advisor, CE's Office

<b>Outlook beyond 2011</b>
<ul style="list-style-type: none"><li>• Level Two and Three resources digitally delivered in 2012.</li></ul>



**Enabling strategy: Become a leader in e-learning and utilise technology effectively throughout the school**

*Our approach to learning delivery needs to reflect the ongoing, world-wide growth in technology and its impact on the way students live and learn. Te Kura must ensure the development of its technology and e-learning capability is appropriately prioritised and underpinned by clear linkages to results.*

Key initiatives for 2011	Lead responsibility
<p>Further implementation of the e-Learning Strategy:</p> <ul style="list-style-type: none"> <li>• Develop community relationships that will provide students with access to safe and reliable connectivity within their regions.</li> <li>• Continued development and availability of online resources, including a selection of NCEA courses across all levels and the development of Te Reo Maori.</li> <li>• Develop collaborative relationships with providers of online career services for students.</li> <li>• Carry out staff training.</li> <li>• Embed new business tools and processes in data management and reporting into the school’s business as usual to enhance the capability of Te Kura and its people.</li> <li>• Evaluate OTLE to assess how effectively it has been aligned to organisational outcomes and complete another eLearning Maturity Model (Phase 3).</li> </ul> <p>Complete the implementation of the Systems Replacement Project across the school with the new Student Management System (SMS):</p> <ul style="list-style-type: none"> <li>• Carry out staff training.</li> <li>• Embed new business tools and processes in data management and reporting into the school’s business as usual to enhance the capability of Te Kura and its people.</li> </ul> <p>Prioritisation to advance the school’s capability to efficiently use video conferencing technology and hardware.</p> <p>Review of new systems to ensure adaptability to student education plans (SEPs) and goals with authentic learning.</p>	<p>DCE, Design &amp; Quality</p> <p>DCEs, Capability Services/ Design &amp; Quality</p> <p>DCE, Design &amp; Quality</p> <p>DCE, Learning Delivery/Design &amp; Quality</p> <p>DCEs, Design &amp; Quality/ Capability Services (as above)</p> <p>DCE, Design &amp; Quality</p> <p>DCE, Capability Services</p> <p>DCEs, Capability Services/ Design &amp; Quality</p> <p>DCE Design &amp; Quality/ Project Manager Authentic Learning, CE’s Office</p>

Outlook beyond 2011
<ul style="list-style-type: none"> <li>• Further investigation of new technologies and tools that will be relevant to enhancing capability and ensure alignment with current and future strategies e.g. Nextspace (Phase 4 of e-Learning Strategy).</li> <li>• Complete deployment of courses onto OTLE and courses and content delivered via e-Learning.</li> <li>• Develop eLearning strategy beyond 2012.</li> </ul>

**Enabling strategy: Ensure our people, systems and processes are adaptive, responsive and capable of achieving our goals**

*To successfully achieve our strategic goals and priorities, and make the appropriate contribution to sector outcomes, Te Kura must ensure the development of its culture and its people*

<b>Key initiatives for 2011</b>	<b>Lead responsibility</b>
<ul style="list-style-type: none"><li>• Develop and Implement our Information System Strategic Plan (ISSP).</li></ul>	DCE, Capability Services
<ul style="list-style-type: none"><li>• Telecommunications replacement.</li></ul>	DCE, Capability Services
<ul style="list-style-type: none"><li>• Develop communications resource to support regional relationships and initiatives.</li></ul>	CE's Office
<ul style="list-style-type: none"><li>• Carry-out school-wide action planning to improve staff engagement and satisfaction levels.</li></ul>	Chief Executive

<b>Outlook beyond 2011</b>
<ul style="list-style-type: none"><li>• Ongoing building of management and staff capability for the future.</li><li>• Standards Review expected to be completed in 2013, with further revisions in 2014 as a result of internal and external moderation.</li><li>• Establish the infrastructure required for our students to learn in a virtual world.</li></ul>

## Performance measures and standards

Te Kura also sets a range of internal measures and standards aimed at measuring progress towards our strategic goals.

### Notes:

1. Unless otherwise stated all increases or improvements are against the 2010 calendar year.
2. 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%.

### **Strategic goal: Student Achievement**

*Students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.*

Key performance measures for 2011	Standard 2011		
	All Students	Māori	non-Māori
1. An increase in the percentage of all full-time students in years 1 to 8 achieving at or above the National Standard for their year level in reading	2% increase	3% increase	2% increase
2. An increase in the percentage of all full-time students in years 1 to 8 achieving at or above the National Standard for their year level in writing	2% increase	3% increase	2% increase
3. An increase in the percentage of all full-time students in years 1 to 8 achieving at or above the National Standard for their year level in mathematics	2% increase	3% increase	2% increase
4. An increase in the percentage of all full-time students in years 9 and 10 achieving at or above the appropriate curriculum level for their year in reading	2% increase	3% increase	2% increase
5. An increase in the percentage of all full-time students in years 9 and 10 achieving at or above the appropriate curriculum level for their year in writing	2% increase	3% increase	2% increase
6. An increase in the percentage of all full-time students in years 9 and 10 achieving at or above the appropriate curriculum level for their year in mathematics	2% increase	3% increase	2% increase
7. An increase in the percentage of year 11 full-time students achieving the NCEA level 1 numeracy requirement	2% increase	3% increase	2% increase

Key performance measures for 2011	Standard 2011		
	All Students	Māori	non-Māori
8. An increase in the percentage of year 11 full-time students achieving the NCEA level 1 literacy requirement	2% increase	3% increase	2% increase
9. An increase in the percentage of full-time students and young adults in years 11 and above achieving NCEA levels 1, 2 and 3	2% increase	3% increase	2% increase
10. An increase in the average number of NCEA credits gained by full-time students and young adults in years 11 and above	2% increase	3% increase	2% increase
11. A decrease in the percentage of years 11 to 13 full-time students with no credits (excluding young adults)	2% decrease	3% decrease	2% decrease

**Strategic goal: Student Presence**

*Students are ready and able to learn and have personalised learning programmes that reflect their goals, aspirations and context.*

Key performance measures for 2011	Standard 2011		
	All students	Māori	non Māori
12. Enrolments are processed as quickly as possible	87% of all students are enrolled within 10 working days of receipt of enrolment documents		
13. Students' learning resources are despatched within five working days of being ordered	93% of orders		
14. An improvement in the return rate of asTTle tests in reading	A return rate of 90% or more		
15. An improvement in the return rate of asTTle tests in writing	A return rate of 90% or more		
16. An improvement in the return rate of asTTle tests in mathematics	A return rate of 90% or more		
17. The percentage of dual-registering providers that report confidence in the working relationship established via the SLA signed with Te Kura	At least 80% of responding schools		

Key performance measures for 2011	Standard 2011
18. The percentage of dual-registering providers that report confidence that Te Kura has effective and efficient systems and processes for enrolling their students in courses appropriate to the students' learning needs	At least 80% of responding schools

### **Strategic goal: Student Engagement**

*Students are positively engaged in their learning and feel connected to, and supported by, Te Kura and their own communities.*

Key performance measures for 2011	Standard 2011		
	All students	Māori	non-Māori
19. The percentage of dual-registering providers that report familiarity with and support for the respective responsibilities of the host school and Te Kura, and report satisfaction with the progress of their students' Te Kura-provided learning	At least 80% of responding schools		
20. The percentage of dual-registering providers that initiate contact with the Te Kura teachers of their students to an approved Te Kura level	At least 80% of responding schools		
21. An increase in the percentage of full-time students completing sufficient coursework to be eligible to achieve NCEA level 1 at year 11	2% increase	3% increase	2% increase
22. An increase in the percentage of full-time students completing sufficient coursework to be eligible to achieve NCEA level 2 at year 12	2% increase	3% increase	2% increase
23. An increase in the percentage of full-time students completing sufficient coursework to be eligible to achieve NCEA level 3 at year 13	2% increase	3% increase	2% increase
24. An increase in the percentage of young adults completing sufficient coursework to be eligible to achieve NCEA levels 1, 2 and 3	2% increase	3% increase	2% increase
25. A greater number of students participate in e-learning, following the implementation of the Online teaching and learning environment (OTLE)	An increase in the number of students participating in online learning is reported during 2011		

## Capability management

Key performance measures for 2011	Standard 2011
26. Evaluations of professional development show that staff have found the professional development opportunities useful and relevant to improving teaching quality	Professional development validation surveys return an average score of 3 (out of 5) or better
27. The coverage and frequency of training of the Navision financial system is widened	Evaluation of the training programmes seeking an average score of 3 (out of 5) or better on surveys returned
28. An improvement in response rate to the staff engagement survey	3% increase
29. An improvement in engagement levels by Te Kura staff as represented through the staff engagement survey Grand Mean result and percentile rating across other educational services organisations globally	1.5% increase in the school's Grand Mean score 3% increase in the School's percentile ranking against Gallup's educational services database
30. Te Kura achieves its operating and capital budget targets within variance acceptable to the CE and Board	Te Kura will operate within its approved budget
31. Te Kura assets are well-managed and updated according to the replacement cycle	The Capital Management policy is adhered to
32. Enrolment Services is sufficiently resourced to answer all calls successfully; with abandonment level no greater than 3%	Report on ring time, response time, waiting time, abandonment level and other relevant indicators quarterly to Board
33. 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 Audit NZ  No incidents of imprudence or non compliance with legislation arise that may compromise the Board or stakeholders
34. All staff Performance Development and Achievement (PDA) plans will be in place, reviewed and completed in accordance with PDA procedures	All PDAs completed by the end of the school year

# Early Childhood Service Charter

## Te Tutohinga a Te Ratonga Kohungahunga

### Description of the service – He kupu whakaahua mo te Ratonga

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

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

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

### Fees and statement of financial accountability

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

### Statement of Desirable Objectives and Practices

#### Guiding principles – Nga Kaupapa Arahi

Management<sup>1</sup> and educators<sup>2</sup> of this chartered Early Childhood Service<sup>3</sup>, in partnership with parents/guardians and whānau, will promote and extend the learning and development of each child attending or receiving the Service, through the provision of quality early childhood education and care.

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

#### Learning and development – Te Akoranga me te Whakatipuranga

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

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<sup>1</sup> 'Management' is the charter holder.

<sup>2</sup> 'Educators' include all trained and untrained personnel who work with children in the service on a regular or formal basis.

<sup>3</sup> 'Service' means licensed early childhood centre or home-based service.

2. The educators will demonstrate understanding of current theory and principles of learning and development and of the different characteristics of infants, toddlers and young children.
3. The educators will demonstrate knowledge and understanding of the learning and development of each child, identify learning goals for individual children and use this information as a basis for planning, evaluating and improving curriculum programmes.
4. The educators will implement curriculum and assessment practices which:
  - a) reflect the holistic way that children learn
  - b) reflect the reciprocal relationships between the child, people and the learning environment
  - c) involve parents/guardians and, where appropriate, whānau
  - d) enhance children's sense of themselves as capable people and competent learners.
5. The educators will plan, implement and evaluate curriculum for children in which:
  - a) their health is promoted and emotional well-being nurtured and they are kept safe from harm
  - b) connecting links with the family and the wider world are affirmed and extended; children know they have a place and feel comfortable with routines, customs and regular events; and children know the limits and boundaries of acceptable behaviour
  - c) there are equitable opportunities for learning for each child, irrespective of gender, ability, age, ethnicity or background; children are affirmed as individuals; and children are encouraged to work with and alongside others
  - d) children develop verbal and non-verbal communication skills for a range of purposes; children experience the stories and symbols of their own and other cultures; and children discover and develop different ways to be creative and expressive
  - e) children's play is valued as meaningful learning and the importance of spontaneous play is recognised; children gain confidence in and control of their bodies; children learn strategies for active exploration, thinking and reasoning; and children develop working theories for making sense of the natural, social, physical and material worlds.

#### **Communication and consultation – Te Whakawhitiwhiti Korero me te Korero Whanui**

6. The management and educators will ensure that communication and consultation with each other and with parents/guardians, whānau, hapu, iwi and local communities acknowledges and respects all parties' values, needs and aspirations.
7. The educators will seek information and guidance from specialist services where appropriate, to enable them to work effectively with children and their parents/guardians and whānau.
8. The educators will provide opportunities for parents/guardians and, where appropriate, whānau to:
  - a) feel welcome to discuss concerns and participate in decision-making concerning their child
  - b) discuss both informally and formally their child's progress, interests, abilities and areas for development on a regular basis, sharing specific observation-based evidence
  - c) have access to information concerning their child, the operation of the Service and Education Review Office reports regarding the Service.

#### **Operation and administration – Te Mahinga me te Whakahaerenga**

9. The management will develop and regularly review a statement of the Service's philosophy and the charter, in consultation with educators, parents/guardians and, where appropriate, whānau.
10. The management and educators will implement policies, objectives and practices which:
  - a) reflect the Service's philosophy, quality curriculum, current theories of learning and development, the requirements of the Desirable Objectives and Practices and legislation

- b) acknowledge parents/guardians and whānau needs and aspirations for their child
- c) reflect the unique place of Māori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi
- d) are inclusive, equitable and culturally appropriate
- e) are regularly evaluated and modified by an ongoing recorded process of internal review.

11. The management will implement:

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

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