



Alternative Education Guidelines

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Purpose

The purpose of this document is to provide clear information and guidance on **Te Tāhuhu o te Mātauranga | The Ministry of Education** operational policies and processes that support all who have an interest in the provision of Alternative Education.

Guiding principles and strategies

Te Tiriti o Waitangi | Treaty of Waitangi

Partnering with Māori and aligning our work with the aspirations of iwi and hapū are integral to the shaping of Alternative Education and the wider educational system in Aotearoa. Te Tāhuhu o te Mātauranga | The Ministry of Education undertakes practical action to give effect to Te Tiriti o Waitangi and imbeds our commitment to Te Tiriti through strategy, policy, practices, behaviours, actions, services, and resourcing.

Working in partnership with Māori means working with individuals, whānau, hapū, iwi, mana whenua and Māori communities and organisations. We recognise and enable Māori to exercise agency and authority over the education of ākonga Māori. Ākonga Māori are over-represented in Alternative Education and Te Tāhuhu is committed to addressing inequity, lifting capability, and shaping an education system that reflects Māori excelling in education as Māori.

Education in Aotearoa

Te Tāhuhu o te Mātauranga | The Ministry of Education is committed to shaping an inclusive education system that supports the progress and achievement of all ākonga, including those who need additional support to learn. To achieve this purpose requires collaboration – we need to draw together all the expertise and resources from across the system. We need to think differently about what effective support means for learners and whānau, so everyone across the whole system is working to respond to the needs of their local learners, whānau and community.

The vision for inclusive education is reflected in the:

- [Statement of National Education and Learning Priorities \(NELP\)](#)
- [Ka Hikitia – Ka Hāpaitia](#)
- [The Action Plan for Pacific Education](#)
- [The Learning Support Action Plan](#)
- [The Attendance and Engagement Strategy](#).

Guiding Principles

We are guided by the principles of **He Pikorua** in the design, implementation and delivery of learning supports and services across all education settings including Alternative Education:

- ākonga and whānau-centred
- collaborative
- strengths-based
- culturally affirming
- inclusive
- ecological
- evidence informed.

In action, these principles provide a process to promote collaborative relationships that support an inquiry approach.

The Alternative Education Redesign

The redesign of Alternative Education provision is happening within the broader education context. There are a wide range of strategies, interventions and approaches underway to support building inclusiveness and supporting ākonga to be present, participate and progress in our education system. These include:

- the refresh of the New Zealand Curriculum
- the Attendance and Engagement Strategy
- the Learning Support Delivery Model.

The ideal State

In 2019, Cabinet approved an **ideal state** for Alternative Education. The ideal state describes an 'end to end' system of support.

The key components for the ideal state are:

1. Identifying when school, ākonga and whānau need additional support
2. Moving into Alternative Education
3. Moving through Alternative Education
4. Moving on from Alternative Education

Incremental improvements towards the ideal state are required by all involved. This means that ākonga and whānau are moving through an end-to-end system of support within a schooling system. Intensive support from agencies, community providers and non-government organisations come together under the Learning Support Delivery model to wrap around the ākonga and their whānau.

Alternative Education

The education system offers many options, including education delivery in different settings, languages, cultures, values, teaching philosophies, and religious beliefs, to meet the aspirations of ākonga and whānau.

Alternative Education is a pathway for learning in education, where young people receive additional learning support. It is one of the suite of options that can be used to re-engage ākonga in a meaningful learning programme targeted to their individual needs and supports them to transition back to school, further education, training, or employment. It can be used as a short-term intervention that is seen as a pathway, not a destination. Alternative Education can be used to prevent suspensions and exclusions.

Alternative Education supports ākonga to progress in the areas of:

- attendance and engagement
- academic achievement
- personal and relational skills
- re-engagement back into secondary school, further education, or training, or where appropriate, employment, through a planned approach.

Ākonga eligibility

Alternative Education caters for ākonga in secondary schooling who are at risk of or who have already disengaged from school.

To be eligible for entry into Alternative Education, ākonga need to meet both of the following criteria:

- At risk of or already disengaged from school, and
- Years 9-11¹

Ākonga can remain in AE beyond year 11 if this aligns with their individual needs and Collaborative Action Plan (CAP).

¹ It is at the discretion of the provider, Te Mahau, ākonga and whānau whether a 13-year-old who is not yet Year 9, enters AE provision.

Who is involved?

Alternative Education provision is a collaboration between ākonga, whānau, Te Mahau, schools, iwi, hapū, community and provider(s). **Collectively** everyone supports ākonga and their whānau to access AE and helps to facilitate this process.

Ākonga choose to engage in Alternative Education and are seen within the context of their **whānau, iwi, hapū** and **community**. As such, relationships with ākonga are both at an individual and collaborative level.

Iwi and **hapū** are integral to the vision of education in Aotearoa. Iwi and hapū have the agency and authority to engage in the development of, and implementation of, Alternative Education. This may be at an individual, group, provision, or strategic level.

The **contract holder** may be a **school, iwi, hapū, or community organisation**. They manage and oversee the allocation of AE places and AE provision. Where a contract holder sub-contracts part or all the AE provision, they remain responsible for the contractual deliverables through the provider. A managing school may hold a contract on behalf of a consortium.

Community organisations such as churches, government, and non-government organisations may be an alternative education provider, or they may support the provision.

Enrolling schools maintain educational and pastoral responsibility for ākonga while they are attending Alternative Education.

Te Mahau takiwā manage the local relationships, contract deliverables, monitoring and reporting. Takiwā are also responsible for the operational direction for Alternative Education within its communities and alongside key parties involved.

Te Mahau manages the relationships, contracts, and sets the operational direction for Alternative Education within its communities and alongside key parties involved.

Te Pae Aronui, supports the Te Mahau takiwā, and is responsible for monitoring and reporting a national view for Alternative Education provision

Te Tāhuhu o te Mātauranga through **Te Puna Kaupapahere** determines the funding, and regulatory policy advice and analysis across the education system.

Request for support

Alternative Education may be considered as an option to support the continued engagement of ākonga at risk of or disengaged from school. The intensity of support and type of response should be based on the needs of ākonga and their whānau.

Entry into Alternative Education begins with a request for support.

A request for support to Alternative Education providers, may be made in a number of ways and is not limited to phone calls, meetings, emails, in person hui or other communications determined by those involved. This may include a referral form. A request for support can be made by:

- Ākonga and their whānau
- Te Mahau
- Schools
- Providers
- Other agencies e.g. Oranga Tamariki
- Community organisations

All requests for support must have ākonga and whānau agreement.

Ākonga who are non-enrolled and are supported by Attendance Services, or who have been excluded from school need to be re-enrolled into school before they can move into Alternative Education. School boards should consider Alternative Education as a prevention to exclusion.

Information gathering and whānau hui

When a request for support has been received further information may be gathered to support a collaborative whānau hui with ākonga, their whānau and others involved.

The enrolling school leads the information gathering process and the whānau hui informs whether the request for support is agreed to.

Ākonga and whanau voice are central to all decision making ensuring that this is a mana enhancing hui. Collaborative decision making determines whether the ākonga will move into Alternative Education, stay at school, or whether other options are more appropriate. If a request for support is agreed to and ākonga begin moving into Alternative Education, this will be documented in their Collaborative Action Plan.

Moving into Alternative Education

Successful engagement begins with relationship building and leads into good planning and supports. For ākonga moving into Alternative Education, a single plan approach enables greater collaboration, information sharing, flexibility and adaptability. This Collaborative Action Plan supports ākonga into, through and on from Alternative Education, it is reflected on and adjusted to ensure ākonga are on-track and have the right supports at the right times to meet their goals. Ākonga and their whānau have ownership of their plan and give permission for it to be shared.

Collaborative Action Plan

A Collaborative Action Plan (CAP) is developed by the enrolling school in partnership with the ākonga, their whānau, Alternative Education provider and others involved. All plans should be culturally appropriate and responsive to ākonga and their whānau. The CAP outlines learning, health and wellbeing goals relevant to the ākonga individual needs.

Key considerations include:

- ākonga achievements, strengths, and interests
- previous interventions and supports provided
- ākonga needs and required services and supports
- ākonga and whānau aspirations and available options
- identifying who is involved and their role in supporting ākonga to achieve their goals.

At a **minimum** the CAP should consider:

- attendance and wellbeing goals (e.g. health, social, behaviour)
- goals related to the key competencies outlined in the New Zealand Curriculum or Te Marautanga o Aotearoa
- numeracy and literacy goals at an appropriate level
- transition goals including pathway planning where appropriate
- dates for regular review and update (a minimum of once per term).

As ākonga move into Alternative Education their CAP may have a smaller number of goals. This is expected to grow, change and adapt as ākonga progress and engage in their plan. The CAP should be developed with this in mind, in order to continue to meet the needs, interests, strengths, achievements, and aspirations of ākonga and their whānau.

Roles and responsibilities

Enrolling school	<ul style="list-style-type: none">• Works with the contract holder to address any concerns about the AE environment (if applicable)• Agree/signal a request for support into AE• Update ENROL• Provides ākonga information e.g. previous interventions, attendance, academic and pastoral care• Engages and supports continued access to specialist services e.g. RTLB, RTM, Learning Support• Supports ākonga to participate in extra-curricular, in-school curriculum, cultural and sporting opportunities• Supports the continuation of services and resources available to enrolled ākonga e.g. health services and others (where applicable)
Contract holder	<ul style="list-style-type: none">• Ensures the Alternative Education provision a safe and healthy environment for learning• Acknowledge a request for support into AE• Manage AE places• Organise Te Kura dual enrolment as required• Reviews information and facilitates suitable programmes and available supports• Supports continued access to specialist services e.g. RTLB, RTM, Learning Support• Supports ākonga to participate in extra-curricular, in-school curriculum, cultural and sporting opportunities• Supports ākonga to access the services and resources from their enrolling school e.g. health services and others (where applicable)
Te Mahau	<ul style="list-style-type: none">• Ensures that all off-site AE provision has an agreement under Section 117• Agree/signal a request for support into AE• Determine allocation of AE places within the region• Support contract holder's relationship with Te Kura• Provides information where applicable and supports good information sharing between parties• Supports and enables continued access to specialist services e.g. RTLB, RTM, Learning Support• Support and address any issues related to enrolling school involvement in programme planning• Monitors the flow of ākonga into AE through the monthly status reporting• Updates Ministry databases

Moving through Alternative Education

Moving through Alternative Education requires intensive support from all involved to wrap-around the ākonga and their whānau. Others who may be involved include health and social service professionals working alongside the school, tutors, learning support specialists, support workers, parents, caregivers and whanau to support the needs of ākonga.

Collaborative Action Plan

The CAP continues to be reviewed and developed with the ākonga, whānau, enrolling school and others involved.

Monitoring and reviewing progress should take place at regular intervals by those supporting the ākonga. Reporting against progress should take place at least once a term. This will involve the ākonga and reporting progress to whānau and enrolling schools. Goals achieved or progressed should be acknowledged and celebrated. Sharing progress with others involved should be at the discretion of ākonga and their whānau.

Reviewing progress towards transition goals enables providers to plan ahead and support ākonga to move towards their next best step.

Roles and responsibilities

Enrolling school	<ul style="list-style-type: none"> • Connects with iwi and hapū where appropriate • Supports CAP with provider, ākonga, whānau and others involved when required • Attends termly hui to review ākonga progress • Requests learning support services and other services when required • Facilitates ākonga involvement in school events e.g. careers day, roadshows • Reports to School Board on ākonga progress and achievement • Records daily attendance in Student Management System • Monitors ākonga academic progress e.g. numeracy, literacy, NCEA • Facilitates and funds Gateway opportunities for ākonga • May be involved in pedagogical leadership • Manages formal behaviour processes e.g., stand downs, Principals report
Contract holder	<ul style="list-style-type: none"> • Connect and engage with iwi and hapū • Supports, monitors, and develops CAP with ākonga, whānau, and others involved • Facilitates termly hui to review ākonga progress • Co-ordinates service requirements for ākonga as needs arise e.g. wraparound support • Supports ākonga to attend school events e.g. careers day, roadshows • Reports to the Ministry on ākonga outcomes and exit data monthly (monthly status report) • Communicates daily attendance to enrolling schools • Provides ākonga academic progress e.g. numeracy, literacy, NCEA with enrolling schools • Support ākonga to attend Gateway opportunities • Manages ongoing Pedagogical leadership • Provides a detailed annual financial report to Te Mahau • Manages and implements behaviour strategies. Notifies enrolling school when support is needed
Te Mahau	<ul style="list-style-type: none"> • Support providers and schools to connect with iwi and hapū • Supports enrolling schools to maintain the ongoing responsibility of ākonga moving through AE • Attends monitoring visit in Terms 1 and 3 • Addresses any gaps in provision for learning support services where applicable • Supports providers and schools to include AE ākonga in school events • Reviews mid-year and annual reporting and provide feedback and address any operational concerns • Updates RAD with attendance data using monthly status reports • Monitor and review overall academic progress in 6 monthly reviews • Connects providers and schools with Gateway opportunities • Reviews Pedagogical Leadership plan and report • Support and enable providers to access behaviour management strategies e.g. Understanding Behaviour Responding Safely (UBRS)

Moving on from Alternative Education

Moving on from Alternative Education for ākonga involves supporting them to transition onto their next best step. This may include school, further education, training, or employment.

Collaborative Action Plan

Successful transitions require careful planning to ensure ākonga continue to engage while they are supported to move onto their next step. When ākonga are ready to move on from Alternative Education this will be supported and documented in the CAP.

Continued support for ākonga who have moved on from Alternative Education should be considered and implemented if required.

Transition planning

Ākonga beyond Year 11 can remain in AE until the end of Year 13. It is preferable for ākonga to be transitioned into school, further education, training or employment before then. Transition planning should align with ākonga needs and aspirations. This means acknowledging that some ākonga may not be ready to transition.

Graduated transitions are ākonga and whānau centred. Where possible ākonga may be provided the opportunity to continue engaging in Alternative Education whilst also engaging in pathway options before a full transition out of Alternative Education is made. This could involve:

- visits to the next best step for ākonga (workplace, training course, mainstream school)
- part time attendance in Alternative Education and in their next best step
- fulltime attendance at the next best step with regular visits and or check-ins from the Alternative Education provider or enrolling school to track progress.
- support from advisors in the local Te Mahau office including pathway advisors, secondary tertiary, attendance and engagement advisors

After ākonga move on from Alternative Education there should be an opportunity for review and reflection to confirm this is still the most appropriate pathway. For ākonga over 16 years of age, engaging a community service that specialises in working with youth should be considered.

Roles and responsibilities

Enrolling school	<ul style="list-style-type: none">• Updates ENROL when ākonga move on from AE• Supports CAP and transition planning• Plans for transition back to school or further education/training• Makes non-enrolment notification to the Attendance Service if ākonga disengage from AE before they turn 16
Contract holder	<ul style="list-style-type: none">• Reports to enrolling school when ākonga move on from AE• Facilitates and supports transition planning• Monitors ākonga progress against transition plan• Notify the enrolling school that a non-enrolment notification is required if ākonga disengage from AE
Te Mahau	<ul style="list-style-type: none">• Monitors the flow of ākonga moving on from AE through the monthly status reporting• Supports providers and enrolling schools to connect• Support the Attendance Service to engage with non-enrolment notifications and update RAD with outcome data (monthly status reporting)

Practice and Support

Pedagogical Leadership

The purpose of pedagogical leadership is to support the development of high-quality teaching and learning practices, which will contribute to successful outcomes for ākonga. Pedagogical leadership is a requirement for all Alternative Education contracts.

Five percent per place funding can be used to resource the pedagogical leadership for Alternative Education provision. Pedagogical leadership is provided by registered teachers who have sufficient expertise to provide expert leadership, guidance, and professional development to providers.

A pedagogical leadership plan outlining the focus areas, including objectives and targets for the year are submitted annually to Te Mahau. This includes the key actions that will support the achievement of these objectives and targets.

The plan should be developed in partnership between providers and enrolling schools, and is not limited to:

- teaching, planning, evaluation, and assessment practice capability
- evidence-based strategies to build engaging learning activities
- CAP development
- inquiry practices
- building successful transition processes
- cultural competence and capability when working with diverse ākonga
- programmes that reflect ākonga identity, language, and culture.

A template for a pedagogical leadership plan can be found on the [Te Kete Ipurangi](#) (TKI) website.

Good Practice in Alternative Education

A useful resource is the ERO published '[Good Practice in Alternative Education](#)', 2011. This resource remains relevant and provides insight into the good practices that support ākonga outcomes in Alternative Education. In summary, the report outlines the following critical success factors underpinning good practice in Alternative Education:

- the quality of the relationships between staff and ākonga
- the use of a curriculum that matched the individual needs of ākonga
- the passionate and compassionate approach of Alternative Education staff
- the ability of staff to have ākonga aspire for a more positive future for themselves
- an ability to address the wide range of social and educational needs of ākonga
- the leadership and teamwork of Alternative Education providers

- the relationships with schools
- the relationships with whānau/families.

Also, the following are of critical importance for good practice:

- schools, hapū, iwi and Alternative Education providers working in partnership
- regular communication between all parties
- enrolling school's inclusion of ākonga in all available opportunities
- continued access to available supports to meet the needs of ākonga
- the sharing of resources to support ākonga engagement.

Professional Development support and guidance

Professional development opportunities support those working in school and Alternative Education settings to develop and enhance their skills. The enrolling school will seek opportunities to include Alternative Education providers in training events e.g. learning support training, behaviour management seminars.

Shared professional development opportunities between schools and Alternative Education providers supports strong relationship building and connection.

Professional development may also be supported through Te Mahau and Te Pae Aronui, and funding may be available to support. Please contact your local Te Mahau office for details.

Learning Support

There are a range of learning support services available to Alternative Education settings.

Ministry of Education practitioners and specialist teachers work with teams to design learning experiences and environments that enhance presence, participation, wellbeing and progress.

Teams will include educators from the enrolling and Alternative Education settings, whānau, ākonga and learning support practitioners. The learning support practitioner who joins a team will be dependent on the specific needs of ākonga and support required for kaiako. These practitioners may include:

- Psychologists
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Kaitakawaenga
- Assistive Technology Coordinators
- Resource Teachers Learning and Behaviour
- Other specialist resource teachers.

As well as working with teams to tailor support for individual ākonga, learning support practitioners work in education settings to identify and plan universal supports for all ākonga. This way educators are designing learning environments, from the outset, that address the diverse and varied ways in which ākonga engage in learning.

It is the enrolling school's responsibility to request support for Learning Support services for ākonga attending Alternative Education.

Education outside the classroom guidance

In 2016 the Ministry of Education published [guidelines](#) for Education Outside the Classroom (EOTC). The guidelines aim to help educators provide quality educational experiences outside the classroom that maximise learning and safety and meet the relevant statutory requirements and good practice guidelines. The guidelines include a toolkit for EOTC management.

Support for Governance

Schools who hold a contract can seek advice and guidance from the School Trustees Association (NZSTA) relating to their employer responsibilities, where they subcontract the Alternative Education provision.

NZSTA are also able to provide guidance or information regarding Trustee and Board responsibilities. For more information contact: 0800 782 435 or visit www.nzsta.org.nz.

Te Aho o Te Kura Pounamu – The Correspondence School

Ākonga moving through Alternative Education remain enrolled at school and are eligible for Government funded dual tuition with [Te Aho o Te Kura Pounamu](#). Dual tuition is used to extend or adapt the curriculum capability available for ākonga who are enrolled with a dual provider, school or organisation.

This dual tuition enables providers to access up to four subjects to support ākonga learning and progression.

A dual provider can be a:

- Primary or Secondary School
- Alternative Education Provider
- Activity Centre
- Teen Parent Unit
- Health School
- Ara Poutama Aotearoa/Department of Corrections facility.

Dual providers agree to a Provider Partnership Agreement, which sets out how Te Kura and providers work together to support ākonga in Alternative Education. The agreement outlines the respective responsibilities of Te Kura and Dual Provider organisations and schools.

The school or provider retains all legislative accountabilities for its dual registered ākonga. Te Kura provides curriculum adaption and curriculum capability including providing kaiako/teacher feedback and feedforward on work submitted.

The school or provider needs to help the ākonga to determine a learning programme; and then support them to meet those expectations for each course they are enrolled into. They:

- submit at least one piece of assessable work by drop box each month or by post, courier or email for paper delivered courses
- **and/or** have at least one learning conversation each month with their Te Kura kaiako to share and discuss other evidence of their progress in learning. Other evidence of progress can include work towards portfolios and engagement in third party platforms offered as part of Te Kura courses such as Education Perfect and Code Avengers.

The school or provider is responsible for attendance and pastoral care of their ākonga while they are receiving dual tuition.

Attendance and enrolment

Recording Alternative Education ākonga on ENROL

When the decision is made that Alternative Education is the best educational pathway for ākonga, the enrolling school needs to record this on ENROL. They do this by selecting 'change details', 'add offsite', selecting Alternative Education as the unit type, and entering a start date.

When ākonga move on from Alternative Education the school records the end date in ENROL. They do this by selecting 'change details' and entering the last day of attendance as the finish date.

If ākonga are not returning to the enrolling school, the school should update ENROL to reflect this. For ākonga who are not yet 16 years of age, the school should consider whether a non-enrolment notification to the Attendance Service is required.

Recording Attendance

From the first day an ākonga moves into Alternative Education, their daily attendance needs to be recorded. Enrolling schools record attendance using a formal attendance register. Where ākonga are attending Alternative Education with a provider, the provider communicates daily attendance with enrolling schools for their record keeping on a weekly basis.

The attendance codes schools use to record the daily attendance of their ākonga can be found on the [Ministry of Education](#) website.

If required, the enrolling school can make an unjustified absence (UA) referral to the Attendance Service (AS) provider for all ākonga attending Alternative Education. The referral is made through the [Attendance Service Application](#) (ASA) and the provider will contact the enrolling school.

Roll Returns

Ākonga continue to be on their enrolling school roll while they attend Alternative Education. Ākonga are recorded as 'Alternative Education' on the roll return for their enrolling school. For more information, please refer to the Roll Return Guidelines on the [Education Counts](#) website.

Reporting

Administration Costs and financial report

The contract holder may retain up to 10% of the funding for administration costs, if required, to support effective programme delivery and contract management.

A financial report will itemise costs and be provided to Te Mahau. Administration costs can cover the following costs:

- advertising potential employees/contractors
- co-ordination of services and related staff costs
- release time for staff to complete administrative tasks including reporting and data entry

Monthly Status Reporting

The monthly status reporting will be used to capture data at an individual and group level. This information will enable the Ministry to form an accurate picture of Alternative Education. Status Reporting will be provided monthly.

The contract holder is required to submit a monthly status report at the end of the first week of the following month. This information is used by Te Mahau to track ākonga moving into, through and out of Alternative Education. This data is then provided to Te Pae Aronui, collated and analysed to inform national view of Alternative Education provision.

The status report details:

- NSN
- CAP developed
- Ākonga name
- Enrolling school
- Gender
- Entry date
- Date of birth
- Exit date
- Ethnicity
- Attendance rate
- Iwi/hapū
- Destination Outcome
- Others involved

Midyear and Annual Reports

Contract holders are required to submit progress reports twice a year. The Midyear report is due 10 working days after the beginning of term three. The Annual report is due by the end of February of the following year.

The reports detail overall ākonga progress, successes and issues that have been encountered over the reporting period, and progress against the pedagogical leadership plan.

The midyear and annual reports are used by Te Mahau to:

- assess the provision of Alternative Education and contribution towards outcomes described in the outcome or funding agreement
- support follow up conversations with contract holders and enrolling schools, to help improve the service and connection between schools and Alternative Education provision
- ensure accountability for public funds.

Te Mahau will provide written feedback for reports within 3 weeks of receipt, and they will arrange a visit to discuss the content of the report. Late submission of reports will affect the timing of payments. Payments will be released once Te Mahau has completed onsite visits and has discussed the content of the report.

The following table sets out the reporting measures and summary narrative for mid-year and annual reports.

Reporting measures
How many?
<ol style="list-style-type: none">1. Number of ākonga:<ol style="list-style-type: none">a. enrolled over the contracting perioda. enrolled for 3 weeks or more* <p><i>*Please note you are asked to provide information on this group of ākonga only, for the remainder of the report</i></p>
How well?
<ol style="list-style-type: none">2. Number of Collaborative Action Plans (CAP):<ol style="list-style-type: none">a. (a) developed for ākonga moving into AEa. (b) that meet the minimum requirements3. Number of ākonga:<ol style="list-style-type: none">a. who have made good progress against their CAPa. who have made improvements in their attendance
Is anyone better off?
<ol style="list-style-type: none">4. Number of ākonga who have:<ol style="list-style-type: none">a. demonstrated a lift in numeracyb. demonstrated a lift in literacy5. Number of ākonga who have successfully transitioned into:<ol style="list-style-type: none">a. schoolb. further education and trainingc. employment
Narrative report
<ul style="list-style-type: none">• Describe any highlights over the reporting period, including ākonga improvement e.g., behaviour and attendance, health and wellbeing, learning and achievement.• Describe any issues or challenges experienced over the reporting period which may have impacted on targets.• Please provide a summary of progress ākonga have made with iwi and hapū input/support.• Describe any other key points from the reporting period.
Attachments
Mid-year report: <ul style="list-style-type: none">• Describe progress made against your Pedagogical leadership plan Annual report: <ul style="list-style-type: none">• Please attach your Pedagogical leadership plan and Annual financial statement


Annual Financial Record

The contract holder is required to provide a detailed annual financial record to Te Mahau.

Alternative Education funding and other income will be itemised. Expenses also need to be itemised including, but not limited to:

- Property rent
- Property repairs and maintenance
- Other repairs and maintenance
- Equipment and resources
- Furniture
- Internet and connectivity
- Power
- Wages
- Learning resources
- Gifts & hospitality
- Professional Development
- Transport/travel
- Vehicle expenses
- Mobile phones

**“HE TINĪ NGĀ WHETŪ
E NGARO I TE KAPUA ITI.
MANY STARS CANNOT
BE CONCEALED BY A
SMALL CLOUD.”**



Appendices



Appendix one: Legislation

The Education and Training Act 2020

The Education and Training Act requires that:

- children and young people must be enrolled in a registered school from their 6th to their 16th birthday (section 35)
- ākongā who are required to be enrolled must attend school whenever it is open (section 36(1))
- parents are responsible for their child's regular attendance at school (section 244)
- School Boards must take all reasonable steps to ensure the attendance of ākongā who are enrolled in their school (section 36(2))
- Principals must ensure that they have evidence of enrolment and attendance (section 237 and the Education (School Attendance) Regulations 1951.

Children's Act 2014

The Children's Act 2014 requires all schools, kura and their contracted providers to safety check all their children's workers.

Since 1st July 2015 all schools and kura need to have a Child Protection Policy in place. Where a school sub-contracts Alternative Education provision they must ensure they have their own child protection policy. Child protection policies encourage early identification and referral of suspected child abuse or neglect. They also help build a strong culture of child protection in the school or kura.

Key requirements of a child protection policy:

- it needs to be written and in use
- say how suspected neglect and abuse will be identified and reported
- be reviewed every three years
- be available on school websites or on request.

All children's workers need to be safety checked every three years. This includes volunteers, staff employed, and staff engaged in the school or kura, whose work also involves regular or overnight contact with children. They are classified as either core workers or noncore workers.

For more information, the Children's Act Guide ('the Guide') helps you navigate the requirements of the Act. It brings together information and resources already published and complements the advice and guidelines produced by the Children's Action Plan.

Oranga Tamariki Act 1989 and Family Violence Act 2018

The Oranga Tamariki Act 1989 and the Family Violence Act 2018 work together to regulate how people's personal information can be shared in certain situations. The legislative requirements under these Acts are similar in many ways, but there are some key differences including who the requirements apply to, and the purposes that information can be shared for. The four most important things to know about how the Acts work together to support good information sharing are:

1. Safety comes first – personal information should be shared with the right agencies or practitioners if there are concerns about someone's safety or they or others are at risk of harm.
2. Professionals can proactively share information. However, in contrast to section 66 of the Oranga Tamariki Act there is no mandatory requirement to share information under the Family Violence Act.
3. You are protected from civil, criminal, or disciplinary proceedings if you share information under these Acts in good faith.
4. The Oranga Tamariki Act and the Family Violence Act go beyond the Privacy Act in some circumstances, but other parts of the Privacy Act still apply. E.g., the rules around collecting, storing, using, or disclosing personal information.

a) Oranga Tamariki Act 1989

Under the Oranga Tamariki Act you must disclose information about a child or young person where you have concerns for their well-being or safety. If you believe that a child or young person has been, or is likely to be, harmed, ill-treated, abused (whether physically, emotionally, or sexually), neglected, or deprived, section 15 of the Oranga Tamariki Act requires you to make a Report of Concern to Oranga Tamariki. The requirement to make a Report of Concern under this section overrides any confidentiality obligation you may have under the HIPC or your Code of Ethics.

The Oranga Tamariki Act also enables child welfare and protection agencies or independent persons to request and provide personal information about a child or young person where there are safety or wellbeing concerns that do not meet the threshold of a Report of Concern.

Section 66C of the Oranga Tamariki enables the voluntary sharing of information between child welfare and protection agencies and independent persons (as defined in the act) for the safety and wellbeing of children. Relevant, accurate and up to date information can be shared upon request, proactively and in response to a request if it will achieve one of the following purposes:

- Prevent or reduce the risk of harm, ill-treatment, abuse, neglect, or deprivation for tamariki,
- Make or contribute to an assessment of the risks or needs of tamariki.

You do not need the student's consent to share information under the Oranga Tamariki Act. In the case of a school counsellor however, they should talk to the children or young person (and their parents/whanau where appropriate) before sharing information (unless it is not appropriate or safe to do so) to seek their views about the reasons the counsellor wishes to share their information.

b) Family Violence Act 2018

The Family Violence Act 2018 has introduced rules about when personal information can be shared.

Under the Act, a teacher, (defined as a social service practitioner) must consider sharing information if they receive a request from another family violence agency or practitioner if they believe that it may protect a victim from family violence. Note that the duty is only to consider sharing; it is up to the teacher's professional judgement to determine whether they should share the information.

In making your decision you will need to consider the Act's purposes and only share information related to these. Those purposes are

- a. to make, or contribute to, a family violence risk or needs assessment,
- b. to make, or contribute to the making or carrying out of a decision or plan that is related to, or that arises from or responds to, family violence,
- c. to help ensure that a victim is protected from family violence.

For further advice on information sharing requests made under this Act, the Ministry of Justice has produced some guidance which can be found here: [Information Sharing Guidance | New Zealand Ministry of Justice](#).

^[1] The full list of what agencies are deemed to be Family Violence Agencies under the Act is set out in Section 19. It includes any school board, any licensed early childhood service, the Ministry of Education, Ministry of Health, Kāinga Ora–Homes and Communities, Immigration New Zealand, Ministry of Justice, New Zealand Police, Oranga Tamariki and the Ministry of Social Development.

^[1] Family Violence Act 2018 S 20 (1)(a) – (c)

Health and Safety at Work Act 2015

All types of organisations face risk. The principles of risk management apply irrespective of the type of organisation.

Alternative Education can involve a range of parties, including schools, iwi, hapū and community providers. These parties are responsible for ensuring the risks they can reasonably be expected to have influence or control over, are well managed, minimised or eliminated. These risks could arise from a number of causes:

- from poor planning and management
- a failure to attract and properly train staff and volunteers
- the behaviour of individual ākongā.

Health and Safety is everyone's responsibility, and the [Health and Safety at Work Act 2015](#) (HSWA) introduces the term 'Person Conducting a Business or Undertaking' (PCBU). In the context of Alternative Education, the School Board, iwi, hapū or community organisation is the PCBU. Where a community-based provider is subcontracted to deliver Alternative Education, the management of the provider is also the PCBU. Where there are multiple parties and PCBUs, each has responsibility for managing risks within their area of responsibility and expertise. In other words, they have overlapping duties to ensure the health and safety of workers and other people.

Schools and providers need to consult on health and safety matters. One of the duties is for PCBUs to consult, co-operate and co-ordinate activities with other PCBUs who share health and safety duties on the same matter. The reason for this is to ensure that when PCBUs are working together they are organised and take action to prevent any gaps in managing health and safety risks. Effective co-ordination and communication avoid unnecessary duplication of effort.

The Board of the school, generally through the Principal, must ensure that policies and procedures are developed, implemented and reviewed. Where the provision is hosted by an external provider, the managing school would ensure that the provider has adequate policies that are in place and utilized before, during, and after contracting with the provider. The enrolling school would seek assurances that

health and safety/risk management is sufficient before sending ākongā to the Alternative Education provision.

The provider ensures that ākongā, staff and visitors have a safe and healthy environment to work and learn in. The respective people in charge must clarify with each other where and when their respective responsibilities apply.

The PCBU hosting the alternative education provision has an overall duty to ensure the health and safety of all the workers and others involved in the activity. The other providers/schools or participants also have duties for the health and safety of their own workers and others affected by their work.

The extent of the duty to manage risk depends on the ability of each PCBU involved in the work, to influence and control matters. Health and safety is everybody's responsibility.

For more information you can download the [Health and Safety Practical Guide for School Leaders and Boards](#). A useful diagram on page 13 of this publication shows how different roles can interrelate.

Off-site locations

If an Alternative Education provision is not located on a school site, the alternative site must be approved by the Minister pursuant to section 117 of the Education and Training Act 2020. The Minister may, by written notice to the board of a State school, approve the use of an off-site location by the school.

The written agreement will set out:

- who is responsible for the education provided at the off-site location.
- who is responsible for the welfare and safety of ākongā at that location.
- the terms agreed on any other matter the Secretary considers relevant in the particular case.

The Alternative Education provider will need to be able to demonstrate that:

- It ensures that its premises comply with all legal requirements.
- It has practices in place which comply with education outside the classroom (EOTC) guidance and the HSWA.
- It provides and maintains a safe and healthy physical and emotional environment for all who enter its premises and any other premises that are used for the programme.
- It has safety and emergency plans for the evacuation of its premises and any other premises that it uses for the programme.
- It maintains a register of incidents of serious harm to staff, visitors and others in the workplace.
- It notifies WorkSafe of any Notifiable Events as defined in the HSWA.
- It informs the contract holder of any incidents or injury that involves ākongā and follows agreed aspects of the school's health and safety policy.
- It ensures that staff only use appropriate methods of discipline when correcting ākongā behaviour.

- It ensures the health and safety of young people in the programme by having appropriate plans and policies that cover the following:
 - Information required for the purpose of the programme and the safety of the learners participating in the programme is collected.
 - The physical location of the programme is appropriate and safe for the age, background and capabilities of those participating.
 - There is a plan in place to cover emergencies that may occur during the operation of the programme.
 - Everyone who needs to know knows where the participants are at all times during the programme. If ākongā attendance is of concern, then an agreed protocol that outlines steps that need to be taken needs to be in place, eg referral to the Attendance Service.
 - Risk is assessed for all activities and reassessed for new ākongā and staff.
 - Health and safety induction.

Appendix 2: Links to cross government tools and support

There are several government resources that may support alternative education ākonga and their schools in the pursuit of educational success.

School transport assistance – Ministry of Education

Ministry funded school transport assistance may be provided for ākonga attending alternative education. To be eligible for assistance the ākonga needs to meet all the eligibility criteria of mainstream School Transport Assistance. If a ākonga is eligible, they will be provided with a conveyance allowance only.

For information on the eligibility criteria go to:

<http://www.education.govt.nz/school/running-a-school/using-school-transport>.

Youth Guarantee – Ministry of Education

The goal of Youth Guarantee is to create stronger links between senior secondary and lower-level tertiary education. Youth Guarantee provides young people with access to qualifications at levels 1-3 on the National Qualifications Framework in tertiary education and improves transitions between school, tertiary education and work.

For more information see:

<http://www.education.govt.nz/ministry-of-education/budgets/budget-2010/budget-2010-factsheets/youth-guarantee/>

Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint – Ministry of Education

The use of physical restraint is limited to teachers and authorised school employees only.

The guidance document will help schools and providers to use positive strategies for managing ākonga behaviour. It focuses on preventative and de-escalation techniques with the priority on the wellbeing and safety of both staff and ākonga. More information can be found:

<http://www.education.govt.nz/school/managing-and-supporting-ākonga/ākonga-behaviour-help-and-guidance/seclusion/>

Health Promoting Schools – Ministry of Health

HPS is an initiative which supports school communities to identify and address the health, wellbeing and education priorities of their ākonga. The initiative provides access to a wide range of health promoting tools and resources for ākonga.

For more information see:

<http://hps.tki.org.nz/>

Career resources – Careers NZ

Careers NZ has a range of tools and resources that enable ākonga to investigate, plan and navigate different career paths. Resources for teachers are also available such as the career education benchmarks.

For more information see:

<http://www.careers.govt.nz/>

Wellbeing@School – NZCER

NZCER has developed two wellbeing-focused self-review toolkits for schools 'Wellbeing at School' and the 'Inclusive Practices' toolkit. These include ākonga surveys to assess wellbeing and tools to create effective action plans to improve wellbeing in the school community.

For more information see:

<http://www.wellbeingatschool.org.nz/>

Wellbeing resource for schools – ERO

ERO developed this resource to help schools evaluate and improve ākonga wellbeing. ERO has also published draft evaluation indicators for ākonga wellbeing.

For more information see:

<http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/>

Appendix 3: Forms and templates

The following forms and templates are available on [Te Kete Ipurangi](#):

- Collaborative Action plan
- Pedagogical leadership plan
- Monthly status report template
- Midyear report template
- Annual report template
- Annual finance report template.

<https://alternativeeducation.tki.org.nz/Alternative-education>



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