AE Report card for 2013

**The information contained in this report captures the various components of the Christchurch AE Consortium operation in 2013.**

**Student numbers and percentages:**

|  |  |
| --- | --- |
| Verifications by the Ministry of Education in 2013 | 166 |
| Conference meetings convened by Arthur and Bruce in 2013 | 172 |
| Number of students placed in the AE programmes in 2013 | 160[[1]](#footnote-1) |
| Number of students experiencing an AE programme in 2013[[2]](#footnote-2) | 208 |
| Current placements in AE as at 12/12/13 | 103 |
| Of the current placements the % male is… | 55 |
| Of the current placements the % year 10 is… | 59 |
| Of the current placements the % European is… | 53 |
| Of the current placements the % Maori is… | 44 |
| Of the current placements the number transitioning as at 12/12/13 is…. | 26 |

**Approved verification applications came from** primarily from the schools in the Consortium (77%)

The K3 Attendance Service (16%) and Ministry senior advisors (7%) also made application to the Ministry. I understand that the Ministry declined 4 applications.

**AE categories as prescribed by** the Ministry:

|  |  |
| --- | --- |
| Not enrolled in schooling | 15% |
| Excluded | 7% |
| Te Kura | 1% |
| A (Truant) | 45% |
| B (at risk of further suspension) | 20% |
| C (Alienated) | 12% |

**Ninety four (94) students transitioned from AE/ceased to be in AE during 2013:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Transitioning category…….** | **number** | **%** | **Comment** |
| Schooling | 21 | 22 | An increase compared with 2012 |
| Training courses | 22 | 23 | Down on 2012 |
| Employment | 7 | 7 |  |
| AE placements in other parts of NZ | 3 | 3 | An increase compared with 2012 |
| Turned 16 | 13 | 14 | An increase compared with 2012[[3]](#footnote-3) |
| Referred to the tracing agency | 23 | 24 | Significantly down on 2012 |
| Other | 5 | 7 |  |

69% of our student leavers achieved the type of outcome the programme providers are seeking.

**One measure of engagement is the attendance. Here is a sample:**

|  |  |  |
| --- | --- | --- |
|  | November | December |
|  | # | % | # | % |
| 100% | 23 | 21 | 50 | 49 |
| >74% | 70 | 73 | 72 | 70 |
| 51-74% | 20 | 19 | 19 | 18 |
| <51% | 9 | 8 | 12 | 12 |

**Student NQF credit achievements-*a new development:***

|  |  |  |
| --- | --- | --- |
|  | **Year 11** | **All students** |
| Number of students | 36 | 103 |
| Number of credits gained | 280 | 540 |
| Number of standards achieved | 55 | 239 |

Column one above is required in the report to the Ministry. The outcome for a number of the Te Kura assessments was still pending and not all Y11 students were assessed against NQF standards.

**The increased support for AE from school principals is appreciated.**

For the first time all 25 consortium (enrolling) schools signed an agreement with the managing school and an increasing number of the schools have signed off on the student IEPs[[4]](#footnote-4).

Ten schools offered their support for the assessment and associated moderation programme while five indicated support for the provisionally registered teachers. The next steps associated with these two parts of our work will be finalised early in 2014.

**Other significant achievements**

* Support from the NZ Teachers Council
* A moderation and assessment process partially in place
* A slick and highly respected process where students are started in their programme within 5 to 10 school days from the Ministry verification date.
* Student voice has contributed significantly to the recently constructed procedures for the transitioning of students to employment, training courses and mainstream schooling

**The Goals for 2014 include**

* Enhanced relationship between AE Providers and schools, and between the students and the schools
* Well bedded assessment and moderation processes
* Greater awareness within the Christchurch Education Community of the AE student achievements
* A significant number of the PRTs moved to Full Registration

Arthur Sutherland

Manager of the Christchurch AE Consortium

10th March, 2014.

1. Some students/parents and schools change their plans [↑](#footnote-ref-1)
2. Some continued from 2012; some started but left before an IEP established. There is a requirement that a student has an IEP within 30 days of starting in AE. Starting students can be problematic. For example, the student runs away [↑](#footnote-ref-2)
3. Work is continuing in December and in Jan 2014 to assist these students achieve other outcomes [↑](#footnote-ref-3)
4. “An ERO review of a school may include considering the individual learning plans and student outcomes” of those students placed in AE. (Ministry of Education of AE Guidelines, 2012) [↑](#footnote-ref-4)