



Tuia te hononga tāngata, tuia te hononga ao

Taking the Pulse of
Distance Learning in
Aotearoa New Zealand

2019 - 2022

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<https://flanz.org.nz/dl-pulse/>

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Executive Summary

This report is a follow-up to the *Tuia Te Hononga Tāngata, Tuia Te Hononga Ao: Taking the Pulse of Distance Learning in Aotearoa New Zealand* national study examining distance learning activity in New Zealand's schools sector. While the original report focused on the nature of governance and level of activity for the 2023 school year, this report examines the historical period from 2019-2022 to understand the pandemic's impact on traditional distance education practices. This research provides valuable baseline data for understanding how distance education evolved during and after the pandemic.

Distance learning participation grew significantly from pre-pandemic to post-pandemic, with primary students increasing by 25.5% and secondary students by 26.7% between 2019 and 2023. The pandemic created notable growth spikes in 2021 (+11.4%) and 2022 (+10.6%), with primary levels experiencing more dramatic increases than secondary levels.

Te Aho o Te Kura Pounamu dominates the landscape, accounting for over 90% of secondary distance learning but only 62-74% of primary distance learning participation. Non-profit programmes play a more significant role at primary levels (26-38% of participation) compared to secondary levels (6-8%). The data reveals divergent trends between providers. While Te Aho o Te Kura Pounamu experienced growth across all categories, non-profit distance learning programmes generally saw reductions in student numbers despite some increases in course enrolments. Private schools and for-profit programmes remain a minimal presence, representing less than 1% of total distance learning activity.

However, it is also important to note that because no central tracking system exists there is likely some inflation in the data due to students potentially being counted by multiple providers.

Despite this growth, distance learning remains a small fraction of New Zealand's education sector. On average, one in 25 students enrolled in at least one distance course, with participation rates of approximately one in 12 secondary students and one in 125 primary students. This report provides crucial baseline data for policy development (particularly better tracking of student modalities of learning), as well as highlighting the need for continued monitoring of this evolving educational landscape.

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Introduction

In the abstract to his analysis of the pandemic-induced remote learning, and the failure of jurisdictions to leverage their existing distance and online learning schools and programmes, Barbour (2022) wrote:

While the use of distance and online learning had been used for over a century in the [primary and secondary] setting (including in isolated ways during previous pandemics and natural disasters), the complete worldwide closure of schools focused attention on the use of distance and online tools and content to provide continuity of learning in a remote context. The way in which both practitioners and scholars make sense of what has occurred over the past 18 months, and what is likely to continue into the future, will impact both regular schooling and how we prepare for future crisis. (p. 7)

Distance learning in the schools sector in New Zealand can be traced to the creation of The Correspondence School in the early 1900s (Woods, 2022). More recently, during the late 1990s and early 2000s there was a proliferation of virtual learning programmes (Wenmoth, 2019). Since that time a complex system of virtual learning network e-learning clusters would develop, which at one point included more than 20 individual programmes (Roberts, 2009; 2010).

Additionally, in 2000 the Government created three regional health schools to support students when health-related challenges prevent them from attending their usual school. Each of these partnered with Te Aho o Te Kura Pounamu (formerly known as The Correspondence School) and, in some instances, also provided their own distance programming (for a more comprehensive understanding of the history of schools sector distance learning in New Zealand see Barbour & Wenmoth, 2024a).

In an effort to better understand this emerging environment, in 2011 the Ministry of Education commissioned the then Distance Education Association of New Zealand (now the Flexible Learning Association of New Zealand [FLANZ]) to undertake a study into the development of virtual learning in New Zealand and the barriers faced in achieving sustainability and maturity (Barbour, 2011).

One of the recommendations of that Primary and Secondary e-Learning: Examining the Process of Achieving Maturity report was that an annual national study be conducted into the nature of governance for distance learning, as well as the level and scope of activity, similar to studies conducted in the United States since 2004 and Canada since 2008. There were efforts by CORE Education and later FLANZ in 2015, 2017, and 2020 to undertake this study. However, those efforts did not materialise for a variety of reasons.

However, the advent of the COVID-19 pandemic saw the mass closure of schools during successive periods of lockdown throughout the country, resulting in brick-and-mortar schools resorting to implementing emergency remote learning practices (Wenmoth, 2021). Several private schools and for profit online programmes have established themselves in the post-pandemic context. Each of these entities have different legal frameworks that govern their operations and, depending on the nature of the entity, varying levels of public reporting.

In 2024 a first systematic, national study was completed, and a report produced titled *Tuia Te Hononga Tāngata, Tuia Te Hononga Ao: Taking the Pulse of Distance Learning in Aotearoa New Zealand* (Barbour & Wenmoth, 2024b). That report detailed the activity of distance education providers in the schooling sector of New Zealand for the 2023 school year. It also provided a comprehensive picture of what is happening in the overall landscape of distance learning in the schools sector.

However, the report failed to address Barbour's (2022) concerns about the need for a better understanding of the impact the pandemic had on the traditional practice and level of activity of distance learning in the schooling sector.

At the time of publication of *Tuia Te Hononga Tāngata*, *Tuia Te Hononga Ao: Taking the Pulse of Distance Learning in Aotearoa New Zealand*, data was already being gathered to provide a comprehensive view of this activity in the period prior to 2023, so that these and subsequent reports can become an annual publication providing an evidence-based approach to the development of policy and growth within the field. This report, then, is the second in the series, but provides an historical background for the period 2019-2022.

Methodology

The purpose of this research project was to undertake a historical national study into the scope of activity of distance learning providers in the New Zealand schools sector from 2019 to 2022. This study was a follow-up to the national study of the 2023 school year conducted by Barbour and Wenmoth (2024). The specific research questions that were explored included:

- What is the extent of schools sector distance learning activity in New Zealand?
- If new distance learning schools and/or programmes were identified, what is the nature of governance and resourcing of the distance learning school/programme in New Zealand?

The data for this study was collected through surveys sent to the leaders of schools sector distance learning schools/programmes throughout the country identified as a part of the Barbour and Wenmoth (2024) study. These potential participants are described in Table 1, and those who either declined to participate or did not respond are indicated in grey.

Table 1. Participation of distance learning entities

School	Public	Distance school	Te Aho o Te Kura Pounamu
		Special institution	Central Regional Health School Northern Health School Southern Health School Ko Taku Reo – Deaf Education New Zealand
	Private		3H School International AGE School Amana Christian School ATEA College Crimson Global Academy Mt. Hobson Academy OneSchool Global Otamatea Christian School Pinnacle Global Academy
Programme	Non-profit		Kōtui Ako Virtual Learning Network Aotearoa (formerly Virtual Learning Network Primary AND Online Learning Community) MindPlus Online NetNZ
	For profit		Spectrum Academy

Individual requests for data were created based on the nature of activity reported by Barbour and Wenmoth (2024). These surveys were deployed using a combination of strategies designed to increase the chances of participants' responses. For example, the tailored method design that called for potential participants to be sent prenotification messages prior to launching the survey (Dillman et al., 2014), along with sending the survey and multiple reminders over a period of four weeks (Schaefer & Dillman, 1998).

How to Read This Report

The report is organized using the distance learning landscape taxonomy outlined by Barbour and Wenmoth (2024), where the researchers identified two main categories of distance learning providers (see Table 2).

Table 2. Nature of distance learning entities

School	Public ¹	Distance school
		Special institution
		State school
		Tertiary institution
	Private	
Programme	Non-profit	
	For profit	

The first type were providers who were defined as schools within the *Education and Training Act 2020* (Government of New Zealand, 2024). The only type of school specifically described in the legislation to provide distance learning is a ‘distance school.’ However, there are other types of public and private schools that also provide distance learning. For example, ‘special institutions’ are known to provide distance learning on occasion. Similarly, there are brick-and-mortar ‘state schools’ and ‘private schools’ that are known to provide distance learning. Historically, there have even been some ‘tertiary institutions’ that have provided distance learning to students in the schools sector. The second type of provider is not referenced in the legislation. Within the broader literature in the field, providers that do not have Ministry or Department of Education school identification codes are often labelled as ‘programmes’. One of the main distinctions between a school and a programme is programmes are unable to grant credit, provide transcripts, and other formal functions that schools are able to perform. For the purpose of this project, the label of programme was further delineated into a non-profit category (i.e., those programmes established as charitable trusts) and a for profit category (i.e., those programmes that were set-up as private enterprises).

This report also utilises terms to describe the nature of distance learning that are common in both the literature and international contexts. For example, ‘supplemental’ distance learning is “where students are enroled in a brick-and-mortar school but take one or more courses [at a distance] to supplement their [in person] studies” (Barbour, 2020, p. 4), while ‘full-time’ distance learning is “where students are engaged in full-time [distance learning] and do not attend a brick-and-mortar school at all” (p. 4). One of the difficulties in applying these dichotomous categories within the New Zealand context are with student who attend ‘special institutions’ (e.g., the three health schools). Some students attending these schools receive instruction and/or services from the health school and receive other instruction from their home school (i.e., a brick-and-mortar state school). However, other students receive instruction from the health school and other instruction from Te Aho o Te Kura Pounamu – both from home or from a physical location provided by the health school.

¹ There are additional types of public schools in the *Education and Training Act 2020* beyond these three. However, at this time those other types of public schools do not provide distance learning (Government of New Zealand, 2024).

Still other students may be directly enrolled in the health school. Unfortunately, with the exception of the enrolments in Te Aho o Te Kura Pounamu, it is difficult to parse whether other students are attending an in-person school or receiving their instruction in a distance learning context.

Finally, for those international readers who may be unfamiliar with distance learning in the schools sector in New Zealand, there are several phrases that are important to understand. For example, the 'schools sector' is a term that is used to refer to what most in North America and Europe refer to as K-12 (or kindergarten to grade 12). Similarly, what is often termed as 'higher education' or 'post-secondary' is known as the 'tertiary sector' in New Zealand. Additionally, progression in the schools sector is marked by year levels, not grades. As such, year one would be the North American equivalent to kindergarten, year two would be grade one, and so on.

The report itself begins with a national overview of schools sector distance learning activity in New Zealand for a five-year period covering the 2019 to 2023 school years. This is followed by detailed profiles for each provider of schools sector distance learning. For providers that were included in Barbour and Wenmoth (2024) the profile includes a short description of the provider, then the level of activity from the 2019, 2020, 2021, and 2022 school years. For providers that were not included in the original report, a full profile is presented for each provider.

National Overview of Schools Sector Distance Learning Activity

To begin, Table 3 presented the total number of unique students engaged in distance learning at the primary and secondary level, as well as the proportion those students represent as compared to the total number of students at that level. For example:

$$\frac{\text{total number of unique primary students who enrolled in one of more distance courses}}{\text{total number of unique students enrolled in primary levels in New Zealand}}$$

When examining this level of distance learning activity in the New Zealand schools sector over the past five years there are several general trends that are revealed.

Table 3. Scope of distance learning activity by type of student from 2019-2023²

Year	Distance learning students	Primary students	Secondary students	Other students ^a	Total students
2019	# of distance learners	3,320	21,177	1,891	26,388
	% of distance learners	0.6%	7.4%	-	3.2%
2020	# of distance learners	3,123	22,087	1,815	27,025
	% of distance learners	0.6%	7.5%	-	3.3%
2021	# of distance learners	3,512	24,692	1,892	30,096
	% of distance learners	0.7%	8.3%	-	3.6%
2022	# of distance learners	4,244	26,856	2,197	33,297
	% of distance learners	0.8%	8.8%	-	4.1%
2023	# of distance learners	4,167	26,829	2,479	33,475
	% of distance learners	0.8%	8.4%	-	4.0%

^a Other students includes both 'Years 1 to 13, 0.1/0.2 ORS supplement' (i.e., deliver supplementary 0.1/0.2 services for full-time years 1 to 13 ORS-verified) attending Te Aho o Te Kura Pounamu students and students attending the health school, but not also enrolled in Te Aho o Te Kura Pounamu

First, there has been an overall increase in the number and proportion of both primary students and secondary students engaged in distance learning pre-pandemic to post-pandemic. As might be expected, there was an artificial jump in overall participation during the 2021 school year and the 2022 school year – likely due to school closures and a general increase in the concern for public

² The 2023 data only included those providers who also participated in the 2019-2022 data collection. This means that 2023 data presented in Barbour and Wenmoth (2024) for the Central Regional Health School, Amana Christian School, ATEA College, OneSchool Global, and Otamatea Christian School were not included in the 2023 data presented in Table 3.

health. However, there was growth in both the number and proportion of students engaged in distance learning from 2019 to 2023.

Second, while the pandemic had a positive impact on the growth in the number of students enrolled in distance learning, that impact was unevenly felt between primary students and secondary students. There was an increase of 11.4% in the number of students engaged in distance learning during the 2021 school year, as compared to the 2020 school year. Similarly, there was a further increase of 10.6% in the number of students engaged in distance learning during the 2022 school year, as compared to the 2021 school year. However, these increases were felt more dramatically at the primary school level. For example, the number of distance learners during the 2021 school year increased by 12.5% at the primary level, but only 11.8% at the secondary level. During the 2022 school year that difference was even more dramatic as the number of distance learners at the primary level increased by 20.8%, whereas the number of distance learners at the secondary level only increased by 8.8%. Interestingly, there was a little difference in the decrease between the 2022 school year and the 2023 school year, with there being 0.2% fewer primary students enrolled in distance learning and 0.1% fewer secondary students enrolled in distance learning.

Third, interestingly even though the pandemic related growth was felt more acutely at the primary level than it was the secondary level, the pre-pandemic to post-pandemic growth was essentially the same. The number of distance learners at the primary level during the 2023 school year, as compared to the 2019 school year, represents a growth of 25.5%. Similarly, the number of distance learners at the secondary level during the 2023 school year, as compared to the 2019 school year, represents a growth of 26.7%.

Fourth, generally speaking, the proportion of primary school students engaged in distance learning remained quite small as an overall proportion of the total number of primary school students in New Zealand. Additionally, the number of primary school students engaged in distance learning was also a relatively small proportion of the total number of students engaged in distance learning (i.e., 2019 – 12.5%, 2020 – 11.6%, 2021 – 11.7%, 2022 – 12.7%, and 2023 – 12.5%). Essentially, primary school students only make up about one out of every 10 students who enrol in distance learning.

Finally, it should be noted that the data for secondary students (and to a lesser extent other students and primary students) is inflated due to the nature of the available data. As there is no central repository that tracks enrolment by all of the different types of providers, the data presented throughout this report are based on responses from the individual providers themselves. It is quite likely that a student who enrolled in a course brokered by NetNZ may have also enrolled in a course brokered by the Online Learning Community or offered by Te Aho o Te Kura Pounamu. If a student enrolled in a brick-and-mortar school over the duration of the 2020 school year was enrolled in one NetNZ course and one Online Learning Community Course during Term 1, then enrolled in one Te Aho o Te Kura Pounamu course in Term 2, that student would have been counted as three students in Table 3. Additionally, if that student had attended one of the health schools for a portion of the year, they would show up as three students in the 'Secondary Students' column and one student in the 'Other Students' column. While the researchers are confident in the broader trends, the exact figures presented throughout the report should be understood with this caveat in mind.

Figure 1. Scope of Distance Learning Activity by Number of Students from 2019-2023

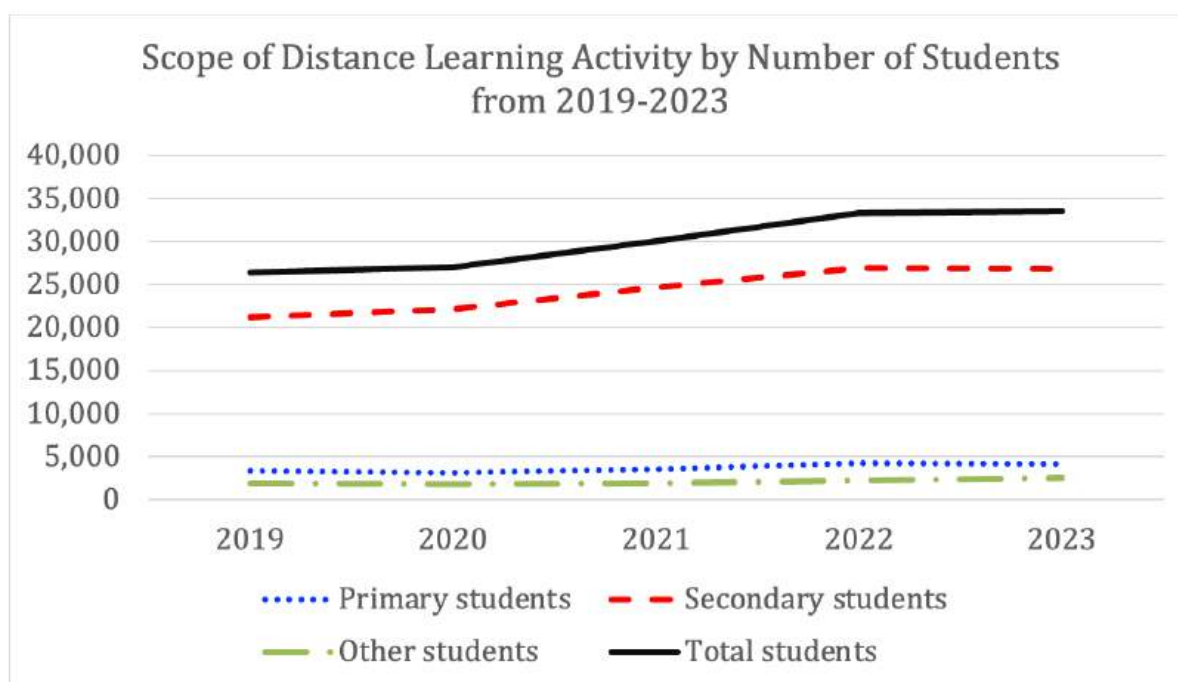
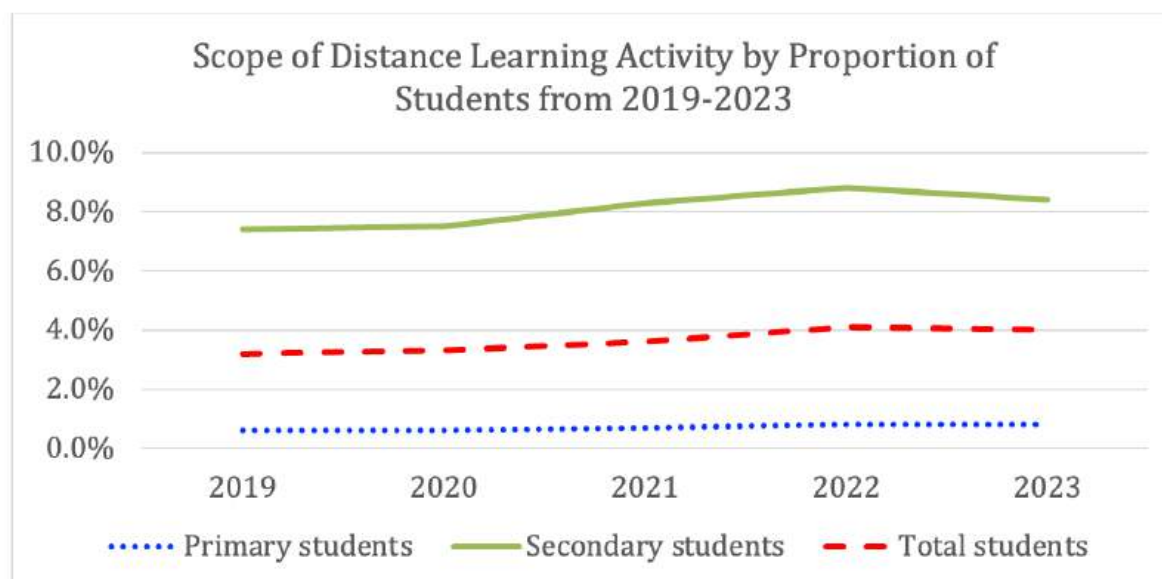


Figure 2. Scope of Distance Learning Activity by Proportion of Students from 2019-2023



An examination of the data in a visual format supports these general trends in the data. As the figures indicate while there was a growth in the pre-pandemic to post-pandemic student engagement in distance learning, the overall rate of participation has been largely flat in the overall schools sector. Even though (a) one out of every 25 New Zealand students were enrolled in at least one distance learning course, (b) approximately one out of every 12 secondary students were enrolled in at least one distance learning course, and (c) one out of every 125 primary students were enrolled in at least one distance learning course; this still represents a small fraction of the overall learning that occurs within the New Zealand schools sector.

When the data related to the level of student is broken down by individual distance learning providers, it revealed some interesting trends (see Table 4 and Table 5)

Table 4. Secondary distance learning enrolment by provider from 2019-2023

Provider	2019	2020	2021	2022	2023
Te Aho o Te Kura Pounamu ^a	19,625 (92.1%)	20,620 (92.6%)	23,048 (92.9%)	24,897 (92.7%)	25,207 (93.5%)
Ko Taku Reo – Deaf Education New Zealand ^b			11 (<0.1%)	45 (0.1%)	88 (0.3%)
NetNZ ^b	714 (3.4%)	743 (3.3%)	784 (3.2%)	693 (2.6%)	659 (2.4%)
Online Learning Community ^b	959 (4.5%)	892 (4.0%)	951 (3.8%)	1050 (3.9%)	824 ^d (3.0%)
3H School International ^c				25 (0.1%)	6 (<0.1%)
Crimson Global Academy ^c		12 (0.1%)	28 (0.1%)	73 (0.3%)	70 (0.3%)
Mount Hobson Academy ^c				75 (0.3%)	56 (0.2%)
Total	21,298	22,267	24,822	26,861	26,956

^a Includes Te Aho o Te Kura Pounamu enrolment categories of ‘adult and young adult students,’ ‘Years 1 to 13 full-time education services’ (only ‘full-time enrolments at secondary level’), and ‘Years 1 to 13 dual enrolment education services’ (only ‘enrolments from years 9 to 13 students enrolled at other primary schools’).

^b Includes course enrolments, not unique students.

^c Includes unique students enrolled in Year 9 through Year 13+.

^d Merged to form Kōtuiti Ako | Virtual Learning Network Aotearoa in 2023

Table 5. Primary distance learning enrolment by provider from 2019-2023

Provider	2019	2020	2021	2022	2023
Te Aho o Te Kura Pounamu ^a	2191 (62.5%)	2351 (67.0%)	2654 (73.8%)	3235 (71.5%)	3,123 (68.3%)
Virtual Learning Network Primary ^b	1314 (37.4%)	1158 (33.0%)	943 (26.2%)	1228 (27.1%)	1453 ^d (31.8%)
AGE School ^c				3 (0.1%)	6 (0.1%)
Mount Hobson Academy ^c				60 (1.3%)	40 (0.9%)
Total	3,505	3,509	3,597	4,526	4,576

^a Includes Te Aho o Te Kura Pounamu enrolment categories of ‘early childhood education,’ ‘Years 1 to 13 full-time education services’ (only ‘full-time enrolments at primary level’), and ‘Years 1 to 13 dual enrolment education services’ (only ‘enrolments from years 1 to 8 students enrolled at other primary schools’).

^b Includes course enrolments, not unique students.

^c Includes unique students enrolled in Year 1 through Year 8.

^d Merged to form Kōtuiti Ako | Virtual Learning Network Aotearoa in 2023

At the secondary level, Te Aho o Te Kura Pounamu accounts for more than 90% of all distance learning participation throughout the five-year period. Non-profit programmes only account for 5.5% to 7.9% of the distance learning participation (depending on the specific school year). The level of distance learning participation from private schools is approximately 0.5% or less in the years those schools were represented.

However, at the primary level, Te Aho o Te Kura Pounamu only accounts for 62% to 74% of the distance learning participation (depending on the specific school year). Interestingly, the non-profit programme focused on the primary levels (i.e., Virtual Learning Network Primary) accounted for between 26.2% to 37.5% of the distance learning participation (depending on the specific school year).

The overall enrolment during this five-year period, broken down by provider and whether the distance learning was supplemental or full-time, is presented in Table 6 on the following page.

Table 6. Supplemental and full-time distance learning enrolment from 2019-2023

Provider	Supplemental					Full-time				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Te Aho o Te Kura Pounamu ^c	9,323	9,515	10,977	11,438	10,803	12,658	13,648	14,952	17,029	17,784
Northern Health School ^a	2,041	1,987	2,249	2,532	2,783	21	19	20	17	20
Southern Health School ^a	508	474	497	511	654	50	48	37	47	54
Ko Taku Reo – Deaf Education New Zealand ^b			11	45	88					
Kōtui Ako Virtual Learning Network Aotearoa (Primary) ^b [formerly the Virtual Learning Network Primary]	1,129	772	858	946	995					
Kōtui Ako Virtual Learning Network Aotearoa (Secondary) ^{bc b} [formerly the Online Learning Community]	903	840	885	959	786					
NetNZ ^{bc}	649	615	698	649	619					
3H School International									25	6
AGE School									6	6
Crimson Global Academy							12	28	73	70
Mount Hobson Academy ^{bc}									135	96
Spectrum Online Academy ^b								4	7	15
Total	14,553	14,203	16,175	16,431	16,728	12,729	13,727	15,041	17,339	18,051

^a Supplemental figures represent students who were dual enrolled, while full-time represent those whose home school was the health school. Additionally, totals from both the Northern Health School and the Southern Health School including students also served by Te Aho o Te Kura Pounamu.

^b Some of these students may have also been enrolled in course(s) from Te Aho o Te Kura Pounamu.

^c Some of these students may have also been enrolled in course(s) from Kōtui Ako | Virtual Learning Network Aotearoa (Secondary) or NetNZ.

While Table 5 is a useful overview of the complete data collection, it is best examined in more discrete ways. For example, Table 6 provides an overview of the supplemental and full-time activity over the five-year period.

Table 6. Type of distance learning activity from 2019-2023

	2019	2020	2021	2022	2023
Supplemental	13,650	13,363 (-2.1%)	15,290 (+14.4%)	16,121 (+5.4)	16,728 (+3.8%)
Full-time	12,729	13,727 (+7.8%)	15,041 (+9.6%)	17,339 (+15.3%)	18,051 (+4.1%)

Generally, speaking, the pattern that existed in the overall distance learning data continues to be present when that data is broken down by supplemental distance learning and full-time distance learning. For the most part, there is growth in the level of distance learning activity from year to year (with one exception discussed below). There is also the expected pandemic bump that happens during the 2021 school year for the students engaged in supplemental distance learning; and that occurs during the 2020, 2021, and 2022 school years for students engaged in full-time distance learning. Finally, there is an overall increase in the level of distance learning activity pre-pandemic to post-pandemic – although the growth in the full-time distance learning (i.e., 41.8%) is almost twice the rate of growth and supplemental distance learning (i.e., 22.6%) during this period.

One of the interesting aspects of the data presented in Table 6 is the decrease that occurred in the number of students engaged in supplemental distance learning from the 2019 school year to the 2020 school year. This individual annual trend represents the sole time within this particular data set where there was a contraction in the number of students engaged in a type of distance learning.

Shifting focus to Te Aho o Te Kura Pounamu, which was by far the largest provider of schools sector distance learning in New Zealand (i.e., responsible for 83.3% of students in 2019, 85.5% in 2020, 85.5% in 2021, 85.1% in 2022, and 82.2% in 2023), it is worth examining the data from this provider individually (see Table 7).

Table 7. Te Aho o Te Kura Pounamu enrolment by student type from 2019-2023

Type of students	2019	2020	2021	2022	2023
Full-time, early childhood education, or fee paying students	4,659	5,521 (+18.5%)	6,625 (+20.0%)	8,207 (+23.9%)	8,564 (+4.3%)
Young adult, adult, or correction students	7,999	8,127 (+1.6%)	8,327 (+2.5)	8,822 (+5.9)	9,220 (+4.5)
Unique students as primary and secondary dual enrolment	9,323	9,515 (+2.1)	10,977 (+15.4)	11,438 (+4.2)	10,803 (-5.6)
Individual enrolments as primary and secondary dual enrolment	16,357	15,992 (-2.2)	18,687 (+16.6)	19,597 (+4.9)	18,550 (-5.3)

On face value there is a lot of data to unpack in Table 7. For example, the year over a year increase in the number of students in the ‘full-time, early childhood education, or fee paying students’ and ‘young adult, adult, or correction students’ categories suggests an annual growth of full-time students in Te Aho o Te Kura Pounamu during each of these five school years. Conversely, there are fewer obvious trends and the dual enrolment data. The number of ‘unique students as primary and secondary dual enrolment’ with Te Aho o Te Kura Pounamu increased during the first four years, but decreased in the 2023 school year. However, the total number of ‘individual enrolments as primary and secondary dual enrolment’ actually decreased from 2019 to 2020, before increasing over the

next two school years, and then – like the number of ‘unique students as primary and secondary dual enrolment’ – also decreased in 2023.

One of the patterns that stand out the most in the data presented in Table 7 is the significant growth that is experienced in the ‘full-time, early childhood education, or fee paying students’ category – which experienced three straight years of approximately 20% growth before slowing down to just over 4% growth in 2023. Another pattern that is present, which was suggested in the overall distance learning data, was the pandemic bump that occurred in each of the categories. What is interesting to note is that while the ‘young adult, adult, or correction students’ category experienced growth during each year, there was no period of significant pandemic related growth like is seen in the ‘full-time, early childhood education, or fee paying students’ and ‘unique students as primary and secondary dual enrolment’ categories (or that was present in the overall distance learning data).

Looking at the broader picture, the pre-pandemic to post-pandemic growth was quite significant for ‘full-time, early childhood education, or fee paying students’ with an increase of 83.8% from 2019 to 2023. However, the growth in all other categories was much more modest: the number of ‘young adult, adult, or correction students’ increased 15.3%; the number of ‘unique students as primary and secondary dual enrolment’ increased 15.8%; and the number of ‘individual enrolments as primary and secondary dual enrolment’ increased 13.4%.

Finally, one data point to note is the difference between the number of ‘unique students as primary and secondary dual enrolment’ and the number of ‘individual enrolments as primary and secondary dual enrolment.’ These data points indicate the number of supplemental students that enrolled in Te Aho o Te Kura Pounamu and how many courses each student enrolled in. During this five-year period the average Te Aho o Te Kura Pounamu dual enrolment student enrolled in 1.75 courses in 2019, 1.68 courses in 2020, 1.7 courses in 2021, 1.71 courses in 2022, and 1.72 courses in 2023.

Visually, this data from Table 7 is also presented in Figure 3 and Figure 4 below.

Figure 3. Te Aho o Te Kura Pounamu enrolment by student type from 2019-2023

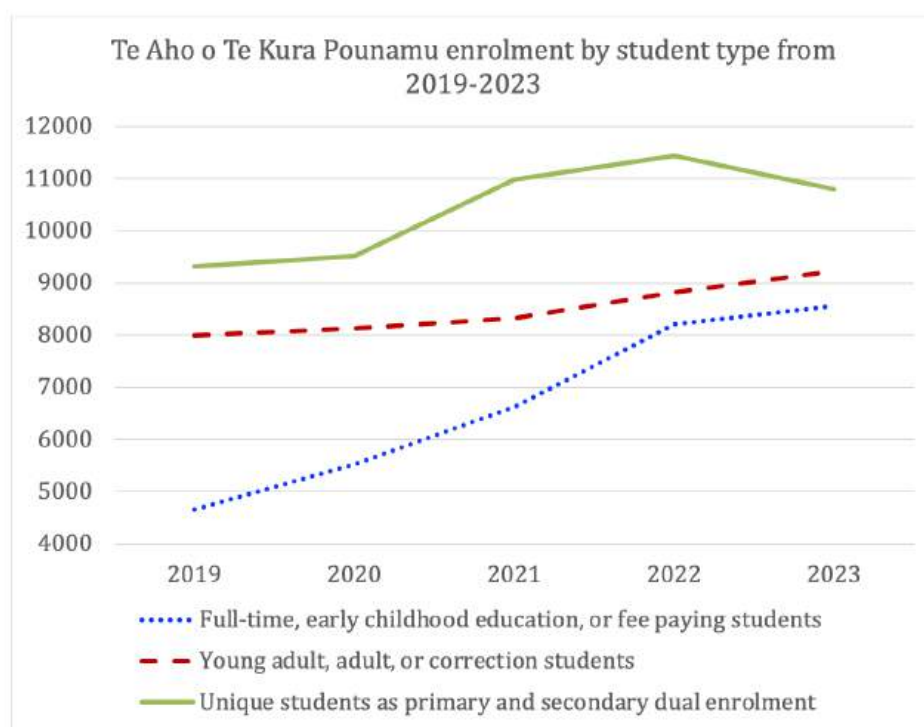
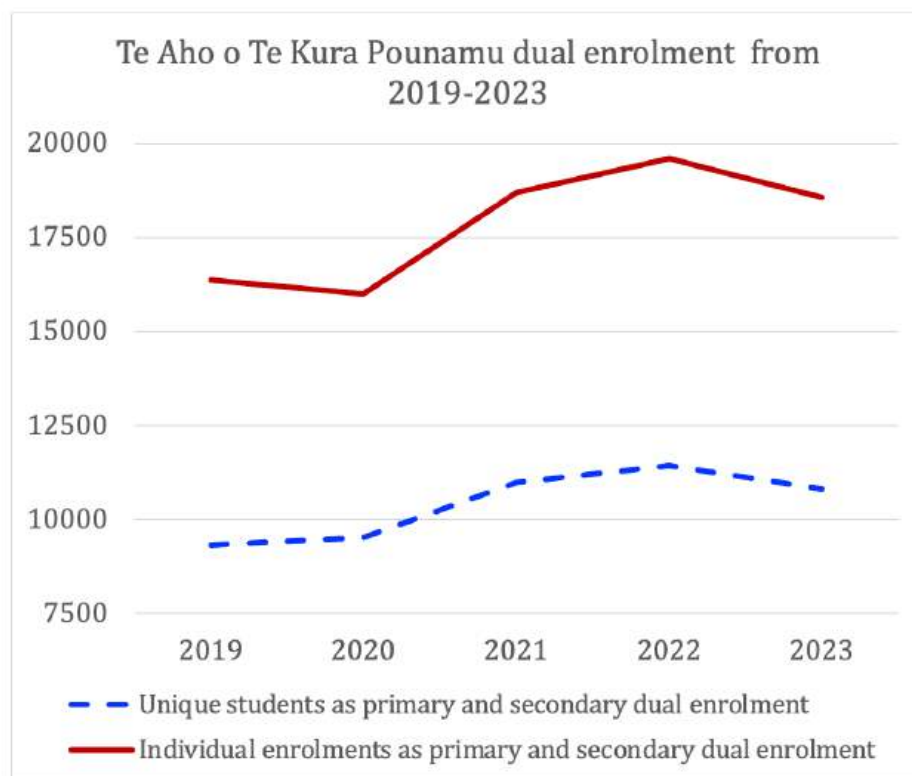


Figure 4. Te Aho o Te Kura Pounamu dual enrolment from 2019-2023



From the visual representation, the pandemic related bump is clearly indicated in the number of unique students in the ‘full-time, early childhood education, or fee paying students’ and the ‘unique students as primary and secondary dual enrolment’ categories, as well as the relative flat enrolment in the ‘young adult, adult, or correction students’ category. Diving deeper into the dual enrolment data, the pandemic bump appears even more pronounced in both the number of unique students and the total individual enrolments. It is important to note that the overall trend in both figures indicates growth from 2019 to 2023.

Shifting focus, the individual health schools account for the next largest group of students represented in this data. However, it is important to note that these totals may not represent the reality of distance learning landscape when it comes to the health schools. As noted above, throughout the duration of a school year students enrolled in the health schools may receive their learning opportunities from (a) directly from their in-person home school; (b) while they are in an in-person brick-and-mortar setting associated with the health school, while they are attending their home school, or while they are at home; (c) directly from Te Aho o Te Kura Pounamu while they are in an in-person brick-and-mortar setting associated with the health school, while they are attending their home school, or while they are at home; or (d) directly from one of the non-profit programmes while they are in an in-person brick-and-mortar setting associated with the health school or while they are attending their home school. Many of these contexts would constitute being engaged in a distance learning setting, but many of them suggest a student attending a physical brick-and-mortar building – so it is important to view the data in Table 8 through that lens.

Table 8. Health school enrolment from 2019-2023

	2019		2020		2021		2022		2023	
	Low	High	Low	High	Low	High	Low	High	Low	High
Northern Health School	2,062		2,006		2,269		2,549		2,803	
	606	1,203	695	1,268	727	1,445	907	1,572	1,084	1758
Southern Health School	558		552		534		558		708	
	143	328	167	319	182	365	207	355	212	394

Unlike the previous data that has been presented, it is difficult to draw many patterns from Table 8 (and even if there were patterns that were apparent, the inability to determine the level of distance learning engagement in these enrolments, it would call into question the validity of those trends within the scope of this report). Having said that, there does appear to be a general increase in the annual enrolment of the Northern Health School, while the enrolment in the Southern Health School remained quite stagnant until the 2023 school year when it saw a significant increase. Similarly, both the lowest and highest number of students enrolled in the Northern Health School increased annually, while the Southern Health School reported that the lowest number of students enrolled increased annually at a much higher rate than what the highest number of students enrolled at the school did. Overall, it is safe to say that there was a healthy growth in the number of students who were enrolled in both health schools at any given time during this five-year period.

One of the possible reasons for this growth – particularly the post-pandemic growth – is an increased in the prevalence of mental health issues among students (something that was reported by the leadership of both health schools to the researchers in their interactions during the data collection phase). This potential cause is supported in the literature. In their review of the impact of remote learning and distance learning on the mental health of students, Moore et al. (2022) indicated that the literature “documented persistent issues with student disengagement and disconnection.... [and] that many students appeared to be suffering from cognitive overload and also something deeper, attributing detachment and disconnection to failure to establish productive relationships and failure to help students see the relevance of their learning” (p. 10). The authors continued that these observations were likely due to a variety of factors that included:

...loneliness, isolation, physical distancing, quarantine, intangible losses, loss of and grief for loved ones, psychological impacts of how the pandemic was being handled by local and state- or federal-level leaders, worry about one’s own health or that of loved ones (reported especially by women and those in jobs considered ‘essential workers’), and managing their own illnesses and symptoms... intangible losses reported by participants across studies included the loss of daily routines, changes to eating and sleeping habits, and changes to exercise habits and routines – all of which were also coping mechanisms for managing stress, so disruption to these routines also disrupted individuals’ abilities to cope... (p. 10)

While some of the participation in the health schools may not represent instances of distance learning, the ability to engage in more flexible learning environments is likely a welcome opportunity for students exhibiting any of the characteristics described by Moore and her colleagues.

The next largest group of distance learners were those enrolled in courses offered by non-profit programmes (see Table 9).

Table 9. Non-profit distance learning programme enrolment from 2019-2023

	Total Enrolments					Unique Students				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
NetNZ	714 ^a	743 ^a	784 ^a	693 ^a	659 ^a	649 ^a	615 ^a	698 ^a	649 ^a	619 ^a
OLC	959	892	951	1,050	824 ^b	903	840	885	959	786 ^b
VLNP	1,314	1,158	943	1,228	1,453 ^b	1,129	772	858	946	995 ^b

^a Includes NetNZ enrolments and students in courses offered by the Online Learning Community

^b Merged to form Kōtui Ako | Virtual Learning Network Aotearoa in 2023

Unlike the previous data that has been presented, it is harder to discern specific trends in Table 9. Both the overall distance learning data and the data from Te Aho o Te Kura Pounamu tended to show an annual growth year over year. However, the data from these non-profit distance learning programmes varies significantly by the individual provider with increases and decreases that show no specific trends. There are a couple of patterns that do emerge for individual providers. For example, each programme experienced some measure of pandemic growth – although that growth appears to be uneven, depending upon the individual programme. Interestingly, both programmes focused on students at the secondary level decreased from the pre-pandemic to the post-pandemic in both their total enrolments and the number of unique students. In a similar fashion, the programme focused on primary students reported a pre-pandemic to post-pandemic growth in their total enrolments, but a reduction in the number of unique students.

As Figure 5 and Figure 6 show, these trends become much more apparent.

Figure 5. Non-profit distance learning programme course enrolment from 2019-2023

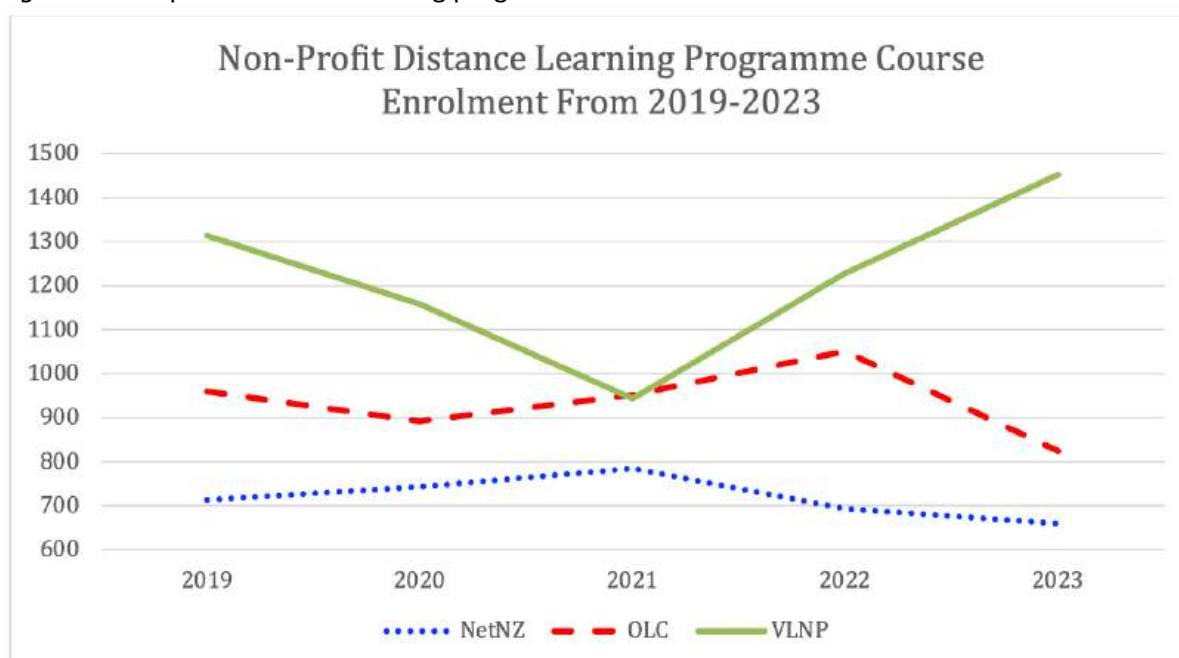
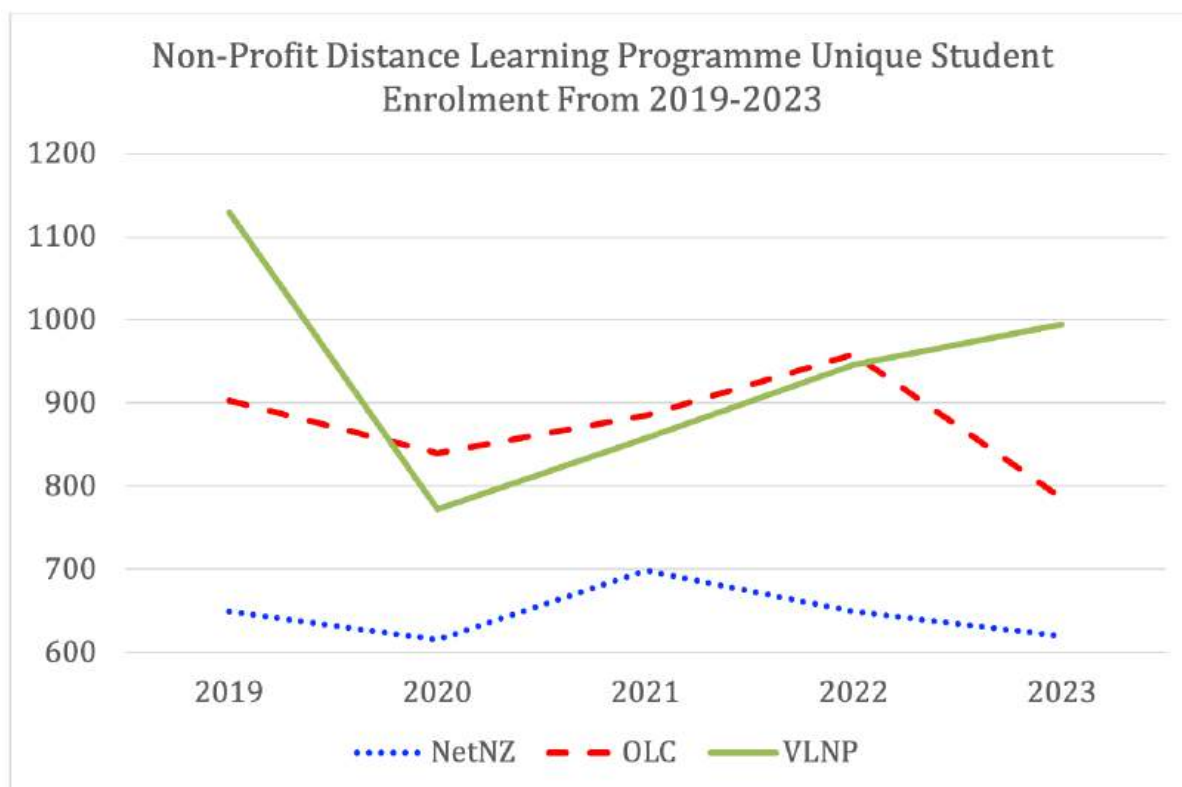


Figure 6. Non-profit distance learning programme unique student enrolment from 2019-2023



If each provider is examined individually, it reveals unique trends for each programme. NetNZ experienced a growth in their course enrolments from the 2019 school year through to the 2021 school year, but then a reduction in the 2022 school year and the 2023 school year. Conversely, NetNZ experienced a decrease in the number of unique students enrolled from the 2019 school year to the 2020 school year, then experienced a pandemic-related bump for the 2021 school year, before decreases during both the 2022 school year and the 2023 school year. Over the five-year period there was an overall reduction in the total course enrolments and number of unique students for NetNZ.

Similarly, the Online Learning Community experienced a reduction in both their course enrolments and number of unique students from the 2019 school year to the 2020 school year, but then a pandemic-related period of growth during the 2021 school year and the 2022 school year, before experiencing another reduction in the 2023 school year. Over the five-year period there was an overall reduction in the total course enrolments and number of unique students for the Online Learning Community.

Finally, the Virtual Learning Network Primary experienced a reduction in their course enrolments from the 2019 school year through to the 2021 school year, but then an increase during the 2022 school year and the 2023 school year. Similarly, the Virtual Learning Network Primary experienced a decrease in the number of unique students enrolled from the 2019 school year to the 2020 school year, then experienced a pandemic-related bump for the 2021 school year that continued into the 2022 school year and the 2023 school year. Over the five-year period there was an overall reduction in the number of unique students, but a growth in the total course enrolments for the Virtual Learning Network Primary.

When the data from the different types of students enrolled in courses at Te Aho o Te Kura Pounamu and those enrolled in courses from the non-profit distance learning programmes are compared –

with the data represented by the percentage of increase or decrease – it reveals some interesting trends (see Table 10, Table 11, and Table 12).

Table 10. Percentage of enrolment growth in non-profit distance learning programmes and Te Aho o Te Kura Pounamu from 2019-2023

	2020	2021	2022	2023	2019-2023
NetNZ (supplemental)	+4.1%	+5.5%	-11.6%	-4.9%	-7.7%
OLC (supplemental)	-7.0%	+6.6%	+10.4%	-21.5% ^a	-14.1%
VLNP (supplemental)	-11.9%	-18.6%	+30.2%	+18.3% ^a	+10.6%
Te Kura (supplemental)	-2.2	+16.6	+4.9	-5.3	+13.4%

^a Merged to form Kōtui Ako | Virtual Learning Network Aotearoa in 2023

Table 11. Percentage of unique student growth in non-profit distance learning programmes and Te Aho o Te Kura Pounamu from 2019-2023

	2020	2021	2022	2023	2019-2023
NetNZ (supplemental)	-5.2%	13.5%	-7.0%	-4.6%	-4.6%
OLC (supplemental)	-7.0%	5.4%	8.4%	-18.0% ^a	-13.0%
VLNP (supplemental)	-31.6%	11.1%	10.3%	5.2% ^a	-11.9%
Te Kura (supplemental)	+2.1	+15.4	+4.2	-5.6	+15.8%
Te Kura (full-time – primary)	+18.5%	+20.0%	+23.9%	+4.3%	+83.8%
Te Kura (full-time – secondary)	+1.6%	+2.5%	+6.0%	+4.5%	+15.3%

^a Merged to form Kōtui Ako | Virtual Learning Network Aotearoa in 2023

Table 12. Number of course enrolments per student (i.e., total enrolments/number of unique students) in non-profit distance learning programmes and Te Aho o Te Kura Pounamu from 2019-2023

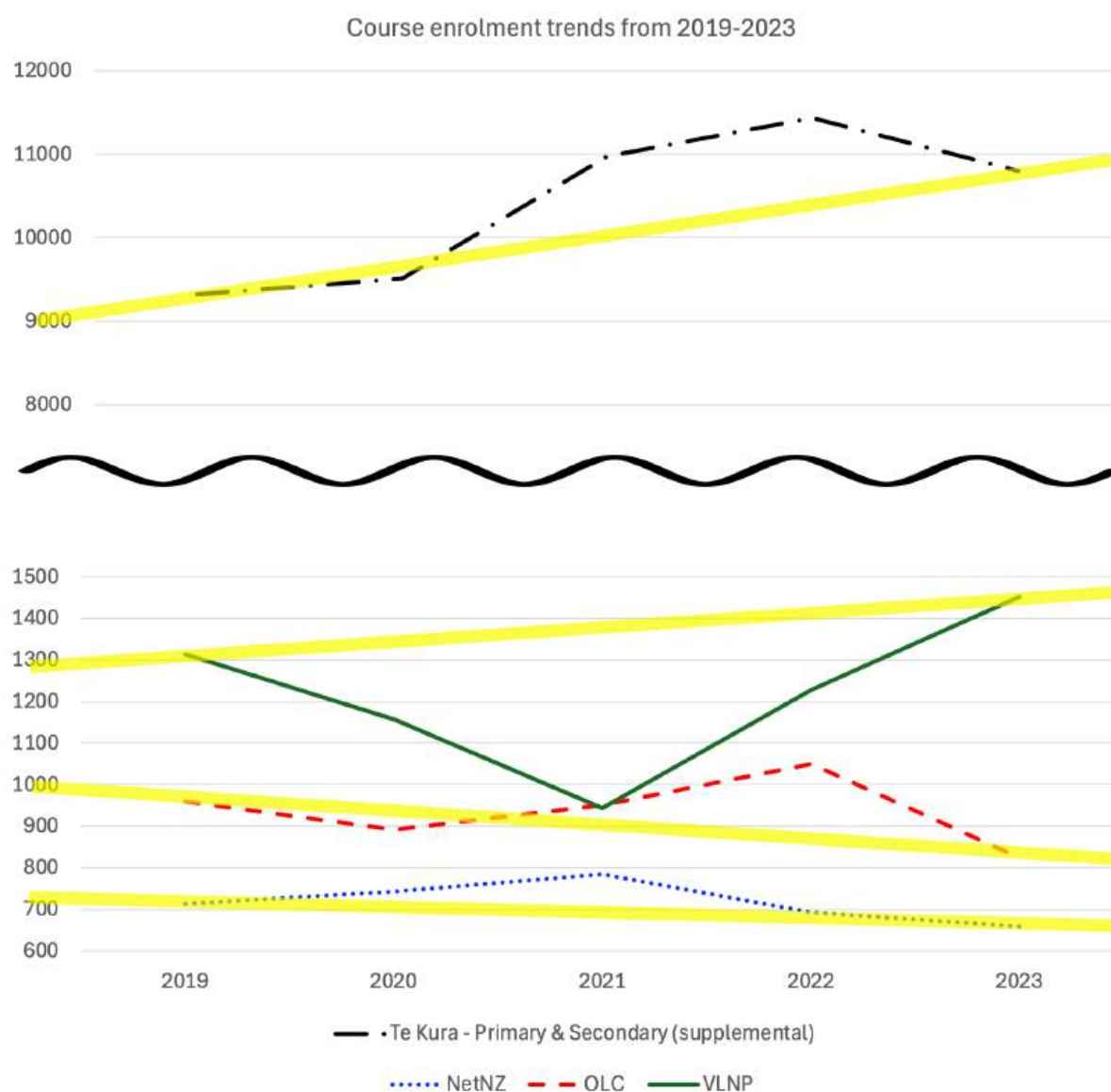
	2019	2020	2021	2022	2023
NetNZ (supplemental)	1.10	1.21	1.12	1.07	1.06
OLC (supplemental)	1.06	1.06	1.07	1.09	1.05 ^a
VLNP (supplemental)	1.16	1.50	1.10	1.30	1.46 ^a
Te Kura (supplemental)	1.75	1.68	1.70	1.71	1.71

^a Merged to form Kōtui Ako | Virtual Learning Network Aotearoa in 2023

When the data for Te Aho o Te Kura Pounamu is added into the consideration alongside the non-profit distance learning programmes it highlights certain patterns. With respect to the percentage change in total course enrolments, the addition of the Te Aho o Te Kura Pounamu data highlights the lack of patterns that exist within the level of supplemental distance learning enrolments. However, with respect to the percentage change in the number of unique students, there was a significant disparity when comparing the Te Aho o Te Kura Pounamu data (which experienced growth in all categories) with the data from the non-profit distance learning programmes (which experienced an overall reduction in all categories in each of the programmes). Interestingly, the comparison with the number of course enrolments per student reveals an interesting trend. The average student enrolled in courses in the non-profit distance learning programmes took just over one course per student (with the exception of the Virtual Learning Network Primary programme during the 2020 school year and the 2023 school year, which had an average course enrolment per student of approximately 1.5 courses). However, the average Te Aho o Te Kura Pounamu student enrolled in approximately 1.7 courses per student during the same five-year period.

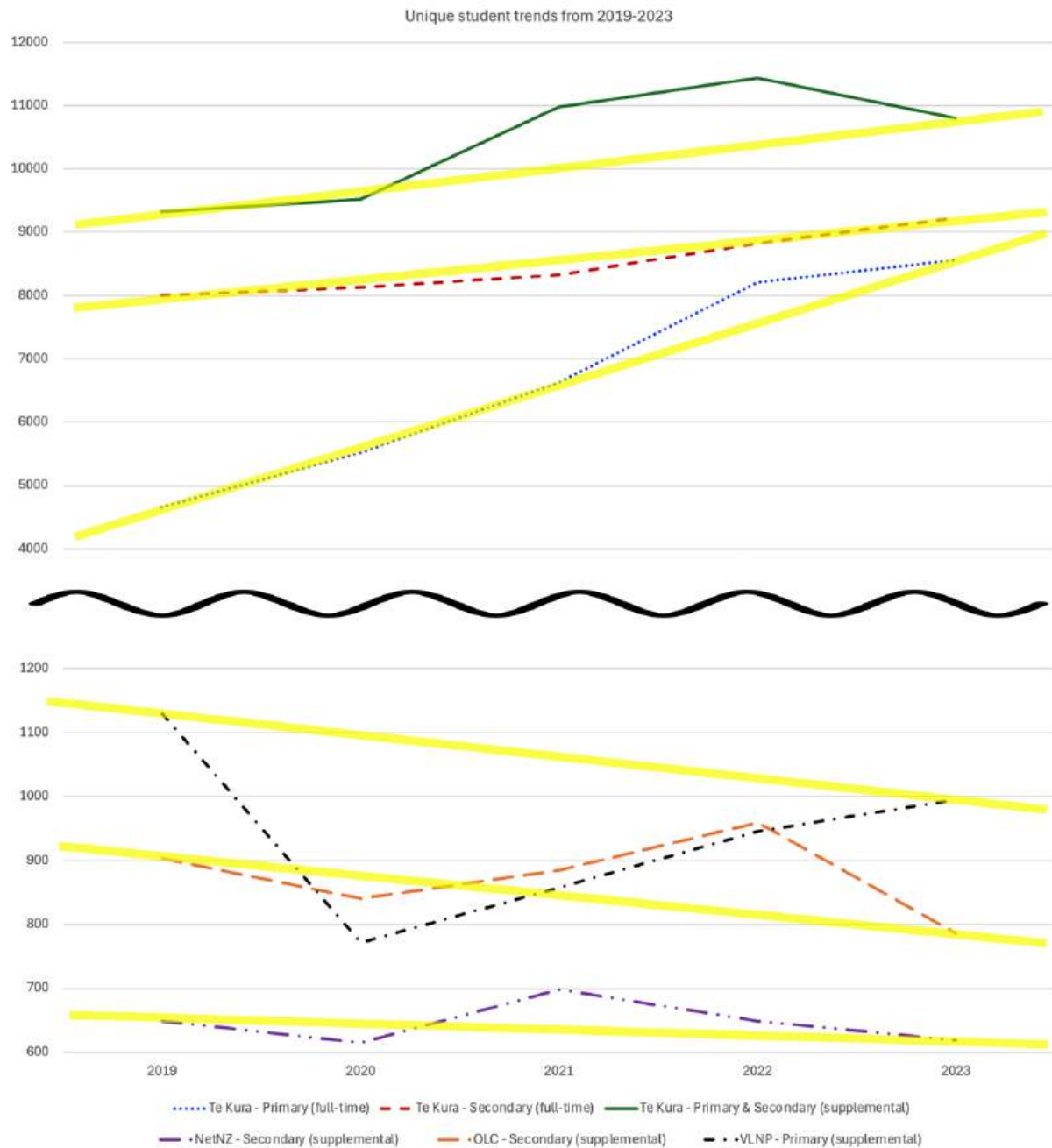
The visual representation of the total course enrolments and number of unique students data in Figure 7 and Figure 8 highlight these patterns.

Figure 7. Course enrolment trends from 2019-2023



As Figure 7 clearly demonstrates, there was an overall increase in course enrolments for Te Aho o Te Kura Pounamu supplemental (i.e., dual enrolment) and the Virtual Learning Network Primary. At the same time there was an overall decrease in course enrolments for the two secondary focused non-profit distance learning programmes (i.e., NetNZ and the Online Learning Community).

Figure 8. Unique student trends from 2019-2023



Additionally, as Figure 8 clearly demonstrates, there was an overall increase in the number of unique students in all forms of distance learning offered by Te Aho o Te Kura Pounamu. At the same time there was an overall decrease in the number of unique students for all three non-profit distance learning programmes (i.e., NetNZ, the Online Learning Community, and the Virtual Learning Network Primary).

The final data point where a comparison of Te Aho o Te Kura Pounamu and the non-profit distance learning programmes is useful is the number of different schools represented by their individual student enrolment (see Table 13).

Table 13. Non-profit distance learning programme and Te Aho o Te Kura Pounamu school participation from 2019-2023

	2019	2020	2021	2022	2023
NetNZ	90	113	119	106	97
OLC	65	63	69	60	87
VLNP	50	70	74	96	78
Te Kura	680	690	703	693	706

Both the non-profit distance learning programmes and Te Aho o Te Kura Pounamu experienced a general increase in the number of different schools who enrolled students in their courses that peaked in 2021 or 2022 – depending on the provider. Following their peak, all four providers experienced a one or two year decline in the number of participating schools. However, all four programmes reported an increase in the number of different schools represented by their individual student enrolment from the pre-pandemic to post-pandemic period.

Finally, while they represent a very small portion of the schools sector distance learning in New Zealand, the data for the private schools and for profit programmes from 2019 to 2023 is presented in Table 14.

Table 14. Unique students enrolled in distance learning offered by private schools and for profit programmes from 2019-2023

	2019	2020	2021	2022	2023
3H School International				25	
AGE Virtual				6	6
Crimson Global Academy		12	28	73	70
Mount Hobson Academy				135	96
Spectrum Online Academy			4	7	15
<i>Total</i>		12	32	246	187

Given the small number of students represented by private schools and for profit programmes in the distance learning landscape it is difficult to identify specific trends. From a general perspective, some of the patterns that have been apparent in the other distance learning data are observable in Table 14. For example, there is evidence of a pandemic bump that occurred during the 2021 school year and the 2022 school year. This bump is evidenced both by a significant proportional increase in the level of participation (i.e., a 167% growth for the 2021 school year and a 669% growth for the 2022 school year) and the introduction of a number of new private school distance learning providers. Similarly, the pattern of a post-pandemic drop also occurs in each of these programmes (i.e., a -24% reduction). Finally, the overall pattern of general growth in this segment of schools sector distance learning is also suggested (i.e., a growth of 1458% in the total number of students and a growth of 300% in the number of providers).

While these general patterns are described, it is important to note that the involvement of private schools and for profit programmes are an incredible small proportion of the overall schools sector distance learning landscape. More specifically, the total number of students enrolled in distance learning offered by private schools and for profit programmes represented 0.04% of the overall participation in distance learning in 2020, 0.01% of the overall participation in distance learning in 2021, 0.7% of the overall participation in distance learning in 2022, and 0.6% of the overall participation in distance learning in 2023. As an aside, it is also worth mentioning that the proportion of students enrolled in distance learning offered by private schools and for profit programmes represented 0.001% of the total population of students in 2020, 0.004% of the total

population of students in 2021, 0.03% of the total population of students in 2022, and 0.02% of the total population of students in 2023. It is important to provide this context, as it seems that much of the media attention devoted to schools sector distance learning is focused on this very small population of students (e.g., Collins, 2019; Franks, 2019; Gerritsen, 2024; Hosking, 2025; Keall, 2025; Malone, 2025; Walters, 2024; Wiggins, 2023).

To summarise some of the key take aways from this data.

- There was an overall increase in the number and proportion of both primary students (+25.5%) and secondary students (26.7%) engaged in distance learning pre-pandemic to post-pandemic.
- The pandemic had a positive impact on the growth in the number of students enrolled in distance learning (i.e., +11.4% in the 2021 school year and +10.6% in the 2022 school year), but that impact was more acutely experienced at the primary level (i.e., +12.5% in 2021 and +20.8% in 2022) than it was the secondary level (i.e., 11.8% in 2021 and 8.8% in 2022).
- There was a little difference in the post-pandemic retraction of students enrolled in distance learning between primary students (-0.2%) and secondary students (-0.1%).
- Te Aho o Te Kura Pounamu accounts for more than 90% of all distance learning participation at the secondary level, but only 62% to 74% of the distance learning participation at the primary level (depending on the specific school year).
- Non-profit programmes only account for 5.5% to 7.9% of the distance learning participation at the secondary level, but non-profit programmes account for 26.2% to 37.5% of the distance learning participation at primary level (depending on the specific school year).
- While Te Aho o Te Kura Pounamu experienced growth in all areas during this five year period, the non-profit distance learning programmes all experienced reductions (with the exception of the total course enrolments for the Virtual Learning Network Primary/ Kōtui Ako | Virtual Learning Network Aotearoa [Primary]).
- Both the non-profit distance learning programmes and Te Aho o Te Kura Pounamu experienced an increase in the number of different schools represented by their individual student enrolment from the pre-pandemic to post-pandemic period.
- The number of students enrolled in distance learning offered by both private schools and for profit programmes are quite small in the overall schools sector distance learning landscape.
- The proportion of students engaged in distance learning remains quite small as an overall proportion of the total number of students in New Zealand (particularly at the primary level).
 - On average, one out of every 25 New Zealand students were enrolled in at least one distance learning course.
 - On average, approximately one out of every 12 secondary students were enrolled in at least one distance learning course
 - On average, one out of every 125 primary students were enrolled in at least one distance learning course
- Finally, the level of participation in distance learning is inflated because there is no central repository that tracks enrolment by all of the different types of providers (i.e., students are likely to be counted by multiple providers).

Provider Profiles

For the purposes of this historical report, the authors have not replicated the full profiles for schools or programmes that were included in Barbour and Wenmoth (2024). Each of these profiles includes:

- Background – a brief overview of the specific distance learning provider, which includes a link to the existing full profile on the *Tuia Te Hononga Tāngata, Tuia Te Hononga Ao: Taking the Pulse of Distance Learning in Aotearoa New Zealand* project website; and
- Activity [YEAR] – an accounting of the extent of activity in each of those types of offerings based on the nature of the distance learning provider.

However, for schools or programmes that were not included in Barbour and Wenmoth (2024), the full profile with the following sections is provided.

- Background – an overview that includes some of the history and contextual information required to understand the specific distance learning provider;
- Governance – a description of the legislative and/or regulatory environment that govern how the distance learning provider operates;
- Resourcing – a description of how the distance learning provider is funded and/or resourced;
- Programming – a description of the types of offerings the distance learning provider delivers; and
- Activity – an accounting of the extent of activity in each of those types of offerings based on the nature of the distance learning provider.

Te Aho o Te Kura Pounamu

<https://www.tekura.school.nz/>

Type of provider – School, public, distance school
Primary distance modality – Asynchronous

Background

Originally founded as The Correspondence School in 1922, the school was formally renamed Te Aho o Te Kura Pounamu (Te Kura) in 2015. It is the only distance school as defined by the *Education and Training Act 2020*.

To view Te Aho o Te Kura Pounamu's full profile, visit:
<https://flanz.org.nz/dl-pulse/profiles/tekura/>

Activity 2019

According to the *Education Counts* website, the overall school enrolment is described as so.

Level	Total
Year 01	23
Year 02	38
Year 03	60
Year 04	63
Year 05	79
Year 06	91
Year 07	102
Year 08	162
Year 09	177
Year 10	512
Year 11	972
Year 12	1,139
Year 13+	2,212
Total	5,631

These figures included 1,643 students of Māori descent enrolled. It should be noted that these figures are cumulative and based on the enrolment as at the end of 2019.

Based on their response to the request for data, broadly speaking Te Kura enrolled 4,659 students as full-time, early childhood education, or fee paying; 7,999 students as young adult, adult, or correction; and the equivalent of 9323 unique students as primary and secondary dual enrolment.

Nature of Enrolment	Enrolment Figures
Early childhood education	496 enrolments <ul style="list-style-type: none"> • 117 were Māori
Adult and young adult ākonga	7,999 enrolments <ul style="list-style-type: none"> • 1,387 were Māori
Years 1 to 13 full-time education services	1,156 primary level enrolments <ul style="list-style-type: none"> • 612 were access enrolments • 544 were referral enrolments • 416 were Māori 3,007 secondary level enrolments <ul style="list-style-type: none"> • 882 were access enrolments • 2,125 were referral enrolments • 1,293 were Māori
Years 1 to 13 dual enrolment education services	539 primary school registrations <ul style="list-style-type: none"> • 91 were gifted and talented • 44 were enrolled at a health school • 22 received tuition in Te Reo Māori • 278 were Māori 8,619 secondary school registrations <ul style="list-style-type: none"> • 16 were gifted and talented • 1,364 were enrolled at a health school • 2,923 were Māori
Years 1 to 13, 0.1/0.2 ORS supplement	165 ORS-verified ākonga <ul style="list-style-type: none"> • 120 ORS high needs or ORS extension (0.1) • 45 ORS very high needs (0.2)

Finally, the following table reports the 2019 dual registrations by subject.

Faculty / Level / Subject Year Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
Arts							2	1	4	55	116	175	175	203	731
Below NCEA							2	1	4	55	106	21	12	7	208
AR000 Visual Arts							1	1	4	39	84	11	7	2	149
MC000 General Music							1			11	17	1	1	1	32
SEART Arts										5	5	9	4	4	27
NCEA Level 1											10	148	59	23	240
AR1000 Visual Arts											4	83	16	2	105
MP1000 Music											4	44	6	3	57
Performing Arts NCEA Levels 1 & 2											2	21	37	18	78
NCEA Level 2												4	99	21	124
AH2000 Art History												1	45	4	50
MP2000 Music												3	22	6	31
Visual Arts NCEA Level 2													32	11	43
NCEA Level 3												2	5	152	159
AH3000 Art History												1		95	96
AR3000 Painting													1	8	9
AR3100 Printmaking														2	2
AR3200 Sculpture														4	4

AR3300 Design														11	11
AR3400 Photography													2	15	17
MP3000 Music												1	2	17	20
English	1	9	9	16	18	32	28	53	76	413	836	1018	455	421	3385
Below NCEA	1	9	9	16	18	32	28	52	76	403	782	170	44	47	1687
EN000 English						1	2	4	9	340	700	120	14	13	1203
PRENG Primary English		1	5	7	8	11	12	12	30						86
SEENG English	1	8	4	9	10	20	14	36	37	63	82	50	30	34	398
NCEA Level 1								1		10	54	838	171	79	1153
EN1000 English								1		10	49	808	169	78	1115
MD1000 Media Studies											5	30	2	1	38
NCEA Level 2												10	233	125	368
EN2000 English												9	208	119	336
MD2000 Media Studies												1	25	6	32
NCEA Level 3													7	170	177
EN3000 English													7	132	139
MD3000 Media Studies														38	38
Health & Physical Education									1	30	80	214	194	261	780
Below NCEA									1	30	72	11	1	2	117
HE000 Home Economics										10	23	2			35

HP000 Health and Physical Education										20	47	8	1		76
PRHPE Primary Health &Physical Education									1						1
SEHPE Health and PE											2	1		2	5
NCEA Level 1											8	194	55	42	299
HE1000 Home Economics												71	26	27	124
HP1000 Health Education											4	78	24	12	118
PE1000 Physical Education											4	45	5	3	57
NCEA Level 2												9	124	36	169
HE2000 Home Economics												2	29	16	47
HP2000 Health Education												2	80	19	101
PE2000 Physical Education												5	15	1	21
NCEA Level 3													14	181	195
HE3000 Home Economics													7	58	65
HP3000 Health Education													3	104	107
PE3000 Physical Education													4	19	23
Integrated Studies		7	4	11	12	18	17	24	30	1					124
Below NCEA		7	4	11	12	18	17	24	30	1					124
INTGR8 Integrated Teaching Programme										1					1
PRTOP Primary Topic		1	2	6	7	5	11	9	19						60
SETOP Topic		6	2	5	5	13	6	15	11						63
Kaupapa Maori								27	31	14	33	74	7	6	192

NCEA Level 1								27	31	14	33	74	7	6	192
EM9000 Environmental Maori											3	5	2	3	13
TK9000 Tikanga Maori								27	30	7	16	43	3	2	128
TM9000 Tourism Maori												2		1	3
MM9000 Manaaki Maori									1	7	14	24	2		48
Languages							1	69	71	347	666	762	516	440	2872
Below NCEA							1	62	55	291	530	131	49	27	1146
FR000 Introductory French										32	50	11	2	4	99
GR000 Introductory German								3	1	47	56	17	6	3	133
JP000 Introductory Japanese								4	1	34	73	36	17	10	175
MA000 Introductory Te Reo Maori							1	54	52	132	200	35	5	6	485
SP000 Introductory Spanish										30	107	21	8	2	168
ZH000 Introductory Chinese								1	1	16	44	11	11	2	86
NCEA Level 1								7	15	50	100	534	98	54	858
FR1000 French										9	8	59	2	1	79
GR1000 German										9	17	61	10	9	106
JP1000 Japanese										6	8	48	13	8	83
MA1000 Te Reo Maori								7	15	14	15	192	30	18	291
SA1000										1	9	65	15	3	93
SP1000 Spanish										5	11	57	19	11	103
ZH1000 Chinese										6	32	52	9	4	103
NCEA Level 2									1	6	34	59	307	34	441
FR2000 French										1	3	5	58	4	71
GR2000 German											8	13	35	4	60
JP2000 Japanese										1	3	9	33	8	54
MA2000 Te Reo Maori									1	2	16	14	104	12	149
SP2000 Spanish											1	7	49	2	59

ZH2000 Chinese										2	3	11	28	4	48
NCEA Level 3											2	38	62	325	427
FR3000 French												1	6	52	59
GR3000 German												6	13	54	73
JP3000 Japanese												3	6	40	49
MA3000 Te Reo Maori												22	12	79	113
SP3000 Spanish											1	3	4	44	52
ZH3000 Chinese											1	3	21	56	81
Mathematics	1	8	5	13	18	29	34	57	122	392	770	1053	455	385	3342
Below NCEA	1	8	5	13	18	27	31	54	93	372	707	154	47	36	1566
MX000 Mathematics					1	3	7	8	29	315	636	111	19	14	1143
PRMAS Primary Mathematics & Statistics		1	2	6	8	7	11	13	29						77
SEMAS Mathematics & Statistics	1	7	3	7	9	17	13	33	35	57	71	43	28	22	346
NCEA Level 1						1	3	3	29	20	62	896	215	98	1327
MX1000 Mathematics						1	3	3	29	20	62	896	215	98	1327
NCEA Level 2						1					1	3	190	83	278
MX2000 Mathematics						1					1	3	190	83	278
NCEA Level 3													3	168	171
MS3000 Statistics													1	44	45
MX3000 Calculus													1	65	66
MZ3000 Mathematics													1	59	60
Pathways Education										91	218	417	216	172	1114
Below NCEA										75	170	56	20	19	340
LS100 Life Skills										74	167	50	17	14	322
SELS Life Skills										1	3	6	3	5	18
NCEA Level 1										16	48	346	113	93	616
PC1000 Pregnancy and Childcare											2	14	3	4	23

PW1000 Pathways Education Level 1										2	11	274	64	29	380
SLS100 Supported Learning Standards										14	35	58	46	60	213
NCEA Level 2												15	83	60	158
PW2000 Pathways Education												15	83	60	158
Science						4	2	1	9	129	262	412	353	394	1566
Below NCEA						4	2	1	7	128	234	27	6	3	412
PP000 Introductory Primary Production										17	30	5	1		53
SC000 Introductory Science						4	2	1	7	103	198	16	2		333
SESCI Science										8	6	6	3	3	26
NCEA Level 1									2	1	28	366	69	34	500
BY1000 Biology											2	37	9	1	49
CH1000 Chemistry									1		2	22	2	1	28
PH1000 Physics												22	11	2	35
PP1000 Primary Production											6	36	5	2	49
SC1000 Science									1	1	18	249	42	28	339
NCEA Level 2												17	274	79	370
BY2000 Biology												3	82	36	121
CH2000 Chemistry												6	63	17	86
PH2000 Physics												1	84	15	100
PP2000 Primary Production												3	28	3	34
SC2000 Science selection												4	17	8	29
NCEA Level 3												2	4	278	284
BY3000 Biology												2	3	112	117
CH3000 Chemistry														35	35
PH3000 Physics													1	52	53
PP3000														67	67
SC3000 Science selection														12	12

Social Science								1	6	86	227	306	513	564	1703
Below NCEA								1	3	86	204	17	6	2	319
ES000 Enterprise Studies										7	25	4	2		38
SESST Social Studies										10	11	4	1	2	28
SS000 Social Studies								1	3	69	168	9	3		253
NCEA Level 1									3		22	265	43	17	350
AC1000 Accounting											8	59	11	5	83
BS1000 Business Studies											4	27	6	3	40
EC1000 Economics												29			29
GY1000 Geography											3	32	1	2	38
HS1000 History									3		1	57	14	3	78
LG1000 Legal Studies											6	61	11	4	82
NCEA Level 2											1	23	445	81	550
AC2000 Accounting													65	5	70
BS2000 Business Studies												1	36	9	46
EC2000 Economics												1	75	1	77
GL2000 Classical Studies											1	14	79	14	108
GY2000 Geography												2	40	6	48
HS2000 History												2	47	9	58
LG2000 Legal Studies												3	103	37	143
NCEA Level 3												1	19	464	484
AC3000 Accounting													1	57	58
EC3000 Economics													2	85	87
GL3000 Classical Studies													6	88	94
GY3000 Geography													1	38	39
LG3000 Legal Studies												1	5	125	131

HS3200 History (NZ in the 19th century)													2	34	36
HS3000 History (England)													2	37	39
Technology							1	2	5	20	72	183	115	150	548
Below NCEA							1	2	5	19	62	6	2	1	98
DT000 Digital Technology							1		3	12	31	2	1	1	51
DVC000 Design & Visual Communication								1	1	5	17	1			25
SETEC Technology										1	4	3	1		9
TE000 Technology								1	1	1	10				13
NCEA Level 1											10	172	22	23	227
DT1000 Digital Technology											8	133	16	19	176
DVC1000 Design & Visual Communication												26	3	2	31
TE1000 Technology											2	13	3	2	20
NCEA Level 2										1		5	87	33	126
DT2000 Digital Technology										1		4	64	28	97
DVC2000												1	14	3	18
TE2000 Technology													9	2	11
NCEA Level 3													4	93	97
DT3000 Digital Technology													4	71	75
DVC3000														8	8
TE3000 Technology														14	14
Grand Total	2	24	18	40	48	83	85	235	355	1578	3280	4614	2999	2996	16357

Activity 2020

According to the *Education Counts* website, the overall school enrolment is described as so.

Level	Total
Year 01	27
Year 02	55
Year 03	51
Year 04	76
Year 05	82
Year 06	102
Year 07	123
Year 08	178
Year 09	249
Year 10	416
Year 11	972
Year 12	1,056
Year 13+	3,413
Total	6,800

These figures included 2,132 students of Māori descent enrolled. It should be noted that these figures are cumulative and based on the enrolment as at the end of 2020.

Based on their response to the request for data, broadly speaking Te Kura enrolled 5,521 students as full-time, early childhood education, or fee paying; 8,127 students as young adult, adult, or correction; and the equivalent of 9,515 unique students as primary and secondary dual enrolment.

Nature of Enrolment	Enrolment Figures
Early childhood education	501 enrolments <ul style="list-style-type: none"> 101 were Māori
Adult and young adult ākonga	8,127 enrolments <ul style="list-style-type: none"> 1,389 were Māori
Years 1 to 13 full-time education services	1,392 primary level enrolments <ul style="list-style-type: none"> 684 were access enrolments 708 were referral enrolments 554 were Māori 3,628 secondary level enrolments <ul style="list-style-type: none"> 864 were access enrolments 2,764 were referral enrolments 1,635 were Māori
Years 1 to 13 dual enrolment education services	458 primary school registrations <ul style="list-style-type: none"> 196 were provided a specialist programme to assist with their learning support needs 73 were gifted and talented 52 were enrolled at a health school 124 received tuition in Te Reo Māori 209 were Māori 8,865 secondary school registrations <ul style="list-style-type: none"> 5,829 enjoyed tuition in a subject that their school was unable to offer 488 were enrolled due to an emergency staff vacancy at their school 1,381 were enrolled at a health school 441 were enrolled in Te Kura's Summer School 2,843 were Māori
Years 1 to 13, 0.1/0.2 ORS supplement	192 ORS-verified ākonga <ul style="list-style-type: none"> 139 ORS high needs or ORS extension (0.1) 53 ORS very high needs (0.2)

Finally, the following table reports the 2020 dual registrations by subject.

Faculty / Level / Subject Year Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
Arts						1		3	2	44	98	131	147	158	584
Below NCEA						1		3	2	36	89	18	7	7	163
AR000 Visual Arts						1		1	1	28	73	12	2	3	121
MC000 General Music										8	15	2		1	26
PRART Primary Arts								2	1						3
SEART Arts											1	4	5	3	13
NCEA Level 1										6	8	100	64	32	210
AR1000 Visual Arts										1	2	46	16	3	68
MP1000 Music										5	4	28	10	2	49
Performing Arts NCEA Levels 1 & 2											2	26	38	27	93
NCEA Level 2										1	1	12	70	15	99
AH2000 Art History												2	29	5	36
MP2000 Music										1		9	12	3	25
Visual Arts NCEA Level 2											1	1	29	7	38
NCEA Level 3										1		1	6	104	112
AH3000 Art History												1		60	61
AR3000 Painting														7	7
AR3200 Sculpture														5	5

AR3300 Design														7	7
AR3400 Photography													3	5	8
MP3000 Music										1			3	20	24
English	4	7	11	15	25	27	42	47	63	403	754	926	485	405	3214
Below NCEA	4	7	11	15	25	27	42	47	62	394	715	102	25	37	1513
EN000 English				1	2	1	7	11	25	335	649	60	7	9	1107
PRENG Primary English		4	2	3	8	8	17	18	21						81
SEENG English	4	3	9	11	15	18	18	18	16	59	66	42	18	28	325
NCEA Level 1									1	9	38	809	222	58	1137
EN1000 English									1	9	38	792	221	57	1118
MD1000 Media Studies												17	1	1	19
NCEA Level 2												15	230	159	404
EN2000 English												12	196	151	359
MD2000 Media Studies												3	34	8	45
NCEA Level 3											1		8	151	160
EN3000 English											1		7	123	131
MD3000 Media Studies													1	28	29
Health & Physical Education								2	2	25	86	206	204	238	763
Below NCEA								2	2	25	70	9	1	1	110
HE000 Home Economics										8	27	3			38

HP000 Health and Physical Education									2	17	42	3	1		65
PRHPE Primary Health &Physical Education								2							2
SEHPE Health and PE											1	3		1	5
NCEA Level 1											16	188	48	21	273
HE1000 Home Economics											7	65	11	10	93
HP1000 Health Education											4	95	19	10	128
PE1000 Physical Education											5	28	18	1	52
NCEA Level 2												9	144	44	197
HE2000 Home Economics												3	46	16	65
HP2000 Health Education												6	85	21	112
PE2000 Physical Education													13	7	20
NCEA Level 3													11	172	183
HE3000 Home Economics													2	52	54
HP3000 Health Education													5	99	104
PE3000 Physical Education													4	21	25
Integrated Studies	4	4	7	10	12	10	24	25	22		3				121
Below NCEA	4	4	7	10	12	10	24	25	22		3				121
INTGR8 Integrated Teaching Programme								2	2		3				7
PRTOP Primary Topic		2	1	5	3	6	11	12	17						57
SETOP Topic	4	2	6	5	9	4	13	11	3						57

Kaupapa Maori								43	31	28	49	134	50	23	358
NCEA Level 1								43	31	27	46	124	50	23	344
EM9000 Environmental Maori										7	12	12	2	3	36
HA9000 Hauora												2	5	1	8
RM9000 Te Reo Maori									1	3		13	10	1	28
TK9000 Tikanga Maori								41	30	12	17	68	26	13	207
TM9000 Tourism Maori										1	1	3	2	2	9
MM9000 Manaaki Maori								2		4	16	26	5	3	56
NCEA Level 2										1	3	10			14
RR1000 Raranga										1	3	10			14
Languages							2	18	42	322	496	831	584	508	2803
Below NCEA							2	11	29	262	360	141	55	45	905
FR000 Introductory French							1			27	32	10	2	5	77
GR000 Introductory German									1	28	42	10	10	7	98
JP000 Introductory Japanese									2	43	55	15	20	11	146
MA000 Introductory Te Reo Maori								11	23	110	157	90	19	11	421
SP000 Introductory Spanish							1		2	38	55	8	1	7	112
ZH000 Introductory Chinese									1	16	19	8	3	4	51
NCEA Level 1								6	13	53	99	579	85	51	886
FR1000 French										5	14	48	6	4	77

GR1000 German										11	18	52	4	5	90
JP1000 Japanese										2	13	41	11	11	78
MA1000 Te Reo Maori								6	13	22	15	227	35	12	330
SA1000											13	74	5	1	93
SP1000 Spanish										6	9	85	15	11	126
ZH1000 Chinese										7	17	52	9	7	92
NCEA Level 2								1		7	35	76	379	52	550
FR2000 French											4	5	41	6	56
GR2000 German											6	14	43	4	67
JP2000 Japanese								1		2	1	7	22	4	37
MA2000 Te Reo Maori										3	17	17	135	22	194
SA2000											1	7	39	4	51
SP2000 Spanish										2	1	12	56	9	80
ZH2000 Chinese											5	14	43	3	65
NCEA Level 3											2	35	65	360	462
FR3000 French												1	3	59	63
GR3000 German												11	16	41	68
JP3000 Japanese											1	6	9	41	57
MA3000 Te Reo Maori												14	16	117	147
SP3000 Spanish												1	8	36	45

ZH3000 Chinese											1	2	13	66	82
Mathematics		5	10	13	27	26	47	47	71	385	786	927	481	383	3208
Below NCEA		5	10	13	27	26	44	45	60	368	718	108	34	36	1494
MX000 Mathematics			1	1	8	3	13	11	26	310	643	59	14	12	1101
PRMAS Primary Mathematics & Statistics		3	2	5	6	7	15	16	20						74
SEMAS Mathematics & Statistics		2	7	7	13	16	16	18	14	58	75	49	20	24	319
NCEA Level 1							3	2	11	16	67	808	281	81	1269
MX1000 Mathematics							3	2	11	16	67	808	281	81	1269
NCEA Level 2												11	150	112	273
MX2000 Mathematics												11	150	112	273
NCEA Level 3										1	1		16	154	172
MS3000 Statistics										1	1		1	52	55
MX3000 Calculus													10	59	69
MZ3000 Mathematics													5	43	48
Pathways Education										63	197	432	227	153	1072
Below NCEA										51	109	46	6	14	226
LS100 Life Skills										51	109	46	6	14	226
NCEA Level 1										12	87	369	129	88	685
PC1000 Pregnancy and Childcare												11	4	2	17
PW1000 Pathways Education Level 1										1	12	273	75	27	388

SL1000										11	75	85	50	59	280
NCEA Level 2											1	17	92	51	161
PW2000 Pathways Education											1	17	92	51	161
Science				1		1	3	3	9	140	266	390	434	393	1640
Below NCEA				1		1	3	3	8	140	229	35	3	7	430
PP000 Introductory Primary Production										31	30	12		1	74
SC000 Introductory Science				1		1	3	3	8	101	193	20	2	2	334
SESCI Science										8	6	3	1	4	22
NCEA Level 1									1		37	341	105	16	500
BY1000 Biology											8	33	7	2	50
CH1000 Chemistry												8	15	1	24
PH1000 Physics									1		2	4	12	1	20
PP1000 Primary Production											3	72	5	2	82
SC1000 Science											24	224	66	10	324
NCEA Level 2												14	320	131	465
BY2000 Biology												5	96	47	148
CH2000 Chemistry												1	59	40	100
PH2000 Physics												4	98	25	127
PP2000 Primary Production													51	10	61
SC2000 Science selection												4	16	9	29

NCEA Level 3													6	239	245
BY3000 Biology													5	68	73
CH3000 Chemistry														56	56
PH3000 Physics													1	67	68
PP3000														48	48
Social Science								5	10	125	246	311	429	563	1689
Below NCEA								5	9	122	222	16	2	4	380
ES000 Enterprise Studies								1		6	14				21
SESST Social Studies										10	4	3		2	19
SS000 Social Studies								4	9	106	204	13	2	2	340
NCEA Level 1									1	2	23	279	65	14	384
AC1000 Accounting											3	46	18	9	76
BS1000 Business Studies										1	3	41	6	1	52
EC1000 Economics											5	58	8		71
GY1000 Geography											3	31	7	1	42
HS1000 History									1		7	59	17	2	86
LG1000 Legal Studies										1	2	44	9	1	57
NCEA Level 2										1	1	16	345	81	444
AC2000 Accounting												1	44	5	50
BS2000 Business Studies													42	9	51

EC2000 Economics												1	42	18	61
GL2000 Classical Studies										1	1	5	53	8	68
GY2000 Geography												2	40	4	46
HS2000 History												1	44	7	52
LG2000 Legal Studies												6	80	30	116
NCEA Level 3													17	464	481
AC3000 Accounting													5	83	88
EC3000 Economics													1	69	70
GL3000 Classical Studies													4	91	95
GY3000 Geography													1	46	47
HS3000 History													1	26	27
LG3000 Legal Studies													5	112	117
HS3200 History (NZ in the 19th century)														37	37
Technology								3	4	43	62	199	131	98	540
Below NCEA								3	3	43	54	12	5	1	121
DT000 Digital Technology									1	20	30	4	3	1	59
DVC000 Design & Visual Communication										18	15	1			34
SETEC Technology										1	3	2	2		8
TE000 Technology								3	2	4	6	5			20
NCEA Level 1									1		8	182	36	12	239

DT1000 Digital Technology									1		8	124	26	11	170
DVC1000 Design & Visual Communication												46	8		54
TE1000 Technology												12	2	1	15
NCEA Level 2												4	86	20	110
DT2000 Digital Technology												2	53	15	70
DVC2000												2	27	3	32
TE2000 Technology													6	2	8
NCEA Level 3												1	4	65	70
DT3000 Digital Technology												1	2	40	43
DVC3000													1	19	20
TE3000 Technology													1	6	7
Grand Total	8	16	28	39	64	65	118	196	256	1578	3043	4487	3172	2922	15992

Activity 2021

According to the *Education Counts* website, the overall school enrolment is described as so.

Level	Total
Year 01	28
Year 02	65
Year 03	72
Year 04	86
Year 05	91
Year 06	120
Year 07	131
Year 08	209
Year 09	338
Year 10	560
Year 11	1,027
Year 12	1,090
Year 13+	2,856
Total	6,673

These figures included 2,093 students of Māori descent enrolled. It should be noted that these figures are cumulative and based on the enrolment as at the end of 2021.

Based on their response to the request for data, broadly speaking Te Kura enrolled 6,625 students as full-time, early childhood education, or fee paying; 8,327 students as young adult, adult, or correction; and the equivalent of 10,977 unique students as primary and secondary dual enrolment.

Nature of Enrolment	Enrolment Figures
Early childhood education	553 enrolments <ul style="list-style-type: none"> 114 were Māori
Adult and young adult ākonga	8,327 enrolments <ul style="list-style-type: none"> 1,366 were Māori
Years 1 to 13 full-time education services	1,591 primary level enrolments <ul style="list-style-type: none"> 672 were access enrolments 919 were referral enrolments 668 were Māori 4,481 secondary level enrolments <ul style="list-style-type: none"> 892 were access enrolments 3,589 were referral enrolments 2,000 were Māori
Years 1 to 13 dual enrolment education services	510 primary school registrations <ul style="list-style-type: none"> 219 were provided a specialist programme to assist with their learning support needs 103 were gifted and talented 38 were enrolled at a health school 136 received tuition in Te Reo Māori 194 were Māori 10,240 secondary school registrations <ul style="list-style-type: none"> 6,195 enjoyed tuition in a subject that their school was unable to offer 1,061 were enrolled due to an emergency staff vacancy at their school 1,684 were enrolled at a health school 423 were enrolled in Te Kura's Summer School 3,291 were Māori
Years 1 to 13, 0.1/0.2 ORS supplement	227 ORS-verified ākonga <ul style="list-style-type: none"> 163 ORS high needs or ORS extension (0.1) 64 ORS very high needs (0.2)

Finally, the following table reports the 2021 dual registrations by subject.

Faculty / Level / Subject Year Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
Arts								10	9	51	109	134	152	206	671
Below NCEA								10	9	51	102	11	2		185
AR000 Visual Arts								5	6	42	77	7	2		139
MC000 General Music								1	1	8	24	3			37
PRART Primary Arts								4	2						6
SEART Arts										1	1	1			3
NCEA Level 1											7	116	55	32	210
AR1000 Visual Arts											5	65	12	4	86
MP1000 Music												25	8	3	36
Performing Arts NCEA Levels 1,2 & 3											2	26	35	25	88
NCEA Level 2												7	88	22	117
AH2000 Art History												3	30	2	35
MP2000 Music												2	18	5	25
Visual Arts NCEA Level 2												2	40	15	57
NCEA Level 3													7	152	159
AH3000 Art History													3	73	76
AR3000 Painting													1	22	23
AR3200 Sculpture														1	1

AR3300 Design													1	35	36
AR3400 Photography													1	5	6
MP3000 Music													1	16	17
English	2	15	4	11	14	27	28	65	90	436	921	1101	566	439	3719
Below NCEA	2	15	4	11	14	27	28	65	88	427	844	159	29	28	1741
EN000 English			1			2	4	8	33	377	794	110	9	9	1347
PRENG Primary English		1	1	7	7	11	9	18	29						83
SEENG English	2	14	2	4	7	14	15	39	26	50	50	49	20	19	311
NCEA Level 1									2	9	77	927	235	64	1314
EN1000 English									2	9	75	905	230	63	1284
MD1000 Media Studies											2	22	5	1	30
NCEA Level 2												15	285	154	454
EN2000 English												15	246	147	408
MD2000 Media Studies													39	7	46
NCEA Level 3													17	193	210
EN3000 English													15	148	163
MD3000 Media Studies													2	45	47
Health & Physical Education								1	6	24	74	256	201	272	834
Below NCEA								1	6	24	59	9		1	100
HE000 Home Economics										14	23	1			38

HP000 Health and Physical Education									2	10	35	7			54
PRHPE Primary Health & Physical Education								1	4						5
SEHPE Health and PE											1	1		1	3
NCEA Level 1											14	243	47	21	325
HE1000 Home Economics											3	124	13	7	147
HP1000 Health Education											8	91	30	11	140
PE1000 Physical Education											3	28	4	3	38
NCEA Level 2											1	3	143	46	193
HE2000 Home Economics											1		40	11	52
HP2000 Health Education												2	90	28	120
PE2000 Physical Education												1	13	7	21
NCEA Level 3												1	11	204	216
HE3000 Home Economics													6	81	87
HP3000 Health Education												1	4	89	94
PE3000 Physical Education													1	34	35
Integrated Studies	2	5	3	10	15	13	14	25	43						130
Below NCEA	2	5	3	10	15	13	14	25	43						130
INTGR8 Integrated Teaching Programme									1						1
PRTOP Primary Topic		1	1	7	9	6	6	9	28						67
SETOP Topic	2	4	2	3	6	7	8	16	14						62

Kaupapa Maori								34	36	19	32	111	81	39	352
NCEA Level 1								34	36	19	32	106	77	37	341
EM9000 Environmental Maori											1	4	5	1	11
HA9000 Hauora											1	1	3	1	6
RM9000 Te Reo Maori										5		4	8	3	20
TK9000 Tikanga Maori								34	36	14	24	75	48	24	255
TM9000 Tourism Maori											4	11	3	3	21
WH9000 Whenua												1		1	2
MM9000 Manaaki Maori											2	10	10	4	26
NCEA Level 2												5	4	2	11
RR1000 Raranga												5	4	2	11
Languages						1		33	48	581	609	900	669	555	3396
Below NCEA						1		31	40	526	484	127	59	30	1298
FR000 Introductory French								2	1	30	44	18	4		99
GR000 Introductory German									1	20	49	16	7	2	95
JP000 Introductory Japanese						1			5	47	61	37	20	14	185
MA000 Introductory Te Reo Maori								29	33	375	269	42	19	11	778
SP000 Introductory Spanish										38	50	12	7	3	110
ZH000 Introductory Chinese										16	11	2	2		31
NCEA Level 1								2	8	51	91	671	130	34	987

FR1000 French									1	8	7	84	12	5	117
GR1000 German									1		15	41	10	3	70
JP1000 Japanese									1	4	9	72	17	5	108
MA1000 Te Reo Maori								2	5	30	28	295	48	6	414
SA1000										3	8	66	19	4	100
SP1000 Spanish										3	7	74	16	8	108
ZH1000 Chinese										3	17	39	8	3	70
NCEA Level 2										4	26	85	420	74	609
FR2000 French											1	9	47	4	61
GR2000 German											5	16	34	3	58
JP2000 Japanese											4	12	33	11	60
MA2000 Te Reo Maori										4	8	26	167	23	228
SA2000												5	45	13	63
SP2000 Spanish											4	10	41	12	67
ZH2000 Chinese											4	7	53	8	72
NCEA Level 3											8	17	60	417	502
FR3000 French												3	6	45	54
GR3000 German												6	12	37	55
JP3000 Japanese											2	2	7	42	53
MA3000 Te Reo Maori											3	5	7	98	113

SA3000													3	60	63
SP3000 Spanish											2		6	41	49
ZH3000 Chinese											1	1	19	94	115
Mathematics		8	3	11	18	33	31	81	111	443	917	1207	569	437	3869
Below NCEA		8	3	11	16	33	31	75	95	419	820	179	40	27	1757
MX000 Mathematics					2	10	6	23	40	368	766	121	14	8	1358
PRMAS Primary Mathematics & Statistics			1	7	8	11	9	18	29						83
SEMAS Mathematics & Statistics		8	2	4	6	12	16	34	26	51	54	58	26	19	316
NCEA Level 1					2			6	15	24	96	1020	305	112	1580
MX1000 Mathematics					2			6	15	24	96	1020	305	112	1580
NCEA Level 2									1			6	207	127	341
MX2000 Mathematics									1			6	207	127	341
NCEA Level 3											1	2	17	171	191
MS3000 Statistics											1	1	4	65	71
MX3000 Calculus												1	8	68	77
MZ3000 Mathematics													5	38	43
Pathways Education										69	168	428	233	162	1060
Below NCEA										55	120	51	10	10	246
LS100 Life Skills										55	120	51	10	10	246
NCEA Level 1										14	46	352	106	92	610

PC1000 Pregnancy and Childcare										1		8	2	3	14
PW1000 Pathways Education Level 1										3	12	282	68	20	385
SL1000										10	34	62	36	69	211
NCEA Level 2											2	25	117	60	204
PW2000 Pathways Education											2	25	117	60	204
Science					1	2	2	6	26	179	296	439	441	475	1867
Below NCEA					1	1	1	6	24	178	279	32	6	3	531
PP000 Introductory Primary Production									1	40	37	3			81
SC000 Introductory Science					1	1	1	6	23	129	235	24	6	2	428
SESCI Science										9	7	5		1	22
NCEA Level 1						1	1		2	1	15	392	57	19	488
BY1000 Biology											4	29	8	1	42
CH1000 Chemistry						1						15			16
PH1000 Physics									1		1	22	1	1	26
PP1000 Primary Production											1	82	3		86
SC1000 Science							1		1	1	9	244	45	17	318
NCEA Level 2											2	12	363	163	540
BY2000 Biology												1	88	39	128
CH2000 Chemistry											1		144	39	184
PH2000 Physics													76	43	119

PP2000 Primary Production												4	19	3	26
SC2000 Science selection											1	7	36	39	83
NCEA Level 3												3	15	290	308
BY3000 Biology												1	7	79	87
CH3000 Chemistry												1	6	107	114
PH3000 Physics												1	2	64	67
PP3000														40	40
Social Science								2	13	144	278	334	498	599	1868
Below NCEA								2	11	141	243	11	2		410
ES000 Enterprise Studies									1	8	33				42
SESST Social Studies										21	10	3			34
SS000 Social Studies								2	10	112	200	8	2		334
NCEA Level 1										2	31	280	43	20	376
AC1000 Accounting											6	54	10	6	76
BS1000 Business Studies											3	32	9	5	49
EC1000 Economics											2	34	2	3	41
GY1000 Geography											1	39	3	1	44
HS1000 History										1	4	64	8	3	80
LG1000 Legal Studies										1	15	57	11	2	86
NCEA Level 2									2	1	4	42	433	106	588

AC2000 Accounting												5	59	18	82
BS2000 Business Studies												2	46	17	65
EC2000 Economics												3	48	15	66
GL2000 Classical Studies									1	1	4	14	91	15	126
GY2000 Geography												1	33	10	44
HS2000 History									1			4	54	17	76
LG2000 Legal Studies												13	102	14	129
NCEA Level 3												1	20	473	494
AC3000 Accounting													3	65	68
EC3000 Economics														64	64
GL3000 Classical Studies													7	97	104
GY3000 Geography														56	56
HS3000 History													3	90	93
LG3000 Legal Studies												1	7	101	109
Technology							3	2	1	68	130	317	208	192	921
Below NCEA							2	2	1	68	124	31	12	3	243
DT000 Digital Technology							1	1	1	27	56	21	10	1	118
DVC000 Design and Visual Communication							1	1		21	43	4			70
SETEC Technology										4	1	5	1	2	13
TE000 Technology										16	24	1	1		42

NCEA Level 1							1				6	284	35	13	339
DT1000 Digital Technology							1				5	178	29	9	222
DVC1000 Design & Visual Communication											1	56	3	4	64
TE1000 Technology												50	3		53
NCEA Level 2												2	156	23	181
DT2000 Digital Technology													103	14	117
DVC2000													46	6	52
TE2000 Technology												2	7	3	12
NCEA Level 3													5	153	158
DT3000 Digital Technology													3	77	80
DVC3000														49	49
TE3000 Technology													2	27	29
Grand Total	4	28	10	32	48	76	78	259	383	2014	3534	5227	3618	3376	18687

Activity 2022

According to the *Education Counts* website, the overall school enrolment is described as so.

Level	Total
Year 01	37
Year 02	75
Year 03	98
Year 04	116
Year 05	137
Year 06	172
Year 07	199
Year 08	288
Year 09	418
Year 10	726
Year 11	916
Year 12	1,341
Year 13+	3,199
Total	7,722

These figures included 2,518 students of Māori descent enrolled. It should be noted that these figures are cumulative and based on the enrolment as at the end of 2022.

Based on their response to the request for data, broadly speaking Te Kura enrolled 8,207 students as full-time, early childhood education, or fee paying; 8,822 students as young adult, adult, or correction; and the equivalent of 11,438 unique students as primary and secondary dual enrolment.

Nature of Enrolment	Enrolment Figures
Early childhood education	644 enrolments <ul style="list-style-type: none"> 138 were Māori
Adult and young adult ākonga	8,822 enrolments <ul style="list-style-type: none"> 1,489 were Māori
Years 1 to 13 full-time education services	2,093 primary level enrolments <ul style="list-style-type: none"> 944 were access enrolments 1,149 were referral enrolments 914 were Māori 5,470 secondary level enrolments <ul style="list-style-type: none"> 1,170 were access enrolments 4,300 were referral enrolments 2,382 were Māori
Years 1 to 13 dual enrolment education services	498 primary school registrations <ul style="list-style-type: none"> 134 were provided a specialist programme to assist with their learning support needs 84 were gifted and talented 22 were enrolled at a health school 169 received tuition in Te Reo Māori 107 were Māori 10,705 secondary school registrations <ul style="list-style-type: none"> 6,172 enjoyed tuition in a subject that their school was unable to offer 1,526 were enrolled due to an emergency staff vacancy at their school 1,762 were enrolled at a health school 286 were enrolled in Te Kura's Summer School 3,280 were Māori
Years 1 to 13, 0.1/0.2 ORS supplement	235 ORS-verified ākonga <ul style="list-style-type: none"> 168 ORS high needs or ORS extension (0.1) 67 ORS very high needs (0.2)

Finally, the following table reports the 2022 dual registrations by subject.

Faculty / Level / Subject Year Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
Arts		2	3	9	5	3	5	3	6	30	83	181	219	212	761
Below NCEA		2	3	9	5	3	5	3	6	28	69	13	3	3	152
AR000 Visual Arts								2	3	23	50	11	2		91
MC000 General Music									1	5	17	2		2	27
PRART Primary Arts		2	3	9	5	3	5	1	1						29
SEART Arts									1		2		1	1	5
NCEA Level 1										2	14	148	63	45	272
AR1000 Visual Arts											3	82	12	6	103
MP1000 Music										2	9	32	6	2	51
Performing Arts NCEA Levels 1,2 & 3											2	34	45	37	118
NCEA Level 2												17	149	18	184
AH2000 Art History												1	55	4	60
MP2000 Music												11	33	4	48
Visual Arts NCEA Level 2												5	61	10	76
NCEA Level 3												3	4	146	153
AH3000 Art History												1	2	74	77
AR3000 Painting													1	13	14

AR3100 Printmaking														2	2
AR3200 Sculpture														2	2
AR3300 Design														11	11
AR3400 Photography												2		11	13
MP3000 Music													1	33	34
English	5	6	7	21	18	13	23	47	102	482	929	1062	613	404	3732
Below NCEA	5	6	7	21	18	13	23	45	96	476	860	125	35	29	1759
EN000 English				1	1	1	3	10	36	417	810	94	16	13	1402
INTENO Te Ara Hou English								4	6	8	5				23
PRENG Primary English		6	5	15	12	8	14	12	23						95
SEENG English	5		2	5	5	4	6	19	31	51	45	31	19	16	239
NCEA Level 1								2	6	6	69	920	250	51	1304
EN1000 English								2	5	6	67	889	245	50	1264
MD1000 Media Studies									1		2	31	5	1	40
NCEA Level 2												17	321	157	495
EN2000 English												17	261	148	426
MD2000 Media Studies													60	9	69
NCEA Level 3													7	167	174
EN3000 English													5	117	122

MD3000 Media Studies													2	50	52
Health & Physical Education		2	3	9	5	3	5	7	7	98	163	266	231	316	1115
Below NCEA		2	3	9	5	3	5	7	7	98	150	10	1	1	301
HE000 Home Economics								1		84	119	5			209
HP000 Health and Physical Education									1	8	24	5			38
INTHP0 Te Ara Hou Health & Physical Education								4	5	5	5				19
PRHPE Primary Health & Physical Education		2	3	9	5	3	5	2							29
SEHPE Health and PE									1	1	2		1	1	6
NCEA Level 1											13	250	41	28	332
HE1000 Home Economics											3	120	19	15	157
HP1000 Health Education											6	98	21	12	137
PE1000 Physical Education											4	32	1	1	38
NCEA Level 2												5	185	45	235
HE2000 Home Economics												1	73	6	80
HP2000 Health Education												4	97	28	129
PE2000 Physical Education													15	11	26
NCEA Level 3												1	4	242	247
HE3000 Home Economics													2	91	93
HP3000 Health Education														134	134

PE3000 Physical Education												1	2	17	20
Integrated Studies		3	4	11	9	10	11	33	45	25	23				174
Below NCEA		3	4	11	9	10	11	33	45	25	23				174
INTAR0 Te Ara Hou Arts								4	5	6	5				20
INTGR8 Integrated Teaching Programme			1					4	5	7	9				26
INTLA0 Te Ara Hou Languages								4	5	6	4				19
INTSS0 Te Ara Hou Social Sciences								4	5	6	5				20
PRTOP Primary Topic		3	1	6	5	8	8	7	12						50
SETOP Topic			2	5	4	2	3	10	13						39
Kaupapa Maori								1	2	34	72	131	110	51	401
NCEA Level 1								1	2	34	72	129	107	51	396
EM9000 Environmental Maori											3		5	2	10
HA9000 Hauora										9	11	9	11	10	50
MM9000 Manaaki Marae								1		12	31	39	25	3	111
RM9000 Te Reo Maori										4	6	21	6	1	38
TK9000 Tikanga Maori									1	9	21	58	58	29	176
TM9000 Tourism Maori													2	5	7
WH9000 Whenua									1			2		1	4
NCEA Level 2												2	3		5

RR1000 Raranga												2	3		5
Languages		3	3	9	5	3	7	92	85	435	599	933	629	485	3288
Below NCEA		3	3	9	5	3	7	91	84	376	486	175	72	35	1349
FR000 Introductory French										39	116	15	5		175
GR000 Introductory German									1	39	51	10	10	2	113
JP000 Introductory Japanese								1	1	39	40	32	27	14	154
MA000 Introductory Te Reo Maori		1						90	81	231	200	94	14	12	723
PRTRM Primary Te Reo		2	3	9	5	3	5								27
SP000 Introductory Spanish							1		1	14	63	14	9	4	106
ZH000 Introductory Chinese							1			14	16	10	7	3	51
NCEA Level 1								1	1	45	84	648	92	53	924
FR1000 French										4	10	81	3	1	99
GR1000 German										11	8	38	5	1	63
JP1000 Japanese										3	8	77	21	12	121
MA1000 Te Reo Maori								1	1	23	21	289	36	24	395
SA1000											5	52	5	7	69
SP1000 Spanish										2	11	70	12	5	100
ZH1000 Chinese										2	21	41	10	3	77
NCEA Level 2										14	27	76	399	40	556

FR2000 French												7	48	3	58
GR2000 German										1		22	32	3	58
JP2000 Japanese											2	8	53	6	69
MA2000 Te Reo Maori										12	22	10	134	9	187
SA2000													34	2	36
SP2000 Spanish											2	12	63	11	88
ZH2000 Chinese										1	1	17	35	6	60
NCEA Level 3											2	34	66	357	459
FR3000 French												4	6	34	44
GR3000 German												7	15	21	43
JP3000 Japanese												3	16	44	63
MA3000 Te Reo Maori											2	11	8	102	123
SA3000													1	27	28
SP3000 Spanish												4	7	52	63
ZH3000 Chinese												5	13	77	95
Mathematics	2	4	7	17	18	16	30	46	119	493	980	1176	610	384	3902
Below NCEA	2	4	7	17	18	14	26	43	103	466	900	132	39	29	1800
INTMX0 Te Ara Hou Mathematics								4	6	8	5				23
MX000 Mathematics					2	1	9	14	45	393	846	103	19	10	1442

PRMAS Primary Mathematics & Statistics		4	5	14	11	9	11	9	21						84
SEMAS Mathematics & Statistics	2		2	3	5	4	6	16	31	65	49	29	20	19	251
NCEA Level 1						1	3	3	15	27	80	1033	322	90	1574
MX1000 Mathematics						1	3	3	15	27	80	1033	322	90	1574
NCEA Level 2						1	1		1			10	239	100	352
MX2000 Mathematics						1	1		1			10	239	100	352
NCEA Level 3												1	10	165	176
MS3000 Statistics													2	66	68
MX3000 Calculus												1	4	59	64
MZ3000 Mathematics													4	40	44
Pathways Education										60	154	368	202	142	926
Below NCEA										51	100	39	7	13	210
LS100 Life Skills										51	100	39	7	13	210
NCEA Level 1										9	52	310	104	74	549
PC1000 Pregnancy and Childcare											2	11	5	5	23
PW1000 Pathways Education Level 1										1	14	234	50	15	314
SL1000										8	36	65	49	54	212
NCEA Level 2											2	19	91	55	167
PW2000 Pathways Education											2	19	91	55	167

Science		2	4	9	7	5	15	9	19	172	387	360	401	429	1819
Below NCEA		2	4	9	7	5	14	8	17	170	358	24	3	3	624
INTSC0 Te Ara Hou Science								4	5	7	5				21
PP000 Introductory Primary Production			1				1			20	72	5			99
PRSCI Primary Science		2	3	9	6	3	9								32
SC000 Introductory Science					1	2	4	4	11	134	274	13		2	445
SESCI Science									1	9	7	6	3	1	27
NCEA Level 1							1	1	2	2	29	328	69	22	454
BY1000 Biology											3	39	10	5	57
CH1000 Chemistry											3	9	3		15
PH1000 Physics									1		2	14	3	3	23
PP1000 Primary Production											4	44	1	1	50
SC1000 Science							1	1	1	2	17	222	52	13	309
NCEA Level 2												8	318	134	460
BY2000 Biology													74	52	126
CH2000 Chemistry													54	32	86
PH2000 Physics												3	113	28	144
PP2000 Primary Production												2	27	4	33
SC2000 Science selection												3	50	18	71

NCEA Level 3													11	270	281
BY3000 Biology													3	73	76
CH3000 Chemistry													3	58	61
PH3000 Physics													5	71	76
PP3000														68	68
Social Science		2	3	9	5	3	5	3	12	157	252	351	606	562	1970
Below NCEA		2	3	9	5	3	5	3	9	152	234	17	5	4	451
ES000 Enterprise Studies										9	30	2	1	1	43
PRSST Primary Social Studies		2	3	9	5	3	5								27
SESST Social Studies									1	9	7	3	4	2	26
SS000 Social Studies								3	8	134	197	12		1	355
NCEA Level 1									2	2	17	311	34	17	383
AC1000 Accounting											4	54	9	4	71
BS1000 Business Studies											2	55	8	5	70
EC1000 Economics											1	28	1	1	31
GY1000 Geography											2	37	6	2	47
HS1000 History									2	1	1	84	6	3	97
LG1000 Legal Studies										1	7	53	4	2	67
NCEA Level 2									1	3	1	23	550	80	658

AC2000 Accounting												2	107	10	119
BS2000 Business Studies													58	16	74
EC2000 Economics												2	48	6	56
GL2000 Classical Studies									1	3	1	5	114	15	139
GY2000 Geography													39	4	43
HS2000 History												3	74	17	94
LG2000 Legal Studies												11	110	12	133
NCEA Level 3													17	461	478
AC3000 Accounting													2	77	79
EC3000 Economics													2	54	56
GL3000 Classical Studies													9	119	128
GY3000 Geography														42	42
HS3000 History													2	56	58
LG3000 Legal Studies													2	113	115
Technology		2	3	9	6	3	5	8	9	281	251	349	338	245	1509
Below NCEA		2	3	9	6	3	5	8	9	278	231	39	19	2	614
DT000 Digital Technology								1	2	29	66	26	12	1	137
DVC000 Design and Visual Communication										87	30	3	2		122
INTTE0 Te Ara Hou Technology								4	5	6	5				20

PRTEC Primary Technology		2	3	9	6	3	5								28
SETEC Technology									1	2	2	2	1	1	9
TE000 Technology								3	1	154	128	8	4		298
NCEA Level 1										1	19	297	38	12	367
DT1000 Digital Technology										1	17	161	22	9	210
DVC1000 Design & Visual Communication											1	105	14	1	121
TE1000 Technology											1	31	2	2	36
NCEA Level 2										2	1	13	275	28	319
DT2000 Digital Technology										2	1	12	179	19	213
DVC2000												1	68	6	75
TE2000 Technology													28	3	31
NCEA Level 3													6	203	209
DT3000 Digital Technology													6	139	145
DVC3000														43	43
TE3000 Technology														21	21
Grand Total	7	26	37	103	78	59	106	249	406	2267	3893	5177	3959	3230	19597

Northern Health School

<https://www.nhs.school.nz/>

Type of provider – School, public, special institution
Primary distance modality – Asynchronous

Background

The Northern Health School was established in 2000 as a ‘special school.’ It only serves students who have an (1) active treatment programme for their health condition or (2) be engaged in a health funded mental health programme with an active therapeutic programme. The Northern Health School serves students from North Cape to Turangi and from Gisborne to Taranaki.

To view Northern Health School’s full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/nhs/>

Activity 2019

According to the *Education Counts* website, the school enrolment is described as so.

Level	Total
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	0
Year 8	0
Year 9	2
Year 10	2
Year 11	2
Year 12	1
Year 13+	7
Total	12

These figures included 3 students of Māori descent enrolled.

In terms of the actual nature of enrolment, the Northern Health School reported that in the 2019 school year the school enrolled a total of 2062 unique students. Their lowest weekly enrolment was 606 unique students, and their highest weekly enrolment was 1203 unique students.

The Northern Health School indicated that 2041 of those 2062 unique students were dual enrolled in their home school. Additionally, there were 614 students enrolled in Te Kura on a supplemental basis (i.e., enrolled in one or more courses, but not on a full-time basis). Finally, there were 21 unique students who were not dual enrolled in their home school, but who were directly enrolled in the Northern Health School.

To summarise:

- total enrolment: 2062 unique students
 - lowest weekly enrolment: 606 unique students
 - highest weekly enrolment: 1203 unique students
- enrolment based on programming
 - dual enrolled in a home school: 2041 unique students
 - dual enrolled in Te Kura: 614 unique students
 - directly enrolled in the Northern Health School: 21 unique students

Activity 2020

According to the *Education Counts* website, the school enrolment is described as so.

Level	Total
Year 1	1
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	0
Year 8	0
Year 9	2
Year 10	2
Year 11	2
Year 12	1
Year 13+	8
Total	16

These figures included 10 students of Māori descent enrolled.

In terms of the actual nature of enrolment, the Northern Health School reported that in the 2020 school year the school enrolled a total of 2006 unique students. Their lowest weekly enrolment was 695 unique students, and their highest weekly enrolment was 1268 unique students.

The Northern Health School indicated that 1987 of those 2006 unique students were dual enrolled in their home school, but 12 of those students were enrolled in Te Kura as the home school. Additionally, there were 636 students enrolled in Te Kura on a supplemental basis (i.e., enrolled in one or more courses, but not on a full-time basis). Finally, there were 19 unique students who were not dual enrolled in their home school, but who were directly enrolled in the Northern Health School

To summarise:

- total enrolment: 2006 unique students
 - lowest weekly enrolment: 695 unique students

- highest weekly enrolment: 1268 unique students
- enrolment based on programming
 - dual enrolled in a home school: 1987 unique students
 - dual enrolled in Te Kura: 636 unique students
 - directly enrolled in the Northern Health School: 19 unique students

Activity 2021

According to the *Education Counts* website, the school enrolment is described as so.

Level	Total
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	0
Year 8	0
Year 9	0
Year 10	1
Year 11	5
Year 12	3
Year 13+	4
Total	13

These figures included 5 students of Māori descent enrolled.

In terms of the actual nature of enrolment, the Northern Health School reported that in the 2021 school year the school enrolled a total of 2269 unique students. Their lowest weekly enrolment was 727 unique students, and their highest weekly enrolment was 1445 unique students.

The Northern Health School indicated that 2249 of those 2269 unique students were dual enrolled in their home school, but 13 of those students were enrolled in Te Kura as the home school. Additionally, there were 827 students enrolled in Te Kura on a supplemental basis (i.e., enrolled in one or more courses, but not on a full-time basis). Finally, there were 20 unique students who were not dual enrolled in their home school, but who were directly enrolled in the Northern Health School

To summarise:

- total enrolment: 2269 unique students
 - lowest weekly enrolment: 727 unique students
 - highest weekly enrolment: 1445 unique students
- enrolment based on programming
 - dual enrolled in a home school: 2249 unique students
 - dual enrolled in Te Kura: 827 unique students
 - directly enrolled in the Northern Health School: 20 unique students

Activity 2022

According to the *Education Counts* website, the school enrolment is described as so.

Level	Total
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	0
Year 8	0
Year 9	1
Year 10	3
Year 11	3
Year 12	2
Year 13+	3
Total	12

These figures included 4 students of Māori descent enrolled.

In terms of the actual nature of enrolment, the Northern Health School reported that in the 2022 school year the school enrolled a total of 2549 unique students. Their lowest weekly enrolment was 907 unique students, and their highest weekly enrolment was 1572 unique students.

The Northern Health School indicated that 2532 of those 2549 unique students were dual enrolled in their home school, but 12 of those students were enrolled in Te Kura as the home school. Additionally, there were 865 students enrolled in Te Kura on a supplemental basis (i.e., enrolled in one or more courses, but not on a full-time basis). Finally, there were 17 unique students who were not dual enrolled in their home school, but who were directly enrolled in the Northern Health School

To summarise:

- total enrolment: 2549 unique students
 - lowest weekly enrolment: 907 unique students
 - highest weekly enrolment: 1572 unique students
- enrolment based on programming
 - dual enrolled in a home school: 2532 unique students
 - dual enrolled in Te Kura: 865 unique students
 - directly enrolled in the Northern Health School: 17 unique students

Southern Regional Health School

<https://www.srhs.school.nz/>

Type of provider – School, public, special institution
Primary distance modality – Asynchronous

Background

The Southern Health School was established in 2000 as a ‘special school.’ It only serves students who have an (1) active treatment programme for their health condition or (2) be engaged in a health funded mental health programme with an active therapeutic programme. The Southern Health School serves students who live in the South Island, Stewart Island or the Chathams.

To view Southern Health School’s full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/shs/>

Activity 2019

According to the *Education Counts* website, the school enrolment was described as so.

Level	Total
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	0
Year 8	0
Year 9	0
Year 10	1
Year 11	8
Year 12	4
Year 13+	3
Total	16

These figures included 7 students of Māori descent enrolled.

In terms of the actual nature of enrolment, the Southern Health School reported that the 2019 school year the school enrolled a total of 558 unique students. Their lowest weekly enrolment was 143 unique students, and their highest weekly enrolment was 328 unique students.

The Southern Health School indicated that 508 of those 558 unique students were dual enrolled in their home school. That home school was a brick-and-mortar school for 502 students, but the home school was listed as Te Kura for 6 students (i.e., 6 students were full-time distance learning students). Additionally, there were 274 students enrolled in Te Kura on a supplemental basis (i.e., enrolled in one or more courses, but not on a full-time basis). Finally, there were 50 unique students

who were not dual enrolled in their home school, but who were directly enrolled in the Southern Health School.

To summarise:

- total enrolment: 558 unique students
 - lowest weekly enrolment: 143 unique students
 - highest weekly enrolment: 328 unique students
- enrolment based on programming
 - dual enrolled in a home school: 508 unique students
 - brick-and-mortar home school: 502 unique students
 - Te Kura as the home school: 6 students
 - dual enrolled in Te Kura: 274 unique students
 - directly enrolled in the Southern Health School: 50 unique students

Activity 2020

According to the *Education Counts* website, the school enrolment was described as so.

Level	Total
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	0
Year 8	0
Year 9	0
Year 10	1
Year 11	4
Year 12	4
Year 13+	5
Total	14

These figures included 4 students of Māori descent enrolled.

In terms of the actual nature of enrolment, the Southern Health School reported that the 2020 school year the school enrolled a total of 552 unique students. Their lowest weekly enrolment was 167 unique students, and their highest weekly enrolment was 319 unique students.

The Southern Health School indicated that 474 of those 552 unique students were dual enrolled in their home school. That home school was a brick-and-mortar school for 466 students, but the home school was listed as Te Kura for 8 students (i.e., 8 students were full-time distance learning students). Additionally, there were 261 students enrolled in Te Kura on a supplemental basis (i.e., enrolled in one or more courses, but not on a full-time basis). Finally, there were 48 unique students

who were not dual enrolled in their home school, but who were directly enrolled in the Southern Health School.

To summarise:

- total enrolment: 522 unique students
 - lowest weekly enrolment: 167 unique students
 - highest weekly enrolment: 319 unique students
- enrolment based on programming
 - dual enrolled in a home school: 474 unique students
 - brick-and-mortar home school: 466 unique students
 - Te Kura as the home school: 8 students
 - dual enrolled in Te Kura: 261 unique students
 - directly enrolled in the Southern Health School: 48 unique students

Activity 2021

According to the *Education Counts* website, the school enrolment was described as so.

Level	Total
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	0
Year 8	0
Year 9	0
Year 10	0
Year 11	4
Year 12	4
Year 13+	3
Total	11

These figures included 4 students of Māori descent enrolled.

In terms of the actual nature of enrolment, the Southern Health School reported that the 2021 school year the school enrolled a total of 534 unique students. Their lowest weekly enrolment was 182 unique students, and their highest weekly enrolment was 365 unique students.

The Southern Health School indicated that 497 of those 534 unique students were dual enrolled in their home school. That home school was a brick-and-mortar school for 486 students, but the home school was listed as Te Kura for 11 students (i.e., 11 students were full-time distance learning students). Additionally, there were 300 students enrolled in Te Kura on a supplemental basis (i.e., enrolled in one or more courses, but not on a full-time basis). Finally, there were 37 unique students

who were not dual enrolled in their home school, but who were directly enrolled in the Southern Health School.

To summarise:

- total enrolment: 534 unique students
 - lowest weekly enrolment: 182 unique students
 - highest weekly enrolment: 365 unique students
- enrolment based on programming
 - dual enrolled in a home school: 497 unique students
 - brick-and-mortar home school: 486 unique students
 - Te Kura as the home school: 11 students
 - dual enrolled in Te Kura: 300 unique students
 - directly enrolled in the Southern Health School: 37 unique students

Activity 2022

According to the *Education Counts* website, the school enrolment was described as so.

Level	Total
Year 1	0
Year 2	0
Year 3	0
Year 4	0
Year 5	0
Year 6	0
Year 7	0
Year 8	0
Year 9	0
Year 10	1
Year 11	2
Year 12	1
Year 13+	3
Total	7

These figures included 1 students of Māori descent enrolled.

In terms of the actual nature of enrolment, the Southern Health School reported that the 2022 school year the school enrolled a total of 558 unique students. Their lowest weekly enrolment was 207 unique students, and their highest weekly enrolment was 355 unique students.

The Southern Health School indicated that 511 of those 558 unique students were dual enrolled in their home school. That home school was a brick-and-mortar school for 505 students, but the home school was listed as Te Kura for 6 students (i.e., 6 students were full-time distance learning students). Additionally, there were 274 students enrolled in Te Kura on a supplemental basis (i.e., enrolled in one or more courses, but not on a full-time basis). Finally, there were 47 unique students

who were not dual enrolled in their home school, but who were directly enrolled in the Southern Health School.

To summarise:

- total enrolment: 558 unique students
 - lowest weekly enrolment: 207 unique students
 - highest weekly enrolment: 355 unique students
- enrolment based on programming
 - dual enrolled in a home school: 511 unique students
 - brick-and-mortar home school: 505 unique students
 - Te Kura as the home school: 6 students
 - dual enrolled in Te Kura: 274 unique students
 - directly enrolled in the Southern Health School: 47 unique students

Ko Taku Reo – Deaf Education New Zealand

<https://www.kotakureo.school.nz/index.php>

Type of provider – School, public, special institution
Primary distance modality – Synchronous

Background

Ko Taku Reo – Deaf Education New Zealand (Ko Taku Reo) had its origins in 1880, but was established in its current form in 2020. Ko Taku Reo has three specialist schools located in Auckland, Wellington, and Christchurch, as well as a small distance learning programme.

To view Ko Taku Reo's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/kotakureo/>

Activity 2021

Overall, Ko Taku Reo provided distance learning for 11 unique students (5 were from students of Māori descent) during the 2021 school year.

Name of the programming	Frequency of class meeting	Nature of delivery	Number of students	Number of Māori students
NCEA New Zealand Sign Language Level 1	4 hours/week	Online	11	5

There was one (1) teacher or 0.4 full-time equivalent assigned to online teaching.

Activity 2022

Overall, Ko Taku Reo provided distance learning for 45 unique students (17 were from students of Māori descent) during the 2022 school year.

Name of the programming	Frequency of class meeting	Nature of delivery	Number of students	Number of Māori students
NCEA New Zealand Sign Language Level 1	4 hours/week	Combination of 2 face-to-face workshops and online teaching	26	10
NCEA New Zealand Sign Language Level 2	4 hours/week	Combination of 2 face-to-face workshops and online teaching	14	6
NCEA New Zealand Sign Language Level 3	4 hours/week		5	1

There were four (4) teachers assigned to online teaching.

NetNZ

<https://netnz.org/>

Type of provider – Programme, non-profit
Primary distance modality – Synchronous

Background

NetNZ is a secondary online distance learning programme that is based and primarily operates on the South Island. It is an amalgamation of former clusters that were part of the Virtual Learning Network, the earliest of which began in the early 1990s.

To view NetNZ's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/netnz/>

Activity 2019

Overall, during the 2019 school year NetNZ provided virtual learning for 714 course enrolments – including 41 NetNZ school enrolments in Virtual Learning Network Community cluster courses, which represented 649 unique students who attended 90 different schools. The programme brokered 58 courses and utilized 14 full-time equivalent teachers.

Name of the course or learning opportunity	Number of students
L9/10 Beginners Japanese (first year programme)	3
L9/10 CREATIVE FOREST	15
L9/10 Pre-NCEA Japanese (second year programme)	4
English Language (ESOL) Class 2019	19
L1 Chinese – Mandarin and Chinese Studies	6
L2 Chinese – Mandarin and Chinese Studies	10
L3 Chinese – Mandarin	12
L9/10 Beginners Chinese – Mandarin (first year programme)	1
L9/10 Beginners Korean (first year programme)	12
Beginners and Pre-NCEA Korean	7
L1 Korean and Korean Studies	14
L2 Korean and Korean Studies	19
L3 Korean	17
L1 Accounting	15
L1 Design and Visual Communication	7
L1 Digital Technologies	8
L1 Economics	14
L1 French	6
L1 History	10
L1 Japanese (2 classes)	24
L1 Spanish (2 teachers)	10
L1 Te Reo Māori	16
L1 Drama	5
L2 Drama	1
L3 Drama	2

Name of the course or learning opportunity	Number of students
L1-3 Health	4
L1 Music	5
L2 Music	4
L3 Music	3
L1 Social Studies	10
L2-3 Social Studies	4
L2 Accounting	5
L1-3 Electronics and Electrical Engineering	10
L2 French	1
L3 French	5
L2 History	7
L3 History	4
L2 Agricultural and Horticultural Science	1
L3 Agricultural and Horticultural Science	11
L2 Art History	7
L2 Biology	9
L1 Business Studies	5
L2 Chemistry	8
L2 Classical Studies	12
L2 DVC	6
L2 Digital Technologies	3
L2 Economics	14
L2 Japanese	11
L2&3 Media Studies	12
L2 PE	9
L2 Physics	13
L2 Psychology (2 classes)	26
L2 Spanish	4
L1 Philosophy	2
L2 Philosophy	3
L3 Philosophy	17
L3 Business Studies (Yes Programme)	1
L3 Accounting	15
L3 Art History	7
L3 Biology	16
L3 Chemistry	6
L3 Classical Studies	7
L3 Computer Science & Programming	16
L3 DVC	7
L3 Economics	12
L3 Japanese	13
L3 Media Studies	9
L3 PE	4
L3 Photography	4
L3 Physics	5
L3 Psychology x2 classes	44
L3 Statistics	15

Activity 2020

Overall, during the 2020 school year NetNZ provided virtual learning for 743 course enrolments – including 64 NetNZ school enrolments in Virtual Learning Network Community cluster courses, which represented 615 unique students who attended 113 different schools. The programme brokered 52 courses and utilized 13.2 full-time equivalent teachers.

Name of the course or learning opportunity	Number of students
JAP010 – Beginners Japanese	10
English Language (ESOL) Class	6
L1 Chinese – Mandarin and Chinese Studies	6
L2 Chinese – Mandarin and Chinese Studies	9
L3 Chinese	11
L1-3 Credit Top Up Course	2
L9/10 Beginners Chinese – Mandarin (first year programme)	6
Beginners Korean (first year programme)	17
Intermediate Korean (second year programme)	9
L1 Korean and Korean Studies	17
L2 Korean and Korean Studies	9
L3 Korean	7
L2 & 3 Korean (Heritage)	18
L1 Accounting	11
L1 Design and Visual Communication	13
L2 Design and Visual Communication	1
L1 Digital Technologies	4
L1 Economics	8
L1 French	6
L1 History	7
L1 Japanese	17
L1 Te Reo Māori	5
Beginners/L1 Te Reo Māori	3
L1 Drama	2
L2 Drama	2
L2 Health	7
L3 Health	8
L2-3 Music	15
L1-3 Social Studies	13
L2 Accounting	14
L2 Electronics and Electrical Engineering	4
L3 Electronics and Electrical Engineering	3
L2 French	3
L3 French	10

Name of the course or learning opportunity	Number of students
L2-3 History	10
L2 Agricultural and Horticultural Science	7
L3 Agricultural and Horticultural Science	8
L2 Art History	10
L2 Biology	14
L2 Chemistry	14
L2 Classical Studies	7
L2 Digital Technologies	9
L2 Economics	5
L2 Japanese	17
L2 Media Studies	15
L2 PE	11
L2 Physics	14
L2 Psychology (3 classes)	47
L2 Spanish	14
Senior Philosophy	19
L3 Accounting	5
L3 Art History	10
L3 Biology	16
L3 Chemistry	5
L3 Classical Studies	6
L3 Computer Science & Programming	7
L3 DVC	15
L3 Economics	16
L3 Japanese	11
L3 Media Studies	4
L3 PE	15
L3 Photography	5
L3 Physics	5
L3 Psychology (2 classes)	34
L3 Statistics	17
L3 Te Reo Māori	3

Activity 2021

Overall, during the 2021 school year NetNZ provided virtual learning for 784 course enrolments – including 104 NetNZ school enrolments in Virtual Learning Network Community cluster courses (104 were from students of Māori descent), which represented 698 unique students who attended 119 different schools. The programme brokered 52 courses and utilized 12.6 full-time equivalent teachers.

Name of the course or learning opportunity	Number of students	Number of Māori students
JAP010 BE – Beginners Japanese	16	2
L1 Chinese – Mandarin and Chinese Studies	1	0
Intermediate (second year) Chinese	3	0
L9/10 Beginners Chinese – Mandarin (first year programme)	3	0
Beginners Korean (first year programme)	17	4
Intermediate Korean (second year programme)	17	3
L1 Korean and Korean Studies	19	0
L2 Korean and Korean Studies	6	0
L3 Korean	9	1
L2 & L3 Korean (Heritage)	16	0
L1 Accounting	7	0
L1 Design and Visual Communication	17	4
L1 Digital Technologies	16	0
L1 French	10	1
L1 History	8	3
L1 Japanese	11	0
L1 Spanish	2	0
L1 Te Reo Māori (2 classes)	23	20
L3 Drama	4	0
L3 Health	14	0
L2-3 Music	11	1
L1-3 Social Studies	12	2
L2 Accounting	12	2
L2 Electronics and Electrical Engineering	3	1
L3 Electronics and Electrical Engineering	6	0
L2 French	4	0
L3 French	5	0
L2-3 History	6	2
L2 Agricultural and Horticultural Science	6	0

Name of the course or learning opportunity	Number of students	Number of Māori students
L3 Agricultural and Horticultural Science	7	2
L2 Art History	11	2
L2 Biology	7	2
L2 Chemistry	7	3
L2 Digital Technologies	4	0
L2 Economics	14	2
L2 Japanese	22	2
L2 Media Studies	8	0
L2 PE	8	4
L2 Physics	9	1
L2 Psychology (2 classes)	31	0
L2 Spanish	7	0
L2 Te Reo Māori	14	11
Senior Philosophy	31	4
L3 Accounting	12	1
L3 Art History	20	0
L3 Biology	12	2
L3 Chemistry	1	1
L3 Classical Studies	11	2
L3 Computer Science & Programming	13	2
L3 DVC	16	3
L3 Economics	6	0
L3 Geography	12	0
L3 Japanese	14	0
L3 Media Studies	9	0
L3 PE	13	3
L3 Photography	11	1
L3 Physics	14	2
L3 Psychology (2 classes)	50	8

Name of the course or learning opportunity	Number of students	Number of Māori students
L3 Statistics	2	0

Activity 2022

Overall, during the 2022 school year NetNZ provided virtual learning for 693 course enrolments – including 79 NetNZ school enrolments in Virtual Learning Network Community cluster courses (46 were from students of Māori descent), which represented 649 unique students who attended 106 different schools. The programme brokered 45 courses and utilized 11.6 full-time equivalent teachers.

Name of the course or learning opportunity	Number of students	Number of Māori students
JAP010 BE – Beginners Japanese	14	2
L1 Chinese	1	0
Pre NCEA Intermediate Chinese	1	0
L2 Chinese – Mandarin and Chinese Studies	-	-
Beginners/Int Spanish (first year programme)	2	0
Beginners Chinese – Mandarin (first year programme)	4	1
Beginners Korean (first year programme)	19	4
Intermediate Korean (second year programme)	10	2
L1 Korean and Korean Studies	16	3
L2 Korean and Korean Studies	10	0
L3 Korean	7	1
L2 & L3 Korean (Heritage)	9	0
L1 Accounting	11	1
L1 Design and Visual Communication	14	2
L1 Digital Technologies	12	1
L1 French	7	0
L1 History	4	0
L1 Japanese	9	0
L1 Te Reo Māori (2 classes)	16	9
L3 Health	16	0

Name of the course or learning opportunity	Number of students	Number of Māori students
L1-3 Music	11	0
L1-3 Social Studies	10	2
L2 Accounting	12	0
L2 French	2	0
L3 French	10	0
L2-3 History	11	0
L2 Agricultural and Horticultural Science	13	1
L3 Agricultural and Horticultural Science	12	1
L2 Art History	8	0
L2 Biology	9	1
L2 Business Studies	5	0
L2 Chemistry	17	2
L2 DVC	7	0
L2 Digital Technologies	11	0
L2 Economics	15	0
L2 Japanese	6	0
L2 Media Studies	13	0
L2 Physics	8	1
L2 Psychology (2 classes)	53	0
L2 & 3 Te Reo Māori	6	2
Senior Philosophy	20	1
L3 Accounting	8	0
L3 Art History	17	1
L3 Biology	14	2
L3 Chemistry	4	2
L3 Classical Studies	6	0
L3 Computer Science & Programming	12	0
L3 DVC	7	0
L3 Economics	10	2

Name of the course or learning opportunity	Number of students	Number of Māori students
L3 Geography	9	1
L3 Japanese	8	0
L3 Media Studies	9	0
L2 & L3 PE	17	-
L3 Psychology (2 classes)	41	0
L3 Statistics	11	1

Online Learning Community

olc.school.nz [no longer active]

Type of provider – Programme, non-profit
Primary distance modality – Synchronous

Background

The Online Learning Community was an association of several virtual learning programmes that provided secondary level courses (more specifically FarNet, HarbourNet, Volcanics, and WelCom programmes). The administration of the programme was based on the North Island, and it primarily operated on the North Island. Unlike other distance learning providers, which are special institutions or private schools, the Online Learning Community is considered a distance learning programme – in that it doesn't have legal status as a school within the educational context.

The Online Learning Community programme merged with the Virtual Learning Network Primary prior to the 2023 school year to form Kōtui Ako | Virtual Learning Network Aotearoa. To view the Kōtui Ako's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/kotuiako/>

Governance

The Online Learning Community was established as a charitable trust on 01 June 2010 (registration number CC45060), and was originally known as the Virtual Learning Network Community. The trust was established by the leaders of several of the existing e-learning clusters that were in operation at the time (i.e., OtagoNet, BayLink, FarNet, CoroNet, WestNet, and Volcanics). The original purpose of the Virtual Learning Network Community was “to facilitate and support coherent organisation of educational activities, within and across ‘Communities of Schools (CoSs),’ which promote the vision and values of the Virtual Learning Network Community Charter” (Virtual Learning Network Community, 2010, p. 2). In particular the VLN Community was designed to:

1. facilitate national level educational activities;
2. provide national level 'voice'/advocacy for CoSs and build the institutional recognition;
3. address issues of the immediate & longer term sustainability of CoSs;
4. assume joint ownership and responsibility of ongoing development of the Virtual Learning Network sites and services, in line with any relevant contracts and/or memorandums of understanding in force at the time;
5. foster a culture of innovation & knowledge building which enhances and enriches learning;
6. facilitate national and regional level collaboration and flow of ideas in a coherent and effective way;
7. facilitate/provide professional growth and mentoring for eTeachers, CoS leadership and other VLNC members; and

8. provide guidance & support role for CoSs (existing and emerging) and new schools. In summary, to be an organisation that can provide the 'matrix for growth' and acts as a 'catalyst for educational transformation', and to generally promote, develop, utilise and support educational services and resources across the New Zealand education system. (p. 2)

The trust was changed to the Online Learning Community on 01 May 2019. The trust was governed by a constitution, and it also followed all of the requirements outlined in the *Charities Act*. On 20 October 2022, as a part of the merger to form Kōtui Ako, the Online Learning Community came to be governed by the charitable trust of Kōtui Ako | Virtual Learning Network Aotearoa (registration number CC50872). The Online Learning Community charitable trust was officially dissolved on 09 January 2024.

Resourcing

Funding for the Online Learning Community was based on a membership model. Schools were required to sign a Memorandum of Commitment to ensure the necessary staffing and funding could be transferred from the member school to the Online Learning Community. The annual fee was 0.075 full-time teacher equivalent in the form of staffing, plus \$2000 (plus GST). Member schools also had to commit an additional 0.2 full-time teacher equivalent in the form of an e-teacher, or the financial equivalent for the provision of an e-teacher, to deliver a course online. Finally, member schools were “responsible for actioning in-school pastoral support for their students studying online. Each school is required to designate a staff member to act as an e-dean. The e-dean is the key liaison with the Online Learning Community e-principal, and between their students and their e-teachers.”³

Programming

According to the “How the Online Learning Community Works” page on the programme’s former website:

Each class usually consists of around 15-20 students. The classes are run using an online class ‘space.’ These class spaces include the use of a video conferencing platform and an area for curated coursework.

[Online Learning Community] e-teachers use *Zoom* for their video conference meeting with their class. The related coursework is developed, stored and shared using an online tool (e.g., *Google Classroom*, *Google Sites*).

For 1 hour every week, the e-teacher runs their face-to-face video conference with their class. Students join the class at the appropriate time from their home school, using an internet capable device and *Zoom*, a free internet-based video conferencing application. During the conference, students see each other and their e-teacher, which provides an opportunity to build strong relationships, create a sense of community, while engaging in an environment conducive to quality learning.

Even though students only see their e-teacher and fellow students once a week, through the online environment and a range of different communication tools, students are able to make contact with their e-teacher as often as need be. Completed assignments, assessments and

³ Taken from the Internet Archive version of olc.school.nz/About/How-To-Join

activities are shared with the e-teacher mainly through *Google Docs* and *Google Drive* so e-teachers are able to provide feedback in a timely way

In addition, each affiliated school designates a teacher to provide in-school pastoral support – an e-dean – for students studying online. The e-dean is responsible for ensuring students meet their coursework obligations, attend their online meetings and communicate regularly with their e-teacher.

Activity 2019

Overall, during the 2019 school year the Online Learning Community provided virtual learning for 959 course enrolments (184 were from students of Māori descent), which represented 903 unique students who attended 65 different schools. The programme offered 66 courses and utilized 14.5 full-time equivalent teachers.

Course	Number of students	Number of Māori students
Accounting Level 1	19	5
Accounting Level 2	16	4
Accounting Level 3	16	0
Art History Level 3	17	1
Biology Level 2	15	4
Biology Level 3	11	2
Business Studies Level 1	1	0
Business Studies Level 2	10	4
Chemistry Level 2	24	6
Chemistry Level 3	10	3
Chinese Beginners	16	2
Chinese Intermediate	7	2
Chinese Level 1	8	3
Chinese Level 2	17	0
Chinese Level 3	29	0
Classical Studies Level 2	10	1
Classical Studies Level 3	20	3
Computing Level 1-3	8	1
Computing Level 3	5	0
Digital Technology Level 2	6	0
Digital Technology Level 3	7	1
Design & Visual Communication Level 2	1	1
Economics Level 1	19	3
Economics Level 2	16	3
Economics Level 3	19	1
Education for Sustainability Level 2	8	1
English Level 2	9	7

Course	Number of students	Number of Māori students
English Level 3	10	5
French Level 1	13	0
French Level 2	8	0
French Level 3	9	0
Geography Level 1	5	1
Geography Level 2	14	0
Geography Level 3	17	1
German Level 1	17	1
German Level 2	8	0
German Level 3	16	0
History Level 1	9	3
History Level 2	11	5
History Level 3	22	3
Hospitality Level 3	4	2
Japanese Beginners	26	5
Japanese Level 1	21	5
Japanese Level 2	5	1
Japanese Level 3	13	1
Mathematics - Calculus Level 3	7	1
Mathematics - Statistics L3	7	3
Mathematics Level 2	14	13
Mathematics Year 9	31	7
Media Studies Level 2	6	0
Media Studies Level 3	18	2
Photography Level 2	12	0
Photography Level 3	6	3
Physics Level 2	14	5
Physics Level 3	8	-
Physics Level 3	6	3
Psychology Level 2	32	9
Psychology Level 3	35	6
Religious Studies Level 1-3	2	0
Samoan Level 1	19	1
Samoan Level 2	7	0
Samoan Level 3	23	0
Social Studies Level 3	7	0
Spanish Beginners	37	9
Spanish Intermediate	4	1

Course	Number of students	Number of Māori students
Spanish Level 1	27	6
Spanish Level 3	5	0
Te Reo Maori Beginners	15	4
Te Reo Maori Intermediate	2	2
Te Reo Maori Level 1	8	5
Te Reo Maori Level 2	5	4
Te Reo Maori Level 3	10	8
Tongan Level 2	8	0
Tourism Level 3	4	1
Young Enterprise Scheme	8	0

Activity 2020

Overall, during the 2020 school year the Online Learning Community provided virtual learning for 892 course enrolments (114 were from students of Māori descent), which represented 840 unique students who attended 63 different schools. The programme offered 60 courses and utilized 13.3 full-time equivalent teachers.

Course	Number of students	Number of Māori students
Accounting Level 1	24	4
Accounting Level 3	14	0
Arcade Game Development Level 2	10	0
Art History Level 3	8	1
Biology Level 2	15	1
Biology Level 3	10	4
Business Studies Level 1	1	0
Business Studies Level 2	16	4
Business Studies Level 3	11	1
Chemistry Level 2	6	1
Chemistry Level 3	1	1
Chinese Intermediate	14	3
Chinese Level 1	12	1
Chinese Level 2	8	1
Chinese Level 3	22	0
Classical Studies Level 2	16	2
Classical Studies Level 3	8	1
Computing Level 1-3	15	3
Digital Technology Level 3	5	0
Design & Visual Communication Level 2	7	0

Course	Number of students	Number of Māori students
Economics Level 1	19	3
Economics Level 2	13	1
Economics Level 3	27	0
Education for Sustainability Level 2	2	0
English Level 3	8	3
French Beginners	13	2
French Intermediate	11	1
French Level 2	4	0
Geography Level 1	12	0
Geography Level 2	27	2
Geography Level 3	26	3
German Level 1	17	0
German Level 2	13	1
German Level 3	17	0
Health Level 2	13	4
History Level 1	17	2
History Level 2	18	2
History Level 3	8	0
Hospitality Level 3	10	7
Japanese Level 1	10	1
Japanese Level 2	7	2
Japanese Level 3	16	0
Mathematics - Calculus Level 3	17	2
Mathematics - Statistics L3	7	0
Mathematics Year 10	4	1
Mathematics Year 9	12	3
Media Studies Level 3	10	2
Photography Level 2	21	1
Physics Level 2	5	0
Physics Level 3	15	3
Psychology Level 2	39	2
Psychology Level 3	43	13
Religious Studies Level 1-3	2	0
Samoan Level 1	17	0
Samoan Level 2	15	0
Samoan Level 3	17	0
Spanish Beginners	15	2
Spanish Level 1	33	4

Course	Number of students	Number of Māori students
Spanish Level 2	15	2
Spanish Level 3	14	0
Te Reo Maori Level 1	8	7
Te Reo Maori Level 2	12	7
Tongan Level 1	2	0
Tongan Level 3	13	0
Tourism Level 2	7	0
Tourism Level 3	9	2
Visual Art Level 1	1	0
Young Enterprise Scheme	8	1

Activity 2021

Overall, during the 2021 school year the Online Learning Community provided virtual learning for 951 course enrolments (150 were from students of Māori descent), which represented 885 unique students who attended 66 different schools. The programme offered 58 courses and utilized 13.4 full-time equivalent teachers.

Course	Number of students	Number of Māori students
Accounting Level 1	16	6
Accounting Level 2	18	3
Accounting Level 3	13	2
Arcade Game Development Level 2	14	1
Arcade Game Development Level 3	8	1
Biology Level 2	16	4
Business Studies Level 2	18	6
Business Studies Level 3	29	0
Careers Level 1-3	6	
Chemistry Level 2	6	0
Chemistry Level 3	11	0
Chinese Intermediate	7	1
Chinese Level 1	6	0
Chinese Level 2	8	0
Chinese Level 3	27	1
Classical Studies Level 2	34	3
Classical Studies Level 3	16	1
Computing Level 1-3	8	2
Digital Technology Level 3	7	1
Design & Visual Communication Level 2	7	1

Course	Number of students	Number of Māori students
Economics Level 1	30	4
Economics Level 2	17	0
Economics Level 3	15	2
Education for Sustainability Level 2	6	0
Education for Sustainability Level 3	3	0
English Level 1	9	9
English Level 2	13	9
English Level 3	9	7
French Beginners	12	1
French Intermediate	9	2
French Level 2	8	0
Geography Level 1	9	0
Geography Level 2	19	3
Geography Level 3	15	3
German Level 1	10	0
German Level 2	8	1
German Level 3	11	0
Health Level 2	11	0
History Level 1	10	0
History Level 2	24	5
History Level 3	8	2
Hospitality Level 3	13	8
Japanese Level 1	13	1
Japanese Level 3	17	0
Mathematics - Calculus Level 3	15	3
Mathematics - Statistics L3	7	1
Mathematics Level 2	14	1
Media Studies Level 3	9	2
Photography Level 2	15	0
Physics Level 2	16	2
Physics Level 3	26	3
Psychology Level 2	51	8
Psychology Level 3	38	4
Samoan Level 1	12	0
Samoan Level 2	16	2
Samoan Level 3	8	0
Spanish Beginners	23	7
Spanish Intermediate	16	0

Course	Number of students	Number of Māori students
Spanish Level 1	28	1
Spanish Level 2	16	1
Spanish Level 3	13	1
Te Reo Maori Level 1	11	10
Te Reo Maori Level 2	7	5
Te Reo Maori Level 3	10	7
Tongan Level 1	3	0
Tourism Level 2	8	1
Tourism Level 3	4	1
Young Enterprise Scheme	11	0

Activity 2022

Overall, during the 2022 school year the Online Learning Community provided virtual learning for 1050 course enrolments (207 were from students of Māori descent), which represented 959 unique students who attended 60 different schools. The programme offered 61 courses and utilized 14.5 full-time equivalent teachers.

Course	Number of students	Number of Māori students
Accounting Level 1	14	4
Accounting Level 2	21	3
Accounting Level 3	22	2
Art Design Level 2	19	8
Biology Level 2	18	9
Biology Level 3	8	3
Business Studies Level 2	26	7
Business Studies Level 3	27	7
Careers Level 1-3	18	5
Chemistry Level 3	6	1
Chinese Intermediate	2	0
Chinese Level 1	7	0
Chinese Level 2	7	0
Chinese Level 3	20	0
Classical Studies Level 2	19	0
Classical Studies Level 3	22	1
Computing Level 2	11	3
Computing Level 1-3	15	3
Computing Level 3	8	1
Digital Technology Level 3	8	1

Course	Number of students	Number of Māori students
Design & Visual Communication Level 2	8	2
Economics Level 1	14	1
Economics Level 3	14	0
Education for Sustainability Level 2	3	1
Education for Sustainability Level 3	7	0
English Level 1	6	4
English Level 2	10	3
English Level 3	15	5
French Beginners	22	5
French Intermediate	8	2
French Level 1	8	1
French Level 2	8	0
Geography Level 1	12	3
Geography Level 2	9	1
Geography Level 3	16	3
German Beginners	6	3
German Level 2	8	0
German Level 3	7	1
Health Level 1	8	2
Health Level 2	8	2
History Level 1	10	2
History Level 2	13	2
History Level 3	17	1
Hospitality Level 3	7	5
Japanese Beginners	10	0
Japanese Level 1	24	5
Japanese Level 2	6	0
Japanese Level 3	19	1
Mathematics - Calculus Level 3	21	3
Mathematics - Statistics L3	14	4
Mathematics Level 2	11	2
Mathematics Year 10	30	6
Mathematics Year 9	53	8
Media Studies Level 3	14	4
Photography Level 2	20	3
Photography Level 3	12	2
Physics Level 2	20	7
Physics Level 3	20	4

Course	Number of students	Number of Māori students
Psychology Level 2	37	5
Psychology Level 3	43	4
Samoan Level 1	13	0
Samoan Level 2	9	0
Samoan Level 3	10	0
Science Level 1	6	4
Spanish Beginners	21	4
Spanish Level 1	18	0
Spanish Level 2	14	0
Spanish Level 3	13	0
Te Reo Maori Level 1	12	5
Te Reo Maori Level 2	13	11
Te Reo Maori Level 3	18	17
Tongan Level 1	3	1

Virtual Learning Network Primary

vlprimary.school.nz [no longer active]

Type of provider – Programme, non-profit
Primary distance modality – Synchronous

Background

The Virtual Learning Network Primary was established in 2009 to provide distance learning opportunities to children from Years 1 to 8 (in later years it including children up to Year 10). Unlike other distance learning providers, which are special institutions or private schools, the Virtual Learning Network Primary was considered a distance learning programme – in that it doesn't have legal status as a school within the educational context.

The Virtual Learning Network Primary programme merged with the Online Learning Community prior to the 2023 school year to form Kōtui Ako | Virtual Learning Network Aotearoa. To view the Kōtui Ako's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/kotuiako/>

Governance

The Virtual Learning Network Primary was established as a charitable trust on 23 July 2014 (registration number CC50872). The original purpose of the Virtual Learning Network Primary was described as:

The purpose of the Virtual Learning Network Primary will be to facilitate and support a collaborative community of primary schools from Years 1 to 8 and is inclusive of all Primary, Kura, Intermediate and Area Schools throughout New Zealand working together to provide improved educational opportunities for students through online learning, which promote the vision and values of the Virtual Learning Network Primary School Charter.

In particular the Virtual Learning Network Primary will:

1. Develop high quality teaching and learning programmes with an emphasis on Literacy, Numeracy and Languages.
2. Help children to acquire life skills, key competencies, and digital literacies.
3. Create partnerships between schools and their wider communities.
4. Recognise needs and provide opportunities through collaboration.
5. Value New Zealand's cultural heritage and individual differences within schools.
6. Provide opportunities for children with special needs.
7. Ensure immediate and long term sustainability of the VLNP.
8. Maintain the highest standards of professionalism and integrity. (Virtual Learning Network Primary, 2014, p. 2)

The trust was governed by a constitution, and it also followed all of the requirements outlined in the *Charities Act*. On 20 October 2022, as a part of the merger to form Kōtui Ako, the Virtual Learning Network Primary updated the name of the charitable trust to Kōtui Ako | Virtual Learning Network Aotearoa.

Resourcing

The Virtual Learning Network Primary programme was resourced in a variety of ways. The Ministry of Education funded the programme's operational base, while participating schools contributed \$340.00 per annum in membership dues. Additionally, schools also bore participation costs:

Small groups/individuals – less than 8 students

- \$68.00 per student, per class participation cost
- (Student participation cost enables a student to be registered in one class for one or two semesters.)

Whole class – 8 or more students but no more than a regular school class size

- \$818.00 per 15 week semester

Taster Classes – 5 weeks

- \$273.00 – whole class participation in online classes of 5 weeks duration.
- No membership fee for first taster class for new schools.
- If participants choose to continue for the Semester annual membership fees then apply (above).

The Virtual Learning Network Primary programme also permitted parents to directly register students in instances where their schools was not a members or the student was homeschooled. In these instances, the parents were responsible for supporting their children's learning and paying participation costs.

\$205.00 per student, per semester (15 weeks) for the first class

\$68.00 each additional class

\$68.00 each additional family member

Programming

The Virtual Learning Network Primary programming was guided by a *Protocols for Participation* document. The document outlined that:

Learning online with the VLN Primary is a partnership with participating schools; between school principals, classroom teachers, online teachers, school learning support people and whānau. We all have a part to play to ensure our learners are well supported.

These protocols are important to ensure that online classes run smoothly, students are well supported in their learning, and that collaborations between schools are effective and equitable. (Virtual Learning Network Primary, 2022)

The document went on to outline the requirements for partners in six distinct areas.

Participation Costs

- how we work collectively to fund and resource the programmes. Outline of costs and commitments to contribute.

Programmes of Learning

- how classes work - scheduling, programme planning, resources & assessment.

Registrations

- how registrations are made - priorities and procedure.

Student support

- what schools need to do to ensure successful learning for their students.

Attendance

- procedure on commitment to participate & following up on student attendance in class.

Resourcing

- expectations on students access to email, web resources, technical requirements and assistance.

The actual programming was described as being broken down into two 15-week semester blocks with Semester 1 classes beginning mid-Term 1 (week 5 or 6) and finishing at the end of Term 2, while Semester 2 classes ran from the start of Term 3 to midway through Term 4. In addition to these 15-week semester long courses, there were also some shorter, 5-week 'taster' courses offered (primarily for second languages and only available to whole classes). Occasionally there were courses that had different lengths, and these were identified in their annual courses prospectus.

Most of the Virtual Learning Network Primary classes were aimed at the Year 6 to 8 age group. Younger children were welcome to participate, but the programme recommended closer supervision and support by their home schools. Courses usually included an average class size of 12 students from three to four schools where students spent at least an hour a week participating in their virtual courses. Synchronous sessions through *Zoom* were scheduled weekly for approximately 30 minutes, coupled with independent learning activities in *Google Classrooms* or *SeeSaw*.

Activity 2019

Overall, during the 2019 school year the Virtual Learning Network Primary provided virtual learning for 1314 course enrolments (311 were from students of Māori descent), which represented 1129 unique students who attended 50 different schools. The programme utilized 15 teachers or 3.08 full-time equivalent teachers.

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Astronomy	15 weeks S1	1 hour a week	Regular semester programme	7	6	1 hour a week
Digitech 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	9	3	1 hour a week
Digitech 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	3	1 hour a week
Digitech Extension	30 weeks	1 hour a week	Regular semester programme, continues to S2	9	2	1 hour a week
Digitech Halfmoon Bay	15 weeks S1	1 hour a week	Regular semester programme	9	4	1 hour a week
Digitech Wairakei	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	1	1 hour a week
Maths Extension 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	9	3	1 hour a week
Maths Extension 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	1	1 hour a week
Maths Sherwood	5 weeks	1 hour a week	Taster	15	1	1 hour a week
Filipino	30 weeks	1 hour a week	Tailored - Rosmini College	9	1	1 hour a week
French 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	8	1 hour a week
French 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	3	1 hour a week
French Extn	30 weeks	1 hour a week	Regular semester programme, continues to S2	9	3	1 hour a week
French Mangatawhiri	15 weeks S1	1 hour a week	Regular semester programme	20	1	1 hour a week
French Puketaha Y7	15 weeks S1	1 hour a week	Regular semester programme	25	5	1 hour a week
French Puketaha Y8	15 weeks S1	1 hour a week	Regular semester programme	30	1	1 hour a week
French Tongariro	15 weeks S1	1 hour a week	Regular semester programme	13	8	1 hour a week
German	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	2	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
German Extn	30 weeks	1 hour a week	Regular semester programme, continues to S2	3	0	1 hour a week
Japanese 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	7	2	1 hour a week
Japanese 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	16	3	1 hour a week
Japanese Takanini	5 weeks	1 hour a week	Taster	28	6	1 hour a week
Kapa Haka Kinohaku	5 weeks	1 hour a week	Taster	15	13	1 hour a week
Kapa Haka Ohura	15 weeks S1	1 hour a week	Regular semester programme	8	4	1 hour a week
Kapa Haka Taoroa	15 weeks S1	1 hour a week	Regular semester programme	15	15	1 hour a week
Kapa Haka Tarras	15 weeks S1	1 hour a week	Regular semester programme	11	1	1 hour a week
Kapa Haka Tutira	15 weeks S1	1 hour a week	Regular semester programme	15	7	1 hour a week
Korean 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	5	1	1 hour a week
Korean 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	9	4	1 hour a week
Korean Ratapiko	5 weeks	1 hour a week	Taster	11	1	1 hour a week
Korean Ratapiko	15 weeks S2	1 hour a week	Regular semester programme, start mid year	11	1	1 hour a week
Korean Takanini	5 weeks	1 hour a week	Taster	21	6	1 hour a week
Korean Takanini	15 weeks S2	1 hour a week	Regular semester programme, start mid year	21	6	1 hour a week
Mandarin 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	3	1 hour a week
Mandarin 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	15	0	1 hour a week
Mandarin Oakura	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	0	1 hour a week
Mandarin Takanini	5 weeks	1 hour a week	Taster	10	6	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Mandarin Waiotira	30 weeks	1 hour a week	Regular semester programme, continues to S2	20	6	1 hour a week
NZSL Aoraki	30 weeks	1 hour a week	Regular semester programme, continues to S2	4	0	1 hour a week
NZSL	15 weeks S2	1 hour a week	Regular semester programme, start mid year	8	4	1 hour a week
Rural Group	30 weeks	1 hour a week	Cross curricular	35	8	1 hour a week
Spanish	30 weeks	1 hour a week	Regular semester programme, continues to S2	16	1	1 hour a week
Spanish Extn	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	5	1 hour a week
Spanish Mt Somers	5 weeks	1 hour a week	Taster	18	0	1 hour a week
Spanish Tongariro	15 weeks S1	1 hour a week	Regular semester programme	9	9	1 hour a week
Te reo Māori 1 (L1)	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	4	1 hour a week
Te reo Māori 2 (L1)	30 weeks	1 hour a week	Regular semester programme, continues to S2	16	6	1 hour a week
Te reo Māori Extn 1 (L2 & L3/L4)	30 weeks	1 hour a week	Regular semester programme, continues to S2	8	8	1 hour a week
Te reo Māori Extn 2 (L2 & L3/L4)	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	2	1 hour a week
Te reo Māori Leigh	5 weeks	1 hour a week	Taster	24	4	1 hour a week
Te reo Māori Mangatawhiri Y4	15 weeks S1	1 hour a week	Regular semester programme	28	0	1 hour a week
Te reo Māori Mangatawhiri Y5 & 6	15 weeks S1	1 hour a week	Regular semester programme	28	2	1 hour a week
Te reo Māori Mangatawhiri Y7 & 8	15 weeks S1	1 hour a week	Regular semester programme	22	21	1 hour a week
Te reo Māori Stratford R3	15 weeks S1	1 hour a week	Regular semester programme	28	4	1 hour a week
Te reo Māori Stratford R8	15 weeks S1	1 hour a week	Regular semester programme	28	3	1 hour a week
Te reo Māori Stratford R20	15 weeks S1	1 hour a week	Regular semester programme	26	6	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Te reo Māori Stratford R1	15 weeks S2	1 hour a week	Regular semester programme, start mid year	28	4	1 hour a week
Te reo Māori Stratford R6	15 weeks S2	1 hour a week	Regular semester programme, start mid year	27	12	1 hour a week
Te reo Māori Tarras	15 weeks S1	1 hour a week	Regular semester programme	14	3	1 hour a week
Te reo Māori The Gardens Tahī	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	7	1 hour a week
Te reo Māori The Gardens Rua	30 weeks	1 hour a week	Regular semester programme, continues to S2	15	9	1 hour a week
Te reo Māori Tutira	15 weeks S1	1 hour a week	Regular semester programme	15	7	1 hour a week
Te reo Māori Tapora	15 weeks S1	1 hour a week	Regular semester programme	29	10	1 hour a week
Te reo Māori Viscount R18	15 weeks S1	1 hour a week	Regular semester programme	22	1	1 hour a week
Te reo Māori Viscount R19	15 weeks S1	1 hour a week	Regular semester programme	23	2	1 hour a week
Te reo Māori Viscount R21	15 weeks S1	1 hour a week	Regular semester programme	26	3	1 hour a week
Te reo Māori Viscount R22	15 weeks S1	1 hour a week	Regular semester programme	22	2	1 hour a week
Te reo Māori Viscount R23	15 weeks S1	1 hour a week	Regular semester programme	22	2	1 hour a week
Te reo Māori Viscount R24	15 weeks S1	1 hour a week	Regular semester programme	26	5	1 hour a week
Te reo Māori Viscount R1	15 weeks S2	1 hour a week	Regular semester programme, start mid year	29	0	1 hour a week
Te reo Māori Viscount R2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	27	3	1 hour a week
Te reo Māori Viscount R3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	27	5	1 hour a week
Te reo Māori Viscount R4	15 weeks S2	1 hour a week	Regular semester programme, start mid year	28	1	1 hour a week
Te reo Māori Viscount R16	15 weeks S2	1 hour a week	Regular semester programme, start mid year	24	2	1 hour a week
Te reo Māori Viscount R17	15 weeks S2	1 hour a week	Regular semester programme, start mid year	30	2	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Visual Art	30 weeks	1 hour a week	Regular semester programme, continues to S2	17	2	1 hour a week
Web Design	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	1	1 hour a week

Activity 2020

Overall, during the 2020 school year the Virtual Learning Network Primary provided virtual learning for 1158 course enrolments (293 were from students of Māori descent), which represented 772 unique students who attended 70 different schools. The programme utilized 19 teachers or 34 full-time equivalent teachers.

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Gifted & Going Deeper	30 weeks	90 minutes a week	Cross curricular	12	3	2 hours a week
Gifted & Going Deeper Coromandel	15 weeks S2	90 minutes a week	Cross curricular	10	0	2 hours a week
Astronomy	30 weeks	1 hour a week	Regular semester programme, continues to S2	17	6	1 hour a week
Creative Writing	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	1	1 hour a week
Design	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	1	1 hour a week
Digitech 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	2	1 hour a week
Digitech Extension 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	3	1 hour a week
Digitech Extension 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	5	0	1 hour a week
Digitech Big Rock	15 weeks S2	1 hour a week	Regular semester programme, start mid year	21	4	1 hour a week
Digitech Halfmoon Bay	15 weeks S2	1 hour a week	Regular semester programme, start mid year	12	7	1 hour a week
Digitech Papanui Covid	22 weeks	1 hour a week	Tailored - Term 2 + S2	5	3	1 hour a week
Digitech Waiotira	30 weeks	1 hour a week	Regular semester programme, continues to S2	17	6	1 hour a week
Digitech Waiouru Covid	25 weeks	1 hour a week	Tailored - Term 2 + S2	14	4	1 hour a week
Maths Problem Solving	15 weeks S2	1 hour a week	Regular semester programme, start mid year	16	2	1 hour a week
Maths Extension 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	0	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Maths Extension 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	1	1 hour a week
Maths Extension 3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	13	3	1 hour a week
Maths Hawera Intermediate Tahī	15 weeks S2	1 hour a week	Regular semester programme, start mid year	16	3	1 hour a week
Maths Hawera Intermediate Rua	15 weeks S2	1 hour a week	Regular semester programme, start mid year	15	2	1 hour a week
Maths Phenomena	15 weeks S1	1 hour a week	Regular semester programme	8	0	1 hour a week
Maths Phenomena Waiouru Covid	25 weeks	1 hour a week	Tailored - Term 2 + S2	14	4	1 hour a week
Literacy (Fictional Heroes) Covid	10 weeks	1 hour a week	Tailored - Term 2 & 3	5	2	1 hour a week
Filipino	30 weeks	1 hour a week	Tailored - Rosmini College	67	0	1 hour a week
Afrikaans	30 weeks	1 hour a week	Regular semester programme, continues to S2	7	1	1 hour a week
French 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	1	1 hour a week
French 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	8	1 hour a week
French 3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	11	3	1 hour a week
French Big Rock	15 weeks S2	1 hour a week	Regular semester programme, start mid year	10	3	1 hour a week
French 5 Covid	25 weeks	1 hour a week	Tailored - Term 2 + S2	14	3	1 hour a week
French Waiouru Covid	15 weeks S2	1 hour a week	Regular semester programme, start mid year	13	5	1 hour a week
French Extn	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	3	1 hour a week
German 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	16	1	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
German 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	14	4	1 hour a week
German Extn	15 weeks S2	1 hour a week	Regular semester programme, start mid year	4	0	1 hour a week
Japanese 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	4	1 hour a week
Japanese 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	3	1 hour a week
Japanese 3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	8	0	1 hour a week
Kapa Haka Paparoa Range	5 weeks	1 hour a week	Taster	11	2	1 hour a week
Kapa Haka Lake Rerewhakaaitu	15 weeks S2	1 hour a week	Regular semester programme, start mid year	5	3	1 hour a week
Kapa Haka Rere	15 weeks S2	1 hour a week	Regular semester programme, start mid year	28	11	1 hour a week
Kapa Haka St Mary's Northcote Covid	10 weeks	1 hour a week	Tailored Term 2 & 3	40	3	1 hour a week
Kapa Haka Taoroa	15 weeks S2	1 hour a week	Regular semester programme, start mid year	14	14	1 hour a week
Kapa Haka Taporā	10 weeks	1 hour a week	Tailored Term 3	19	6	1 hour a week
Korean 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	5	1 hour a week
Korean 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	13	1	1 hour a week
Future Planning	15 weeks S2	1 hour a week	Cross curricular	7	2	1 hour a week
Mandarin 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	4	1 hour a week
Mandarin 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	2	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Mandarin 3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	5	0	1 hour a week
Mandarin Brunswick	15 weeks S2	1 hour a week	Regular semester programme, start mid year	15	1	1 hour a week
Mandarin Kererū Covid	10 weeks	1 hour a week	Tailored Term 2	15	4	1 hour a week
Mandarin Oakura	15 weeks S2	1 hour a week	Regular semester programme, start mid year	23	3	1 hour a week
NZSL	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	3	1 hour a week
Rural Group	30 weeks	1 hour a week	Cross curricular	22	12	1 hour a week
Songwriting 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	7	0	1 hour a week
Songwriting 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	9	3	1 hour a week
Spanish 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	4	1 hour a week
Spanish 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	6	1 hour a week
Spanish 3	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	3	1 hour a week
Spanish 4	15 weeks S2	1 hour a week	Regular semester programme, start mid year	8	0	1 hour a week
Spanish Big Rock	15 weeks S2	1 hour a week	Regular semester programme, start mid year	10	1	1 hour a week
Spanish Hawea Flat	15 weeks S2	1 hour a week	Regular semester programme, start mid year	17	1	1 hour a week
Spanish Hedgehope	15 weeks S2	1 hour a week	Regular semester programme, start mid year	8	4	1 hour a week
Spanish Hikuai	15 weeks S2	1 hour a week	Regular semester programme, start mid year	23	4	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Spanish Matua Ngaru	15 weeks S2	1 hour a week	Regular semester programme, start mid year	18	2	1 hour a week
Te reo Māori 1 (L1)	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	6	1 hour a week
Te reo Māori 2 (L1)	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	3	1 hour a week
Te reo Māori 3 (L1)	15 weeks S2	1 hour a week	Regular semester programme, start mid year	11	6	1 hour a week
Te reo Māori 4 (L1)	15 weeks S2	1 hour a week	Regular semester programme, start mid year	15	1	1 hour a week
Te reo Māori Extn 1 (L2 & L3/L4)	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	9	1 hour a week
Te reo Māori Extn 2 (L2 & L3/L4)	30 weeks	1 hour a week	Regular semester programme, continues to S2	5	4	1 hour a week
Te reo Māori Kererū	15 weeks S2	1 hour a week	Regular semester programme, start mid year	14	5	1 hour a week
Te reo Māori Papanui Junction Covid	25 weeks	1 hour a week	Tailored - Term 2 + S2	6	3	1 hour a week
Te reo Māori Piripiri Covid	10 weeks	1 hour a week	Tailored Term 2	7	4	1 hour a week
Te reo Māori St Mary's Northcote Tahī	5 weeks	1 hour a week	Taster	27	0	1 hour a week
Te reo Māori St Mary's Northcote Rua	5 weeks	1 hour a week	Taster	27	1	1 hour a week
Te reo Māori St Mary's Northcote Toru	5 weeks	1 hour a week	Taster	27	2	1 hour a week
Te reo Māori Taoroa	25 weeks	1 hour a week	Tailored - Term 2 + S2	17	17	1 hour a week
Te reo Māori Wairakei	15 weeks S2	1 hour a week	Regular semester programme, start mid year	28	4	1 hour a week
Te reo Māori Waiouru	15 weeks S2	1 hour a week	Regular semester programme, start mid year	25	15	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Te reo Māori West Rolleston	12 weeks	1 hour a week	Tailored Term 2 & 3	14	8	1 hour a week
Visual Art	30 weeks	1 hour a week	Regular semester programme, continues to S2	15	5	1 hour a week
Web Design	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	3	1 hour a week

Activity 2021

Overall, during the 2021 school year the Virtual Learning Network Primary provided virtual learning for 943 course enrolments (269 were from students of Māori descent), which represented 858 unique students who attended 74 different schools. The programme utilized 17 teachers or 3.04 full-time equivalent teachers.

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Going Deeper 1	25 weeks	90 minutes a week	Cross curricular	7	1	2 hours a week
Going Deeper 2	25 weeks	90 minutes a week	Cross curricular	9	0	2 hours a week
Going Deeper Hikuai	5 weeks	90 minutes a week	Cross curricular / Taster class	6	0	2 hours a week
Going Deeper Pārāwai	25 weeks	90 minutes a week	Cross curricular	9	1	2 hours a week
Going Deeper St Marks	5 weeks	90 minutes a week	Cross curricular / Taster class	12	0	2 hours a week
Mentoring	10 weeks	90 minutes a week	Cross curricular	18	6	2 hours a week
Astronomy 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	0	1 hour a week
Astronomy 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	2	1 hour a week
Biology	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	1	1 hour a week
Creative Writing	30 weeks	1 hour a week	Regular semester programme, continues to S2	20	2	1 hour a week
Design	30 weeks	1 hour a week	Regular semester programme, continues to S2	8	1	1 hour a week
Digitech 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	2	1 hour a week
Digitech 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	13	7	1 hour a week
Digitech Extension	30 weeks	1 hour a week	Regular semester programme, continues to S2	5	0	1 hour a week
Digitech Halfmoon Bay	15 weeks S2	1 hour a week	Regular semester programme, continues to S2	13	8	1 hour a week
Maths Extension 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	1	1 hour a week
Maths Extension 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	1	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Maths Phenomena	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	1	1 hour a week
Maths Phenomena 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	5	0	1 hour a week
Literacy 1 (Fictional Heroes)	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	1	1 hour a week
Literacy 2 (Fictional Heroes)	15 weeks S2	1 hour a week	Regular semester programme, continues to S2	8	1	1 hour a week
Filipino 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	1	0	1 hour a week
French 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	8	0	1 hour a week
French 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	3	1 hour a week
French 3	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	2	1 hour a week
French 4	15 weeks S2	1 hour a week	Regular semester programme, start mid year	7	2	1 hour a week
French Extn	5 weeks	1 hour a week	Regular semester programme, continues to S2	11	4	1 hour a week
German	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	1	1 hour a week
German Extn	30 weeks	1 hour a week	Regular semester programme, continues to S2	3	0	1 hour a week
Japanese 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	15	4	1 hour a week
Japanese 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	16	4	1 hour a week
Japanese Extn	15 weeks S1	1 hour a week	Regular semester programme	7	2	1 hour a week
Kapa Haka Awahou	5 weeks	1 hour a week	Taster class	30	3	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Kapa Haka Opoutere	15 weeks S2	1 hour a week	Regular semester programme, continues to S2	3	3	1 hour a week
Kapa Haka Ratapiko	15 weeks S2	1 hour a week	Regular semester programme, continues to S2	18	7	1 hour a week
Kapa Haka Ratapiko	15 weeks S2	1 hour a week	Regular semester programme, start mid year	16	5	1 hour a week
Kapa Haka Taoroa	15 weeks S1	1 hour a week	Regular semester programme	16	16	1 hour a week
Kapa Haka Rawhitiroa Tahī	15 weeks S2	1 hour a week	Regular semester programme, start mid year	25	9	1 hour a week
Kapa Haka Rawhitiroa Rua	15 weeks S2	1 hour a week	Regular semester programme, start mid year	19	16	1 hour a week
Korean 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	7	0	1 hour a week
Korean 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	6	0	1 hour a week
Future Planning	30 weeks	1 hour a week	Cross curricular	8	1	1 hour a week
Mandarin	30 weeks	1 hour a week	Regular semester programme, continues to S2	5	3	1 hour a week
Mandarin Oakura	30 weeks	1 hour a week	Regular semester programme, continues to S2	25	5	1 hour a week
NZSL 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	4	1 hour a week
NZSL 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	7	2	1 hour a week
NZSL 3	30 weeks	1 hour a week	Regular semester programme, continues to S2	4	0	1 hour a week
NZSL Tokoroa	15 weeks S2	1 hour a week	Regular semester programme, start mid year	23	9	1 hour a week
NZSL Waiotira	30 weeks	1 hour a week	Regular semester programme, continues to S2	19	6	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Rural Group	30 weeks	1 hour a week	Cross curricular	46	12	1 hour a week
Songwriting	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	3	1 hour a week
Spanish 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	3	1 hour a week
Spanish 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	1	1 hour a week
Spanish Extn	30 weeks	1 hour a week	Regular semester programme, continues to S2	15	3	1 hour a week
Spanish Matapu Y7	15 weeks S1	1 hour a week	Regular semester programme	20	4	1 hour a week
Spanish Matapu Y8	15 weeks S1	1 hour a week	Regular semester programme	18	1	1 hour a week
Te reo Māori 1 (L1)	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	4	1 hour a week
Te reo Māori Extn 1 (L2 & L3/L4)	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	10	1 hour a week
Te reo Māori Extn 2 (L2 & L3/L4)	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	8	1 hour a week
Te reo Māori Dovedale	30 weeks	1 hour a week	Regular semester programme, continues to S2	29	3	1 hour a week
Te reo Māori Extn Kererū	15 weeks S1	1 hour a week	Regular semester programme	17	6	1 hour a week
Te reo Māori Extn Ngamatapouri	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	0	1 hour a week
Te reo Māori Mangonui Y4/5	30 weeks	1 hour a week	Regular semester programme, continues to S2	28	18	1 hour a week
Te reo Māori Mangonui Y5/6	30 weeks	1 hour a week	Regular semester programme, continues to S2	30	18	1 hour a week
Te reo Māori Rangitaiki	15 weeks S2	1 hour a week	Regular semester programme, start mid year	7	5	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Te reo Māori The Gardens Y5/6	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	9	1 hour a week
Te reo Māori The Gardens Y7/8	30 weeks	1 hour a week	Regular semester programme, continues to S2	18	8	1 hour a week
Visual Art 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	9	1	1 hour a week
Visual Art 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	8	1	1 hour a week
Web Design	30 weeks	1 hour a week	Regular semester programme, continues to S2	15	4	1 hour a week

Activity 2022

Overall, during the 2022 school year the Virtual Learning Network Primary provided virtual learning for 1228 course enrolments (287 were from students of Māori descent), which represented 946 unique students who attended 96 different schools. The programme utilized 20 teachers or 3.68 full-time equivalent teachers.

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Complex Thinking 1	25 weeks	90 minutes a week	Cross curricular	11	0	90 minutes a week
Complex Thinking 2	25 weeks	90 minutes a week	Cross curricular	8	1	90 minutes a week
Mentoring	10 weeks	90 minutes a week	Cross curricular	14	4	90 minutes a week
Astronomy 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	4	1 hour a week
Astronomy 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	10	1	1 hour a week
Biology 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	16	2	1 hour a week
Biology 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	0	1 hour a week
Creative Writing 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	2	1 hour a week
Creative Writing 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	2	1 hour a week
Creative Writing 3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	11	2	1 hour a week
Design 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	0	1 hour a week
Design 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	13	2	1 hour a week
Digitech 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	4	1 hour a week
Digitech 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	3	1 hour a week
Digitech 3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	11	1	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Digitech Te Rerenga	15 weeks S2	1 hour a week	Regular semester programme, start mid year	9	1	1 hour a week
DT Rakiura HMB Y4/5	15 weeks S2	1 hour a week	Regular semester programme, start mid year	13	8	1 hour a week
DT Rakiura HMB Y6/7/8	15 weeks S2	1 hour a week	Regular semester programme, start mid year	15	7	1 hour a week
DT Extn	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	1	1 hour a week
Extension Maths 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	15	2	1 hour a week
Extension Maths 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	0	1 hour a week
Extension Maths 3	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	1	1 hour a week
Extension Maths 4	15 weeks S2	1 hour a week	Regular semester programme, start mid year	6	0	1 hour a week
Fictional Heroes 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	7	1	1 hour a week
Fictional Heroes 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	6	1	1 hour a week
Filipino 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	26		1 hour a week
Filipino 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	22		1 hour a week
French 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	4	1 hour a week
French 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	3	1 hour a week
French 3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	8	0	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
French Extn	5 weeks	1 hour a week	Regular semester programme, continues to S2	11	2	1 hour a week
French Te Rerenga	15 weeks S2	1 hour a week	Regular semester programme, start mid year	27	7	1 hour a week
German	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	2	1 hour a week
German Extn	30 weeks	1 hour a week	Regular semester programme, continues to S2	5	0	1 hour a week
Japanese 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	2	1 hour a week
Japanese 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	9	0	1 hour a week
Kapa Haka Mauriceville	15 weeks S2	1 hour a week	Regular semester programme, start mid year	11	3	1 hour a week
Kapa Haka Arohena	15 weeks S2	1 hour a week	Regular semester programme, start mid year	12	6	1 hour a week
Kapa Haka Kaniere	15 weeks S2	1 hour a week	Regular semester programme, start mid year	28	7	1 hour a week
Kapa Haka Ratapiko	15 weeks S2	1 hour a week	Regular semester programme, start mid year	25	9	1 hour a week
Kapa Haka Mihi	15 weeks S2	1 hour a week	Regular semester programme, start mid year	19	16	1 hour a week
Kapa Haka Kaitieke	15 weeks S2	1 hour a week	Regular semester programme, start mid year	9	1	1 hour a week
Kapa Haka Waiwera South	5 weeks	1 hour a week	Taster class	36	2	1 hour a week
Korean 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	10	3	1 hour a week
Korean 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	5	0	1 hour a week
Life Skills	30 weeks	1 hour a week	Cross curricular	5	0	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Mandarin Oakura	30 weeks	1 hour a week	Regular semester programme, continues to S2	21	1	1 hour a week
Physics 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	1	1 hour a week
Physics 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	14	1	1 hour a week
NZSL	30 weeks	1 hour a week	Regular semester programme, continues to S2	8	1	1 hour a week
Rural Group	30 weeks	1 hour a week	Cross curricular	21	6	1 hour a week
Songwriting	30 weeks	1 hour a week	Regular semester programme, continues to S2	20	6	1 hour a week
Spanish 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	0	1 hour a week
Spanish 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	9	5	1 hour a week
Spanish 3	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	1	1 hour a week
Spanish Pukehou	15 weeks S2	1 hour a week	Regular semester programme, start mid year	27	11	1 hour a week
Spanish Te Rōhutuwhio	15 weeks S1	1 hour a week	Regular semester programme	14	4	1 hour a week
Spanish Taupo Intermediate Y7	30 weeks	1 hour a week	Regular semester programme, continues to S2	23		1 hour a week
Spanish Taupo Intermediate Y8	30 weeks	1 hour a week	Regular semester programme, continues to S2	27	1	1 hour a week
Sustainability Aotearoa	10 weeks	90 minutes a week	Cross curricular	12		90 minutes a week
Te reo Māori 1 (L1)	30 weeks	1 hour a week	Regular semester programme, continues to S2	15	8	1 hour a week
Te reo Māori 2 (L1) S1	15 weeks S1	1 hour a week	Regular semester programme	12	7	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Te reo Māori 2 (L1)	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	4	1 hour a week
Te reo Māori 3 (L1)	15 weeks S2	1 hour a week	Regular semester programme, start mid year	22	7	1 hour a week
Te reo Māori Extn 1 (L2 & L3/L4)	30 weeks	1 hour a week	Regular semester programme, continues to S2	12	8	1 hour a week
Te reo Māori Extn 2 (L2 & L3/L4)	30 weeks	1 hour a week	Regular semester programme, continues to S2	8	5	1 hour a week
Te reo Māori The Gardens Y5/6	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	8	1 hour a week
Te reo Māori The Gardens Y7/8	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	7	1 hour a week
Te reo Māori Rakiura HMB Y4/6	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	13	1 hour a week
Te Reo Māori Fox Glacier	15 weeks S2	1 hour a week	Regular semester programme, start mid year	18	4	1 hour a week
Te Reo Māori Fairlie	15 weeks S2	1 hour a week	Regular semester programme, start mid year	28	3	1 hour a week
Te reo Māori Haast	15 weeks S2	1 hour a week	Regular semester programme, start mid year	7	2	1 hour a week
Te reo Makikihi	15 weeks S2	1 hour a week	Regular semester programme, start mid year	23	4	1 hour a week
Te Reo Māori Moawhango	15 weeks S2	1 hour a week	Regular semester programme, start mid year	19	12	1 hour a week
Te Reo Māori Rangitaiki	5 weeks	1 hour a week	Taster class	6	5	1 hour a week
Te reo Māori Taster Dovedale	5 weeks	1 hour a week	Taster class	29	4	1 hour a week
Te reo Māori Taster Maihihi Y4-6	5 weeks	1 hour a week	Taster class	19	4	1 hour a week
Te reo Māori Taster Maihihi Y7/8	5 weeks	1 hour a week	Taster class	19	3	1 hour a week
Te reo Māori Taster Woodlands	5 weeks	1 hour a week	Taster class	25	1	1 hour a week

Course	Length of learning experience	Amount of content in hours / frequency of class meeting	Nature of course / learning opportunity	Number of students	Number of Māori students	Amount of teacher time
Te Reo Māori Orautoha	15 weeks S2	1 hour a week	Regular semester programme, start mid year	21	14	1 hour a week
Visual Art 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	1	1 hour a week
Visual Art 2	15 weeks S2	1 hour a week	Regular semester programme, start mid year	14	3	1 hour a week
Visual Art 3	15 weeks S2	1 hour a week	Regular semester programme, start mid year	11	1	1 hour a week
Web Design 1	30 weeks	1 hour a week	Regular semester programme, continues to S2	11	2	1 hour a week
Web Design 2	30 weeks	1 hour a week	Regular semester programme, continues to S2	13	2	1 hour a week
Tutoring - Covid19 loss of learning	10 weeks	2 1/2 hours a week	Tailored	5	2	5 hours a week

3H School International

www.3h.school.nz (website no longer active)

Type of provider – School, private

Primary distance modality – Synchronous

Background

3H School International was a co-educational, private composite school based in Warkworth, which was established in Auckland by 3H Educational Charitable Trust. The school was launched in 2022, and the Ministry of Education indicates that the school closed down on 28 September 2023.

To view 3H School International's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/3hschool/>

Activity 2022

Based on data from the *Education Counts* website, the online enrolment in the school was:

Level	Total
Year 01	0
Year 02	0
Year 03	0
Year 04	0
Year 05	3
Year 06	6
Year 07	2
Year 08	4
Year 09	3
Year 10	6
Year 11	0
Year 12	0
Year 13+	0
Total	25

There were 2 students of Māori descent enrolled.

AGE School

<https://www.age.school.nz/>

Type of provider – School, private

Primary distance modality – Synchronous

Background

AGE School, which was originally known as the Academy for Gifted Education, is a co-educational, private composite school based in Auckland. The school added a distance learning option for students in Year 5 to Year 10 in 2022.

To view AGE School's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/age/>

Activity 2022

Based on the AGE School response, the online enrolment in the school was:

Level	Total
Year 01	0
Year 02	0
Year 03	0
Year 04	0
Year 05	1
Year 06	1
Year 07	0
Year 08	1
Year 09	3
Year 10	0
Year 11	0
Year 12	0
Year 13+	0
Total	6

Crimson Global Academy

<https://www.crimsonglobalacademy.school/nz/>

Type of provider – School, private

Primary distance modality – Synchronous & Asynchronous

The leadership of Crimson Global Academy provided a partial response to the request for information that was primarily focused on the *Education Counts* data.

Background

Crimson Global Academy is a co-educational, private secondary school (year 9-13) based in Auckland. The New Zealand campus was first established in 2019, but did not offer courses until Term 2 of 2020.

To view Crimson Global Academy's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/crimson/>

Activity 2020

According to the *Education Counts* website, the 2020 school enrolment is described as so.

Level	Total
Year 09	1
Year 10	4
Year 11	1
Year 12	2
Year 13+	4
Total	12

There were no students of Māori descent enrolled.

It is important to note that of these 12 students, 3 were international fee-paying students. This suggests that only 9 students were from New Zealand.

Activity 2021

According to the *Education Counts* website, the 2021 school enrolment is described as so.

Level	Total
Year 09	7
Year 10	7
Year 11	19
Year 12	13
Year 13+	10
Total	56

There were a total of 4 students of Māori descent enrolled.

It is important to note that of these 56 students, 28 were international fee-paying students. This suggests that only 28 students were from New Zealand.

Activity 2022

According to the *Education Counts* website, the 2022 school enrolment is described as so.

Level	Total
Year 09	34
Year 10	23
Year 11	18
Year 12	31
Year 13+	22
Total	128

There were a total of 8 students of Māori descent enrolled.

It is important to note that of these 128 students, 55 were international fee-paying students. This suggests that only 73 students were from New Zealand.

Mount Hobson Academy

<https://www.mthobson.school.nz/>

Type of provider – School, private

Primary distance modality – Synchronous

The leadership of Mount Hobson Academy provided a partial response to the request for information that was primarily focused on the *Education Counts* data.

Background

Mount Hobson Academy is a co-educational, private composite school based in Auckland. Originally founded as a brick-and-mortar school, it transitioned into being an online school in 2022.

To view Mount Hobson Academy's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/mthobson/>

Activity 2022

According to the *Education Counts* website, the school enrolment is described as so.

Level	Total
Year 01	2
Year 02	5
Year 03	3
Year 04	6
Year 05	6
Year 06	7
Year 07	13
Year 08	18
Year 09	13
Year 10	29
Year 11	10
Year 12	18
Year 13+	5
Total	135

There were 5 students of Māori descent enrolled.

Given that Mount Hobson Academy became an online school in 2022, all 135 students were distance learning students.

Spectrum Online Academy

<https://www.spectrumeducation.com/spectrum-academy-vision/>

Type of provider – Program, for profit
Primary distance modality – Synchronous

Background

Spectrum Online Academy is a private online learning programme that was founded in 2021.

To view Spectrum Online Academy's full profile, visit:

<https://flanz.org.nz/dl-pulse/profiles/spectrum/>

Activity 2021

During the 2021 school year there were a total of 4 unique students enrolled with Spectrum Online Academy, who employed 6 teachers.

Activity 2022

During the 2022 school year there were a total of 7 unique students enrolled with Spectrum Online Academy, who employed 7 teachers.

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