



Bridging the gap:

How well do we support students learning in alternative settings?

Technical Appendix



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This technical appendix outlines ERO's approach to reviewing four key alternative settings that are designed for students who are at risk of disengaging from school, or who have already become disengaged - Activity Centres, Alternative Education, Te Kura's Engagement and Wellbeing Gateway, and Residential Care units. It explains the questions we asked, who we engaged with, how we gathered information, and the methods we used to analyse, synthesise, and validate our findings.

This technical appendix sets out the methodology used for ERO's review of alternative settings – *Bridging the gap: How well do we support students learning in alternative settings?* The full report, summary, and Insights are free for download from ERO's Evidence and Insights website: www.evidence.ero.govt.nz

This technical appendix is structured in four parts:

Part 1: Technical Notes - describes how we designed and carried out the review of the quality of provision across different settings.

Part 2: Data collection tools – provides the questionnaires used for our surveys of leaders and teachers in alternative settings, school leaders, students, and parents and whānau.

Part 3: Regression Table – details the regression model used in our report.

Part 4: Survey tables – these are in separate Excel workbooks and can be downloaded from ERO's Evidence and Insights website: www.evidence.ero.govt.nz.

Part 1: Technical Notes

Part 1 includes detail on:

1. What we looked at
2. Who and how we asked
3. How we analysed
4. How we synthesised
5. How we checked
6. What the limitations are

1. What we looked at

a) Purpose of the review

A growing number of students in Aotearoa New Zealand are educated outside 'mainstream' schooling. Many of these learners experience disrupted learning, low attendance, and poor educational outcomes that place them at risk of long-term disengagement. It is essential that learners in any educational setting have access to high-quality learning and meaningful pathways to keep them engaged and help them achieve.

To address this need, the Education Review Office (ERO) examined the quality of provision and outcomes for students educated outside the mainstream system. This national review focuses on students in the four main alternative settings from 2022 to 2024: students at Te Kura through the Engagement and Wellbeing gateway, Alternative Education, Activity Centres, and Residential Care.

Through this review, we identify strengths, gaps, and risks in current provision, and to make recommendations to government and schools about how to improve educational quality, continuity, and outcomes for these learners.

b) Review aims and questions

This review examined the characteristics and pathways of students educated outside mainstream schooling, as well as the quality of education they receive and their outcomes. We aimed to identify strengths and key barriers, and to highlight system-level opportunities to ensure high-quality learning and meaningful pathways for all students.

We set out to answer six key questions:

- How many young people are not in mainstream school?
- Why do students enter alternative settings?
- What are the outcomes for students in these settings?
- How good is education provision in these settings?
- How good are schools at retaining students in mainstream education?
- How good is our system of alternative provision?

c) Tool development

Our fieldwork tools, including interview guides and surveys were informed by:

- A review of international and national research highlighting what good practices are in alternative education.
- EROs previous reports on alternative settings, including Alternative Education, Activity Centres, and Residential Care.
- Interviews with experts.

Tools were checked for internal consistency and clarity and tested with experts, including Talking Trouble, to ensure they were appropriate for students learning in alternative settings. Surveys were piloted with target participant groups including setting leaders, teachers, students, parents and school leaders.

2. Who and how we asked

To evaluate the quality of provision across different alternative settings, we used a mixed-methods approach to ensure both depth and breadth in our analysis. This allowed us to draw on a comprehensive range of data sources to triangulate evidence and strengthen the robustness of our findings.

Our evidence base includes:

- a) New Zealand and international research literature including our ERO's previous reviews of Alternative Education and Residential Care
- b) Integrated Data Infrastructure (IDI) data from Stats NZ Tatauranga Aotearoa and national administrative data from the Ministry of Education
- c) National surveys of setting leaders, teachers, students, parents and whānau, and mainstream school leaders
- d) Interviews and focus groups alternative setting leaders, teachers, parents and whānau and students, and mainstream school leaders and key informants
- e) ERO's School Improvement Framework and insights from ERO's reviews of schools

Across these sources, we primarily draw on the voices of:

- teachers and leaders in alternative settings
- leaders in mainstream schools
- students in alternative settings
- parents and whānau
- key informants and sector experts

a) New Zealand and international research literature

Our review drew on New Zealand and international evidence, including our previous studies on Alternative Education, learning in Residential Care, learning in Activity Centres, and relevant literature, including sources shared by our key informants. We also conducted a scan of literature to describe the purpose and policy settings of the four alternative settings of interest.

A full list of references is found at the end of the main report.

b) The Integrated Data Infrastructure (IDI) and national administrative data

The **Integrated Data Infrastructure** (IDI) is managed by Stats NZ. The IDI uses linked and de-identified data from various government agencies and surveys, including information on demographics, health, education, and welfare.

To support ERO's 2023 review of Alternative Education,ⁱ the Social Investment Agency (SIA) used IDI analysis to compare long-term outcomes for Alternative Education students with a matched group of mainstream students with similar backgrounds and levels of disadvantage. For this review, the SIA undertook additional analysis which looked at the long-term outcomes and social costs of students in all four of our settings under review. The results of both analyses were included in this review.

The results are not official statistics. They have been created for research purposes from the Integrated Data Infrastructure (IDI) which is carefully managed by Stats NZ. For more information about the IDI please visit <https://www.stats.govt.nz/integrated-data/>.

The results are based in part on tax data supplied by Inland Revenue to Stats NZ under the Tax Administration Act 1994 for statistical purposes. Any discussion of data limitations or weaknesses is in the context of using the IDI for statistical purposes and is not related to the data's ability to support Inland Revenue's core operational requirements.

The **national administrative data** is collected by the Ministry of Education. These datasets cover all state, state-integrated and private schools, including students from Year 0 to Year 13. To enable longitudinal tracking, each student is assigned a National Student Number (NSN). The administrative datasets used in this review were selected to align with the purpose of the review and its research questions. All administrative data included cover the period from 2022 to 2024.

They include:

- Alternative Education, Activity Centre and Te Kura enrolment data.
- Student mainstream enrolment spells data.
- Student attendance data.
- Stand-down and suspension data.
- Non-enrolment data.
- Learning and Behaviour (RTLb) support data.
- NCEA qualification data.
- Tertiary enrolment data.
- School information data.

Enrolment records from Alternative Education, Activity Centres, and Te Kura were combined into a single dataset. Residential Care enrolments were then extracted from the mainstream enrolment spell dataset and added to this cohort. Within the Te Kura data, Engagement and Wellbeing Gateway records were identified using the relevant gateway codes.¹

The cohort dataset includes school name and type, enrolment and leaving dates, year level, gender, ethnicity, and date of birth. Student discipline, attendance, and NCEA qualification data were then integrated to support analysis of educational pathways and outcomes across settings. To understand students' prior educational histories and referral patterns, each student's last mainstream enrolment prior to 2022 was also linked to the cohort.

This dataset enabled descriptive analysis of how many students were educated in alternative settings from 2022 to 2024 and their characteristics, pathways, and outcomes.

We then identified students in Years 8 to 13 (2022–2024) with no enrolment in alternative settings to create a comparison group. This group was merged into the cohort dataset to provide a baseline for identifying risk factors associated with entry into alternative education. The combined dataset was used for regression analysis. Further details on analytical techniques are provided in Section 3.

¹ A3 – Non-Enrolled; A18 – Exclusion/Expulsion; A56 – Psychological/Psycho-social; A89 – Wellbeing and Engagement

Table 1: Cohort Characteristics – enrolment records²

	Number	Percent
Site Type of Enrolment		
Te Kura (Engagement & Wellbeing gateway)	16,613	71%
Alternative Education	4,911	21%
Activity Centres	516	2%
Residential Care	1,285	6%
Total	23,325	100%
Gender		
Female	10,743	50%
Male	10,597	50%
Ethnicity		
NZ European/Pakeha/Other European	7,121	34%
Māori	12,303	58%
Pacific people	976	5%
Other	689	3%

c) Surveys

We designed and administered five online surveys:

- Secondary school leaders
- Alternative setting leaders
- Alternative setting teachers
- Students learning in alternative settings
- Parents and whānau of students learning in alternative settings

The surveys for setting teachers and leaders were largely the same except for a few questions tailored to their roles. The surveys for students and parents and whānau were also similar in design, with some tailored wording and additional questions specific to their experiences. Te Kura surveys were also adapted to their match the settings context. Full surveys can be found in Part 2.

The surveys were administered online using SurveyMonkey. This survey was in the field from July to August 2025, Term 3 of the school year.

² We assign the academic year based on the start date of each enrolment record. A continuous enrolment spanning multiple years is counted once only, using the year in which the enrolment began. A student is counted in multiple years only if they have separate enrolment records that start in different academic years.

Survey sample design and data collection

The scope of our **school leader survey** was secondary English-Medium schools who refer students more and less often into alternative settings. To examine variation in how secondary schools refer students to alternative settings, we applied a purposive sampling approach. Using Ministry of Education administrative data, we identified the top 20% of secondary schools with higher-than-average rates of moving students into alternative settings, and the bottom 20% of schools with lower-than-average movement rates. This stratification ensures representation of schools with distinctly different referral patterns. All analyses control for school characteristics correlated with referral behaviour, including rurality and Schooling Equity Index (EQI) scores.

For our **setting surveys** we used a census sampling approach for all Activity Centres, Residential Care providers, and Te Kura Engagement and Wellbeing Gateway sites. All sites that operated during the study period were included.

A pseudo-census sampling approach was used for individuals in the settings - students, parents, teachers, leader. Providers were asked to distribute the survey to all eligible individuals. This approach was selected for two key reasons.

- Small population size: The number of sites, students, teachers, parents, and leaders in alternative settings is relatively small, requiring a higher share of the population to achieve adequate confidence levels.
- Hard-to-reach population: Students in these settings are often identified as disengaged from schooling, making survey participation less predictable and necessitating broader outreach.

To ensure a good response rate, we worked with peak bodies, managing schools and ERO Evaluation Partners to boost survey responses through newsletters, social media, phone calls and other communications to meet our target response rates. We also sent reminder emails and phone calls to schools and settings to improve response rates. We monitored responses to ensure representation from a wide range of schools and settings.

Survey sample characteristics

An overview of our achieved sample is outlined below:

Table 2: Overview of achieved sample

Survey respondents	Achieved sample	Number of sites represented
School leaders	104	93
Setting Teachers	320	51
Setting Leaders	70	41
Students	565	37
Parents	531	24

School leaders

We received survey responses from 104 school leaders. The profile of the school leaders who responded to our survey is set out below.

Table 3: Characteristics of school leaders responding to our survey

School characteristics	Number	Percent
School region		
Auckland	21	21%
Bay of Plenty, Waiariki	5	5%
Canterbury, Chatham Islands	11	11%
Hawke's Bay, Tairāwhiti	13	13%
Nelson, Marlborough, West Coast	*	2%
Otago, Southland	5	5%
Te Tai Tokerau	*	4%
Taranaki, Whanganui, Manawatū	13	13%
Waikato	9	9%
Wellington	18	18%
Total	101	100%
Urban/Rural		
Urban	8	8%
Rural	93	92%
Total	101	100%
School size		
Small	41	42%
Medium	32	33%
Large	25	26%
Total	98	100%
Socio-economic (EQI)		
High socio-economic (fewer barriers)	27	27%
Mid socio-economic (moderate barriers)	35	35%
Low socio-economic (more barriers)	39	39%
Total	101	100%
Gender of students		
Boys School	12	12
Co-Educational	72	71

Girls School	17	17
Total	101	100%

** Some numbers are hidden to protect people's privacy and to ensure individuals cannot be identified.*

Setting leaders

We received survey responses from 70 alternative setting leaders. The profile of the leaders who responded to our survey is set out below.

Table 5: Characteristics of leaders responding to our survey

	Number	Percent
Site Type		
Te Kura	17	25%
Alternative Education	31	46%
Activity Centre	14	21%
Residential Care	6	9%
Total	68	100%
Region		
Auckland	13	19%
Bay of Plenty, Waiairiki	5	7%
Canterbury, Chatham Islands	6	9%
Hawke's Bay, Tairāwhiti	8	12%
Nelson, Marlborough, West Coast	*	4%
Otago, Southland	5	7%
Te Tai Tokerau	*	3%
Taranaki, Whanganui, Manawatū	*	4%
Waikato	9	13%
Wellington	15	22%
Total	69	100%
Urban/Rural		
Urban	64	93%
Rural	5	7%

Total	69	100%
Gender		
Female	51	73%
Male	*	23%
Prefer not to say	*	4%
Total	70	100%

* Some numbers are hidden to protect people's privacy and to ensure individuals cannot be identified.

Setting Teachers

We received survey responses from 320 teachers in alternative settings. The key characteristics of the teachers who responded to our survey are outlined below:

Table 4: Characteristics of setting teachers who responded to our survey

	Number	Percent
Site Type		
Te Kura	209	66%
Alternative Education	67	21%
Activity Centres	26	8%
Residential Care	16	5%
Total	318	100%
Region		
Auckland	47	15%
Bay of Plenty, Waikariki	21	7%
Canterbury, Chatham Islands	34	11%
Hawke's Bay, Tairāwhiti	70	22%
Nelson, Marlborough, West Coast	12	4%
Otago, Southland	15	5%
Te Tai Tokerau	13	4%
Taranaki, Whanganui, Manawatū	29	9%
Waikato	27	8%
Wellington	50	16%

Total	318	100%
Urban/Rural		
Urban	304	96%
Rural	12	4%
Total	316	100%
Gender		
Female	230	71%
Male	82	26%
Prefer not to say	7	2%
Total	319	100%

Students

We received survey responses from 565 students. The profile of the students who responded to our survey is set out below.

Table 6: Characteristics of students responding to our survey

	Number	Percent
Site Type		
Te Kura (Engagement & Wellbeing Gateway)	357	63%
Alternative Education	146	26%
Activity Centre	44	8%
Residential Care	16	3%
Total	563	100%
Region		
Auckland	119	22%
Bay of Plenty, Waairiki	38	7%
Canterbury, Chatham Islands	56	10%
Hawke's Bay, Tairāwhiti	123	23%
Nelson, Marlborough, West Coast	7	1%
Otago, Southland	42	8%
Te Tai Tokerau	44	8%

Taranaki, Whanganui, Manawatū	50	9%
Waikato	26	5%
Wellington	31	6%
Total	536	100%
Age		
Over 18	*	1%
16-18	143	26%
12-15	409	73%
Under 12	*	1%
Total	560	100%
Year level		
Year 11-13	287	52%
Year 9-10	228	41%
Year 7-8	39	7%
Total	554	100%
Gender		
Female	288	52%
Male	249	45%
Prefer not to say	12	2%
Another gender	10	2%
Total	559	100%
Disability status		
Yes	151	27%
No	351	63%
Prefer not to say	57	10%
Total	559	100%
Māori Ethnicity		
Māori	292	52%
Not Māori	247	45%
Prefer not to say	20	4%

Total	559	100%
Pacific Ethnicity		
Pacific	55	10%
Not Pacific	484	87%
Prefer not to say	20	4%
Total	559	100%

* Some numbers are hidden to protect people's privacy and to ensure individuals cannot be identified.

Parents and whānau

We received survey responses from 531 parents and whānau. The profile of the parents who responded to our survey is set out below.

Table 7: Characteristics of parents and whānau responding to our survey

Characteristics	Number	Percent
Site Type (of child)		
Te Kura	410	82%
Alternative Education	73	15%
Activity Centre	*	3%
Residential Care	*	<1%
Total	502	100%
Region (of child)		
Auckland	102	21%
Bay of Plenty, Wairariki	38	8%
Canterbury, Chatham Islands	48	10%
Hawke's Bay, Tairāwhiti	62	13%
Nelson, Marlborough, West Coast	15	3%
Otago, Southland	29	6%
Te Tai Tokerau	51	11%
Taranaki, Whanganui, Manawatū	59	12%
Waikato	36	8%
Wellington	36	8%

Total	476	100%
Urban/Rural (of child)		
Urban	64	86%
Rural	10	14%
Total	74	100%
Age (of child)		
Over 18	*	0%
16-18	146	28%
12-15	375	71%
Under 12	*	1%
Total	529	100%
Year level (of child)		
Year 11-13	252	49%
Year 9-10	217	42%
Year 7-8	44	9%
Total	513	100%
Gender (of child)		
Female	267	51%
Male	245	46%
Prefer not to say	*	2%
Another gender	*	1%
Total	528	100%
Disability status (of child)		
Yes	201	38%
No	293	56%
Prefer not to say	31	6%
Total	525	100%
Māori Ethnicity (of child)		
Māori	254	48%
Not Māori	258	49%

Prefer not to say	14	3%
Total	526	100%
Pacific Ethnicity (of child)		
Pacific	47	9%
Not Pacific	465	88%
Prefer not to say	14	3%
Total	526	100%

** Some numbers are hidden to protect people's privacy and to ensure individuals cannot be identified.*

d) Interview and focus groups

To ensure depth in understanding how and why students move from mainstream school into alternative settings, the quality of their education provision and what change is needed to improve both education and outcomes, we conducted:

- Online interviews with secondary school leaders.
- In-person and phone interviews and focus groups with setting leaders, teachers and staff, and parents.
- Online and in-person interviews with key informants.

All interviews were conducted by two trained researchers. They were semi-structured and typically lasted 45 to 60 minutes. Researchers made notes during the interviews, which were also recorded and transcribed for the purpose of analysis.

Key informant interviews

We conducted key informant interviews in July 2025 to inform our approach and the design of our data collection tools. Participants were selected for their subject matter expertise and involvement in different types of alternative settings. They include staff from Ministry of Education, Oranga Tamariki, Te Kura, representative from the New Zealand Principals' Federation (NZPF) and the Alternative Education National Body (AENB). In total, we talked to 15 key informants.

We also spoke with academics and international partners, including from the UK's Department for Education, the Education Endowment Foundation, and the Australia Education Research Organisation.

Interviews at schools

We used purposive sampling to select six schools: three with high rates of referral to alternative settings and three with low rates. Using Ministry of Education administrative data, we identified three schools with above-average rates of moving students into alternative settings across the four settings of interest. We then selected three comparable schools with below-average rates.

Low-referral schools were matched to high-referral schools on key characteristics, including Education Quality Index (EQI), school size, region, and urban–rural profile. This matched design strengthens comparability and supports identification of factors associated with differing referral patterns.

After being contacted by ERO, they agreed to take part in an online interview.

Interviews and focus groups at alternative settings

For alternative settings, we used purposive sampling to select 13 sites across the four main settings of interest: four Activity Centres (including joint Activity Centres and Alternative Education), three Alternative Education providers, three Te Kura regional hubs, and three Residential Care settings (including secure and community-based sites).

Sites were selected to reflect variation in region, rurality, and delivery model. This approach enables us to examine how pathways into alternative provision, the nature of educational support, and outcomes differ across contexts.

After being contacted by ERO, they agreed to take part in an in-person leader interview and arranged for teachers, students and parents from their school to take part in separate interviews or focus groups.

The table below outlines the number of interviews and participants informing this review.

Table 8: Number of participants in interviews and focus groups

Interview respondents	Total number of participants
Care staff	9
Teaching staff	35
Alternative education leaders	26
Students	44
Whānau	15
School leaders	10
Total	139

e) ERO's School Improvement Framework and insights from ERO's reviews of schools

We drew on **ERO's School Improvement Framework** to define what good educational provision looks like in both school and alternative settings. The framework informed the development of our evaluation rubrics for alternative education.

We also used insights from **ERO's school reviews** to identify practices associated with stronger student retention. We focused on schools that retain more students despite serving communities with significant socioeconomic barriers. We analysed and synthesised evidence on school practices to identify common approaches that support student engagement, with particular attention to strengthening students' sense of belonging, creating safe and inclusive environments, and supporting sustained academic progress—factors identified in the literature as key to retention.

Ethics

Informed consent

All participants in surveys, focus groups and interviews were informed of the purpose of the evaluation before they agreed to participate in an interview. Participants were informed that:

- participation was voluntary

- their words may be included in reporting, but no identifying details would be shared
- permission to use their information could be withdrawn up until 1st August 2025.
- their information was confidential and would be kept securely subject to the provisions of the Official Information Act 1982, Privacy Act 1993, and the Public Records Act 2005 on the release and retention of information.

Before completing surveys, participants were provided with information on the project, including how their responses will be used. Participants consented to the survey by continuing onto the questionnaire.

Before interviewing, participants were sent a consent form with an information sheet on the project, and how their data will be used. Participants signed their consent forms and sent them back prior to the interviews.

In interviews, all participants confirmed that they consented to being recorded and were reminded how their information may be used in the review.

Secondary data were accessed with the permission of the Ministry of Education and Statistics New Zealand, in accordance with their ethical frameworks, with waivers applied for where required and approved by the relevant agencies.

Data storage

All data collected through interviews, surveys, and administrative sources are stored digitally for one year following the full completion of the review. During this time, all data is password-protected, and access is restricted to the project team.

3. How we analysed

This section details how we approached the analysis of our data, including

- a) Administrative data
- b) Survey data
- c) Qualitative data

a) Administrative data

This section details how we approached the analysis of our national administrative data, including data cleaning, variable definitions, assumptions, and analytical techniques.

Data cleaning and variable definitions

Before analysis, the constructed secondary dataset was processed, cleaned, and analysed using Stata. Key cleaning steps included:

- Removing duplicate records and addressing missing data.
- Verifying logical consistency, such as enrolment start dates preceded end dates.
- Resolving concurrent enrolments (overlapping dates between settings) to establish a single primary enrolment per student per day.
- Identifying outliers.

To ensure data validity, enrolment spells of fewer than seven days were excluded from the analysis. For students enrolled in multiple settings during this period, all valid enrolment records were retained. All records were ordered by NSN and enrolment dates.

To address the research questions, we defined a set of student- and school-level variables for both secondary and survey data. Student behaviour-related indicators were derived based on their history up to the date of their first enrolment in any alternative setting. School-level variables were primarily drawn from the Ministry of Education's classifications. Where appropriate, we further grouped variables to support interpretation and address the research questions. The specific definitions for these variables are in the below table.

Table 9 Definitions and grouping of variables

Variable Category	Variable Name	Definition / Grouping
Student-level	Student Gender	Recorded gender in the administrative data.
	Student Ethnicity	Grouped into four categories: <ul style="list-style-type: none"> • Māori • Pacific peoples • NZ European • Other.
	Year level	Student's year level at the time of enrolment in an alternative setting.
	Academic year	Calendar year of enrolment in an alternative setting.

	Duration in alternative settings	<p>Grouped into four duration bands:</p> <ul style="list-style-type: none"> • 1 week to less than 3 months • 3 months to less than 6 months • 6 months to less than 12 months • Less than 1 year
	Attendance	Average attendance rate in the three years prior to first entry into any alternative setting.
	Ever chronic absence	Binary indicator (Yes/No) identifying whether a student met the Ministry of Education's threshold for chronic absence within the three years prior to first entry into an alternative setting.
	Stand-downs and suspensions	Cumulative count of stand-down and suspension incidents prior to first entry into an alternative setting.
	Non-structural movements	Cumulative count of lateral transfers between schools within the same schooling stage (primary, intermediate, or secondary) prior to first entry into an alternative setting.
	RTLB support	Binary indicator (Yes/No) identifying any record of Resource Teacher Learning and Behaviour (RTLB) support prior to first entry.
	Non-enrolment	Binary indicator (Yes/No) identifying any periods of non-enrolment prior to first entry.
	NCEA qualification	Highest NCEA qualification attained at the point of exit from the alternative setting or school.
School-level	School socio-economic level	Defined using the Ministry of Education's Equity Index (EQI).
	School type	<p>Grouped from Ministry of Education classifications into three categories:</p> <ul style="list-style-type: none"> • Primary • Intermediate • Secondary
	School rurality	<p>Grouped from Ministry of Education location categories:</p> <ul style="list-style-type: none"> • Urban (major, large, medium, and small urban areas)

		<ul style="list-style-type: none"> Rural (rural settlements and rural other).
	School size	<p>Grouped into three categories based on roll size:</p> <ul style="list-style-type: none"> Small (100 or less in primary/intermediate; 400 or less in secondary), Medium (101 – 300 primary/intermediate; 401 – 800 secondary), Large (greater than 300 in primary/intermediate; greater than 800 in secondary).
	School authority	Defined using Ministry of Education classifications.
	High Māori roll/ High Pacific roll	Schools were classified as having a high Māori roll or high Pacific roll where at least 25% of students identified as Māori or Pacific.

Descriptive statistics

We generated descriptive statistics to summarise the characteristics of students educated in alternative settings from 2022 to 2024, and to provide contextual information for subsequent analyses. This includes examining the distribution of key variables and producing cross-tabulations of student- and school-level characteristics by setting type.

For descriptive setting-specific analyses, data are pooled across 2022 to 2024 to provide an overall summary of enrolment patterns across the three-year period. Reported percentages therefore reflect aggregated descriptive estimates for 2022–2024, rather than year-by-year estimates. Supplementary checks by individual year were undertaken to assess consistency in the observed patterns, and these indicate that the overall findings are broadly stable across the period.

To align the analysis with its purpose and avoid double counting, we applied different counting rules depending on the level of analysis:

- For overall cohort demographics, the dataset is deduplicated to the unique student level, so students enrolled in multiple settings are counted once only.
- For setting-specific analysis (cross-tabulations), we used an enrolment-based approach, with students counted in each relevant setting type they attended.
- The student enrolments are assigned to an academic year based on the start date of the enrolment record. Continuous enrolments spanning multiple academic years are counted once only and attributed to the year in which the enrolment began. Students are counted in multiple years only where they have separate enrolment records with start dates in different academic years.

Regression analysis

To identify which student groups are more likely to enter alternative settings and to determine the key factors associated with these transitions, we conducted logistic regression analyses using the constructed MoE administrative dataset.

Logistic regression is a statistical method appropriate for modelling a binary dependent variable, in this case, whether a student entered an alternative setting or remained in mainstream education from 2022 to

2024. This approach estimates the association between each explanatory variable and the likelihood of entry into alternative settings, while holding other variables in the model constant.

In this review, our models were informed by existing literature and the review's conceptual framework, which highlights the role of prior educational experiences, engagement, behaviour, and school context in shaping pathways into alternative education. Explanatory variables were selected based on theoretical relevance and data availability.

A binary indicator of whether a student entered any alternative setting between 2022 and 2024 (1 = entered at least one of the four alternative settings; 0 = did not enter any alternative setting).

Explanatory variables capture dimensions of student engagement, stability, and support that have been identified in prior research and in the design of this review as relevant to pathways into alternative education. These include indicators of:

- ever chronic absence
- stand-downs or suspensions
- non-structural school movements
- receipt of RTLB support
- periods of non-enrolment

All explanatory variables reflect students' experiences prior to first entry into any alternative setting.

To account for background differences across students and schools, all models included a common set of covariates. These comprised student demographic characteristics (gender and ethnicity), students' year level at entry, and school-level characteristics, including socio-economic context (Equity Index), location (urban or rural), school size, ethnic composition of the school roll, region, and school type.

The regression output table can be found in Part 3.

Pathway analysis

To understand students' education pathways, we carried out a longitudinal movement analysis and visualised the results using a multi-level Sankey diagram. This approach shows where students in this cohort began their learning and how they moved across education settings over time. Alongside the four alternative settings that are the focus of this review, we integrated enrolment records from mainstream schooling, home schooling, and tertiary education to map a more complete view of students' pathways.

Data processing rules

We applied a series of data processing rules to construct longitudinal pathways. Where students were enrolled in multiple settings during overlapping periods, priority was given to alternative settings and overlapping mainstream or General Te Kura records were removed to reflect students' primary placement at that time. Consecutive enrolment records within the same setting type were combined into single enrolment spells.

Short gaps between enrolment records were treated as continuous participation where these gaps were likely to reflect administrative delays or transition periods. Gaps of 14 days or fewer were treated as continuous. Short mainstream enrolments of 84 days or fewer occurring next to alternative setting enrolments were treated as administrative overlap rather than substantive returns to mainstream education. To capture where students come from, we also retained the last recorded mainstream or home-schooling enrolment immediately prior to a student's first entry into any targeted alternative setting.

Visualisation specifications

For presentation purposes, where a student's first observed enrolment record in the study period was an alternative setting, we assumed that the student transitioned from mainstream schooling. Pathways were visualised using Sankey diagrams to show flows from initial education contexts through alternative settings and into subsequent destinations. To improve interpretability and protect student privacy, pathways with very small counts ($n \leq 5$ students) were excluded from the final visualisations.

b) Survey data

Before analysis, survey data was collected via the SurveyMonkey API and processed and cleaned in R. Analysis was conducted in R.

Our approach to analysis involved three key stages:

- Descriptive statistics to report on the distribution of survey responses.
- Inferential statistics to test for group differences.
- Regression analysis to examine key drivers in student outcomes

Descriptive statistics

Missing data across all surveys were excluded from the analysis. In some survey questions, we have a "don't know" option to allow participants to indicate uncertainty. These responses were included in descriptive summaries and presented in graphs where relevant and meaningful. Survey responses were reported using the original response categories to preserve nuance and capture the full distribution of perspectives.

Numbers and percentages are rounded to the nearest whole number, except where rounding errors lead to incorrect totals. In these instances, the numbers are rounded to minimise rounding error.

All results presented in the report are unweighted.

Inferential statistics

To explore group differences and associations, inferential statistical tests were used. We used Chi-squared tests for the tests. We explored differences between both school-level (such as Equity Index group, school size, rurality, and school type - primary vs secondary), setting-level characteristics (such as type, rurality, region) and person-level characteristics (such as ethnicity and disability) with key outcome variables. All statistical tests were two-tailed, and results were considered statistically significant where $p \leq 0.05$. Only statistically significant results are reported.

c) Qualitative data

Qualitative data in our review included:

- focus groups with alternative site leaders, teachers, students and parents and whānau
- focus groups with school leaders
- interviews and focus groups with key informants
- free-text responses in our surveys.

Interview data

Qualitative data was analysed deductively and inductively using the framework method. The framework method is a structured approach to qualitative analysis that is well-suited to research with clear research objectives. The method is valued for its transparency, auditability, and is widely used internationally for applied research. It involves the following five steps:

- **Familiarisation** – we began by organising our interview notes according to deductive themes, which were derived from our literature review and key informant interviews. We then familiarised ourselves with the full dataset to identify inductive (emergent) themes. These themes were discussed and agreed upon collaboratively by the team to ensure a shared understanding and consistency in interpretation.
- **Framework development** - Using the agreed themes, we developed an analytical framework in Microsoft Excel. The framework included columns for each theme, as well as key participant and school characteristics relevant to the analysis. This structure allowed us to systematically capture and compare data across cases.
- **Indexing** – we applied both deductive and inductive themes to the full dataset, coding the data accordingly. As we progressed, we refined the thematic framework to reflect nuances in the data, adjusting theme definitions and adding new sub-themes where necessary.
- **Charting** – we charted the data by summarising each interview or focus group under the relevant themes within the framework. This involved entering participant characteristics and concise thematic summaries into the Excel matrix, enabling cross-case comparison and thematic synthesis.
- **Mapping and interpreting the data** – we used the completed framework to explore patterns, similarities, and differences across participant groups and themes. This facilitated the development of rich thematic summaries and detailed case studies for reporting.

Open-ended responses

We downloaded open-ended survey responses with unique identifiers and thematically coded them using domains from the analytical framework. This provided a summary of responses for each participant group, which we analysed alongside interview data. We also selected illustrative quotes and examples from the open-ended responses.

4. How we synthesised

We used both quantitative and qualitative data to build a fuller picture of the issues we were exploring. The survey gave us breadth, showing how common certain experiences or views were across groups. The interviews and focus groups gave us depth, helping us understand the reasons behind those patterns and bringing people's voices into the findings.

We used a process of synthesis to bring these data sources together. Survey patterns were explored through interviews to understand the underlying reasons, while insights from interviews were checked against survey data to see how widespread they were. We also used regression analysis to identify predictive relationships in the survey data and then explored these in the qualitative data to assess how they played out in real-life contexts.

Alongside synthesis, we used triangulation to test and strengthen our findings. This involved cross-checking to assess whether the same conclusions held across different data sources, and where they didn't, it prompted deeper investigation. This added confidence to our findings and helped ensure they were grounded in multiple perspectives.

All quotes used in the report come from interviews, focus groups, or open-ended survey responses, and were selected to illustrate key themes.

5. How we checked

The data in this report was subjected to a rigorous internal review process for both quantitative and qualitative data and was carried out at multiple stages throughout the review process.

The research team held workshops to discuss the survey data and the interview results, looking for patterns across the different types of data, looking for outliers that can support causal explanations, and to identify any gaps in our understanding that required additional investigation. This team approach to analysis and interpretation of the data ensure consistency and transparency, and overall rigor.

Following analysis of the data from the surveys and interviews, sense-making discussions were conducted to test interpretation of the results, findings, and areas for action with key individuals and organisations in the sector, Ministry of Education experts, international experts and the project's Expert Advisory Group and Steering Group.

6. What the limitations are

As with all research, there are some limitations to our methodology and scope.

In terms of scope:

- Some of the alternative settings are technically state schools (including Te Kura and some Residential Care schools), but they operate differently from traditional, in-person school environments and, for this cohort of students, function as alternatives to mainstream schooling.
- This research does not include data related to students attending other settings outside of mainstream school such as special schools, teen parent units, health schools and home schools.
- Similarly, our review only looked at the experiences of the cohorts of Te Kura students enrolled via the Engagement & Wellbeing gateway and therefore cannot be extrapolated to represent the experiences of all of Te Kura.
- Our review focussed on what schools can do to support higher retention in mainstream school, and how the system can improve overall alternative provision. As a result it includes limited commentary on other factors that contribute to educational and long-term outcomes.

In terms of the data collection and analysis:

- Participation in the surveys was voluntary, which may have introduced non-response bias. To reduce this risk, we distributed the survey to all alternative settings, kept it open for an extended period, and sent reminders to encourage responses. We also monitored key characteristics to support representativeness. Where sub-groups (e.g. socio-economic/EQI levels, ethnic group) were under-represented, sample sizes were large enough for robust statistical comparisons.
- Since participation in our interviews was voluntary, it relied on schools and sites having time to engage with our research team which may have resulted in some biases in our sample. To mitigate this, the research team offered a flexible approach to interviewing, enabling schools and sites to participate when it was most suitable to their schedule.
- For our site visits, we relied on leadership to coordinate interviews with teachers, students, and parents and whānau, which may have introduced selection bias. To mitigate this, we ensured interviews were conducted without leadership present, confirmed informed consent, and provided clear reassurances of confidentiality.
- To support ERO's 2023 review of Alternative Education, the Social Investment Agency used IDI analysis to compare long-term outcomes for Alternative Education students with a matched group of mainstream students with similar backgrounds and levels of disadvantage.

It was not possible to create comparable groups for the other settings, as no sufficiently similar populations exist within mainstream schooling. However, because Alternative Education students are as disadvantaged as—and in some areas more disadvantaged than—students in other alternative settings, and the comparison group was matched on these disadvantage factors, the mainstream comparison cohort is likely to reflect similarly high levels of disadvantage. It is therefore suitable for use in this review.

Where such matched analysis is not available, we use the general student population as a reference point. While this does not control for underlying differences between groups, it provides useful context and helps illustrate the scale of disparities in outcomes across alternative settings.

Part 2: Data Collection Tools

Part 2 presents the following surveys used for our review:

- a) School Leader survey
- b) Teacher survey
- c) Te Kura Teacher survey
- d) Leader survey
- e) Te Kura Leader survey
- f) Student survey
- g) Te Kura Student survey
- h) Parent survey
- i) Te Kura Parent survey

a) School Leader survey

1. What is your role? (Select all that apply)

- Principal
- Deputy Principal
- Manager
- Team Lead
- Kaiwhakahaere
- Other: (please tell us)

2. Does your school offer different kinds of educational services? (Select all that apply)

- Activity Centre
- Alternative Education
- Other: (please tell us)

3. Which of the following best describes how you view the function of educational environments like Alternative Education and Activity Centres? (Select the closest answer)

- To provide a secure and supportive environment for young people to be until they can choose to leave school
- To help young people to stabilise (e.g., behaviourally, academically, socially etc.) and support them to return to school
- To provide a longer-term educational environment that meets the developmental and learning needs of students whose needs are not met in more traditional school settings

4. Thinking about the last 12 months, approximately how many referrals has your school made to the following settings?

	0	1-5	6-10	11-15	16-20	21-29	30-39	40-49	50+	I don't know
Te Kura (through the 'Engagement and Wellbeing' gateway only)										
Activity Centres										
Alternative Education										

5. Thinking about the last 12 months, please select all the reasons you have referred students to Te Kura (through the 'Engagement and Wellbeing' gateway only): (Select all that apply)

- Attendance
- Violent behaviour
- Disruptive behaviour
- Bullying behaviour
- Academic performance
- Student not enrolled
- Student experiencing bullying
- Neurodivergence/learning needs
- Mental health
- Other: (please tell us)

6. Thinking about the last 12 months, please select all the reasons you have referred students to Activity Centres: (Select all that apply)

- Attendance
- Violent behaviour
- Disruptive behaviour
- Bullying behaviour
- Academic performance
- Student not enrolled
- Student experiencing bullying
- Neurodivergence/learning needs
- Mental health
- Other: (please tell us)

7. Thinking about the last 12 months, please select all the reasons you have referred students to Alternative Education: (Select all that apply)

- Attendance
- Violent behaviour
- Disruptive behaviour
- Bullying behaviour
- Academic performance
- Student not enrolled
- Student experiencing bullying
- Neurodivergence/learning needs
- Mental health
- Other: (please tell us)

8. Please rank the referral reasons in order of most to least common for Te Kura (through the 'Engagement and Wellbeing gateway only):

Previously selected options from question 5 were carried over

9. Please rank the referral reasons in order of most to least common for Activity Centres:

Previously selected options from question 6 were carried over

10. Please rank the referral reasons in order of most to least common for Alternative Education:

Previously selected options from question 7 were carried over

11. What proportion of referrals are instigated for the following reasons:

	A lot	Some	A little	None	Not applicable
Student wants to be referred					
Whānau wants the student to be referred					
Our school wants the student to be referred					
There is no other choice					

12. How often are students turned away from a setting that you have submitted a referral to?

- Often
- Sometimes
- Seldom
- Never

13. Why are students turned away? (Select all that apply)

- Not enough available spaces on site

- Students' ages (i.e., too young or too old)
- Students do not meet entry criteria
- Other: (please tell us)

14. There are enough places available in my region for students to be referred into the following settings:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Alternative Education					
Activity Centres					
Te Kura (through the 'Engagement and Wellbeing' gateway only)					

15. How much information do you provide to students' new settings after they are enrolled?

	A lot	Some	A little	None	Not applicable
Their progress/achievement					
Their disability status and/or learning needs					
Their learning goals and/or learning plan					
Background about their behaviour					
Other supports they require (e.g., social, behavioural, or mental health support)					

16. How many students return to your school from the following settings within 12 months of starting there?

	All or nearly all (90-100%)	Most (60-89%)	Around half (40-59%)	Some (10-39%)	None or very few (0-9%)	Not applicable
Alternative Education						
Activity Centres						
Te Kura (through the 'Engagement and Wellbeing' gateway only)						

17. How often do you experience the following issues when students return to your school?

	Often	Sometimes	Seldom	Never
Student doesn't want to re-enrol				
Whānau doesn't want to re-enrol				
Student is not ready academically				
Student is not ready behaviourally				
Other: (please tell us)				

18. How much information do you get from the other settings when students return to your school?

	A lot	Some	A little	None	Not applicable
Their progress / achievement					
Their disability status and / or learning needs					
Their learning goals and / or learning plan					
Background about their behaviour					
Other supports they require (e.g., social, behavioural, or mental health support)					

19. In the past year, how many new student referrals has your school accepted from the following settings? (Not students previously enrolled with you)

	0	1-5	6-10	11-15	16-20	More than 20
Alternative Education						
Activity Centres						
Te Kura (through the 'Engagement and Wellbeing' gateway only)						
Residential Care (like Youth Justice or Care and protection residences)						

20. What are the reasons your school has not accepted referrals of new students from these settings? (Select all that apply)

- We have not received any referrals for new students from these settings
- We have received referrals for students from outside of our school zone
- We do not have available spaces to take on new students
- We do not have the capability to meet the specific needs of students from these settings (e.g., enough
 - staff, training, resources)
- We are concerned about managing these students academically
- We are concerned about managing these students behaviourally
- We are concerned about the impact these students might have on our existing students
- Other: (please tell us)

21. Of the students who return to your school from these settings, how many remain enrolled for at least 12 months following re-enrolment, or until their planned departure (e.g., finishing secondary school, transition to vocational or tertiary education) if that occurs within 12 months?

- All or nearly all (90-100%)
- Most (60-89%)
- Around half (40-59%)
- Some (10-39%)
- None or very few (0-9%)
- Not applicable

22. How often does your school use the following strategies to retain students who might be at risk of disengaging or being referred to other educational settings?

	Often	Sometimes	Seldom	Never
Individualised learning plans				
Mentoring or pastoral support programmes				
Access to counselling or mental health services				
Involvement with whānau/family to support engagement				
Culturally responsive teaching practices				
Use of external agencies or community support services				
Alternative curriculum options (e.g., trades, arts, outdoor education)				
Peer support or buddy systems				

Positive behaviour and attendance incentives				
Collaboration with Te Kura or other distance learning providers				
Use of restorative practices to address conflict				

23. How helpful would the below be to increase the number of students you retain in school?

	Very helpful	Helpful	Somewhat helpful	Not helpful
Stronger processes for addressing bullying earlier				
Stronger processes for addressing academic performance earlier				
Stronger processes for addressing behavioural issues earlier				
Stronger processes for ensuring attendance issues earlier				
Stronger processes for supporting new students' transition to this school				
More support for neurodiversity and/or learning needs				
More support for student wellbeing				
More relevant vocational pathways				
High student/staff ratios				
Other: (please tell us)				

24. If there is anything else you would like to tell us, write it here: Otherwise you can click 'Next' to finish the survey.

b) Teacher survey - Alternative Education, Activity Centre and Residential Care

1. What is your role at the site? (Select all that apply)

- Teacher or tutor
- Pastoral role
- Youth worker
- Social worker
- Principal
- Deputy Principal
- Manager
- Team Lead
- Kaiwhakahaere
- Other: (please tell us)

2. Do you hold any formal qualifications? (Select all that apply)

- I have a relevant teaching qualification
- I have a social work qualification
- I do not have a formal qualification
- I have a different kind of formal qualification: *(please tell us)*

3. How long have you been in your role (in this site or other sites)?

- Less than a year
- 1-2 years
- 3-4 years
- 5-7 years
- 8-10 years
- More than ten years

4. Are you:

- Male
- Female
- Another gender
- Prefer not to say

5. What type of site do you work at?

- Alternative Education
- Activity Centre

- Joint Alternative Education and Activity Centre
- Residential Care (Youth Justice or Care and Protection site)
- Kingslea community-based school

6. Does your site use Te Kura (the online correspondence school) for any classes?

- Yes
- No
- I don't know

7. How many students do you currently have at your site?

- Fewer than 10
- 11-20
- 21-30
- 31-40
- 41-50
- More than 50

8. Approximately what proportion of your roll is Māori?

9. Approximately what proportion of your roll is Pacific?

10. What region do you work in?

11. Is where you work from:

- Urban (in a city)
- Provincial (in a town)
- Rural (outside of a city or a town)

12. Thinking about the last 12 months, please select all the reasons students are referred to you: (Select all that apply)

- Attendance
- Violent behaviour
- Disruptive behaviour
- Bullying behaviour
- Academic performance
- Student not enrolled
- Student experiencing bullying
- Neurodivergence/learning needs
- Mental health
- Other: (please tell us)

13. Please rank the referral reasons in order of most to least common:*Previously selected options from question 12 were carried over***14. Which of the following descriptions do you think is the most aligned to your site's function? (Select the closest answer)**

- To provide a secure and supportive environment for young people to be until they can choose to leave school
- To help young people stabilise (e.g. behaviourally, academically, socially etc.) and support them to return to back school)
- To provide a longer-term educational environment that meets the developmental and learning needs of students whose needs are not met in more traditional school settings

15. To what extent do you agree or disagree that the following statements are true about leadership at your site:

	Strongly agree	Agree	Disagree	Strongly disagree
My leaders have high expectations for teachers/tutors at our site				
My leaders have a clear plan to improve students' academic outcomes				
My leaders use evidence and evaluation to improve our education provision				
My leaders ensure a safe and inclusive environment for students and staff				
My leaders have good relationships with other agencies / services				

16. On average, how much of a focus does your site place on the following practices to look after students:

	Very high	High	Moderate	Low	Very low
Ensure students feel safe, supported, and cared for					
Build trust with students by forming strong, respectful relationships					
Help students resolve problems and conflicts in fair and respectful ways					
Set clear rules and follow routines so students know what to expect					

Help students manage their emotions and behaviours					
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17. How much do you agree or disagree that the curriculum at your site opens pathways to the following:

	Strongly agree	Agree	Disagree	Strongly disagree
A return to school or further education				
A range of qualifications				
Vocational training				
Employment				

18. How many days a week do you provide the following curriculum:

	5 days a week	3-4 days a week	1-2 days a week	Less than once a week	Never	Not applicable to my role
Reading time						
Writing time						
Maths instruction						
Extra mentoring help						
Work with other organisations and experts to support students' learning						

19. On average, how would you characterise staff expectations of students?

- Very high
- High
- Moderate
- Low
- Very low

20. On average, how would you rate the ability of staff at your site to support students with complex needs with the following approaches?

	Very high	High	Moderate	Low	Very low
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Positive behaviour support					
Culturally responsive practice					
Trauma informed approaches					
Restorative practices					

21. How often do you use the following teaching strategies in your practice?

	All of the time	Most of the time	Some of the time	None of the time	Not applicable to my role
Differentiated teaching					
Constructive feedback					
Explicit instruction					
Connecting to previous learning					
Checking for understanding					
Connect teaching to students' identity, culture and/or real-life experiences					

22. What proportion of parents / whānau does your site work with in the following ways?

	All whānau	Most whānau	Some whānau	No whānau
When their child starts learning with us				
To develop their child's learning plans				
To develop a plan for transitioning their child out of our service/back to school				

23. What proportion of students do you support in the following ways when they start and finish with you?

	All students	Most students	Some students	No students
Help with welcoming and settling them in when they first arrive				

Support when they leave, so their move to school or other places goes smoothly				
Check ins about how they're going with their learning to make sure they're ready to move on				
Follow up support after they leave and with help if they need it				

24. How much information do you receive from students' enrolling schools or their previous places of learning?

	A lot	Some	A little	Not applicable
Their progress/achievement				
Their disability status and/or learning needs				
Their learning goals and/or learning plan				
Background about their behaviour				
Other supports they require (e.g., social, behavioural, or mental health support)				
Other: (please tell us)				

25. Within two months of starting with you, how many students have a plan about how they will transition out of your service / back to their old school?

- All students
- Most students
- Some students
- No students
- I don't know

26. Since they started with you, how have most students changed in the following areas:

	Got better	Stayed the same	Got worse	I don't know	Not applicable
English					
Maths					
Other subjects					

Attendance					
Engagement					
Behaviour					
Their other learning goals (e.g., from their learning plans)					

27. How much do the following factors get in the way of supporting students well?

	A lot	Some	A little	None
Access to helpful training				
Having the right tools and resources (like learning materials and assessments)				
Using teaching methods that are proven to help students succeed				
Having good information about students to support their learning				
Collecting and using student data to check how well things are working, including for Māori and Pacific students				
Other: (please tell us)				

28. If there is anything else you would like to tell us, write it here: Otherwise you can click 'Next' to finish the survey.

c) Teacher survey – Te Kura

1. What is your role at Te Kura? (Select all that apply)

- Kaiako
- Kaimanaaki
- Kaiwhakatere
- Kaiawhina
- Counsellor
- Other: *(please tell us)*

2. Do you hold any formal qualifications? (Select all that apply)

- I have a relevant teaching qualification
- I have a social work qualification
- I do not have a formal qualification
- I have a different kind of formal qualification: *(please tell us)*

3. How long have you been in your role?

- Less than a year
- 1-2 years
- 3-4 years
- 5-7 years
- 8-10 years
- More than ten years

4. Are you:

- Male
- Female
- Another gender
- Prefer not to say

5. What ethnicity are you? (You can choose more than one answer)

- Māori
- New Zealand European / Pākehā
- Pacific peoples
- Asian
- Middle Eastern / Latin American / African
- Prefer not to say

6. What region do you work from?

7. Is where you work from:

- Urban (in a city)
- Provincial (in a town)
- Rural (outside of a city or town)

8. Which of the following descriptions do you think is the most aligned to Te Kura's function? (Select the closest answer)

- To provide a secure and supportive environment for young people to be until they can choose to leave school
- To help young people stabilise (e.g., behaviourally, academically, socially etc.) and support them to return back to their old school
- To provide a longer-term educational environment that meets the developmental and learning needs of ākonga whose needs are not met in more traditional face-to-face school settings.

9. To what extent do you agree or disagree that the following statements are true about leadership at Te Kura:

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
My immediate leaders have high expectations for teachers/tutors					
My immediate leaders have a clear plan to improve academic outcomes for ākonga					
My immediate leaders use evidence and evaluation to improve our education provision					
My immediate leaders ensure a safe and inclusive environment for ākonga and staff					
My immediate leaders have good relationships with other agencies / services					

10. On average, how much of a focus does your site place on the following practices to look after ākonga:

	Very high	High	Moderate	Low	Very low	I don't know
Ensure ākonga feel safe, supported, and cared for						
Build trust with ākonga by forming strong, respectful relationships						

Help ākonga resolve problems and conflicts in fair and respectful ways						
Set clear rules and follow routines so ākonga know what to expect						
Help ākonga manage their emotions and behaviours						

11. How much do you agree or disagree that the curriculum at your site opens pathways to the following:

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Further education					
A range of qualifications					
Vocational training					
Employment					

12. How many days a week do you provide the following curriculum:

	5 days a week	3-4 days a week	1-2 days a week	Less than once a week	Never	I don't know
Reading time						
Writing time						
Maths instruction						
Extra mentoring help						
Work with other organisations and experts to support ākonga learning						

13. On average, how would you characterise your team's expectations of ākonga?

- Very high
- High
- Moderate
- Low

- Very low
- I don't know

14. On average, how would you rate your team's ability to support ākonga with the following approaches?

	Very high	High	Moderate	Low	Very low	I don't know
Positive behaviour support						
Culturally responsive practice						
Trauma informed approaches						
Restorative practices						

15. How often do you use the following teaching strategies in your practice?

	All of the time	Most of the time	Some of the time	None of the time	I don't know
Differentiated teaching					
Constructive feedback					
Explicit instruction					
Connecting to previous learning					
Checking for understanding					
Connect teaching to identity, culture and/or real-life experiences of ākonga					

16. What proportion of parents / whānau do you work with in the following ways?

	All whānau	Most whānau	Some whānau	No whānau	I don't know
When their child starts learning with us					
To develop their child's learning plans					
To develop a plan their child's transition plans					

17. What proportion of ākonga do you support in the following ways when they start and finish with you?

	All ākonga	Most ākonga	Some ākonga	No ākonga	I don't know
Help with welcoming and settling them in when they first arrive					
Check ins about how they're going with their learning to make sure they're ready to move on					
Follow up support after they leave and with help if they need it					

18. How much information do you receive from the Ministry of Education about enrolling ākonga?

	A lot	Some	A little	None	Not applicable	I don't know
Their progress/achievement						
Their disability status and/or learning needs						
Their learning goals and/or learning plan						
Background about their behaviour						
Other supports they require (e.g., social, behavioural, or mental health support)						

19. Since they started with you, how have most ākonga changed in the following areas:

	Got better	Stayed the same	Got worse	I don't know
English				
Maths				
Other subjects				
Engagement				
Behaviour				
Their other learning goals (e.g., from their learning plans)				

20. How much do the following factors get in the way of supporting students well?

	A lot	Some	A little	None	I don't know
Access to helpful training					
Having the right tools and resources (like learning materials and assessments)					
Using teaching methods that are proven to help ākonga succeed					
Having good information about ākonga to support their learning					
Collecting and using ākonga data to check how well things are working, including for Māori and Pacific ākonga					
Other: (please tell us)					

21. If there is anything else you would like to tell us, write it here: Otherwise you can click 'Next' to finish the survey.

d) Leader survey - Alternative Education, Activity Centre and Residential Care Setting

1. What is your role at the site? (Select all that apply)

- Principal
- Deputy Principal
- Manager
- Team Lead
- Kaiwhakahaere
- Teacher or tutor
- Pastoral role
- Youth worker
- Social worker
- Other: (please tell us)

2. Do you hold any formal qualifications? (Select all that apply)

- I have a relevant teaching qualification
- I have a social work qualification
- I do not have a formal qualification
- I have a different kind of formal qualification: (please tell us)

3. How long have you been in your role (in this site or other sites)?

- Less than a year
- 1-2 years
- 3-4 years
- 5-7 years
- 8-10 years
- More than ten years

4. Are you:

- Male
- Female
- Another gender
- Prefer not to say

5. What type of site do you work at?

- Alternative Education
- Activity Centre

- Joint Alternative Education and Activity Centre
- Residential Care (Youth Justice or Care and Protection site)
- Kingslea community-based school

6. Does your site use Te Kura (the online correspondence school) for any classes?

- Yes
- No
- I don't know

7. How many students do you currently have at your site?

- Fewer than 10
- 11-20
- 21-30
- 31-40
- 41-50
- More than 50

8. Approximately what proportion of your roll is Māori?

9. Approximately what proportion of your roll is Pacific?

10. What region do you work in?

11. Is where you work from:

- Urban (in a city)
- Provincial (in a town)
- Rural (outside of a city or a town)

12. Thinking about the last 12 months, please select all the reasons students are referred to you: (Select all that apply)

- Attendance
- Violent behaviour
- Disruptive behaviour
- Bullying behaviour
- Academic performance
- Student not enrolled
- Student experiencing bullying
- Neurodivergence/learning needs
- Mental health
- Other: (please tell us)

13. Please rank the referral reasons in order of most to least common:*Previously selected options from question 12 were carried over***14. How often do you turn away students who have been referred to your site?**

- Often
- Sometimes
- Seldom
- Never

15. Why are students turned away from your site? (Select all that apply)

- Not enough available spaces on site
- Students' ages (i.e., too young or too old)
- Students do not meet our entry criteria
- Other: (please tell us)

16. Which of the following descriptions do you think is the most aligned to your site's function? (Select the closest answer)

- To provide a secure and supportive environment for young people to be until they can choose to leave school
- To help young people stabilise (e.g. behaviourally, academically, socially etc.) and support them to return to school)
- To provide a longer-term educational environment that meets the developmental and learning needs of students whose needs are not met in more traditional school settings

17. To what extent do you agree or disagree that the following statements are true about leadership at your site:

	Strongly agree	Agree	Disagree	Strongly disagree
My leaders have high expectations for teachers/tutors at our site				
My leaders have a clear plan to improve students' academic outcomes				
My leaders use evidence and evaluation to improve our education provision				
My leaders ensure a safe and inclusive environment for students and staff				
My leaders have good relationships with other agencies / services				

18. On average, how much of a focus does your site place on the following practices to look after students:

	Very high	High	Moderate	Low	Very low
Ensure students feel safe, supported, and cared for					
Build trust with students by forming strong, respectful relationships					
Help students resolve problems and conflicts in fair and respectful ways					
Set clear rules and follow routines so students know what to expect					
Help students manage their emotions and behaviours					

19. How much do you agree or disagree that the curriculum at your site opens pathways to the following:

	Strongly agree	Agree	Disagree	Strongly disagree
A return to school or further education				
A range of qualifications				
Vocational training				
Employment				

20. On average, how would you characterise staff expectations of students?

- Very high
- High
- Moderate
- Low
- Very low

21. On average, how would you rate the ability of staff at your site to support students with complex needs with the following approaches?

	Very high	High	Moderate	Low	Very low
Positive behaviour support					

Culturally responsive practice					
Trauma informed approaches					
Restorative practices					

22. How often do you meet with the following sector partners? (Select the closest answer)

	Once a day	Once a week	Once a month	Once a term	Once a year	Never
Enrolling schools						
Managing schools						
Parents and whānau of students						
Local industry leaders						
Hapū/iwi						
Tertiary providers						
Agencies providing specialised support (e.g., counselling, addiction support)						
Other social agencies (e.g., Whānau Ora, Ministry of Social Development, Oranga Tamariki)						

23. What proportion of students do you support in the following ways when they start and finish with you?

	All students	Most students	Some students	No students
Help with welcoming and settling them in when they first arrive				
Support when they leave, so their move to school or other places goes smoothly				
Check ins about how they're going with their learning to make sure they're ready to move on				
Follow up support after they leave and with help if they need it				

24. How much information do you receive from students' enrolling schools or their previous places of learning?

	A lot	Some	A little	None	Not applicable
Their progress/achievement					
Their disability status and/or learning needs					
Their learning goals and/or learning plan					
Background about their behaviour					
Other supports they require (e.g., social, behavioural, or mental health support)					
Other: (please tell us)					

25. In general, about what proportion of your students return to their local school from your site?

- All or nearly all (90-100%)
- Most (60-89%)
- Around half (40-59%)
- Some (10-39%)
- None or very few (0-9%)

26. Within two months of starting with you, how many students have a plan about how they will transition out of your service / back to their old school?

- All students
- Most students
- Some students
- No students
- I don't know

27. How much information do you provide to your students' next destinations? (e.g., next place of learning, new school, tertiary education, employer)

	A lot	Some	A little	None	Not applicable
Their progress / achievement					
Their disability status and / or learning needs					

Their learning goals and / or learning plan					
Background about their behaviour					
Other supports they require (e.g., social, behavioural, or mental health support)					

28. How much information do you provide to your students' next destinations? (e.g., next place of learning, new school, tertiary education, employer)

	Often	Sometimes	Seldom	Never
Local school won't enrol them				
There are no nearby schools nearby				
Student or their whānau doesn't want to re-enrol				
Student is not ready academically				
Student is not ready behaviourally				
Other: (please tell us)				

29. How much do the following factors get in the way of supporting students well?

	A lot	Some	A little	None
Hiring staff who are skilled and qualified				
Being able to share student information with other services to get help quickly				
Having clear systems to place students in the right learning setting				
Working well with other services to make sure students can access the education they need				
Working with other services to help students move toward qualifications, further study, or jobs				
Having clear agreements between schools and providers about who does what				
Having limits on the length of time we can support students for, or ages we cater to				

Other: (please tell us)

30. If there is anything else you would like to tell us, write it here:

e) Leader survey - Te Kura

1. What is your role at Te Kura? (Select all that apply)

- National Manager
- Regional Manager
- Team Leader
- Kaiarahi Toiora
- Other: (please tell us)

2. Do you hold any formal qualifications? (Select all that apply)

- I have a relevant teaching qualification
- I have a social work qualification
- I do not have a formal qualification
- I have a different kind of formal qualification: (please tell us)

3. How long have you been in your role (in this site or other sites)?

- Less than a year
- 1-2 years
- 3-4 years
- 5-7 years
- 8-10 years
- More than ten years

4. Are you:

- Male
- Female
- Another gender
- Prefer not to say

5. What ethnicity are you? (You can choose more than one answer)

- Māori
- New Zealand European /Pākehā
- Pacific peoples
- Asian
- Middle Eastern / Latin American / African
- Prefer not to say

6. What region do you work in?

7. Is where you work from:

- Urban (in a city)
- Provincial (in a town)
- Rural (outside of a city or a town)

8. Thinking about the last 12 months, please select all the reasons ākonga are referred to you: (Select all that apply)

- Their old school didn't support how they like to learn
- Their old school didn't support their learning needs (like for dyslexia or ADHD)
- They have mental health challenges that made going to their old school hard (like anxiety or depression)
- They found it hard to go to their old school every day
- The work at their old school was too hard
- They were bullied at their old school
- They didn't feel safe at their old school
- Their old school asked them to leave because of their behaviour
- They weren't going to any school before coming here

9. Please rank the referral reasons in order of most to least common:

Previously selected options from question 8 were carried over

10. What kind of behaviour? (Select all that apply)

- Disruptive behaviour
- Violent behaviour
- Bullying behaviour
- Something else: (please write here)

11. Which of the following descriptions do you think is the most aligned to Te Kura's function? (Select the closest answer)

- To provide a secure and supportive environment for young people to be until they can choose to leave school
- To help young people stabilise (e.g. behaviourally, academically, socially etc.) and support them to return back to their old school)
- To provide a longer-term educational environment that meets the developmental and learning needs of ākonga whose needs are not met in more traditional face-to-face school settings

12. To what extent do you agree or disagree that the following statements are true about your leadership at Te Kura:

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
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We have high expectations for teachers/tutors					
We have a clear plan to improve academic outcomes for ākonga					
We use evidence and evaluation to improve our education provision					
We ensure a safe and inclusive environment for ākonga and staff					
We have good relationships with other agencies / services					

13. On average, how much of a focus does Te Kura place on the following practices to look after ākonga:

	Very high	High	Moderate	Low	Very low	I don't know
Ensure ākonga feel safe, supported, and cared for						
Build trust with ākonga by forming strong, respectful relationships						
Help ākonga resolve problems and conflicts in fair and respectful ways						
Set clear rules and follow routines so ākonga know what to expect						
Help ākonga manage their emotions and behaviours						

14. How much do you agree or disagree that the curriculum at Te Kura opens pathways to the following:

	Strongly agree	Agree	Disagree	Strongly disagree	I don't know
Further education					
A range of qualifications					
Vocational training					
Employment					

15. On average, how would you characterise staff expectations of ākonga?

- Very high
- High
- Moderate
- Low
- Very low
- I don't know

16. On average, how would you rate the ability of staff at your site to support ākonga with complex needs with the following approaches?

	Very high	High	Moderate	Low	Very low	I don't know
Positive behaviour support						
Culturally responsive practice						
Trauma informed approaches						
Restorative practices						

17. How often do you meet with the following sector partners? (Select the closest answer)

	Once a day	Once a week	Once a month	Once a term	Once a year	Never	I don't know
Parents and whānau of ākonga							
Local industry leaders							
Hapū/iwi							
Tertiary providers							
Agencies providing specialised support (e.g., counselling, addiction support)							
Other social agencies (e.g., Whānau Ora, Ministry of Social Development, Oranga Tamariki)							

18. What proportion of ākonga do you support in the following ways when they start and finish with you?

	All ākonga	Most ākonga	Some ākonga	No ākonga	I don't know

Help with welcoming and settling them in when they first arrive					
Check ins about how they're going with their learning to make sure they're ready to move on					
Follow up support after they leave and with help if they need it					

19. How much information do you receive from the Ministry of Education about enrolling ākonga?

	A lot	Some	A little	None	I don't know	Not applicable
Their progress/achievement						
Their disability status and/or learning needs						
Their learning goals and/or learning plan						
Background about their behaviour						
Other supports they require (e.g., social, behavioural, or mental health support)						
Other: (please tell us)						

20. How much do the following factors get in the way of supporting ākonga well?

	A lot	Some	A little	None	I don't know
Hiring staff who are skilled and qualified					
Being able to share ākonga information with other services to get help quickly					
Having clear systems to place ākonga in the right learning setting					
Working well with other services to make sure ākonga can access the education they need					

Working with other services to help ākonga move toward qualifications, further study, or jobs					
Having access to necessary resources (like learning support)					
Other: (please tell us)					

21. If there is anything else you would like to tell us, write it here:

f) Student survey - Alternative Education, Activity Centre and Residential Care Setting

1. How old are you?

2. What year level are you in?

3. Are you:

- Male
- Female
- Another gender
- Prefer not to say

4. Are you / your whānau: (You can choose more than one answer)

- Māori
- New Zealand European / Pākehā
- Pacific peoples
- Asian
- Middle Eastern / Latin American / African
- Prefer not to say

5. Are you disabled or do you have learning needs?

- Yes
- No
- Prefer not to say

6. Have you ever been in the care of Oranga Tamariki?

- Yes at the moment
- Yes in the past
- No never
- I don't know
- Prefer not to say

7. Where was the last place you were learning before you started learning here?

- School
- Activity Centre
- Alternative Education
- Te Kura
- Residential Care (like a Youth Justice or Care and Protection place)
- I wasn't enrolled anywhere

- I don't know

8. Have you been enrolled in any of these places in the past? (You can choose more than one answer)

- Activity Centre
- Alternative Education
- Te Kura
- Residential Care (like a Youth Justice or Care and Protection place)
- None of these places

9. How many times have you changed where you learn in the last three years?

- No times
- 1 time
- 2 times
- 3 times
- 4 times
- 5 times
- More than 5 times

10. Have you ever been connected to Attendance Services because you weren't going to school enough?

- Yes
- No
- I don't know
- Prefer not to say

11. Has there ever been a time when you didn't have a place to learn?

- Yes
- No
- I don't know
- Prefer not to say

12. Where do you do most of your learning at the moment?

- Alternative Education
- Activity Centre
- A place that is both an Alternative Education and Activity Centre
- Residential Care (for example, a Youth Justice or Care and Protection place)
- Kingslea community-based school

13. Are you also taking courses through Te Kura (the online correspondence school) where you're learning?

- Yes

- No
- I don't know

14. Which part of the country are you learning in?

15. How long have you been learning here?

- I just started here
- Less than half a year (less than 6 months)
- Between half a year and one year (6 months – 1 year)
- More than one year
- More than two years

16. Why are you doing your learning here? (You can choose more than one answer)

- I found it hard to go to school every day
- I got into trouble for being violent or hurting others
- I got into trouble for being disruptive in class
- I was bullying other students
- I was bullied by other students
- I found the schoolwork too hard
- I wasn't enrolled in any school
- I have learning needs that weren't supported (like for dyslexia or ADHD)
- I have mental health challenges that made school hard (like anxiety or depression)
- Something else: (please write it here)

17. Who wanted you to learn here? (You can choose more than one answer)

- I wanted to learn here
- My family or whānau wanted me to learn here
- My school wanted me to learn here
- There was no other option
- Something else: (please write it here)

18. How long did you wait between leaving your old school and starting here:

- I did not have to wait
- Around a week
- Around a month
- A few months (2-5 months)
- 6 months to a year
- A year or more

19. How much do you agree or disagree with these things about your start here:

	I strongly agree	I agree	I disagree	I strongly disagree
Starting here was easy				
My old school helped me when I started here				
When I started here, the teachers helped me make a learning plan				
When I started here, teachers and staff worked with me on a plan to get me back to school				

20. How often do you do these different types of learning here?

	Every day	Most days	Some days	Never or almost never
Working from books (like textbooks or writing in workbooks)				
Using online tools (like learning websites or apps)				
Listening to the teacher explain things				
Doing sports or activities (like volleyball or woodwork)				
Working in groups with other students				
Learning on my own				
Meeting people who work in different trades (like building or tourism)				
Something else: (please write it here)				

21. How much do you agree or disagree that teachers and tutors do these things to help you feel okay:

	I strongly agree	I agree	I disagree	I strongly disagree
Make me feel safe and cared for				
Support me in building good relationships with others				

Support me in understanding the rules and routines				
Support me when I'm feeling big emotions				

22. How much do you agree or disagree that teachers and tutors do these things to help you learn:

	I strongly agree	I agree	I disagree	I strongly disagree
Have high expectations of me				
Make sure I have what I need to learn (like tools or objects that make learning easier, extra time, quiet space, or extra help)				
Support me when I find the learning difficult				

23. Since you started here, how do you feel you are doing at:

	Better	The same	Worse
Reading			
Writing			
Maths			
Other subjects			
Enjoying learning			
Your other learning goals			

24. Do your learning goals include any of these? (You can choose more than one answer)

- NCEA Level 1
- NCEA Level 2
- NCEA Level 3
- None of the above
- I don't know

25. How often do you turn up to class here?

- More than I did at my last school
- The same amount I did at my last school
- Less than I did at my last school

26. After finishing here, I plan to: (You can choose more than one answer)

- Go back to my old school or another school
- Go to university
- Get a tertiary certificate or diploma (like through a polytechnic or wānanga)
- Do a training course (like barista or tourism)
- Do an apprenticeship (like building or hairdressing)
- Start work
- I don't know
- Something else: (please write it here)

27. How much do you agree or disagree with these things about moving back to school:

	I strongly agree	I agree	I disagree	I strongly disagree
There's a clear plan for me to move back to school				
I feel good about moving back to school				
I think what I am learning here will help me in school				

28. How much do you agree or disagree with these things about leaving here:

	I strongly agree	I agree	I disagree	I strongly disagree
There's a clear plan for me when I leave here				
I feel good about what I will do next				
I think what I am learning here will help me in the future				

29. If there is anything else you would like to tell us, write that here: Otherwise you can click 'Next' to finish the survey

g) Student survey - Te Kura

1. How old are you?

2. What year level are you in?

3. Are you:

- Male
- Female
- Another gender
- Prefer not to say

4. Are you / your whānau: (You can choose more than one answer)

- Māori
- New Zealand European / Pākehā
- Pacific peoples
- Asian
- Middle Eastern / Latin American / African
- Prefer not to say

5. Are you disabled or do you have learning needs?

- Yes
- No
- Prefer not to say

6. Have you ever been in the care of Oranga Tamariki?

- Yes at the moment
- Yes in the past
- No never
- I don't know
- Prefer not to say

7. Where was the last place you were learning before you started learning here?

- Face to face school
- Activity Centre
- Alternative Education
- Te Kura
- Residential Care (like a Youth Justice or Care and Protection place)
- I wasn't enrolled anywhere
- I don't know

- Somewhere else: (please tell us)

8. Have you been enrolled in any of these places in the past? (You can choose more than one answer)

- Activity Centre
- Alternative Education
- Residential Care (like a Youth Justice or Care and Protection place)
- None of these places

9. How many times have you changed where you learn in the last three years?

- No times
- 1 time
- 2 times
- 3 times
- 4 times
- 5 times
- More than 5 times

10. Have you ever been connected to Attendance Services because you weren't going to school enough?

- Yes
- No
- I don't know
- Prefer not to say

11. Has there ever been a time when you didn't have a place to learn?

- Yes
- No
- I don't know
- Prefer not to say

12. Which part of the country are you learning in?

13. How long have you been learning at Te Kura?

- I just started here
- Less than half a year (less than 6 months)
- Between half a year and one year (6 months – 1 year)
- More than one year
- More than two years

14. Who wanted you to learn here? (You can choose more than one answer)

- I wanted to learn here

- My family or whānau wanted me to learn here
- My school wanted me to learn here
- There was no other option
- Something else: (please write it here)

15. There are many reasons why Te Kura can be a great fit for learners. What made you want to learn at Te Kura? (You can choose more than one answer)

- I wanted more freedom in how and where I learn
- I like learning at my own pace, in my own time
- I wanted to study subjects that weren't available at my old school
- I look after a child or someone else and needed a flexible way to learn
- Something else: (please write it here)

16. We know that face-to-face school doesn't work for some people. Did you come to Te Kura because you experienced any of these things at your old school? (You can choose more than one answer)

- My old school didn't support how I like to learn
- My old school didn't support my learning needs (like for dyslexia or ADHD)
- I have mental health challenges that made going to my old school hard (like anxiety or depression)
- I found it hard to go to my old school every day
- The work at my old school was too hard
- I was bullied at my old school
- My old school didn't make me feel safe
- My old school asked me to leave because of my behaviour
- I wasn't going to any school before coming here
- Something else: (please write it here)

17. What kind of behaviour? (Select all that apply)

- Disruptive behaviour
- Violent behaviour
- Bullying behaviour
- Something else: (please write it here)

18. How long did you wait between leaving your old school and starting at Te Kura:

- I did not have to wait
- Around a week
- Around a month
- A few months (2-5 months)
- 6 months to a year

– A year or more

19. How much do you agree or disagree with these things about your start at Te Kura:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
Starting here was easy					
My old school helped me when I started here					
When I started here, the teachers helped me make a learning plan					

20. How often do you do these different types of learning at Te Kura?

	Every day	Most days	Some days	Never or almost never	I don't know
Working from books (like textbooks or writing in workbooks)					
Using online tools (like learning websites or apps)					
Listening to the teacher explain things					
Doing sports or activities (like volleyball or woodwork)					
Working in groups with other ākonga					
Learning on my own					
Meeting people who work in different trades (like building or tourism)					
Something else: (please write it here)					

21. How much do you agree or disagree that teachers and tutors do these things to help you feel okay:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
Make me feel safe and cared for					

Support me in building good relationships with others					
Support me in understanding the rules and routines					
Support me when I'm feeling big emotions					

22. How much do you agree or disagree that teachers and tutors do these things to help you learn:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
Have high expectations of me					
Make sure I have what I need to learn (like tools or objects that make learning easier, extra time, quiet space, or extra help)					
Support me when I find the learning difficult					

23. Since you started at Te Kura, how do you feel you are doing at:

	Better	The same	Worse	I don't know
Reading				
Writing				
Maths				
Other subjects				
Enjoying learning				
Your other learning goals				

24. Do your learning goals include any of these? (You can choose more than one answer)

- NCEA Level 1
- NCEA Level 2
- NCEA Level 3
- None of the above
- I don't know

25. How often do you participate in learning at Te Kura?

- More than I did at my last school
- The same amount I did at my last school
- Less than I did at my last school

26. After finishing at Te Kura, I plan to: (You can choose more than one answer)

- Go to university
- Get a tertiary certificate or diploma (like through a polytechnic or wānanga)
- Do a training course (like barista or tourism)
- Do an apprenticeship (like building or hairdressing)
- Start work
- I don't know
- Something else: (please write it here)

27. How much do you agree or disagree with these things about leaving Te Kura:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
There's a clear plan for me when I leave here					
I feel good about what I will do next					
I think what I am learning here will help me in the future					

28. If there is anything else you would like to tell us, write that here: Otherwise you can click 'Next' to finish the survey

h) Parent survey - Alternative Education, Activity Centre and Residential Care Setting

1. What age is your child?

2. What year level is your child in?

3. Is your child:

- Male
- Female
- Another gender
- Prefer not to say

4. Is your child / your whānau: (Select all that apply)

- Māori
- New Zealand European / Pākehā
- Pacific peoples
- Asian
- Middle Eastern / Latin American / African
- Prefer not to say

5. Is your child disabled or do they have learning needs?

- Yes
- No
- Prefer not to say

6. Has your child ever been in care of Oranga Tamariki?

- Yes at the moment
- Yes in the past
- No never
- I don't know
- Prefer not to say

7. Where was the last place your child was learning before they started learning here?

- School
- Activity Centre
- Alternative Education
- Te Kura
- Residential Care (like Youth Justice or Care and Protection)
- They weren't enrolled anywhere

- I don't know

8. Has your child been enrolled in any of these places in the past? (Select all that apply)

- Activity Centre
- Alternative Education
- Te Kura
- Residential Care (like Youth Justice or Care and Protection)
- I don't know

9. How many times has your child changed where they learn in the last three years?

- 1 time
- 2 times
- 3 times
- 4 times
- 5 times
- More than 5 times
- I don't know

10. Has your child ever been connected to Attendance Services because they weren't going to school enough?

- Yes
- No
- I don't know
- Prefer not to say

11. Has there ever been a time when your child didn't have a place to learn?

- Yes
- No
- I don't know
- Prefer not to say

12. Where does your child do most of their learning at the moment?

- Alternative Education
- Activity Centre
- A place that is both an Alternative Education and Activity Centre
- Residential Care (for example, a Youth Justice or Care and Protection place)
- Kingslea community-based school

13. Is your child also taking courses through Te Kura (the online correspondence school) where they're learning?

- Yes
- No
- I don't know

14. Which part of the country is your child doing their learning in?

15. Is their place of learning:

- Urban (in a city)
- Provincial (in a town)
- Rural (outside of a city or town)

16. How long has your child been learning here?

- They just started here
- Less than half a year (less than 6 months)
- Between half a year and one year (6 months – 1 year)
- More than one year
- More than two years

17. Were any of these reasons your child moved their learning here? (Select all that apply)

- My child found it hard to go to school every day
- My child got into trouble for being violent or hurting others
- My child got into trouble for being disruptive in class
- My child was bullying other students
- My child was bullied by other students
- My child found the schoolwork too hard
- My child wasn't enrolled in any school.
- My child has learning needs that weren't supported (like for dyslexia or ADHD)
- My child has mental health challenges that made school hard (like anxiety or depression)
- Something else: (please write it here)

18. Who wanted your child to learn here? (Select all that apply)

- My child wanted to learn here
- I wanted my child to learn here
- My child's school wanted them to learn here
- There was no other option
- Something else: (please write it here)

19. How long did your child wait between leaving their old school and starting here?

- They did not have to wait

- Around a week
- Around a month
- A few months (2-5 months)
- 6 months to a year
- A year or more

20. How much do you agree or disagree with these things about their start here:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
My child found starting here easy					
My child's old school helped them when they started here					
When my child started here, the teachers helped them make a learning plan					
When they started here, teachers and staff worked with my child on a plan to get them back to school					

21. How much do you agree or disagree that teachers and tutors do these things to help your child learn:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
Have high expectations of my child					
Make sure my child has what they need to learn (like tools or objects that make learning easier, extra time, quiet space, or extra help)					
Support them when they find the learning difficult					

22. How much do you agree or disagree with these things about your involvement as parents or whānau?

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know

I feel welcomed by staff here					
I find it easy to talk to staff about my child's learning					
I was actively involved in developing my child's learning plan / learning goals					
Staff generally deal well with any issues or concerns I raise about my child's learning					
I know my child's next steps towards their goals here					

23. Since your child started here, how do you feel they are doing at:

	Better	The same	Worse	I don't know
Reading				
Writing				
Maths				
Other subjects				
Enjoying learning				
Their other learning goals				

24. Do their learning goals include any of these? (Select all that apply)

- NCEA Level 1
- NCEA Level 2
- NCEA Level 3
- None of the above
- I don't know

25. Thinking about your child's time here, how much do you agree or disagree with the following things about their wellbeing:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
They feel safe here					

They feel emotionally stable here					
They like learning here					

26. How often does your child turn up to class here?

- More than they did at their last school
- The same amount as they did at their last school
- Less than they did at their last school
- I don't know

27. After finishing here, my child plans to: (Select all that apply)

- Go back to their old school or another school
- Go to university
- Get a tertiary certificate or diploma (like through a polytechnic or wānanga)
- Do a training course (like barista or tourism)
- Do an apprenticeship (like building or hairdressing)
- Start work
- I don't know
- Something else: (please write it here)

28. How much do you agree or disagree with these things about your child moving back to school:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
There's a clear plan for my child to move back to school					
I feel good about my child moving back to school					
I think what my child is learning here will help them in school					

29. How much do you agree or disagree with these things about your child leaving here:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
There's a clear plan for my child when they leave here					

I feel good about what my child will do next					
I think what my child is learning here will help them in the future					

30. Are any of the following barriers to your child moving back to school? (Select all that apply)

- Local school won't enrol them
- There are no nearby schools
- My child doesn't want to re-enrol
- I don't want my child to re-enrol
- My child is not ready academically
- My child is not ready behaviourally
- Not applicable
- Other: (please tell us)

31. If there is anything else you would like to tell us, write that here: Otherwise you can click 'Next' to finish the survey

i) Parent survey - Te Kura

1. What age is your child?

2. What year level is your child in?

3. Is your child:

- Male
- Female
- Another gender
- Prefer not to say

4. Is your child / your whānau: (Select all that apply)

- Māori
- New Zealand European / Pākehā
- Pacific peoples
- Asian
- Middle Eastern / Latin American / African
- Prefer not to say

5. Is your child disabled or do they have learning needs?

- Yes
- No
- Prefer not to say

6. Has your child ever been in care of Oranga Tamariki?

- Yes at the moment
- Yes in the past
- No never
- I don't know
- Prefer not to say

7. Where was the last place your child was learning before they started learning at Te Kura?

- Face to face school
- Activity Centre
- Alternative Education
- Residential Care (like Youth Justice or Care and Protection)
- My child wasn't enrolled anywhere
- I don't know
- Somewhere else: (please tell us)

8. Has your child been enrolled in any of these places in the past? (Select all that apply)

- Activity Centre
- Alternative Education
- Residential Care (like Youth Justice or Care and Protection)
- None of these places
- I don't know

9. How many times has your child changed where they learn in the last three years?

- 1 time
- 2 times
- 3 times
- 4 times
- 5 times
- More than 5 times
- I don't know

10. Has your child ever been connected to Attendance Services because they weren't going to school enough?

- Yes
- No
- I don't know
- Prefer not to say

11. Has there ever been a time when your child didn't have a place to learn?

- Yes
- No
- I don't know
- Prefer not to say

12. Which part of the country is your child doing their learning from?**13. How long has your child been learning at Te Kura?**

- They just started here
- Less than half a year (less than 6 months)
- Between half a year and one year (6 months – 1 year)
- More than one year
- More than two years

14. Who wanted your child to learn at Te Kura? (Select all that apply)

- My child wanted to learn here

- I wanted my child to learn here
- My child's school wanted them to learn here
- There was no other option
- Something else: (please write it here)

15. There are many reasons why Te Kura can be a great fit for learners. What made your child want to learn at Te Kura? (You can choose more than one answer)

- They wanted more freedom in how and where they learn
- They like learning at their own pace, in their own time
- They wanted to study subjects that weren't available at their old school
- They look after a child or someone else and needed a flexible way to learn
- Something else: (please write it here)

16. We know that face-to-face school doesn't work for some people. Did your child come to Te Kura because they experienced any of these things at their old school? (You can choose more than one answer)

- Their old school didn't support how they like to learn
- Their old school didn't support their learning needs (like for dyslexia or ADHD)
- They have mental health challenges that made going to their old school hard (like anxiety or depression)
- They found it hard to go to their old school every day
- The work at their old school was too hard
- They were bullied at their old school
- They didn't feel safe at their old school
- Their old school asked them to leave because of their behaviour
- They weren't going to any school before coming here
- Something else: (please write it here)

17. What kind of behaviour? (Select all that apply)

- Disruptive behaviour
- Violent behaviour
- Bullying behaviour
- Something else: (please write it here)

18. How long did your child wait between leaving their old school and starting at Te Kura?

- They did not have to wait
- Around a week
- Around a month

- A few months (2-5 months)
- 6 months to a year
- A year or more
- I don't know

19. How much do you agree or disagree with these things about their start at Te Kura:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
My child found starting here easy					
My child's old school helped them when they started here					
When my child started here, the teachers helped them make a learning plan					

20. How much do you agree or disagree that teachers and tutors do these things to help your child learn:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
Have high expectations of my child					
Make sure my child has what they need to learn (like tools or objects that make learning easier, extra time, quiet space, or extra help)					
Support them when they find the learning difficult					

21. How much do you agree or disagree with these things about your involvement as parents or whānau?

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
I feel welcomed by staff at Te Kura					
I find it easy to talk to staff about my child's learning					

I was actively involved in developing my child's learning plan / learning goals					
Staff generally deal well with any issues or concerns I raise about my child's learning					
I know my child's next steps towards their goals at Te Kura					

22. Since your child started at Te Kura, how do you feel they are doing at:

	Better	The same	Worse	I don't know
Reading				
Writing				
Maths				
Other subjects				
Enjoying learning				
Their other learning goals				

23. Do their learning goals include any of these? (Select all that apply)

- NCEA Level 1
- NCEA Level 2
- NCEA Level 3
- None of the above
- I don't know

24. Thinking about your child's time here, how much do you agree or disagree with the following things about their wellbeing:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
They feel safe here					
They feel emotionally stable here					
They like learning here					

25. How often does your child participate in learning at Te Kura?

- More than they did at their last school
- The same amount as they did at their last school
- Less than they did at their last school
- I don't know

26. After finishing at Te Kura, my child plans to: (Select all that apply)

- Go to university
- Get a tertiary certificate or diploma (like through a polytechnic or wānanga)
- Do a training course (like barista or tourism)
- Do an apprenticeship (like building or hairdressing)
- Start work
- I don't know
- Something else: (please write it here)

27. How much do you agree or disagree with these things about your child leaving Te Kura:

	I strongly agree	I agree	I disagree	I strongly disagree	I don't know
There's a clear plan for my child when they leave here					
I feel good about what my child will do next					
I think what my child is learning here will help them in the future					

28. If there is anything else you would like to tell us, write that here: Otherwise you can click 'Next' to finish the survey

Part 3: Regression Table

Logistic regression predicting what makes students more likely to enter these alternative education settings

Table 10: Factors associated with entry into alternative settings, odd ratios from binary logistic regression.

Variable	Odds Ratio	95% CI
Student risk factors		
Total non-structural moves	1.09***	(1.07, 1.10)
Stand-downs (ref. Never)		
Ever Stand-down	1.34***	(1.26, 1.42)
Suspensions (ref. Never)		
Ever Suspension	3.86***	(3.56, 4.19)
Chronic absences (ref. Never)		
Ever chronically absent	1.40***	(1.32, 1.48)
Non-enrolment (ref. Never)		
Ever non-enrolment	5.09***	(4.80, 5.40)
RTLB support (ref. Never)		
Ever received RTLB support	2.35***	(2.17, 2.56)
Student Characteristics		
Student gender (ref. Female)		
Male	1.00	(0.95, 1.05)
Student ethnicity (ref. NZ European)		
Māori	0.96	(0.90, 1.02)
Pacific peoples	0.33***	(0.29, 0.37)
Year level at enrolment	1.92***	(1.89, 1.95)
School Characteristics		
School Rurality (ref. Rural)		
Urban	0.25***	(0.23, 0.29)

School Region (ref. other regions)		
Auckland	1.10*	(1.01, 1.19)
School Size (ref. Small + Very Small)		
Medium	0.56***	(0.51, 0.61)
Large + Very Large	0.57***	(0.52, 0.62)
School Equity Index (ref. Fewer socioeconomic barriers to achievement)		
Moderate socioeconomic barriers to achievement	4.56***	(4.14, 5.02)
More socioeconomic barriers to achievement	5.09***	(4.51, 5.74)
School type (ref. Single-sex)		
Co-educational	0.07***	(0.06, 0.08)
School Pacific roll (ref. Not high)		
High Pacific roll	0.45***	(0.40, 0.50)
School Māori roll (ref. Not high)		
High Māori roll	0.63***	(0.59, 0.67)
Observations	159,303	
Pseudo R ²	0.36	

Notes: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Part 4: Data tables

The Excel spreadsheets alongside this file contain tabular data of the survey responses and administrative output used within the main report. Counts will not always sum up to our response total as participants may drop out of the survey partway through. All responses are kept for questions they have answered. These can be downloaded from ERO's Evidence and Insights website.

ⁱ Education Review Office (2023). *An Alternative Education? Support for our most disengaged young people*. [Long Covid: Ongoing impacts of Covid-19 on schools and learning](#)