Te Tūtohinga me te Mahere ā-Tau 2023

Charter and Annual Plan 2023

Ngā Ihirangi | Contents

Tā mātou whakamahi i te reo Māori | Our use of te reo Māori

As part of our commitment to becoming a bilingual organisation, we are using te reo Māori terms for our key concepts and people.

Throughout this document you will see:
ākonga   student/s
whānau   family, extended family
hapori   community
kaiāwhina   ākonga support
kaimahi   staff
kaiako   teacher/s
kaimanaaki   learning advisor/s
kirirarau   citizen
huinga ako   learning advisory/group meeting (face to face or online)
mātāpono   principles.

Tirohanga whānui nā te Heamana Poari me te Tumu Whakarae
Overview from the Board Chair and Chief Executive

Mā mua ka kite a muri
Mā muri ka ora a mua

Those who lead give sight to those who follow.
Those who follow give life to those who lead.

As we come to the end of our centennial year, it is hard not to reflect on the first 100 years of Te Kura.

And looking back over those years provides inspiration and a sense of wonder about what we might achieve in our second century.

Our first teacher, Janet MacKenzie, decided the only way the new correspondence 'scheme' introduced in 1922, could succeed was by establishing close relationships with pupils. Today at Te Kura we are guided by our vision to put our ākonga at the centre of their learning. That is underpinned by our five strategic whenu (strands).

1. Poipoi | Nurture climate-conscious kirirarau (citizens) of a bicultural Aotearoa New Zealand
2. Kauawhi | Include all ākonga in Te Kura's Kaupapa
3. Tāuteute | Engage ākonga through authentic personalised learning
4. Pūnaha auaha | Innovate digitally to support ākonga and kaimahi
5. Ārahi | Lead and influence within the education eco-system

Te Ara Pounamu – our Te Kura curriculum – puts our ākonga and their welfare at the centre of their learning. Te Ara Pounamu provides better personalised support, learning based in the community, flexible learning encompassing ākonga interests, passion and potential, and the ability to learn anywhere, anyplace, anytime.

We have identified internships as a vital part of Te Ara Pounamu and we designated 2022 as the Year of the Internship, with a focus on placing ākonga in shadowing roles and internships where they can continue their learning, gain experience and qualifications, and explore their career options.

To engage ākonga, their wellbeing must be front of mind. To that end our Student Journey project ensures that from the outset our ākonga are set up for success, personalising the enrolment in a way that speaks to our Te Ara Pounamu approach and philosophy. And in what I believe is one of the most exciting projects undertaken by Te Kura, our enhanced engagement and wellbeing programme, He Oranga Mahuru, goes from strength to strength, helping us to build ākonga engagement and wellbeing. Experience has shown us a collective focus on ākonga and the value of using data to report on and explain progress are definite forces in increasing engagement.

Our most recent ERO report in December 2021 vindicated that approach. That report showed that Te Kura is raising the achievement of the country's most vulnerable students, and it noted that Te Kura is increasingly being relied on to enrol ākonga whose needs are not being met elsewhere, at a time of rising rates of student disengagement and alienation from the education system.

Our centenary year has reminded us of the rich and special history of Te Kura. There have been many twists and turns in the road, and we are a quite different school from the one than began its life in a tiny office at the old Government Buildings in Wellington.

But our purpose has been resolute – to provide education for those who otherwise would miss out. In the early days it was to those young people who lived in isolated districts. Now many of our ākonga are isolated in their alienation from traditional schooling.

After 100 years, Te Kura is just as relevant as ever.

Finally, heartfelt thanks to our Te Kura kaimahi for their dedication and commitment to our ākonga, and to our Board of Trustees for their keen interest and support.

Nicola Ngarewa
Board Chair

Mike Hollings
Chief Executive

Mā mua ka kite a muri
Mā muri ka ora a mua.

I roto i tō tātou kotahi rau tau, me uaua ka kore e hoki mahara ki te kotahi rau tau tuatahi o Te Kura.

I a au e hoki mahara ana ki aua tau rā, he mea whakaohooho, he mea whakamīharo hoki ki ngā āhuatanga ka ea i a mātou hei tērā rau tau

Ko te whakatau o tō mātou kaiako tuatahi, a Janet MacKenzie, ko te huarahi anake kia tutuki ai te 'kaupapa' o Te Kura-ā-Tuhi hou (i whakatūria i te tau 1922), mā te whakawhanaunga ki ngā tāngata.

I tēnei rā ki Te Kura, ka whāia mātou e ō mātou mātāpono, kia noho ko ō mātou ākonga ki te pokapū o ā rātou akoranga.

Kua tautokohia tēnā e ō mātou mahere whakaarotau e rima.

1. Poipoi | Poipoi, whakapiki hoki i te tūoho āhuarangi o ngā kirirarau mō te kākano rua o Aotearoa
2. Kauawhi | Kia whai wāhi atu ngā ākonga katoa a Te Kura ki te kaupapa o Te Kura
3. Tāuteute | Kia whai wāhi atu ngā ākonga ki ngā āhuatanga ako motuhenga
4. Pūnaha auaha | Whakaaro ake mō ētahi huarahi auaha, ā-matihiko hoki ki te āwhina i ngā ākonga me ngā kaimahi
5. Ārahi | Ārahi, whakaaweawe hoki mā roto mai i te taiao mātauranga

Te Ara Pounamu- te marau o Te Kura- Ko te ākonga me tōna oranga tonutanga kei te iho o tō rātou akoranga.

He pai ake te āwhina o Te Ara Pounamu i te tangata mā te whakahou i āu mahi ki tāu e pai ana, mā te ako i roto i te hapori, he ngāwari ngā akoranga, ā, e hāngai ana ki tāu e ngākau nui ana, ki tāu e hiahia ana, ki tō pitomata, me te mea hoki e taea ana e koe te ako tauwehe ahakoa i hea, kei whea me te wā hoki e ako ana.

Kua tautohua e mātou ngā mahinga wheako hei wāhanga matua o Te Ara Pounamu, ā, kua whakatauhia e mātou ko te tau 2022 te tau mō ngā mahi wheako me te mea hoki, ko ngā ākonga e whakakī ana i ngā whārua me ngā mahinga wheako kia taea e rātou te haere tonu me ngā akoranga, te ako i ngā wheako hou, te whai tohu me te tūhura i ā rātou kowhiringa mahi,

kia whakahono i ngā ākonga; ko tō rātou oranga tonutanga te aronga tino nui. Mai i te tīmatanga tae noa ki te tūāoma whakamutunga o te ākonga, me angitū ia, me whakahou hoki ia i ngā whakaurunga kia rongo i te kaupapa, me te mātāpono o Te Ara Pounamu. Ā, ko tāku e whakapono nei ana,

koinei tētahi o ngā tino kaupapa hiamo kua whakahaerehia e Te Kura, Ko tō mātou hōtaka whakawhanake i ngā hononga, He Oranga Mahuru, te kaha ki te kaha, te āwhina i a tātou ki te whakapakari ki te whakaurunga me te whai oranga o ngā ākonga. Nā te wheako i whakaatū mai i te aro tahi ki ngā ākonga me te uara o te whakamahi raraunga ki te rīpoata me te whakamārama i te ahunga whakamua he tino kaha ki te whakapiki ake i te mahi.

I whakamanahia taua tikanga e tō mātou ripoata ERO hou i te tau 2021.

I huraina taua ripoata i ngā tutukinga o ngā ākonga whakaraerae rawa atu o te motu, ā, i tautuhia ko Te Kura e kaha whakawhirinakitia ana e te hunga kāore anō kia puāwai ngā hua i ō rātou kura ō mua, i te pikinga ake o ngā tautohetohe me ngā pēhitanga mai i Te Tāhuhu o te Mātauranga.

He mea whakamahara tō mātou kotahi rau i te haumako me te hiringa o te hītori o Te Kura.
He maha ngā piki me ngā heke i runga i te huarahi, me te mea hoki he āhua rerekē a Te Kura ināianei ki te wā i tīmata mai mātou;

Engari, kua whakatauhia tō mātou take- kia whāngaihia te mātauranga ki te hunga i tata mahue i te mātauranga.
I ngā rā tuatahi ko rātou te hunga rangatahi i noho ki ngā takiwā taiwhenua.
I tēnei wā he tokomaha ngā ākonga e noho mōriroriro ana mai i ngā kura ōkawa.

I muri iho i ngā tau kotahi rau, kua nui ake te whaitake o Te Kura.

E rere ana ngā mihi maioha ki ō mātou kaimahi o Te Kura mō tō rātou manawanui me tō rātou ngākau titikaha ki ā mātou ākonga, ki tō mātou Poari me tō rātou ngākau whiwhita me tā rātou āwhina hoki.

Nicola Ngarewa
Heamana o Te Poari

Mike Hollings
Kaiwhakahaere Matua

Tō mātou wawata │ Our vision

Ki te tī ki te tā, ki te katoa   *Anytime, anywhere, anyone*

We want our ākonga to achieve their educational and personal goals, enabling them to participate effectively as members of their communities. That means putting our ākonga at the centre of their learning by providing a flexible, personalised approach, so that they can choose when and where they learn.

Ō mātou uara │ Our values
At Te Kura we demonstrate by our actions that we:
- put the success of our ākonga at the forefront of everything we do
- respect each other, ākonga, their whānau and our partner organisations
- see strength in diversity
- celebrate innovation and success
- communicate openly and honestly.

Ō mātou whakapono │ Our beliefs
Our planning is guided by three core beliefs:

Living Te Tiriti o Waitangi │The Treaty of Waitangi
Te Kura acknowledges Te Tiriti o Waitangi as Aotearoa New Zealand's founding document and the basis of a mutually beneficial relationship between Māori and the Crown. We place our work in the context of the Treaty principles.
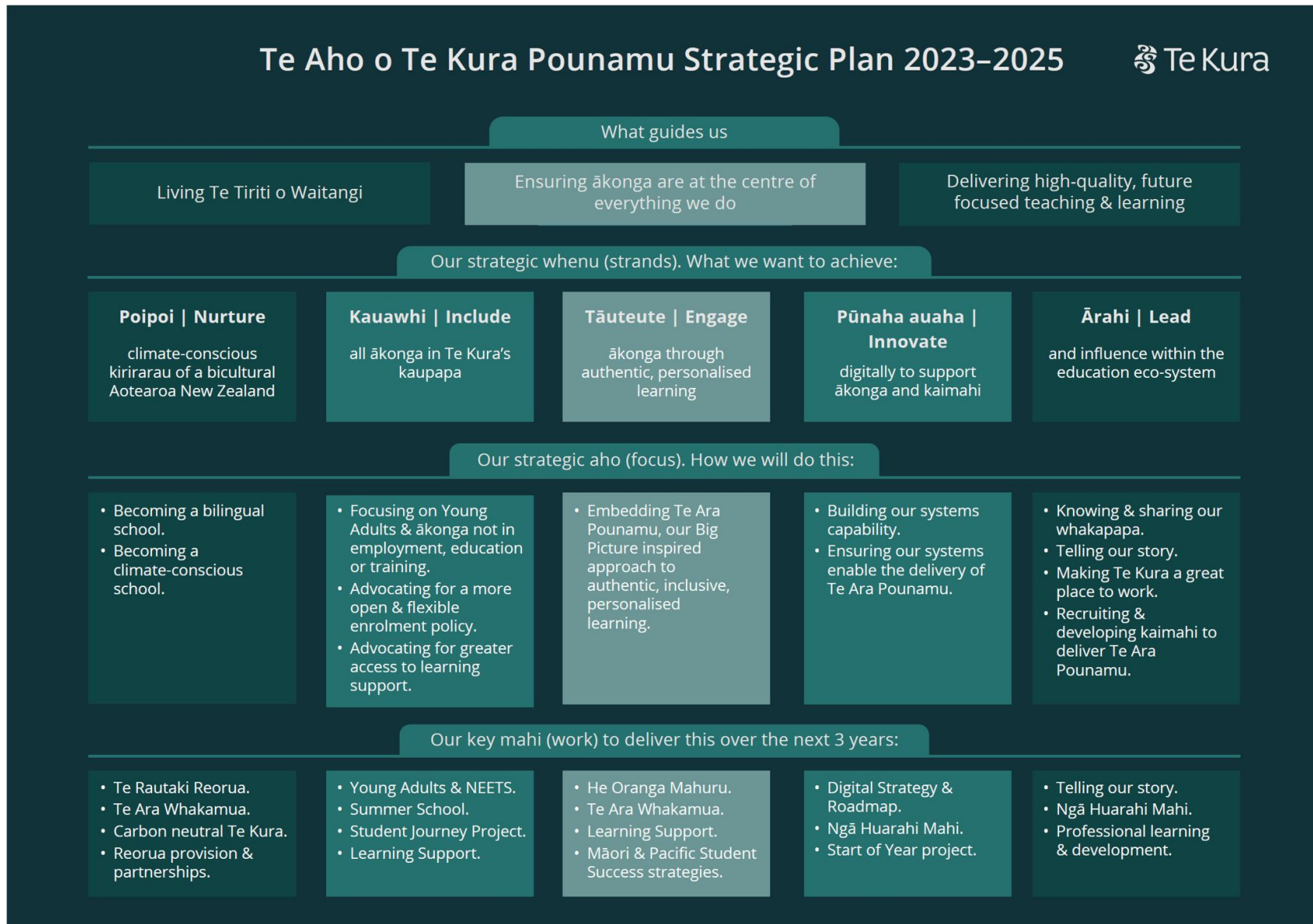
Ensuring ākonga are at the centre of everything we do
This is the theme connecting every aspect of our planning. As Te Kura is free from some of the constraints of a face-to-face school, such as managing classes and timetables, teaching 'one ākonga at a time' remains the starting point for our relationship with every ākonga.

Delivering high-quality, future-focused teaching and learning
This is our core role. We are part of an educational system working to strengthen systems, structures and practices to address and support learning needs for all ākonga in the 21st century.

Ā mātou kaupapa matua rautaki | Our strategic priorities

Te Aho o Te Kura Pounamu Strategic Plan 2023–2025 — Te Kura

What guides us

- Living Te Tiriti o Waitangi
- Ensuring ākonga are at the centre of everything we do
- Delivering high-quality, future focused teaching & learning

Our strategic whenu (strands). What we want to achieve:

Poipoi	Nurture	Kauawhi	Include	Tāuteute	Engage	Pūnaha auaha	Innovate	Ārahi	Lead
climate-conscious kirirarau of a bicultural Aotearoa New Zealand	all ākonga in Te Kura's kaupapa	ākonga through authentic, personalised learning	digitally to support ākonga and kaimahi	and influence within the education eco-system

Our strategic aho (focus). How we will do this:

• Becoming a bilingual school. • Becoming a climate-conscious school.	• Focusing on Young Adults & ākonga not in employment, education or training. • Advocating for a more open & flexible enrolment policy. • Advocating for greater access to learning support.	• Embedding Te Ara Pounamu, our Big Picture inspired approach to authentic, inclusive, personalised learning.	• Building our systems capability. • Ensuring our systems enable the delivery of Te Ara Pounamu.	• Knowing & sharing our whakapapa. • Telling our story. • Making Te Kura a great place to work. • Recruiting & developing kaimahi to deliver Te Ara Pounamu.

Our key mahi (work) to deliver this over the next 3 years:

• Te Rautaki Reorua. • Te Ara Whakamua. • Carbon neutral Te Kura. • Reorua provision & partnerships.	• Young Adults & NEETS. • Summer School. • Student Journey Project. • Learning Support.	• He Oranga Mahuru. • Te Ara Whakamua. • Learning Support. • Māori & Pacific Student Success strategies.	• Digital Strategy & Roadmap. • Ngā Huarahi Mahi. • Start of Year project.	• Telling our story. • Ngā Huarahi Mahi. • Professional learning & development.

Te Kura's Board of Trustees has identified five strategic whenu (strands) that represent what we want to achieve from 2023–2025. Within each whenu we have identified strategic priorities that explain how we intend to do this and the key workstreams that contribute to each priority. Some workstreams contribute to more than one strategic priority just as some strategic priorities may contribute to more than one whenu. However, at the centre of it all is Te Ara Pounamu, our Big Picture inspired approach to authentic, inclusive and personalised learning that ensures we put ākonga at the centre of everything we do. All of our strategic priorities and their supporting workstreams ultimately contribute to Te Ara Pounamu. Our strategic whenu, priorities and key workstreams are explained in more detail below.

POIPOI – NURTURE
Nurturing climate-conscious kirirarau of a bicultural Aotearoa New Zealand

Becoming a bilingual school
Moving towards becoming a bilingual organisation is one of the key ways in which Te Kura can give effect to the principles of Te Tiriti o Waitangi. We are committed to delivering Te Rautaki Reorua, our Bilingual Strategy, to contribute to the revitalisation and sustainability of te reo Māori. The public sector also has obligations under Te Ture mō Te Reo Māori 2016 to deliver the Maihi Karauna strategy for Māori Language Revitalisation[1].

Te Kura has a high proportion of ākonga Māori and recognises ākonga Māori as a priority. We want to ensure ākonga Māori and kaimahi Māori feel comfortable, valued and able to achieve their potential. Through Te Rautaki Reorua and upholding Te Tiriti o Waitangi, we recognise our shared Aotearoatanga as New Zealanders.

Te Rautaki Reorua has four pou (pillars):

Uaratanga | Value	*Te Reo Māori is embraced, valued and supported across Te Kura*
Ariā o te reo | Visibility	*Te Reo Māori is seen and heard across Te Kura*
Āhuatanga mahi | Participation	*Te Kura kaimahi participate in, and are supported in, activities that use te reo Māori*
Nekenekehanga | Progress	*Te Kura kaimahi plan their te reo Maōri goals, and can track and monitor their progress.*

---

[1] https://www.tpk.govt.nz/en/a-matou-kaupapa/maihi-karauna

Becoming a climate-conscious school

In 2022, Te Kura included this strategic priority to start the journey towards becoming a climate conscious school, to support action on climate change and the transition to a low-carbon future.

Te Kura has been focusing on building knowledge about climate change, designing and implementing a climate conscious curriculum, reviewing our school operations, and taking positive action. These focus areas involve all aspects of our school, our ākonga and whānau, and our local partnerships. Te Kura also acknowledges and accepts its responsibilities as a School Board of Trustees under the Government's Carbon Neutral Programme.

Developing a climate conscious curriculum will involve addressing climate and sustainability education through all subject areas, teaching for the development of critical, creative and futures thinking, and strengthening te reo Māori and mātauranga Māori within place-based and localised curriculum design[2].

KAUAWHI - INCLUDE
Including all ākonga in Te Kura's kaupapa

Focusing on Young Adults and ākonga not in employment, education, or training (NEET)

About 74,000 New Zealanders aged 15–24 years are not in employment, education, or training (NEET) [3]. As at June 2022, those aged 15–24 who were not in NEET rose to 12.1 percent, up from 11.6 percent compared to the previous quarter. Any young New Zealander who is between 16 and 19 years of age and not in employment, education, or training can choose to enrol with Te Kura for free so there is the opportunity to have a positive impact on a large number of young adults.

Our focus on this cohort includes ensuring that any young adults for whom Te Kura would be a good option know about us, that young adults who enrol with us have a good 'onboarding' experience, and that our programmes meet the needs of young adults who enrol with us.

---

[2] https://www.nzcer.org.nz/research/publications/climate-change-what-can-schools-do-research-briefing-1
[3] https://www.mbie.govt.nz/dmsdocument/12809-monthly-labour-market-fact-sheet-january-2021

Advocating for a more open and flexible enrolment policy

Currently ākonga can enrol at Te Kura if they meet the criteria set by the Ministry of Education in its Te Kura Enrolment and dual tuition policy. Te Kura's Board would like more ākonga to have access to the flexibility and personalisation that Te Kura has to offer. The Board will continue to advocate with the Ministry of Education for future changes to access to Te Kura.

Advocating for greater access to learning support

We want ākonga enrolled at Te Kura to have fair and equitable access to the learning support that their peers in face-to-face schools get. We are working with the Ministry of Education to enable Te Kura ākonga to have access to the full range of Ministry learning support, and to improve the current systems and processes so that learning support can be accessed in a timely way.

<u>TĀUTEUTE – ENGAGE</u>
Engaging ākonga through authentic personalised learning

Embedding Te Ara Pounamu, our Big Picture inspired approach to authentic, inclusive, personalised learning

Big Picture learning is a pedagogical approach to teaching and learning that places ākonga and their whānau at the centre of our practice.
Te Kura ran a successful 4-year Big Picture pilot funded by the Ministry of Education. The Education Review Office's 2017[4] Report on the pilot and 2021 review of Te Kura showed that Big Picture learning can significantly improve ākonga engagement, achievement and wellbeing.

Te Kura has renamed Te Kura Big Picture 'Te Ara Pounamu' in recognition of the uniqueness of our kura, Te Aho o Te Kura Pounamu, and the ākonga, whānau and hapori we serve.

Te Ara Pounamu is the conceptual framework that guides learning design at Te Kura. It sets out the elements of our local curriculum and ensures learning design and delivery are consistent and coherent, and underpinned by our shared principles. Te Ara Pounamu is our statement on what matters for our ākonga.

---

[4] https://www.mbie.govt.nz/dmsdocument/16892-maori-in-the-labour-market-june-2021-quarter-unadjusted

Te Ara Pounamu incorporates Te Whāriki (The Early Childhood Curriculum), the New Zealand Curriculum, and Te Marautanga o Aotearoa, and takes account of relevant National Administration Guidelines.

Te Ara Pounamu comprises three interdependent elements, aligned with the head, heart and hand of Big Picture practice:
- **Ngā Mātāpono** – the guiding philosophy and principles on which we base all learning conversations and decision making
- **Ngā Āheinga** – skills, attitudes, dispositions and values for living, wellbeing, and lifelong learning
- **Ara Ako** – diverse, personalised contexts for active learning.

Ngā Mātāpono are the principles that guide and inform all aspects of our ākonga-centred pedagogy and practice. They are visible in all interactions with ākonga as we support them to achieve their educational and personal goals, enabling them to participate effectively as members of their community.
- Kotahitanga **–** uniting all aspects of ākonga wellbeing through balanced holistic development
- Whaitake **–** connecting ākonga with relevant pathways as determined by their aspirations and interests
- Māramatonutanga **–** the ongoing pursuit of knowledge and understanding
- Whakamana **–** empowering and enabling the mana of ākonga by respecting their voice and giving them choice
- Whakawhānaungatanga **–** honouring mutually respectful relationships that strengthen everyone.

Te Ara Pounamu, Te Kura Big Picture learning, provides ākonga with:

- A kaimanaaki who is their first point of contact and who is responsible for the development, overview and coherence of their learning programme
- A learning programme that is personalised, strengths-based and has direct links between their life goals, needs, interests and aspirations
- Online and face-to-face huinga ako with kaiako and kaimanaaki
- Leaving to learn activities (virtual and face-to-face) including Informational interviews, Internships, Job Shadowing, Careers Exploration, Gateway, STAR and Trades Academy
- Opportunities to actively reflect on their learning, wellbeing and achievement.

PŪNAHA AUAHA – INNOVATE
Innovating digitally to support ākonga and kaimahi

Building our systems and capability

Te Kura is an online, digitally-oriented organisation. We want to keep up with, and make best use of, systems and technology for the benefit of our ākonga, whānau and kaimahi.

Over time we have made the transition from paper-based to online delivery of teaching and learning. The main platforms used by ākonga, whānau and kaimahi are My Korowai and My Te Kura.

We have also developed internal ICT systems to support enrolment, teaching and learning, and our other support systems such as Finance and HR.

Ensuring our systems enable the delivery of Te Ara Pounamu

In order to deliver Te Ara Pounamu, our local curriculum, we need to ensure our systems are flexible, safe and designed to enable authentic, inclusive and personalised learning. We also need to continuously update our learning management system (My Te Kura) and our student management system, to provide accessible platforms for our diverse learners and for our kaimahi.

ARAHI – LEAD
Leading and influencing within the education eco-system

Knowing and sharing our whakapapa as part of telling our story

We are aware that people do not always have a clear and up to date understanding of what Te Kura has to offer. An important part of telling our story, is knowing where we have come from (our whakapapa) and understanding the impact we have had on New Zealand society as part of the education system.

We want to make sure that we engage with young people, their whānau, other educational institutions, and community organisations so that they

have the information they need about Te Kura as an educational option. We continue to build our presence and engagement on social media and at community events.

In addition to good stakeholder engagement, telling our story will involve enabling our kaimahi to promote Te Kura through their daily work and the many contacts they have with ākonga, whānau and the community. We will continue to support kaimahi to attend and present at conferences that have relevance to our work.

Making Te Kura a great place to work

Our Ngā Huarahi Mahi (Ways of Working Project) is reviewing Te Kura's existing workplace environment and the ways we work across Te Kura.

The aim of the project is to develop a set of principles to inform a school-wide workplace strategy. It is intended that the workplace strategy articulates a clear vision of the future, Te Kura's future focussed organisational culture, and the values and principles which underpin it. In our work together we will maintain a shared focus on the following five goals:

- Improving our delivery to ākonga
- Improving our productivity (working smarter)
- Improving our kaimahi wellbeing and happiness
- Improving our property utilisation
- Reducing the impact we have on the environment.

We will work together to respect the diversity of views across Te Kura, acknowledging we may not always agree with one another.

Ngā Huarahi Mahi will be subject to ongoing review. It is envisioned that the continuous improvement will apply as the ways of working become business as usual and Te Kura and its kaimahi continue to evolve meeting ākonga needs in an ever-changing education environment.

Recruiting and developing kamahi to deliver Te Ara Pounamu

At Te Kura we are committed to attracting people to help us deliver top quality teaching and support services to deliver the principles of Te Ara Pounamu. Learning and development reinforces Te Kura's focus on continuous improvement of organisational and individual capability, with the overall aim of strengthening our organisational infrastructure, improving our efficiency and effectiveness, and our ability to deliver positive outcomes for ākonga.

Ngā whāinga rautaki 2023–2025 | Strategic objectives 2023–2025

For each strategic priority we plan out three-year objectives which inform our detailed annual planning. We continually review our objectives, plans and impact so that we can update our planning as required during our planning and reporting cycle.

Our strategic priorities are all linked together. The strategic objectives for Te Ara Pounamu also apply for Young Adults, Māori Success, Pacific Success and Learning Support and are not repeated in those sections.

STRATEGIC PLAN 2023 – 2025			
Strategic Priorities	**Strategic objectives**		
	2023	*2024*	*2025*
	POIPOI – NURTURE		
Becoming a bilingual school	**Uaratanga | Value** • Wānanga reo are held • Regular social and competitive events are held internally and participated in externally • Ka Hikitia and Tau Mai Te Reo guide learning design and delivery	**Uaratanga | Value** • Wānanga reo are embedded in usual practice • Regular social and competitive events are held internally and participated in externally • Ka Hikitia and Tau Mai Te Reo guide learning design and delivery	**Uaratanga | Value** • Wānanga reo are embedded in business-as-usual practice • Regular social and competitive events are held internally and participated in externally • Ka Hikitia and Tau Mai Te Reo guide learning design and delivery
	Ariā o te reo | Visibility • All key signage is bilingual • Wāhi reo are established online for whānau and ākonga • Te reo Māori terminology for all wāhanga is seen in documents and communications	**Ariā o te reo | Visibility** • All key signage is bilingual • Online wāhi reo increase in response to whānau and ākonga demand • Te reo Māori terminology is ubiquitous in documents and communications across Te Kura	**Ariā o te reo | Visibility** • All key signage is bilingual in all offices • Online wāhi reo is used in response to all whānau and ākonga • Te Kura Te Reo Māori Glossary for Curriculum, and Te reo Māori terminology is ubiquitous in documents and communications across Te Kura

	2023	*2024*	*2025*
	Āhuatanga mahi │ Participation • The organisational language plan is reviewed • Te Kura hosts an online Manu Kōrero	**Āhuatanga mahi │ Participation** • Recommendations from the review of the organisational language plan are implemented	**Āhuatanga mahi │ Participation** • The organisational language plan is reviewed • Face-to-face national Manu Kōrero are held
	Nekenekehanga │ Progress • Kaimahi continue to make measurable progress in understanding and using Te Reo Māori • Kaimahi are able to participate in internal and external modes of evaluation for te reo me ngā tikanga	**Nekenekehanga │ Progress** • Kaimahi continue to make measurable progress in understanding and using Te Reo Māori • Kaimahi are able to participate in internal and external modes of evaluation for te reo me ngā tikanga	**Nekenekehanga │ Progress** • Kaimahi continue to make measurable progress that is evident through their PDA goals • Kaimahi participate in internal and external modes of evaluation for te reo me ngā tikanga
Becoming a climate-conscious school	**Curriculum** • Climate consciousness is embedded as a key strand of national curriculum refresh and Review of Achievement Standards in English and Māori medium materials • Te Ara Pounamu developments provide scope for ākonga to identify, research and take action on issues relating to climate-consciousness	**Curriculum** • Development of curriculum resources through Te Ara Whakamua, our curriculum and assessment review and refresh project, is ongoing. New and reviewed learning resources promote solution finding around just and hopeful action • Ākonga and whānau voice set the direction for further developments in our climate-conscious curriculum	**Curriculum** • Development of curriculum resources through Te Ara Whakamua, our curriculum and assessment review and refresh project, is ongoing. New and reviewed learning resources promote solution finding around just and hopeful action • Curriculum design and delivery provides ongoing opportunity for ākonga agency and action
	Stewardship • Governance and leadership of our Climate Maturity roadmap is established • A framework is developed to reduce IT-related carbon emissions per capita	**Stewardship** • Governance is embedded across strategy, risk management, metrics and targets • Mature reporting of carbon emissions meets required external standards, including in our Annual Report	**Stewardship** • Our Climate Maturity roadmap is reviewed and updated • Budget is allocated to allow carbon offsets for those remaining emissions that can't be reduced

	2023	2024	2025
	• Te Kura's carbon impact is monitored and components measured with goals set to further support sustainability in Te Kura operations	• Our carbon impact goals and measurements are reviewed	• 2030 gross emissions reduction targets are developed

KAUAWHI – INCLUDE			
Focusing on Young Adults and ākonga not in employment, education, or training	**Engagement** • Demand from Young Adults for Te Kura learning opportunities continues to grow • Young Adult engagement data, including Māori and Pacific data, informs teaching and learning practices and programmes • There are systems in place to track and respond to the engagement needs of Corrections ākonga • Permanent kaiāwhina are in place to support the engagement of Young Adults	**Engagement** • Demand from Young Adults for Te Kura learning opportunities continues to grow • Young Adult engagement data, including Māori and Pacific data, informs teaching and learning practices and programmes	**Engagement** • There are specific programmes in place that support the engagement of young adults • Demand from Young Adults (including Corrections ākonga) for Te Kura learning opportunities continues to grow
	Progress and Achievement • Current programmes across all contexts for learning are further developed to support Young Adults' engagement and achievement • An ongoing cycle of review is in place for the programme to support the transition of Young Adults and NEETs • Curriculum offerings for Department of Corrections ākonga are adapted to increase relevance and suitability	**Progress and Achievement** • An ongoing cycle of review is in place for the programme to support the transition of Young Adults and NEETs • Corrections ākonga are accessing a broader range of programmes	**Progress and Achievement** • Te Kura is providing Corrections ākonga more online learning opportunities

	2023	*2024*	*2025*
	Partnerships • Partnerships are in place with organisations working with young people	**Partnerships** • Partnerships with organisations working with young people are reviewed	**Partnerships** • Improvements are implemented to partnerships.
	Summer School • Summer School processes and offerings are reviewed and updated • The workforce plan is reviewed to ensure sustainable provision	**Summer School** • Summer School processes and offerings are reviewed and updated	**Summer School** • Summer School is an integrated part of our Te Kura BAU
Advocating for a more open and flexible enrolment policy	• A framework is developed for enrolment policy discussions with key stakeholders • The Enrolment and Dual tuition policy is reviewed with the Ministry of Education	• Recommendations for future developments in the enrolment policy are progressed • The Enrolment and Dual tuition policy is reviewed with the Ministry of Education	
Advocating for greater access to learning support	**Engagement** • The impact and effectiveness of online Learning Support resources in engaging ākonga, including My Korowai, is reviewed in consultation with ākonga and whānau	**Engagement** • Recommendations from the review of online Learning Support resources, including My Korowai, are actioned • Recommendations from the review of provision for Gifted and Talented ākonga are actioned	**Engagement** • Ākonga with learning support needs have increased online resources and opportunities to engage • There is ongoing review of the impact of recommendations from the review of provision for Gifted and Talented ākonga
	Progress and Achievement • The TKBP/Te Ara Pounamu assessment for learning strategy is operational • The effectiveness of our programmes and outcomes for ākonga with learning support needs are evaluated	**Progress and Achievement** • Recommendations from the review of programmes and outcomes for ākonga with learning support needs are actioned	**Progress and Achievement** • Recommendations from the review of programmes and outcomes for ākonga with learning support needs are implemented

	2023	*2024*	*2025*
	Partnerships • Te Kura ākonga have equity of access to Ministry of Education learning support • Relationships with other services are strengthened • Te Kura establishes stakeholder relationships with whānau of ākonga with learning support needs and Disability groups	**Partnerships** • We are working in partnership with the Ministry of Education on future Learning Support policy and initiatives • Te Kura identifies opportunities to enhance our overall communication with whānau through our engagement with our stakeholder groups	**Partnerships** • Ākonga with learning support needs have increased access to learning support resources, services and interventions through the Ministry of Education • Te Kura is working with key stakeholders to improve our responsiveness to akonga with learning support needs and their whānau
	Systems • The Learning Support tool is developed and supports regional and national data review and analysis • The Ministry of Education's Standardised Learning Support Register is in place	**Systems** • The Learning Support tool is fully implemented, providing integrated and real-time information for multiple audiences	**Systems** • Learning Support systems are reviewed, and updates planned
	Building capability • National and regional induction and PLD is reviewed • Our approach to Learning Support is reviewed to identify further opportunities for development	**Building capability** • Induction and ongoing PLD for all Learning Support kaimahi are reviewed	**Building capability** • Revised induction and PLD is implemented for kaimahi
	TĀUTEUTE – ENGAGE		
Embedding **Te Ara Pounamu**, our Big Picture inspired approach to authentic, inclusive, personalised learning	**Wellbeing** • A school wide wellbeing plan is implemented based on Te Whare Tapa Whā; including kaimahi PLD, ākonga resources etc. • Culturally responsive practice and solutions support the wellbeing of ākonga Māori and Pacific ākonga	**Wellbeing** • Review and continuous improvement of Ngā Āheinga/Wellbeing in curriculum design and delivery • Ākonga and whānau voice influences ongoing improvements to Ngā Āheinga/Wellbeing curriculum,	**Wellbeing** • Improvements are implemented into the curriculum design and delivery • Counselling services are reviewed • The school wide wellbeing plan is reviewed

	2023	2024	2025
	• There is ongoing support for At Risk ākonga to support their wellbeing, engagement and progress based on our emerging evidence base, this includes targeted interventions for ākonga Māori • Permanent Counsellors are in place to support the wellbeing of ākonga • Permanent Kaiāwhina are in place to support the wellbeing of ākonga	supported by mandatory two-yearly consultation • Culturally responsive practice and solutions support the wellbeing of ākonga Māori and Pacific ākonga • There is ongoing support for at risk ākonga, this includes targeted interventions for ākonga Māori	• Ngā Āheinga resources to support strengths-based learning and teaching are available online for use by ākonga and kaimahi • Interweaving of Ngā Āheinga concepts in resource development is ongoing through Te Ara Whakamua project
	Engagement • Online learning contexts are designed to maximise ākonga engagement • Analysis of ākonga engagement identifies and promotes areas of best practice and areas for review and improvement • An agile and responsive approach is taken to identifying and responding to shifts in ākonga engagement • Ākonga engagement continues to be reviewed regularly to identify opportunities for further improvement	**Engagement** • Systems for identifying and responding to shifts in ākonga engagement are agile, responsive and well-embedded	**Engagement** • Systems for identifying and responding to shifts in ākonga engagement are agile, responsive and well-embedded
	Te Ara Pounamu – our local curriculum • Te Ara Pounamu, our local curriculum, drives Big Picture learning for all ākonga in all contexts for learning at Te Kura • The interconnection of Te Ara Pounamu, national curriculum refresh and Review of Achievement	**Te Ara Pounamu – our local curriculum** • Te Ara Pounamu is embedded in local and national curriculum design and delivery at Te Kura • Implementation of Ngā Huānga Mātauranga Māori, including Moana-Nui-a-Kiwa continues to ensure Mātauranga Māori and Pacific bodies of knowledge and perspectives are	**Te Ara Pounamu – our local curriculum** • Te Ara Pounamu, Te Mātaiaho (the refreshed New Zealand Curriculum) and Te Marautanga o Aotearoa work together to provide rigorous and responsive local and national curriculum

	2023	2024	2025
	Standards drives current and future planning • Ngā Huānga Mātauranga Māori, our mana ōrite mō te mātauranga Māori framework, ensures Mātauranga Māori is prioritised in learning review, design and delivery • ConnectED (integrated learning) is relaunched as the flagship for curriculum firmly grounded in Te Ao Māori and reflecting Moana-Nui-a Kiwa • Climate conscious curriculum is a strong thread in ConnectED and EXPlore (project-based learning) development with a clear focus on hopeful action • Te Kura is supporting other educators to implement Big Picture across Aotearoa New Zealand	prioritised in learning review, design and delivery • Development of ConnectED (integrated curriculum) is ongoing • Te Kura delivers a climate conscious curriculum	• Mātauranga Māori, including Moana-Nui-a-Kiwa, is interwoven in all curriculum design and delivery
	Progress and achievement • Further alignment of Aromatawai, Te Ara Pounamu assessment for learning practices with national curriculum refresh progressions and Review of Achievement Standards • Updates on the Ministry of Education's Common Practice Model (CPM) are monitored and professional learning designed for Te Kura kaimahi as relevant • Opportunities for ākonga and whānau voice are formalised as part	**Progress and achievement** • Further alignment of Aromatawai Te Ara Pounamu assessment for learning practices with national curriculum refresh progressions and Review of Achievement Standards • Te Kura begins the process of implementing the Ministry of Education's Common Practice Model, once it is published • Te Ara Pounamu assessment for learning strategy is adapted to include the Common Practice Model	**Progress and achievement** • Aromatawai, Te Ara Pounamu assessment for learning practices, is fully operational

	2023	*2024*	*2025*
	of the assessment for learning strategy		
	Partnerships with ākonga and whānau • Ākonga and whānau are working in partnership with kaiako to develop and reflect on learning programmes • Review of continuous reporting approaches and impact strengthens learning partnerships with ākonga and whānau	**Partnerships with ākonga and whānau** • Recommendations from the review of continuous reporting are put into action to strengthen learning partnerships with ākonga and whānau • Ākonga and whānau are working in partnership with kaiako to develop and reflect on learning programmes	**Partnerships with ākonga and whānau** • Systems and processes to support strong learning partnerships between ākonga, whānau and kaimahi work are embedded
	Partnerships with stakeholders • Each region is participating fully in its local educational ecosystem to enhance opportunities for ākonga • Leaving to Learn is an established feature of Te Ara Pounamu learning programmes for ākonga • Engagement with stakeholders at regional and national levels supports ākonga engagement and achievement, with a particular focus on effective partnerships with Māori and Pacific stakeholders	**Partnerships with stakeholders** • Each region is participating fully in its local educational ecosystem to enhance opportunities for ākonga • There are increased numbers of ākonga accessing Leaving to Learn opportunities • Engagement with stakeholders at regional and national levels supports ākonga engagement and achievement, with a particular focus on effective partnerships with Māori and Pacific stakeholders	**Partnerships with stakeholders** • There are increased numbers of ākonga accessing Leaving to Learn opportunities
In addition to objectives for Te Ara Pounamu			
Māori Success	**Engagement** • Curriculum offerings respond to the cultural diversity of ākonga Māori • Relationships with Wharekura, Kura Kaupapa Māori and Kura a Iwi are co-ordinated nationally to further support ākonga engagement • Fulltime ākonga can access their learning through te reo Māori	**Engagement** • There is ongoing review of the impact of current curriculum offerings in consultation with ākonga, whānau and hapori • Increasing numbers of dual ākonga have the opportunity to access their subjects through te reo Māori	**Engagement** • Te Kura can offer key subjects in te reo Māori with a focus on ākonga in Māori immersion

	2023	*2024*	*2025*
	• My Te Kura is fully bilingual to support ākonga learning through te reo Māori		
	Progress and achievement • Ngā Huānga Mātauranga Māori, our mana ōrite mō te mātauranga Māori framework, ensures Mātauranga Māori is prioritised in learning review, design and delivery • The Aotearoa New Zealand's Histories course is launched • The effectiveness of our programmes and outcomes for ākonga Māori are evaluated • Curriculum resources are developed in te reo Māori to support fulltime and dual ākonga learning in te reo Māori	**Progress and achievement** • Ngā Huānga Mātauranga Māori, our mana ōrite mō te mātauranga Māori framework, ensures Mātauranga Māori is prioritised in learning review, design and delivery • There is ongoing review and evaluation of the effectiveness of our programmes and outcomes for ākonga Māori • Increased curriculum resources are developed in te reo Māori across the curriculum and all levels	**Progress and achievement** • Ngā Huānga Mātauranga Māori, our mana ōrite mō te mātauranga Māori framework, ensures Mātauranga Māori is prioritised in learning review, design and delivery • Curriculum resources are developed in te reo Māori across the curriculum and all levels in response to the demand of the sector and of ākonga, whānau and iwi
	Partnerships • Partnerships with Kura Kaupapa Māori, Kura a Iwi and Wharekura support the prioritisation and development of curriculum resources • Connections with iwi and national Māori groups and organisations inform ongoing development in response to national curriculum refresh • Consultation with local and national Māori communities is an established part of practice	**Partnerships** • Connections with iwi and national Māori groups and inform ongoing development in response to national curriculum refresh • Consultation with local and national Māori communities is an established part of practice	**Partnerships** • Connections made with iwi and national Māori groups and organisations to inform ongoing development in response to national curriculum refresh
Pacific Success	**Engagement**	**Engagement**	**Engagement**

	2023	2024	2025
	• Curriculum offerings respond to the cultural diversity of Pacific ākonga • Targeted interventions are identified to improve the engagement of Pacific ākonga	• There is ongoing review of the impact of current curriculum offerings and targeted interventions	• Identified opportunities to improve are implemented
	Progress and achievement • National curriculum refresh provides opportunities to increase visibility of Pacific knowledge and perspectives across curriculum levels and offerings • NCEA courses are progressively reviewed, to identify opportunities to incorporate Pacific knowledge and perspectives • Development of NCEA assessment tasks to make them relevant and accessible for Pacific learners is ongoing, aligned to the Review of Achievement Standards	**Progress and achievement** • National curriculum refresh provides opportunities to increase visibility of Pacific knowledge and perspectives across curriculum levels and offerings • NCEA courses are progressively reviewed to identify opportunities to incorporate Pacific knowledge and perspectives • Development of NCEA assessment tasks that are relevant and accessible to all, including Pacific learners is ongoing, aligned to the Review of Achievement Standards	**Progress and achievement** • National curriculum refresh provides opportunities to increase visibility of Pacific knowledge and perspectives across curriculum levels and offerings • Review of NCEA courses and identification of opportunities to incorporate Pacific knowledge and perspectives is completed • Development of NCEA assessment tasks that are relevant and accessible to all, including Pacific learners is completed, aligned to the Review of Achievement Standards
	Partnerships • The partnership between Te Kura and the Department of Education of Tokelau supports the schools to transition to NCEA • External relationships and partnerships support Pacific identities, languages, cultures and achievement • Consultation with local and national Pacific communities is an established part of practice	**Partnerships** • The partnership between Te Kura and the Department of Education of Tokelau supports the schools to gain consent to assess NCEA • External relationships and partnerships continue to grow and support Pacific identities, languages, cultures and achievement • Consultation with local and national Pacific communities is an established part of practice	**Partnerships** • The partnership between Te Kura and the Department of Education of Tokelau supports the schools to gain consent to assess NCEA • External relationships and partnerships continue to grow and support Pacific identities, languages, cultures and achievement • Consultation with local and national Pacific communities is an established part of practice
	PŪNAHA AUAHA – INNOVATE		

	2023	2024	2025
Building our systems and capability	**Ngā huarahi mahi** • Our Flexible working practices are reviewed to align with Te Kura's ways of working and culture • Health and Safety processes support wellbeing and a safe environment • Reviewing Ngā Huarahi Mahi (Ways of Working) • Become part of a continuous improvement business cycle enabling Te Kura to be an employer of choice • Evaluate and explore benefits to support kaimahi in and out of work	**Ngā huarahi Mahi** • Continuation of Ngā Huarahi Mahi (Ways of Working) as part of a continuous improvement business cycle supporting kaimahi	**Ngā huarahi Mahi** • Ngā Huarahi Mahi (Ways of Working) is fully implemented in supporting kaimahi
	Engagement • Student Journey onboarding tool, processes and systems are fully implemented. The Non-Returners process is reviewed and improved to include a national escalation process for ākonga at risk of disengaging • Ākonga exit data is improved to provide a clearer picture of ākonga destinations as part of the Student Journey	**Engagement** • Student Journey on boarding tool, processes and systems are reviewed and further developed to provide a positive, successful start for ākonga • The system changes resulting from the Non-Returners process review are fully implemented • At risk points in the ākonga journey are identified as part of a prevention package for ākonga through the Student Journey project	**Engagement** • The system changes resulting from the review of at-risk points in ākonga journey are implemented • Recent system improvements are reviewed and refined
	Progress and achievement • System development supports predictive analytics and machine learning • Kaimahi data literacy is further developed	**Progress and achievement** • System innovations are reviewed and refined	**Progress and achievement** • System innovations and changes are implemented

	2023	*2024*	*2025*
	Systems development • SMS platform supports a 360° view of ākonga information • AI (artificial intelligence) functionality is explored • The Data Roadmap and Data Governance is integrated as part of Systems Governance and Te Kura has developed a central data repository • Te Kura utilisation of APIs and sharing and verification of data with the Ministry of Education are in place • Cyber Security practices are fit-for-purpose across Te Kura's digital ecosystem	**Systems development** • Te Kura utilisation of APIs and sharing and verification of data with the Ministry of Education and other key Education Sector partners are in place • Disaster Recovery and Business Continuity Planning for all Te Kura systems is reviewed and updated • Cloud services predominate the Te Kura digital ecosystem	**Systems development** • Data Governance is reviewed, and the Data Roadmap is updated
	Partnerships • Establish strong relationships and joint initiatives with MoE Digital and ICT leadership	**Partnerships** • Maintain strong relationships and joint initiatives with MoE Digital and ICT leadership	**Partnerships** • Maintain strong relationships and joint initiatives with MoE Digital and ICT leadership
	Stewardship • Strong financial management supports Te Kura's work on positive outcomes for ākonga	**Stewardship** • Strong financial management supports Te Kura's work on positive outcomes for ākonga	**Stewardship** • Strong financial management supports Te Kura's work on positive outcomes for ākonga
Ensuring our systems enable the delivery of Te Ara Pounamu	**Academic Code Structure** • Planning for changes to the Academic Code Structure to reflect Te Ara Pounamu and Te Mātaiaho, the refreshed New Zealand Curriculum, will begin	**Academic Code Structure** • Changes to the Academic Code Structure to reflect Te Ara Pounamu and Te Mātaiaho, the refreshed New Zealand Curriculum, are ongoing	**Academic Code Structure** • Changes to the Academic Code Structure to reflect Te Ara Pounamu and Te Mātaiaho, the refreshed New Zealand Curriculum, are ongoing

	2023	*2024*	*2025*
	ĀRAHI – LEAD		
Sharing our whakapapa and telling our story	**Partnerships** • There are increasing opportunities to expand partnerships with the Ministry of Education and other education agencies after successful joint enterprises • Joint communications activities with stakeholders and partners continue to grow	**Partnerships** • Te Kura's educational opportunities are understood, supported and promoted by our partners and stakeholders	**Partnerships** • Te Kura's educational opportunities are understood, supported and promoted by our partners and stakeholders
	Supporting kaimahi • A higher profile and widespread success stories mean kaimahi can feel greater pride in their work and are encouraged to take opportunities to promote the success of Te Kura • Greater visibility of Te Kura through story telling makes promotion of Te Kura easier for kaimahi • Te Kura kaimahi are sought out locally, nationally and globally to share stories of curriculum, learning delivery and systems innovations	**Supporting kaimahi** • Kaimahi have the understanding, information and collateral needed to promote Te Kura • Kaimahi are confident to promote Te Kura offerings as part of their work • Te Kura kaimahi are sought out locally, nationally and globally to share stories of curriculum, learning delivery and systems innovations	**Supporting kaimahi** • Kaimahi have the understanding, information and collateral needed to promote Te Kura and its unique place in the education system • Kaimahi are confident to promote Te Kura offerings as part of their work • Greater understanding of Te Kura's work among education officials and the public allows kaimahi to feel greater pride in their work
	Digital presence • Our social media presence is maintained • Our updated website and intranet provide channels for improved means of communication	**Digital presence** • We have the appropriate tools to maintain and develop our digital presence, including intranet, website and social media	**Digital presence** • The Te Kura website is kept up-to-date and is easy to navigate and search • Our key audiences are served well by a dynamic website, intranet and social media presence

	2023	2024	2025
	• Te Kura is seen as leading the sector in online learning – continually increasing our digital presence	• Te Kura leads the sector in online learning that integrates local curriculum and national curriculum	• Te Kura leads the sector in online learning that integrates local curriculum and national curriculum
	Centenary • Te Kura's centenary leads to a higher profile and increased opportunities to reach media and stakeholders and to increase collateral, including having more permanent records of Te Kura's educational, social and historical importance	**Centenary** • A substantial archive is available in digital form, allowing for ongoing upkeep to support telling our story	**Centenary** • Continuing development and maintenance of digital records (centenary website) to ensure an enduring archive of Te Kura • Promotion continues of centenary book to stakeholders, general public to encourage greater profile for Te Kura • Build on publicity and collateral generated by centenary to share our whakapapa
Making Te Kura a great place to work	• Te Kura's wellbeing approach for kaimahi is developed • Ngā Huarahi Mahi (Ways of Working project) reviews our workplace environment and our ways of working • Kaimahi views are sought as part of our engagement with ākonga, whānau, kaimahi and partner organisations	• Te Kura's wellbeing approach for kaimahi is implemented • Ngā Huarahi Mahi (Ways of Working project) implementation is planned • Kaimahi views are sought as part of our engagement with ākonga, whānau, kaimahi and partner organisations	• Ngā Huarahi Mahi is fully implemented in supporting kaimahi • Kaimahi views are sought as part of our engagement with ākonga, whānau, kaimahi and partner organisations
Recruiting and developing kaimahi to deliver Te Ara Pounamu	• Recruitment documents and adverts reflect the capabilities required to deliver Te Ara Pounamu • Induction and ongoing Professional Learning and Development is developed to strengthen kaimahi	• Induction and ongoing Professional Learning and Development is implemented to strengthen kaimahi capabilities to deliver Te Ara Pounamu	• The Te Ara Pounamu workforce reflects the diversity of our ākonga

	2023	2024	2025
	capabilities to deliver Te Ara Pounamu		

Mahere ā-Tau 2023 | Annual Plan 2023

Te Kura's annual development actions are held in a series of plans for each strategic priority, project, region and team.

The key themes for our work in 2023 to support our strategic priorities are:

- ākonga **engagement**, including Student Journey and Learning Support

- **Te Ara Pounamu**, including a holistic approach to assessment for learning and reporting

- the **systems** that support our work as part of a cohesive digital and data ecosystem, including our Student Management System and other key platforms.

All of these are underpinned by **Aotearoatanga**, our unique collective culture of Aotearoa New Zealand.

Ngā Tōtohu Kauneke | Progress Indicators

Te Kura has a diverse and complex school roll. Ākonga enrolled with Te Kura come from a wide range of backgrounds and are enrolled for varying lengths of time. Each ākonga enrols for a particular reason and has particular goals.

Our strategic priorities have been chosen to ensure we support each ākonga to achieve their goals. To monitor and measure the intended impact of our strategic priorities and key development actions, we have chosen progress indicators which focus on outcomes for ākonga. These indicators cover engagement, wellbeing and achievement and will be monitored for **all ākonga, ākonga Māori, Pacific ākonga and Young Adults**.

School level data and analysis will be provided monthly to the Board. Regional Managers and all kaimahi will receive weekly data which can be disaggregated to support monitoring of regional, team and individual goals.

1. Engagement in My Korowai

My Korowai is the online environment for kaimanaaki to get to know ākonga. It includes spaces for sharing personal information, goals and interests, leaving to learn activities, and reflections.

By the end of 2022, 61% of Y11–13 Full-Time and Young Adult, 73% of Y7–10, 70% of Y0–6 and 51% of Learning Support ākonga were engaged in My Korowai (ākonga who were enrolled as at the end of 2022).

In 2023, we want to see an increase in the percentage of engagement in My Korowai and in the progression of ākonga across all sections of My Korowai.

2. Engagement in a learning programme in My Te Kura

My Te Kura is our online learning environment. Through My Te Kura we can track ākonga engagement in their learning through their online presence and work submission.

In 2022, an average of 63.3% of Y1–13 Full-Time ākonga and Y11–13 Young Adult ākonga logged in to My Te Kura monthly and an average of 41.3% of Y1–13 Full-Time ākonga and Y11–13 Young Adult ākonga submitted work each month or had an 'Engage' item completed by their kaiako.

In 2023, we want to see an increase in the percentage of online presence and work submission of ākonga in My Te Kura.

3. Wellbeing

We want Te Kura to be a good place for all ākonga. We recognise the need to understand the wellbeing of our ākonga and to respond to specific wellbeing concerns and issues.

In 2019, we introduced a voluntary Wellbeing survey as part of My Korowai. We are supporting kaimanaaki to build their knowledge and capability in responding to information ākonga share with them through the survey.

By the end of 2022, 28% of our Y11–13 Full-Time/Young Adult ākonga, 44% of our Y7–10, 33% of our Y0–6 and 3% of our Learning Support ākonga had completed the survey at least once (ākonga who were enrolled as at the end of 2022).

In 2022, 87% of the Wellbeing survey attempts were provided feedback by kaimanaaki.

In 2023, we want to see an increase in the percentage of ākonga who complete the survey at least once during the year, as well as an increase in the percentage of survey attempts with feedback by kaimanaaki.

In 2021, we introduced continuous reporting by kaimanaaki on ākonga progress against Ngā Mātāpono, the principles of Te Ara Pounamu.

In 2022, 44% of ākonga enrolled in My Korowai were provided feedback for progress against Ngā Mātāpono.

In 2023, we want to see an increase in the percentage of ākonga who receive feedback against Ngā Mātāpono.

4. Achievement at NCEA

Ākonga enrolled with Te Kura come from a wide range of backgrounds. The diversity and complexity of the school roll creates the challenge of how to measure and report on ākonga progress and achievement.

Monitoring of our NCEA achievement data shows that Te Kura ākonga are highly likely to achieve an NCEA standard when they are ready to attempt it.

In 2022, our average rate of NCEA standard achievement for Full-Time and Young Adult ākonga was 96.6%.

37.7% of Full-Time ākonga and 34.3% of Young Adults achieved Te Kura assessed NCEA standards (ākonga who were enrolled in one or more NCEA subjects).

In 2023, we want to maintain our high NCEA standard achievement rate and increase the percentage of ākonga who achieve NCEA standards.

Through our Big Picture approach, we have a focus on designing cross-curricular learning programmes which start from the interests of the ākonga. We also want to ensure that we monitor ākonga achievement of the foundational skills of Literacy and Numeracy.

In 2022, 39.9% of Full-Time ākonga and 79.5% of Young Adult ākonga met NCEA Literacy requirements and 35.7% of Full-Time ākonga and 76.1% of Young Adult ākonga met Numeracy requirements (ākonga who were enrolled in years 11+ and one or more NCEA subjects).

In 2023, we want to see an increase in the percentage of ākonga who meet NCEA Literacy and Numeracy requirements.

5. Progress and Achievement in Y0–10

We will be developing Understand/Know/Do statements for each phase of the refreshed curriculum up to Year 10, guided by Te Ara Pounamu and the national curriculum refresh learning area support materials. We will be monitoring the direction and content of the Common Practice Model currently in development by the Ministry of Education and integrate aligned approaches as they are published to lay the foundation for quantitative and qualitative evaluation of achievement and progress in Years 1-10.

Tāpiritanga 1 – **Mō Te Kura** │ Appendix 1 – About Te Kura

Te Aho o Te Kura Pounamu (Te Kura) is New Zealand's state distance education provider, offering a wide range of programmes from early childhood through to NCEA Level 3.

With well over 24,000 enrolments a year, we are strongly connected to many diverse communities throughout New Zealand. We have full-time, young adult and adult learners, and we provide dual tuition to ākonga enrolled with other education providers.

The Correspondence School was set up in 1922 to provide education at primary school level for 83 ākonga living in remote areas. In 1929, it expanded to cater for secondary school ākonga. Since then, the school has grown and developed to meet the changing demands placed on it as its role in the education sector has evolved. In 2009, after a period of consultation with kaimahi, we introduced the school's current name – Te Aho o Te Kura Pounamu, which refers to connecting ākonga with learning. There is a wealth of meaning to the name, reflecting the role we play within the education sector, ākonga themselves and our vision for their achievement.

Our regionalised structure allows us to deliver education to our ākonga across New Zealand through four regional offices (Northern – Auckland, Central North – Hamilton, Central South – Wellington and Southern – Christchurch) and some smaller offices, including Whangarei, Hastings and Nelson. Being located within communities means our kaimahi can work alongside ākonga and their whānau; they also work closely with local schools/kura, agencies and community groups which support learning. Each region personalises their approach depending on the needs of their ākonga and whānau.

As a distance education provider, we ensure our ākonga have opportunities for a mixture of online and face-to-face learning. All of our learning modules are available online. Face to face group sessions (called huinga ako/advisories), event days and tutorials offer opportunities for ākonga to connect with their kaimanaaki, kaiako and other ākonga in their area. These face-to-face opportunities help Te Kura ākonga develop their social, practical, and relationship-building skills within a local context.

Tō Mātou Poari | Our Board

The composition of Te Kura's Board of Trustees is determined by the Minister of Education in accordance with section 122 of the Education and Training Act 2020. The Board is supported by the Risk Assurance Committee and the Employer Committee.

Board Member	Term expiry date
Nicola Ngarewa (Chair) – appointed September 2022	September 2025
Christine Te Kiri (Staff representative) – elected July 2022	July 2025
Ruma Karaitiana – reappointed June 2021	June 2024
Mele Wendt – reappointed June 2021	June 2024
Barbara Cavanagh – appointed June 2021	June 2024
Simon Heath – appointed June 2021	June 2024
Hinerangi Edwards – appointed October 2022	October 2025
Will Flavell – appointed November 2022	November 2025

Ā mātou kaimahi | Our staff

The Senior Leadership Team has responsibility for the overall leadership and strategic direction of the school, and comprises the Chief Executive (CE), Deputy Chief Executive (DCE) Curriculum, DCE Learning Delivery, DCE Systems and Support, and the Chief Advisor Strategy.

Te Kura is organised into four wāhanga (areas):
- CE's Office
- Curriculum – including our Creative Services team
- Learning Delivery – with Regional Managers for our Southern, Central South, Central North, Northern, and Overseas and Early Childhood regions, and our Youth Transitions team
- Systems and Support – including Ākonga and Whānau Support, our Information Resourcing Group, Finance, and Human Resources.

As at 16 November 2022, Te Kura employed 880 kaimahi, permanent and fixed-term, covering the equivalent of approximately 640 full-time positions. This included 150 teacher aides and 17 additional teachers. Over half of our kaimahi were based in regional offices outside Wellington.

Ā mātou ākonga | Our students

The enrolment of ākonga is governed by section 68 of the Education and Training Act 2020 and is determined by the Ministry of Education's enrolment policy. The enrolment policy is reviewed as required by the Ministry of Education and Te Kura's Board of Trustees and is published by Gazette notice.

Student roll

In the 2022 calendar year Te Kura had a cumulative roll of 28,368 with approximately 15,100 ākonga enrolled at any one time. Te Kura's roll is diverse. We have ākonga who are geographically isolated, itinerant or living overseas. Our Full-Time ākonga also include those who have been alienated or excluded from a face-to-face school, those who have been referred by Ministry of Education Learning Support and Oranga Tamariki, and young parents.

The majority of Te Kura ākonga are of secondary school age. They include young adults (aged 16 to 19) as well as adult ākonga from all parts of New Zealand. Te Kura has a substantial number of dual-registered ākonga from primary and secondary schools who are enrolled for curriculum access, adaptation or extension. Through these enrolments, Te Kura has developed solid working relationships with many of the country's primary and secondary schools. The relationship with each school is based on a Partnership Agreement that formalises each party's responsibilities for ākonga education.

Te Kura has a large number of ākonga Māori – approximately 21% of the early childhood, 40% of the Full-Time year 1 to 6 roll and 44% of Full-Time year 7 to 13 enrolments. Pacific enrolments remained unchanged from 2021 at 6%. Our roll also includes ākonga who identify as being from a wide range of other ethnic groups.

Early childhood

Our early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds. Approximately 87% of early childhood ākonga are from rural areas. Most go on to attend their local primary school. As part of the Ministry of Education (MoE) programme to increase participation in early childhood education, children who are ineligible under any other early childhood gateway may enrol at Te Kura with a Ministry referral. The MoE and Te Kura also provide a service of mentoring and resourcing to MoE-supported playgroups.

Years 1 to 6

In 2022, ākonga in years 1 to 6 made up approximately 15% of our Full-Time roll. We also deliver dual-registered curriculum services to a significant number of primary-aged ākonga.

Years 7 to 10

In 2022, ākonga in years 7 to 10 made up approximately 44% of our Full-Time roll. These ākonga generally enrol in Te Ara Hou, an integrated programme of work. Kaimanaaki ensure each ākonga covers all the curriculum areas and that they are ready for NCEA level courses in year 11.

Years 11 to 13

In 2022, ākonga in years 11 to 13 made up approximately 40% of our Full-time roll. We deliver dual-registered curriculum services to a substantial number of secondary ākonga to provide for curriculum access, adaptation or capability. Te Kura also provides secondary education to ākonga enrolled at attached units (including alternative education providers, teen parent units and activity centres), as well as ākonga with learning support needs (including through learning support and gifted gateways, regional health schools and specialist schools). Our years 11 to 13 roll includes a large number of young adults – aged 16 or over – who left the schooling system but have since chosen to return to school to gain specific credits or qualifications.

Summer School

Te Kura accepts short-term enrolments over the summer break for ākonga to earn additional credits or specific internal standards in NCEA.

Adults

Te Kura works with adult ākonga who enrol to gain specific credits, skills or qualifications. This group includes Department of Corrections adult enrolments.

Enrolment numbers at 31 December 2022

Enrolment type	2022 actual cumulative enrolments – All[1]	2022 actual cumulative enrolments – Māori	2022 actual cumulative enrolments – Pacific
Full-Time[2]	7564	3296	344
Adults[3]	2394	815	109
Young Adults	6328	1489	377
Fee-payers	240	25	6
Dual Year 1–8	498	107	26
Dual Year 9–13[4]	10705	3280	722
Early Childhood	644	138	7
Total	**28373**	**9150**	**1591**

1. These figures represent the total number of enrolments throughout the year, not a count of ākonga.

2. Full-Time actual enrolment numbers for 2022 were made up of approximately:

    4%   Learning Support

    14%   Year 0–6

    43%   Year 7–10

    39%   Year 11–13

3. Adult ākonga numbers include adult enrolments from the Department of Corrections.

4. Dual Year 9–13 actual enrolment numbers for 2022 were made up of approximately:

    29%   Subject not available
    11%   Attached units (includes alternative education, teen parent units and activity centres)
    26%   Learning support needs (includes regional health schools, gifted, specialist schools and exchange students)
    11%   Small class sizes
    23%   Other reasons (includes emergency staffing, psychological/psycho-social, reintegration).

Āpitihanga 2 – Tā mātou anga whakamahere | Appendix 2 – Our planning framework

Principles
- There is a line of sight from vision and strategic priorities through planning, monitoring and reporting to outcomes for ākonga.
- There is alignment of planning and budgeting.
- Kaimahi can see their work is connected to the vision and to outcomes for ākonga.
- The process is planned out, but we can make strategic changes as needed to respond to emerging ideas and developments in the education sector.
- We plan for the current year, and for future years.

Charter
- Our Charter provides an overview of our strategic direction and annual planning for our ākonga, whānau, kaimahi and education partners.

Strategic Plan
- Our strategic plan sets out objectives for each of our strategic priorities for the next three years.
- The strategic plan is informed by the analysis of our progress during the previous year and information gathered from kaimahi, ākonga and parents and whānau.

Annual Plan
- Our annual plan provides a high-level overview of our key themes for the year.
- Our annual development actions are held in a series of plans for each strategic priority, project, region and team. Regional plans also have more detailed ākonga targets which contribute to whole school progress indicators.

Monitoring
- Progress, challenges and next steps for each strategic priority are discussed regularly by Regional Managers and the Senior Leadership Team.
- Data relating to progress indicators is provided to all kaimahi through a weekly email, with detailed breakdowns available for particular teams, regions and groups of ākonga.

Reporting
- The Board receives a monthly report for each strategic priority and a monthly update on progress indicators.

- We summarise progress for each strategic priority in our Annual Report to our community. We also publish a summary of our NCEA achievements on our website.

Consultation and engagement
- We see consultation as an ongoing process, including diverse groups and methods. We plan to actively check in with different groups on particular issues, as well as taking opportunities as they arise.
- Our Regional Managers, Senior Leadership Team and Board members regularly meet with groups of ākonga and whānau. Feedback from these discussions is used to make immediate operational changes and to inform longer term planning.
- We survey ākonga, whānau, kaimahi and partner organisations at the end of each year about their views on Te Kura and future developments.

Legislative requirements
- We monitor legislative compliance, including with the Education and Training Act 2020, through our legislative compliance framework.
- We have a Policy Framework with codes of conduct, Board procedures, governance policies, management guidelines and staff procedures.
- We actively monitor risks relating to Te Kura's strategic priorities and our two main operational risks (Cyber Security and Privacy, Health and Safety).

Education Work Programme
- The Government's 30-year objectives for education are: learners at the centre, barrier-free access, quality teaching and leadership, the future of learning and work, and world class inclusive public education.
- Te Kura's planning is informed by the Education Work Programme.