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TE AHO O TE KURA POUNAMU STRATEGIC PLAN  
2023 – 2025

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## 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.

# OVERVIEW FROM THE BOARD CHAIR

## Titiro whakamuri, kōkiri whakamua

Kua pahemo te tau i whakanuia ai te rau tau o Te Aho o Te Kura Pounamu. He uaua kia kaua e hoki whakamuri ki te rau tau tuatahi o Te Kura me te mārama pū anō hoki ki ngā wāhanga e hihiri ai ngā tāhuhu kōrero o tēnei kura.

Ko te whakaaro o te Kaiako tuatahi o Janet MacKenzie, e angitū ai Te Kura-ā-Tuhi o te 1922 me whakatū he huarahi e whakahoahoa, e whakawhanaunga ai ngā kaiako ki ngā ākonga.

I tēnei wā tonu ka ārahina Te Kura e tōna matawhānui, arā, kia noho ko ngā ākonga te tino pūtake o te ako.

E rima ngā mātāpono tō te matawhānui.

1. Poipoi | Poipoia ngā kirirarau o tēnei whenua kakano rua o Aotearoa
2. Kauawhi | Kauawhitia katoatia ngā ākonga kei Te Aho o Te Kura Pounamu
3. Tāuteute | Tāuteutea ngā ākonga mā te whakarite ako houtupu
4. Punaha auaha | whakaauahatia-ā rorohiko ki te tautoko i ngā ākonga me ngā kaimahi
5. Ārahi | Ārahina, whakaaweawea o roto mai i te pūnaha hauropi o Te Kura.

Ko Te Ara Pounamu te marau o Te Kura. Ko te ākonga me ā rātou tokoora ka noho ki te pūtake o tō rātou ako.

Ko tā Te Ara Pounamu he tuku ākoranga āwhina whaiaro. He akoranga ki rō hāpori, he ako tāwariwari e kapo ana i te hiahia, i te ngakau whiwhita, i te pitomata o te ākonga me te raukaha hoki o te ākonga ki te ako, ahakoa ki whea, ahakoa te wā, ahakoa te wāhi.

Kia whai wāhi mai te ākonga ko te oranga kei te mātāmua o te whakaaro.

Ko tō te akoranga o te ākonga he whakatūturu i a ia mai i te tīmatanga kia eke ia ki ngā taumata o te ako, ko te urutomo whaiaro me te tautake e mahitahi ana ki ngā ara whakaako o Te Ara Pounamu.

Ka kaha tautokongia tēnei e te hōtaka manawa ū me te hōtaka oranga. Ko tā te Oranga Mahuru he whakakaha i ngā akoranga e taea ai te āwhina i te ākongā kia ū ki āna mahi me tōna oranga.

Nā ngā wheako whaiaro tātou i mōhio ai, ko te mahitahi, te aro ki te ākongā me te whakamahi anō i ngā raraunga, e taea ai te tuku pūrongo me te whakamārama i te kōkiri o te ākongā me āna mahi.\

Ko te pūrongo a ERO mō Te Kura i te Hakihea 2021 e tautoko ana i tēnei huarahi.

I whakaatu mai te pūrongo e piki haere ana te whiwhinga o ngā ākongā whakaraerae. E mōhio ana hoki a Te Kura e piki haere ana te whakawhirinaki kia urutomo ngā ākongā kāore i te hāpaitia ō rātou matea ki wāhi kē atu. E kitea ana hoki e piki ana te maunutanga o te ākongā me tōna mōrirorirota mātauranga mai i te pūnaha mātauranga.

Nā te huri rautau tātou katoa i whakamaumahara ki te whaihuatanga me te hītori Motuhake o Te Kura.

He nui ngā huri me ngā takawiri, ā, he kura rerekē tēnei kura ināianei mai i tana orokohanga mai i ngā tari iti ki ngā Whare Kāwanatanga i Te Whanganui-a-Tara.

Heoi anō, i whakatūria te Te Kura-ā-Tuhi i te tau 1922 hei whakatūtuki i ngā paearu o te Ture Mātauranga 1877 kia noho kore utu ai, ā, kia whakature anō i te mātauranga mō ngā tāngata o Aotearoa.

Ka ārahina a Te Kura e tēnei whakapono, arā, ko ngā ākongā katoa ka whai wāhi ki ngā mātauranga he kounga te taumata e rangatira ai rātou i tēnei ao. Me te mea nui anō hoki kia piki te oranga o ngā tamariki me ngā rangatahi whakaraerae i ngā hapori o Aotearoa.

Hei whakakapi, e rere ana te mihi ki ngā kaimahi katoa o Te Kura mō tō rātou maia me te aronui ki ā tātou ākongā. Ki te tarahitī e noho nei ki te Poari o Te Aho o Te Kura Pounamu mō ā koutou aronui me ā koutou tautoko.

Ngā mihi nui



Nicola Ngarewa

Tiamana o te paori

## **Titiro whakamuri, kōkiri whakamua**

### ***Look back and reflect so that we can move forward***

After a year of celebrating our centennial year, it is hard not to reflect on the first 100 years of Te Kura with the sharp realisation that we are the latest part of an inspiring and impressive history.

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 vision 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.

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.

That is strongly supported by our enhanced engagement and wellbeing programme, He Oranga Mahuru, which goes from strength to strength, helping us to build ākonga engagement and wellbeing. Experience has taught us that 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 just as the Correspondence School was established in 1922 to fulfil the requirements of the 1877 Education Act for a free and compulsory education for *all* New Zealanders, Te Kura is guided by the belief that every learner has the right to equitable access to high-quality education that enables them to be successful in the world, and most importantly to improve the life chances of the most vulnerable tamariki and rangatahi in Aotearoa communities.

Finally, heartfelt thanks to all Te Kura kaimahi for their dedication and commitment to our ākonga, and to my fellow trustees on the Board for their keen interest and support.

Ngā mihi nui

A handwritten signature in black ink, appearing to read 'Nicola Ngarewa', with a decorative flourish at the end.

Nicola Ngarewa  
Board Chair

# 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**

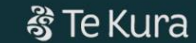
This is the theme connecting every aspect of our planning. As Te Kura is free from some of the constraints of a face-to-face school, such as managing classes and timetables, teaching 'one ākonga at a time' remains the starting point for our relationship with every ākonga.

### **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 21<sup>st</sup> century.

# Ā MĀTOU KAUPAPA MATUA RAUTAKI | OUR STRATEGIC PRIORITIES

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



### 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

climate-conscious kirirarau of a bicultural Aotearoa New Zealand

#### Kauawhi | Include

all ākonga in Te Kura's kaupapa

#### Tāuteute | Engage

ākonga through authentic, personalised learning

#### Pūnaha auaha | Innovate

digitally to support ākonga and kaimahi

#### Ārahi | Lead

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.



# Ā MĀTOU KAUPAPA MATUA RAUTAKI | OUR STRATEGIC PRIORITIES

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 (ako) 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 ako just as some ako 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 ākongā 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, ako and key workstreams are explained in more detail below. We consulted ākongā, whānau, kaimahi and other stakeholders on our strategic whenu in December 2022 and received positive feedback.

## POIPOI – NUTURE

NURTURING CLIMATE-CONSCIOUS KIRIRARAU OF A BICULTURAL AOTEAROA NEW ZEALAND

### Becoming a bilingual school

Moving towards becoming a bilingual school 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.

Te Kura has a high proportion of ākongā Māori and recognises ākongā Māori as a priority. We want to ensure ākongā 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**

**Ariā o te reo | Visibility**

*Te Reo Māori is embraced, valued and supported across Te Kura*

*Te Reo Māori is seen and heard across Te Kura*

**Āhuatanga mahi | Participation**  
**Nekenekehanga | Progress**

*Te Kura kaimahi participate in, and are supported in, activities that use te reo Māori*  
*Te Kura kaimahi plan their te reo Māori goals, and can track and monitor their progress.*

### **Becoming a climate-conscious school**

Te Kura has been focusing on building knowledge about climate change, designing and implementing a climate conscious curriculum, reviewing our school operations, and reducing our carbon footprint. 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 learning areas and at all levels of the curriculum, 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.

## **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). 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.

### **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 (MoE) in its Te Kura Enrolment and dual tuition policy. Te

Kura's Board would like more ākonga to benefit from the opportunities Te Kura has to offer through flexibility and personalisation. 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.

## **TĀUTEUTE – ENGAGE**

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 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.

Te Ara Pounamu incorporates Te Whāriki (The Early Childhood Curriculum), the New Zealand Curriculum, and Te Marautanga o Aotearoa, and takes account of National Education and Learning Priorities (NELPs).

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, hauora and achievement.

## PŪNAHA AUHA – 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. Our key digital principles are designed to support Tō Mātou Wawata and include:

- Ākonga data at the centre
- Ease of use, fit for purpose solutions for ākonga and kaimahi alike
- Cyber-safety, cyber-resilience and the protection of our digital taonga
- Scalable, modular and dynamic platforms to anticipate future disruptions.

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 are focused on ensuring regular updates to our learning management system (My Te Kura) and our student management system are actioned, to provide accessible platforms for our diverse learners and for our kaimahi.

## **ARAHĪ – 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) has been 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 collective 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 learning opportunities 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.

# STRATEGIC PLAN OUTCOMES & ACTIONS 2024-2025

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.

Strategic objectives	Outcomes	2024 Actions	2025 Actions
<b>POIPOI – NURTURE</b>			
Becoming a bilingual school	Kaimahi learn and develop Te Reo Māori and cultural competency.	Design a framework that captures/shows progression towards cultural competencies.	Establish reporting and assessment to support the cultural competency framework.
	Recruitment enables and supports bilingualism.	Update our recruitment strategy to include bilingualism as a valued skill Te Kura is seeking across all roles.	Provide guidance and training to implement the revised recruitment strategy.
	Te Reo Māori competency is monitored and reported.	Establish reporting and assessment for kaimahi language levels across teams, regions and wāhanga.	Develop annual organisational goals for kaimahi language levels across teams, regions and wāhanga.
	Te Kura communications are bilingual (external and internal).	Communications in Te Reo Māori are increased and annual goals are established.	Communications in Te Reo Māori are developed and increased per the annual goal.
	Mātauranga Māori is integrated in learning, design, delivery and review.	Embed already established Reo Māori course delivery (Te Aka Taumatua). Implementation of Ngā Huānga Mātauranga Māori, including Moana-Nui-a-Kiwa.	Increase ākongā course options in Te Reo Māori.
Becoming a climate-conscious school	Carbon neutral and carbon emission data is available and monitored.	Establish a baseline for selected carbon emission data and Annual Report.	Regular reporting and communication of carbon emissions data is established across Te Kura.
	Governance structures support the achievement of this strategic objective.	Establish governance per the KPMG report and provide PLD for Board and SLT.	Governance is embedded across strategy, risk management, metrics, and targets.

Strategic objectives	Outcomes	2024 Actions	2025 Actions
	Te Kura's operating model supports the achievement of this strategic objective	Complete review of materials that are dispatched to ākonga, including Learning Kits. Implement Business.govt.nz Climate Action Toolbox, including putting plan in place to reduce emissions	Learning materials review becomes BAU. Implement emissions reduction plan.
	Curriculum offerings are available and supported with training and resources.	Development and revision of Curriculum design guides and resources through Te Ara Whakamua.	Provide guidance and training to implement Curriculum design guides and resources.
	Ākonga have climate-conscious project options.	Curriculum develops ākonga project-based learning opportunities.	Learning Delivery delivers ākonga project-based learning developments.
	All future changes/initiatives undertaken by Te Kura support the achievement of this objective.	New initiatives and project work are required to include climate-conscious assessment as part of approval process.	Climate conscious funding and initiatives are monitored and reported to SLT.
	Financial funding and budgeting increases for climate-conscious related work.	Finance establishes assessment and baseline of funding associated with climate-conscious initiatives.	Establish a baseline of assessments coinciding with finance and associated climate change.
<b>KAUAWHI – INCLUDE</b>			
Focusing on Young Adults and ākonga not in employment, education, or training	Young Adult data is collected and reported on regularly, including priority groups (Māori, Pacific & Disability) to support an improvement focus on our responsiveness to these priority groups.	Understand and establish current data collection for this cohort of ākonga, including priority groups to identify future areas for improvement.	Monitor and report on Young Adult data regularly to SLT for ongoing improvements. Develop plan to address areas where data is not collected.
	Kaimahi capability to deliver programmes to Young Adult ākonga is strengthened.	Undertake workforce planning to assess kaimahi capability and requirements to deliver for Young Adults. Establish recruitment targets or kaimahi capability training.	Embed kaimahi training and recruitment for delivery in this space. (Workforce planning)
	Stakeholders who engage with Young Adults know about Te Kura and understand the value of our school.	Include in Stakeholder Engagement Plan development a focus on Young Adult organisations.	Continue to meet and build stakeholder relationships regionally and nationally.



Strategic objectives	Outcomes	2024 Actions	2025 Actions
	Young Adults know about Te Kura and choose to enrol.	Develop and action an engagement plan to ākonga and whānau.	Assess the engagement plan impact on enrolment and achievement and review for improvements.
	Feedback and reporting ensure practice and programmes are successful and meet Young Adult needs.	Establish clear reporting, monitoring and feedback for this area and how it informs practice and programmes.	Continue to monitor and adjust practice and programmes
	Young Adult programmes are appropriately funded by Te Kura and the Ministry of Education.	Agree strategy for continuing discussions with Minister and Ministry about equity of Te Kura's funding overall, and young adults specifically.	Continue discussions with Minister and Ministry about equity of Te Kura's funding
Advocating for a more open and flexible enrolment policy	Ākonga and their whānau have successful and positive experiences.	Continue to regularly seek ākonga and whānau feedback on their experiences at Te Kura to identify future areas for improvement.	Continuous improvement of processes.
	Stakeholders understand and communicate about the value of Te Kura.	Share success stories with key stakeholders. Build stakeholder support for more open enrolment settings.	Continue to build on stakeholder engagement.
	Enrolment is easier and open to more ākonga.	Provide feedback into key national initiatives. Agree on strategic approach to moving towards more open enrolment and develop a plan.	Continue to build strong relationships across the MoE and with the Minister for Education.
Advocating for greater access to learning support	Kaimahi successfully develop and deliver learning plans for ākonga with additional learning needs .	Induction and ongoing Professional Learning and Development is reviewed for Learning Support.	Embed Learning Support capability building for kaimahi.
	Learning Support tools are available, accessible and people know how to use them.	Learning Support tool/s implemented and training available.	Progress actions needed.
	Te Kura becomes a fundholder for ORS	Continue to work with the Ministry towards being an ORS fundholder school	Embed fundholder model

Strategic objectives	Outcomes	2024 Actions	2025 Actions
	Te Kura communicates and receives feedback/input from key Learning Support stakeholders incl. ākongā and whānau.	Collate and provide key research/feedback papers to education partners. Develop Stakeholder Engagement Plan incl. focus on Learning Support. Build support from stakeholders for Te Kura to have more equitable access.	Understand what information we can accurately access to correctly inform better decision making. Continue to build on stakeholder engagement.
	Te Kura is a leader and influences Learning Support policies and initiatives with education partners.	Provide feedback into key national initiatives. Agree on strategic approach to gaining more equitable access to learning support and develop a plan.	Continue to build strong relationships across the MoE and with the Minister for Education.
<b>TĀUTEUTE – ENGAGE</b>			
Embedding <b>Te Ara Pounamu</b>	Curriculum and Learning Delivery are up to date with National Curriculum changes and have this training available for kaimahi.	ConnectED (integrated curriculum) is managed to roll out in a set timeframe. Ministry of Education’s Common Practice Model is implemented.	Develop and embed training and support for curriculum changes for kaimahi.
	Ākongā and whānau feel supported and able to provide feedback about learning programmes.	Development of Stakeholder Engagement Plan which includes the collection and reporting of ākongā and whānau voice.	Embedded continuous improvement cycle for ākongā and whānau feedback inc. Ngā Āheinga.
	Regional partnerships support and enhance ākongā opportunities in the local educational ecosystem especially for Māori and Pacific.	Establish new regional stakeholder connections and maintain existing connections focused on priority groups Resourcing Notice negotiations include recognition of equal status for integrated and project-based learning alongside subjects.	Continue to strengthen and expand connections with regional stakeholders, including priority groups.
	Curriculum and Learning Delivery practice support Māori, Pacific and ‘At Risk’ ākongā.	Changes to the Academic Code Structure to reflect Te Ara Pounamu and Te Mātaiaho. Māori, Pacific and at-risk ākongā are known and learning delivery is personalised and monitored	Ongoing updates to the Academic Code Structure reflect curriculum and NCEA change programmes. Ongoing review of the impact of learning delivery for Māori, Pacific

Strategic objectives	Outcomes	2024 Actions	2025 Actions
			and at-risk ākonga informs further practice development
<b>PŪNAHA AUAHA – INNOVATE</b>			
Building our systems and capability	We gather relevant information through enrolment and onboarding to support ākonga starting at Te Kura	Ākonga on-boarding tool implemented across all enrolment gateways	Embedded needs assessment and resource access processes.
	Ākonga can access what they need to for their education.	Identify training and/or resource needs for current ākonga.	Develop and establish training and resources.
	Te Kura has strong relationships with vendors and stakeholders to ensure systems and software are well supported and up to date.	APIs and the sharing and verification of data with stakeholders is established.	Implement planned system interface reviews.
	Kaimahi can access what they need to do their job.	Increase cloud services, fund fit for purpose tools and assess kaimahi support needs.	Establish comprehensive PLD training and support for kaimahi across Ngā Huarahi Mahi.
	Te Kura has resilient systems that support business continuity in disasters and emergencies.	Policies and procedures updated and training for kaimahi is established (e.g. Cyber security).	Embed regular testing and review of business continuity and implementation of changes.
Ensuring our systems enable the delivery of Te Ara Pounamu	User experiences inform system change and purchase.	Ākonga and whānau feedback is incorporated into a cycle.	Ongoing review and development with a focus on end users.
	The systems and technologies used are agile, flexible, and respond to ākonga engagement shifts.	Student Journey project supports fast engagement following enrolment. Launch Brightspace Parent & Guardian app for whānau.	Ongoing review and development with a focus on end users.
<b>ĀRAHI – LEAD</b>			
Sharing our whakapapa and telling our story	A consistent story is communicated across a range of channels and events.	Develop key messages with branded collateral that can be used across a range of settings.	Continue to develop and adjust messaging as needed and appropriate.
	Our educational opportunities are understood, supported, and promoted by our partners and stakeholders.	Develop a Stakeholder Engagement Plan. Develop specific strategies for media and social media.	Review and refresh plans as appropriate.

Strategic objectives	Outcomes	2024 Actions	2025 Actions
	Te Kura has the appropriate tools to maintain and develop our digital presence.	Assessment of current tools of communication (internal and external).	Develop and implement tools.
	Kaimahi understand and can communicate Te Kura whakapapa and story.	Develop induction process and resources for kaimahi.	Implement processes and resources. Continuous reinforcement and improvement.
Making Te Kura a great place to work	Kaimahi have PLD options and resources available to upskill them in their current role.	Survey of current Professional Learning and Development offerings and kaimahi needs.	Analysis of current Professional Learning and Development offerings in comparison to actual need.
	Kaimahi have, and know, the pathways available to progress their career.	Alignment of He Hononga Aho and Professional Learning and Development to Te Kura values and strategic objectives.	Development of Professional Learning and Development Framework based on survey analysis and alignment.
	Kaimahi have, and know where to find, important information.	Information for kaimahi is surveyed and assessed. Information management objectives are established.	Kaimahi internal communication channels assessed and reorganised in line with information management objectives.
	Kaimahi are supported well by consistent leadership that aligns with Te Kura values.	Develop a consistent school-wide leadership framework.	Establish and embed training to support the Leadership Framework.
Recruiting and developing kaimahi to deliver Te Ara Pounamu	Kaimahi have a clear line of sight to how their work connects to Te Kura values and strategic objectives.	Position and Role Descriptions are updated to demonstrate line of sight to values and strategic objectives for new recruitment	All Position and Role Descriptions are updated to demonstrate line of sight to values and strategic objectives.
	Te Kura communicates to potential candidates kaimahi experiences and opportunities.	External communications featuring kaimahi experience stories are planned and developed.	Kaimahi are featured as part of regular external comms.
	Te Kura has the right staff with the right training in the right places to deliver Te Ara Pounamu.	Establish capability baseline for kaimahi Te Ara Pounamu understanding and delivery.	Regular capability reporting on Te Ara Pounamu understanding and delivery.
	Kaimahi are trained and supported in building capability in delivering Te Ara Pounamu.	Develop a Professional Learning and Development (PLD) programme to build Te Ara Pounamu capability.	Delivery and assessment of PLD. Report on possible improvements to delivery.

Strategic objectives	Outcomes	2024 Actions	2025 Actions
	Everyone knows the 'story' of Te Kura and Te Ara Pounamu (internal and external).	Develop comprehensive Te Kura 'story' including whakapapa for all internal and external comms channels.	Assess impact of communications and report on improvements.