

# **Te Pūrongo ā-Tau 2021**

## 2021 Annual Report

**Te Aho o Te Kura Pounamu**

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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
hāpori	community
kaiāwhina	ākonga support
kaimahi	staff
kaiako	teacher/s
kaimanaaki	learning advisor/s
huinga ako	learning advisory/group meeting (face to face or online)
mātāpono	principles.

## 1 Te Pūrongo a te Heamana Poari | Board Chair's Report

Kia ora tātou

Mō te nuinga o tātou, he wā uaua tēnei i tō tātou hītori. I te rua tau ki mua, i taku tīmatanga hei Heamana o te Poari Kaitiaki o Te Kura, kīhai au i tūmanako ka pāngia tātou e te raruraru hauora tūmatanui me ōna pānga ki te mātauranga.

He mea pai mēnā ka āhei au te kī ka taea e mātou te whaihanga i te KOWHEORI-19, engari ko te mate kē, ka tutetute tonutia mātou e taua ngāngara. I puta ngā rāhui tuatahi i te tau 2020, ā, i te tau kua hipa i taka mai ētahi rāhuitanga anō i ētahi rohe o te whenua, ka mutu, me whaihanga ki ngā momo Delta me te Omicron.

Heoi, ahakoa ngā wero kātahi anō ka pēnei te nui i taka mai nā te urutā ā-ao, ka mahi tonu a Te Kura i āna mahi pērā i ana mahi i ēnei tau 100 kua hori.

He pono taku kī, i tua atu i tā mātou kawenga ki te whakatutuki i ngā whakaritenga ā-ture, kei mua tonu i te aroaro o te Poari me Ngā Kaiwhakahaere te kawenga ki te tiaki i te hauora me te toiora o ā mātou kaimahi, ākongā, whānau anō hoki.

I pau te wāhanga nui o tērā tau e mahi tahi ana me tētahi tira nō Te Tari Arotake Matua (ERO), ā, i tino whakapau kaha te tokomaha o ā mātou kaimahi ki taua mahi mō te roanga atu o ētahi marama. Engari kē, me kī au whai muri i tētahi tau he pērā te ohorere, he oranga ngākau tūturu te whiwhi i te pūrongo he pērā te koi me te wairua takatika i te mutunga o tērā tau.

I āhukahuka te pūrongo i te tūnga hira, nui ake hoki o Te Kura, i roto i te kuranga o ngā ākongā noho mōrea, takeo i te kura, ā, ko te maha o ērā he Māori. I āta kītea anō te tūnga mārama o Te Kura i te kuranga o ngā ākongā kanorau, noho mōrea, me te miramira i te whānuitanga o ngā whai wāhitanga e nui ake ai tō mātou tūnga i roto i te pūnaha mātauranga whānui.

Heoi anō, ka kī mai anō hoki a ERO he iti rawa te tuku pūtea mai, me te tautoko kia toitū tonu tā mātou whakatutuki i ngā hiahia o te rārangi ākongā kanorau i runga i te tōtika. Nā reira me mihi atu ka tika ki te tūtohutanga o te pūrongo e kī ana kia arotake Te Tāhuhu o te Mātauranga i tā mātou pūtea hei mahi matua, me te whai whakaaro ki te āhua e whakaata ana tā mātou pūtea i te āhua panoni haere tonu o te rārangi ākongā o Te Kura.

Kua whakapau kaha anō ki te whakamahere i tētahi whakanuinga tino hira nei – te huritau 100 o te Kura i te tau 2022. I te āta tirohanga i ā mātou pūranga e mīharo ana te kite i te tokomaha o ērā e whāia nei e mātou ō rātou tapuwae i tēnei wā, heamana poari mai, tumu whakarae mai, i tino whakapono rawa kei tēnei kura te raukaha me te tautōhito kia nui ake tana takoha ki te pūnaha mātauranga o te whenua.

Ka tino whai hua te pūnaha mātauranga i a mātou.

Nā runga i tērā me mihi ka tika ki te ūnga me te herenga pūmau o ā mātou kaimahi. E ai ki taku tino peha, kātahi te whakamīharo ko rātou!

Hei kupu whakamutunga, me whakamihi i ōku hoa poari mō tā rātou tautoko haere tonu. I tērā tau ka whakatau mātou i ētahi mema poari hou e rua, a Barbara Cavanagh rāua ko Simon Heath. He mea pōuri ki a matou te matenga atu o tō mātou hoa poari, a John Chemis, i te tau 2021.

Hei kupu whakakapi me mihi atu ki tō mātou Tumu Whakarae, ki a Mike Hollings, e whakapau kaha tonu ana mō te painga o ā mātou ākongā, me taku whakamiha ki tōna kaihautūtanga aroha i ēnei wā tino pāhekeheke.

For most of us, we find ourselves in a challenging historical time. Two years ago, when I became the Chair of the Te Kura Board of Trustees, I never dreamed that we would soon be facing a public health crisis and what that would mean for education.

It would be good to be able to say that we've now got a handle on COVID-19, but unfortunately it keeps throwing us curve balls. We had the initial lockdowns in 2020, and in the past year further lockdowns for some parts of the country, and we've had to deal with the Delta and Omicron variants.

However, despite the unprecedented challenges presented by a global pandemic, Te Kura has kept on keeping on, doing what it has done for the past 100 years.

I can say honestly that as well as our obligation to meet legal requirements, it has always been front of mind for the Board and Management to protect the health and wellbeing of our kaimahi, ākongā and whānau.

Much of the past year was spent working with a team from the Education Review Office (ERO), and I know that many of our kaimahi worked very hard on this over several months. But I have to say that after such an unpredictable year, it was truly heartening to receive such an incisive and positive report at the end of last year.

The report recognised the significant and increased role of Te Kura in the education of at-risk and disengaged ākongā, many of whom are Māori. It also recognised the clear role for Te Kura in the education of diverse and at-risk ākongā, highlighting a range of opportunities where we can play a wider role in the overall education system.

However, ERO also pointed out that funding and support for Te Kura are neither sufficient nor sustainable for us to effectively meet the needs of a diverse roll. That is why we have welcomed the report's recommendation that the Ministry of Education reviews our funding as a matter of priority, and considers how funding equitably reflects the changing composition of Te Kura's roll.

We have also spent time planning for a very special celebration - Te Kura's 100th birthday in 2022. Looking through our archives, it is fascinating to see that many of those whose shoes we walk in today, board chairs, principals, chief executives, were convinced that this school had the capability and expertise to contribute much more to the country's education system.

We have so much to offer.

For that, I must express gratitude for the continuing dedication and commitment of our kaimahi. As I often say, they are wonderful!

I would like to thank my fellow board members for their ongoing support. Last year we welcomed two new board members, Barbara Cavanagh and Simon Heath. Sadly, we lost a valued and well-respected board colleague, John Chemis, who passed away in 2021.

I would like to conclude by thanking our Chief Executive, Mike Hollings, who always strives for the best for our ākongā, and I applaud his wise and compassionate leadership during such uncertain times.

Ngā mihi nui



Barbara Ala'alatoa  
**Heamana Poari**

## 2 Te Pūrongo a te Tumu Whakarae | Chief Executive's Report

Kia ora tātou

Āe mārika, he wā tino uaua te wā e noho nei tātou i tēnei wā. Ehara i te mea e tauhou ana a Te Kura ki ngā wā uaua, nā te mea he maha ngā wero kua pā ki Te Kura i ngā tau 100 kua hori, aumate ohaoha ā-ao mai, pakanga mai, urutā mai, aituā taiao mai rānei.

Ko te mea whakamīharo tonu mai, ahakoa he aha ka tūpono noa mai, e haere tonu ana ngā mahi a ngā kura, ā, ka pēnei hoki a Te Kura. Engari koa, he tino nui kē tā mātou i whakatutuki ai i ēnei marama 12 kua hipa

Ko tētahi mahi hira ko He Oranga Mahuru – tā mātou hōtaka whai wāhi me te toiora kua whakareia, tētahi o ngā hōtaka tino whakahihiko e kawea nei e mātou, tērā e tuku i a mātou kia whakawhānui ana me te whakaroa i ngā angitu o tā mātou hōtaka Tirohanga Whānui. Ko te hōtaka nei, He Oranga Mahuru, ko Te Ara Pounamu e whakatinanahia ana. Kei whea mai te whakauru kua puta i te mahi tahi a ō mātou kaimahi me ērā ākongā. He mea nui ki a mātou te tautokonga o He Oranga Mahuru nā te Tahua Toiora Whakarei a Te Tāhuhu o Te Mātauranga.

I tīmataria tētahi atu hōtaka, Ngā Huarahi Mahi, hei arotake i tō mātou taiao mahi o nāiane me ngā āhua e mahi ai mātou puta noa i Te Kura. Ko te whai o te kaupapa he whakawhanake i te huinga mātāpono hei whakamōhio i tētahi rautaki wāhi mahi puta noa i te kura. I whakatūria ngā ara mahi e toru i te tau 2021: Kaimahi, Hangarau Matihiko, me ngā Whakanōhanga. Ka haere tonu te kaupapa i te tau 2022.

Ko tētahi hua i puta i te KOWHEORI-19 ko tā mātou āta mahi tahi me Te Tāhuhu o Te Mātauranga mō ētahi kaupapa. I runga anō i ngā tōhenehene nunui kua pā ki ngā kura, ka tuku pūtea, kua mahi ngātahi Te Tāhuhu o te Mātauranga me mātou ki te āwhina i ngā ākongā he tino nui te noho whakaraerae. Kua mahi tahi hoki mō Te Kura Raumatī o Te Kura, kei tōna tau tuawhitu.

Ko tētahi atu mea nui, i tino whakamihatia i tōna taenga i te mutunga o tērā tau, ko tā mātou pūrongo ERO. I tua atu i ngā tūtohutanga mō te pikinga o te pūtea, i tono hoki a ERO kia mahi tahi Te Tāhuhu o Te Mātauranga me mātou ki te whakaōkawa me te whakapakari i tō māua hononga tētahi ki tētahi.

He tūtohutanga tērā i kōrerotia e te Minita Tuarua mō te Mātauranga, e Jan Tinetti, i tana kōrero i te whakarewatanga o tō mātou Whakanui Rautau i Poutūterangi 2022. He mea kōrero hoki e Minita Tinetti he tino waiwai te tūnga hira o Te Kura e pā ana ki ā mātou ākongā tino whakaraerae rawa ki te ao o te pūnaha mātauranga, ā, koia tētahi mea kua whakaaetia, kua āhukahukatia e te Kāwanatanga.

I te tau 2022 nei ka tāria anō hoki e mātou tā te Tāhuhu whakarato i te māramatanga me te ahunga nui ake mō te tūnga wā roa e tūmanakohia ana mō Te Kura hei kaiwhakarato mātauranga, me tōna wāhi i roto i te pūnaha mātauranga whānui atu.

He hōnore nui ki te ārahi i Te Kura i tōna Rautau i 2022. He tohu nui whakaharahara. Nā tō mātou kaiako tuatahi, nā Janet Mckenzie, i hanga i tōna kotahi te tūāpapa mārō nā tētahi ara whakaako

he mea hou me te auaha i roto i te tau 1922. Nāna i whakapono ko te whakapūmau hononga tata i waenganui i te kaiako me te ākongā te ngako o tēnei mea te angitu. Ko aua whakaaro nō taua kaiako hautipua kei te uho tonu o ā mātou mahi, ahakoa kua pahure 100 ngā tau.

Me mihi atu ka tika ki ō mātou kaimahi mīharo – e whakamōwaitia ana au, ka whakamoemiti tonu ki a koutou mō ā koutou mahi.

Me tino mihi hoki ki te Poari me te Heamana, a Barbara, mō te tautoko mārō tonu, me tō koutou ū, whakaute hoki ki tēnei kura tino motuhake, 100 tau te tawhito.

There is no doubt that we are living through unusual times. This isn't entirely new for Te Kura, which for the past 100 years has faced many challenges, be it a global depression, war, epidemics, pandemics or natural disasters.

What always amazes me is that no matter what is going on, schools continue to do the mahi, and Te Kura is no different. In fact, we have achieved so much over the past 12 months.

A wonderful highlight has been He Oranga Mahuru – our enhanced engagement and wellbeing programme, one of the most exciting projects we have undertaken, allowing us to broaden and extend the successes of our Big Picture programme. He Oranga Mahuru is Te Ara Pounamu in action. There has been terrific engagement occurring thanks to our kaimahi working with these ākongā. We are grateful to have been supported in He Oranga Mahuru by Enhanced Wellbeing Funding from the Ministry of Education.

Another piece of work, Ngā Huarahi Mahi (or the Ways of Working Project), was initiated to review our 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. Three workstreams were set up in 2021: Kaimahi, Digital Technology, and Facilities. The project will continue in 2022.

One positive from COVID-19 is that it has meant we have worked closely with the Ministry of Education on several projects. In the light of considerable disruptions to schools, the Ministry has funded and worked with us to help the most vulnerable ākongā. We have also worked together on Te Kura Summer School, in its seventh year.

Another highlight, and especially welcome coming at the end of last year, was our ERO report. As well as recommendations for increased funding, ERO also called for the Ministry of Education to work with us to formalise and strengthen our relationship with each other.

This was a recommendation picked up by the Associate Minister for Education, Jan Tinetti, when she spoke at the launch of our Centenary in March 2022. Minister Tinetti also noted that the significant role Te Kura is playing with our most vulnerable students is absolutely crucial to the fabric of the education system, and something the Government has accepted and taken on board.



In 2022, we also look forward to the Ministry providing greater clarity and direction on the long-term role expected of Te Kura as a national education provider and its contribution to the wider education system.

It is a privilege to be leading Te Kura in its Centenary year in 2022. An inspiring milestone. Our first teacher, Miss Janet MacKenzie, singlehandedly built a solid foundation through an approach that, in 1922, was modern and innovative. She believed the key to success was establishing close relationships between teachers and pupils. The ideals of an extraordinary teacher are still at the centre of what we do, 100 years later.

I must thank our wonderful kaimahi – I am continually humbled and grateful for the work you do.

And profound thanks must also go to the Board and its Chair, Barbara, for your unwavering support, and the real commitment to, and respect you have for this 100-year-old, and very special school.

Ngā manaakitanga



Mike Hollings  
**Tumu Whakarae**

### 3 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 strategic planning is guided by three core beliefs:

#### **Giving effect to 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.

## 4 Ā mātou kaupapa matua rautaki | Our Strategic Priorities

In 2018, Te Kura's Board of Trustees identified five strategic priorities that are the focus of our work from 2019 - 2024: Implement Big Picture learning, Focus on Young Adults including those who are NEET (not in Education, Employment or Training), Become a bilingual organisation, Build systems capability, and Tell our story. We also have three strategic focus areas: Māori success, Pacific success and Learning Support.

### Te Ara Pounamu

Big Picture learning is a pedagogical approach to teaching and learning that places ākongā 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<sup>1</sup> on the pilot showed that Big Picture learning can significantly improve ākongā 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 ākongā, 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 ākongā.

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 ākongā-centred pedagogy and practice. They are visible in all interactions with ākongā as we support them to achieve their educational and personal goals, enabling them to participate effectively as members of their community.

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<sup>1</sup> <https://www.tekura.school.nz/assets/publications/Te-Kura-Pilot-Evaluation-Phase-Four-October-2017.pdf>

- 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.

### **Focus on Young Adults and NEETs**

About 80,000 New Zealanders aged 15-24 years are not in employment, education, or training (NEET)<sup>2</sup>. As at June 2021, there were about 27,000 NEET who were Māori. Nearly 18% of Māori and 17% of Pacific youth (between the ages of 15 and 24) were not in Employment, Education, or Training (NEET). This was nearly twice the rate recorded for European and Asian youth, and significantly greater than the national rate of 10.8%<sup>3</sup>. There is much to be done to improve outcomes for this cohort and any impact that Te Kura can have will make a big difference to New Zealand.

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.

### **Te Rautaki Reorua | Become a bilingual organisation**

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,

<sup>2</sup> <https://www.mbie.govt.nz/dmsdocument/12809-monthly-labour-market-fact-sheet-january-2021>

<sup>3</sup> <https://www.mbie.govt.nz/dmsdocument/16892-maori-in-the-labour-market-june-2021-quarter-unadjusted>

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<sup>4</sup>.

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 Aotearoa 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 Māori goals, and can track and monitor their progress.*

**Build systems capability**

Te Kura is an online, digitally-oriented organisation. We 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 for teaching and learning are My Korowai and My Te Kura. We also have a Student Management System to maintain ākonga records connected with external stakeholders like the Ministry of Education and the New Zealand Qualifications Authority.

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

**Tell 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. 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 selected 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

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<sup>4</sup> <https://www.tpk.govt.nz/en/a-matou-kaupapa/maihi-karauna>

and the community. We will continue to support kaimahi to attend and present at conferences that have relevance to our work.

### **Māori success**

Te Kura acknowledges the Treaty of 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. Te Kura has a high proportion of ākonga Māori and recognises ākonga Māori as a priority. Through our teaching and learning, we ensure ākonga Māori feel comfortable, valued and achieve their potential. We build relationships with our Māori whānau, communities and partner organisations to support our ākonga Māori current and future success.

### **Pacific success**

As the largest school in New Zealand, with a presence throughout the country, we have a significant role to play in supporting Pacific ākonga, their families and communities to achieve the best possible educational outcomes. We also have partnerships with Pacific Realm countries (the Cook Islands, Niue and Tokelau) whose ākonga are able to access Te Kura courses. The work of our Pacific Strategy is building internal capability; promoting Te Kura within Pacific communities; improving educational outcomes of Pacific ākonga and developing external relationships and partnerships that improve our reach and responsiveness.

### **Learning Support**

We want all ākonga to achieve their potential. We have kaimahi, resources and systems which provide additional support to ākonga with diverse learning needs and to the whānau and kaiako who work with them. In 2018, we moved to a regionalised approach to delivering learning support to enable us to better meet the needs of some of our most vulnerable learners. In 2020 we set up a cross school project to review our school-wide approach to Learning Support at Te Kura and to develop a strategic plan for further development of Learning Support. We now have a centralised cross school team of kaimahi who provide support to the regional teams and ensure that we progress our strategic objectives for Learning Support at Te Kura.

## 5 He Arotake o ngā Kōkiri Matua | Review of Key Initiatives

Our 2021 Charter and Annual Plan set out our strategic priorities and key initiatives at the whole school level. Further detail on 2021 development actions was held in a series of plans for each strategic priority, project, region and team.

Our strategic priorities are closely linked, so many projects and actions bring together kaimahi from across the school.

We monitored and reviewed progress on our strategic priorities during 2021 through team, regional, project and governance groups. We made tactical operational changes throughout the year as required and incorporated strategic changes into our planning for 2022-2024.

In this 2021 Annual Report we give a high-level review of progress in key initiatives from our 2021 Charter and Annual Plan.

We also give details of our 2021 Education Review Office (ERO) report, our response to Covid-19, our ākongā engagement and wellbeing programme, and our interim funding review.

Responding to Covid-19 meant that we brought forward some planned developments, paused others, and tried out new approaches.

### 2021 ERO report

ERO reviewed Te Kura between March and June 2021 and published its report in November 2021.

The review focused on providing evaluative information about the quality of the current education provision offered by Te Kura, including equity of access and outcomes for ākongā, and identifying the opportunities, strengths, and challenges for the school in its operation in the wider education system.

The review was carried out by a large team of ERO kaimahi who made on-site visits to all our regions and met with Te Kura kaimahi from across the school. Our DCE Learning Delivery was part of the review team.

Some key findings from the report were:

*“Te Kura is now playing a significant and increased role in the education of at-risk and disengaged ākongā, many of whom are Māori. At the core of this shift are rising rates of student disengagement and alienation from our education system. Education agencies are placing greater reliance on Te Kura as a place of enrolment for non-enrolled and high needs ākongā whose needs are not being met elsewhere.*

*At the centre of Te Kura’s provision for its ākongā is personalised learning and a curriculum that is tailored to their pace, interests, and readiness to learn. It has sound pedagogy and digital teaching capability. Te Kura has continued to diversify and improve its curriculum, its digital platforms and*

*student support capacity and capability. Its delivery systems are agile and respond quickly to rapid shifts in enrolments. It is an improvement-focused organisation and is self-aware.*

*A school-wide priority focuses on engaging ākonga back into education and responding to their individual wellbeing needs. Te Kura can show ongoing gains in student engagement levels across the school, and in NCEA achievement at all levels for its full-time ākonga. Raising the achievement of these highly vulnerable and at-risk ākonga has become more challenging, however.”*

*Te Kura faces constraints in the level of targeted additional learning support it can access and provide to its ākonga. Many ākonga have high levels of unmet social, education and health needs. The support they need Te Kura to provide is time and resource intensive. Te Kura is stretched in doing this in relation to being a distance provider and with the resources available to it under current policy and funding settings. Within this, Te Kura has extended its learning support systems and capabilities and is offering more face-to-face learning opportunities closer to ākonga and whānau.*

The report made recommendations for Te Kura to further develop teaching and learning, strengthen digital capability and capacity, focus internal evaluation across early learning and schooling more on outcomes for ākonga, and strengthen partnerships with the Ministry of Education including the establishment of formal protocols to manage ākonga referrals to Te Kura. Our planning for 2022-2024 includes development actions arising from these recommendations.

The report also made recommendations for the Ministry of Education to:

- *“review Te Kura’s funding as a matter of priority in the context of the redevelopment of equity funding for the school system*
- *assess how access to learning support, particularly for those ākonga with high and moderate needs, can be improved as part of MoE’s review of support for learners with high and complex needs. In doing this, consider how levels of learning support for ākonga at Te Kura can be aligned equitably to those available to ākonga with similar needs enrolled in face-to-face schools*
- *work with Te Kura to formalise and strengthen relationships between the school and MoE within MoE response and delivery systems to optimise enrolment referrals and improve consistency of practice across MoE regions*
- *provide greater clarity and direction on the long-term role expected of Te Kura as a national education provider and its contribution to the wider education system. This includes developing greater sector understanding and visibility of the support that Te Kura can provide to the rest of the system, such as in times of crisis, its responses for at-risk learners, and in leveraging its experience in curriculum and digital and distance education more broadly.”*

We continue to work with the Ministry to progress the recommendations.



## Responding to Covid-19

In responding to Covid-19 we focused on the wellbeing and safety of our ākonga, whānau and kaimahi. We also supported the wider education system and worked with the Ministry of Education to provide targeted interventions for the Auckland region in term 4 2020 and term 1 2021, and again in term 4 2021 in preparation for terms 1 and 2, 2022.

### *How we supported ākonga*

- During alert levels 3 and 4 kaimanaaki contacted ākonga regularly to check in on their wellbeing. Regions employed extra kaimahi to support contact, with positive effects on engagement.
- We communicated with ākonga and supervisors to provide reassurance, to give updates on how we were operating at different alert levels, and to provide support where needed.
- Kaiako and kaimanaaki ran online huinga ako in place of face-to-face meetings. These huinga ako included wellbeing check ins, group activities and subject tutorials.
- A number of STAR, Gateway and Trades Academy courses were able to continue with workshops and classes online.
- Our Ākonga and Whānau Support helpdesk operated remotely to provide information, advice and support.

### *How we supported kaimahi*

- Team leaders and managers stayed connected with their kaimahi and checked in regularly on their wellbeing.
- Our Chief Executive and other members of the Senior Leadership Team held live video chats with kaimahi.
- The Covid-19 incident management team supported kaimahi with wellbeing, hygiene and remote working preparation through regular updates via email and the intranet.
- We ensured that all kaimahi could connect remotely to Te Kura platforms and interact online. Our helpdesk operated remotely to support kaimahi with technology.
- Kaimahi were able to order equipment, re-usable face masks and furniture to support remote working.

### *How we supported the system*

- In September 2020, the Ministry of Education provided advice and recommendations to the Minister of Education on a range of possible responses to support senior secondary ākonga in Auckland to reach their NCEA goals that year.
- Among other things, the Minister of Education agreed to a recommendation the Ministry partner with Te Kura to establish Te Kura-led short-term education provision beginning in term 4 for ākonga. Three interventions were set up: to provide personalised learning opportunities through a Te Kura Big Picture approach, to provide targeted dual tuition in NCEA subjects, and to provide extra places in Te Kura's Summer school.
- For the Te Kura Big Picture programme (known as TK400) we set up 11 hubs across Auckland which ākonga could attend in person during the week as well as learning online. Kaiāwhina and kaimanaaki worked with ākonga and whānau at the hubs and online. We also provided

opportunities for learning outside school and for exploring tertiary options. A significant proportion of ākonga referred to the programme by the Ministry were Māori and Pacific.

- The programme was extended into term 1 2021, to ensure ākonga who enrolled at the end of 2020 were able to re-engage with learning and plan their transition back to school, to tertiary study or into employment.
- The findings of an Education Review Office (ERO) evaluation of the Auckland interventions showed that the Te Kura Big Picture programme was very successful in connecting with ākonga and re-engaging them with learning.
- In term 4 2021, the Ministry again asked Te Kura to set up a Big Picture programme in Auckland (TK300) for ākonga who had disengaged, or were at risk of disengaging, from schooling. The programme will run in terms 1 and 2 2022.
- Also in term 4 2021, we provided Government-funded access to dual tuition to support ākonga whose schools were unable to provide sufficient support for their learning at home during Alert Levels 3 and 4.
- The Ministry of Education's ClassroomNZ2020 online platform was made available to all state and state-integrated schools and kura in July 2020. ClassroomNZ2020 is a version of Te Kura's online learning system which can be used for resources or as a teaching and learning tool. It continued to be offered through until 30 June 2021.
- Te Kura resources were available through our website, and resources contributed in 2020 to the Ministry of Education's distance learning packs and the Learning from Home website continued to be available.
- Throughout these system responses, we worked closely with the Ministry of Education on communicating information through media and social media channels.

### **Ākonga Engagement and Wellbeing programmes**

- We initiated our Ākonga Engagement Challenge in August 2020 in response to the immediate impact of Covid-19 on ākonga engagement, and the need to address the longer term under-engagement of Te Kura ākonga.
- Our key learnings from the Ākonga Engagement Challenge include the importance of creating a collective focus on ākonga engagement, the value of using data to report on and explain progress, and moreover the realisation that we can increase ākonga engagement through collective, data driven, planned interventions.
- The collective focus this shared Challenge created across the school resulted in increased engagement of our full-time and Young Adult ākonga.
- The Ministry of Education's Enhanced Wellbeing Fund (EWF) was announced in November 2020 and was a response targeted towards 'at risk' ākonga. This funding package targeted the estimated 5,530 at risk ākonga enrolled in Te Kura, Activity Centres, Alternative Education and Teen Parent Units.
- This support targeted ākonga already at risk of disengagement, who were likely to be disproportionately impacted by the Covid-19 disruptions. This funding was initially provided until the end of the 2021 school year to support these ākonga to re-engage with their learning, and/or to successfully transition on to further education, training, or employment. The funding period was extended to June 2022 for all providers due to the effects of COVID-19 alert level restrictions on planned activities. Additional EWF was provided during 2021 for Professional Learning and Development and for Transitions support for ākonga.

- Given the initial success of the Ākonga Engagement Challenge, the need to continue our focus on ākonga engagement and the relationship between ākonga wellbeing and engagement, we decided to integrate these work programmes into one programme that includes both engagement and wellbeing. In 2021, we named the programme ‘He Oranga Mahuru’ which encapsulates the concept of a life of wellbeing.
- Our Learning Delivery and Curriculum leadership teams worked together to develop five new He Oranga Mahuru workstreams funded by EWF. We developed budgets for the overall spend of the fund against each of the workstreams, planned recruitment for new specialist roles, and set up our monitoring and reporting systems to identify and track our at-risk ākonga.
- We reported to the Ministry of Education in July and December 2021 on how we had used the funding and the positive impact we had seen on ākonga engagement and wellbeing.
- We evaluated He Orange Mahuru during 2021, with opportunities for formative evaluation throughout the year, and a collection of ākonga, whānau and kaimahi voice in term 4 as part of a summative evaluation report.
- The key findings from the evaluation about the impact of our He Oranga Mahuru programme included:
  - The positive impact of relationships and trust developed with ākonga and whānau
  - Increased engagement and wellbeing of at-risk ākonga
  - Increased opportunities for ākonga to learn, to find out about Leaving to Learn activities, and to meet up with kaimahi and other ākonga (online and face-to-face)
  - Improved onboarding and ‘getting started’ with engaging and learning
  - The importance and impact of the kaiāwhina role on building relationships and increasing engagement
  - The importance and impact of a group approach from kaimahi in supporting ākonga and whānau.
- In 2022, we will continue our He Oranga Mahuru programme in its next iteration. He Oranga Mahuru has become our kaupapa- it is Te Ara Pounamu in action.
- The remaining EWF funding will be used to support particular workstreams focusing on ākonga in the at-risk gateways.
- In 2021, we again received targeted funding from the Government in Budget 21 to continue an intensive Te Kura Big Picture/Te Ara Pounamu programme for a group of at-risk ākonga. This intensive programme tracks identified ākonga throughout their Te Kura journey by allocating funding directly to their programmes, encouraging Leaving to Learn activities, and is monitored closely with monthly reporting.
- In 2022, this intensive programme will be implemented and monitored as part of He Oranga Mahuru.

### **Interim funding review**

- In 2020, the Ministry of Education conducted an interim funding review. The review compared the average funding per ākonga at Te Kura against the average funding per ākonga in all state and state-integrated secondary schools from the time of the establishment of the existing funding model in 2006 through to 2019. Funding components that have impacted the difference over this time period between the average funding per ākonga at Te Kura against

the average funding per ākonga in all state and state-integrated secondary schools have been identified as part of the review.

- The review resulted in Te Kura being added to the national Donations scheme and in the Ministry preparing a budget bid.
- The Ministry's budget bid for Te Kura funding was not successful in 2021. The Ministry has continued to work with us, and the wider Ministry team supported the development of a budget bid for 2022. This bid includes the growing gap between Te Kura's funding level per ākonga when compared to the average for state and state-integrated secondary schools but is also framed in the light of findings from the 2021 ERO review of Te Kura on the inequity of funding for ākonga across the system and Te Kura's role in working with ākonga who have been disadvantaged by the system.

### **Te Ara Pounamu - Implement Te Kura Big Picture learning**

- In 2021, we finalised and published our local curriculum document Te Ara Pounamu. 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 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.
- Throughout 2021, we continued to develop the elements of Te Ara Pounamu and provide opportunities for kaimahi to incorporate it into their teaching, learning and assessment practices.
- The design of Ngā Āheinga was completed with the addition of concepts from Te Ao Māori which promote learning to learn, social and emotional learning, and wellbeing. Examples of concepts include Manaakitanga, Raraunga, Whakapuāwai, and Rangatiratanga.
- From 2019-2025, the Ministry of Education is refreshing 'The New Zealand Curriculum' to make sure every child experiences success in their learning, and that their progress and achievement is responded to and celebrated. At the same time, the New Zealand Qualifications Authority (NZQA) is working with the Ministry and the education sector to develop new NCEA standards across a range of subjects.
- In 2021, we set up Te Ara Whakamua, our Curriculum and Assessment Refresh and Review project. The whakataukī for the project is Ka mate kāinga tahi, ka ora kāinga rua. This whakataukī speaks to us of resilience and hope to keep adapting and moving forward to a better future.
- Both the Curriculum refresh and the Review of Achievement Standards align well with Te Ara Pounamu. A roadmap was put in place to ensure that Te Ara Pounamu will be visible in all

development including resources that support assessment for learning, continuous reporting, and assessment for qualification.

- Te Kura was invited to be part of piloting new standards in particular subjects. One of our kaimahi was appointed as Ohu Mātanga, part of a team of writers who will contribute to the national refresh of the English learning area in 2022 and 2023.
- In 2021, Te Kura was selected as a test school for the new NCEA literacy and numeracy co-requisites and Te Reo Matatini me te Pāngarau. This work is closely linked to the Curriculum refresh.
- In 2019, we reviewed our support for teaching and learning. Following consultation with kaimahi we developed a new model for curriculum design, development and delivery across Te Kura, including the establishment in 2020 of a new Curriculum wāhanga with National and Regional Leaders of Learning and roles focused on Learning Systems, and Assessment and Qualifications. The model ensures those directly engaged with our ākonga are well-equipped and supported and builds the foundation for a way of working that scales up, consolidates and accelerates the implementation of Te Kura Big Picture for the benefit of all ākonga and whānau.
- To further develop this model and to support the implementation of Te Ara Pounamu, in 2021, we reviewed the structure and purpose of our Kaiako Matua (senior teacher) roles. Following consultation with kaimahi, we set up twelve new Kaiako Matua rōpū focused on pedagogical leadership and a distributed and collaborative approach to the leadership of learning. These rōpū provide leadership, support and guidance across all years and learning areas of the curriculum, and appropriate emphasis on interweaving of key competencies, mātauranga Māori and literacy and numeracy across the curriculum.
- Our Student Journey project was set up in 2019 to review and improve the ākonga experience of enrolling and learning with Te Kura. In 2021, we continued developing a new 'onboarding' tool to make sure online enrolment is quick and simple. We also worked on the process and practices which support enrolment. The enrolment process will include a partially automated system for enrolling ākonga to ensure they are enrolled, contacted and gain access to their chosen learning programme as quickly as possible.
- During 2021, we tested parts of the system and the process and gathered feedback from kaimahi, ākonga and whānau about their experiences. The online system and the guide for kaimahi will be further updated in preparation for a progressive launch in 2022.
- As part of the Student Journey project, we reviewed our Laptop and Connectivity programme which provides some assistance with laptops and internet provision. We also worked with the Ministry of Education's Equitable Digital Access programme to refer ākonga who needed an internet connection at home.
- In 2021, we further developed our continuous reporting to ākonga and whānau/supervisors introduced in 2020. Continuous reporting incorporates three strands - ongoing feedback on subject-based learning, ongoing feedback on Big Picture learning activity across the curriculum,

and ongoing feedback on development of Ngā Āheinga through the lens of Ngā Mātāpono in authentic learning contexts. All reporting takes place in My Te Kura. Continuous reporting meets Ministry of Education requirements for reporting to parents and whānau.

- In 2021, we developed a new range of ConnectEd modules in My Te Kura. Integrated ConnectED modules use an inquiry approach and are designed to encourage ākonga to problem-solve, engage with real-world knowledge, and develop a range of skills and ways of thinking and acting relevant to their own context and future pathways. We also produced ConnectED guide materials for kaimahi so that they could experiment and innovate in this space.
- Learning through projects encourages ākonga to express choice, voice and agency and to develop independence in their learning. In 2021, we developed a set of EXPLore projects which were tested in term 4 and available to all full-time ākonga in 2022. The projects include: Interest Projects, Big Picture Projects, Social Action Projects and Design Projects.
- In 2021, we provided increased opportunities for ākonga to experience Leaving to Learn. Leaving to Learn recognises that learning can happen anywhere and anytime and is about engagement and connection with the wider community to broaden, enhance and deepen learning. Leaving to Learn includes: sport, cultural, interest and community groups/clubs, whānau events, volunteering, Student Volunteer Army (SVA), Duke of Edinburgh, Young Enterprise Scheme, STAR courses, Gateway, Huarahi Trades Academy and Tertiary Link.
- In term 4 we trialled the ImBlaze app. ImBlaze is a platform that enables us to collate internships and other Leaving to Learn opportunities in an app so that ākonga can easily browse and express their interest in particular activities. We will assess the results of the trial in 2022.
- 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, which combine to create a personalised learning plan. Over 2021, we continued to introduce tailored versions of My Korowai. We now have My Korowai for our ākonga in Early Childhood, Primary, Middle Years, Secondary, and Learning Support. Further versions will be developed in 2022.
- Huinga ako (advisories) provide a time and place for ākonga and whānau to meet with their kaiako and kaimanaaki. We know that building relationships at huinga ako supports the engagement, wellbeing and achievement of our ākonga. In 2021, we continued to extend our network of face-to-face advisories across the country, and to introduce more online advisories for ākonga who are overseas or in more remote areas. At times due to COVID-19, huinga ako moved online. In 2021, we established a number of bilingual huinga ako in response to requests from ākonga and whānau.
- In 2021, we provided Professional Learning and Development (PLD) to support kaiako and kaimanaaki to further develop their capability in delivering all the parts of Te Ara Pounamu. PLD opportunities were provided online and face to face when possible, depending on COVID-19 alert levels.

## Focus on young adults including those who are not in education, employment or training

- Young adults aged 16-19 can enrol with Te Kura for free, and adults can enrol for a small administration fee. In 2021, we continued to focus on ensuring that young people and those who work with them know about the opportunities and pathways at Te Kura. For example, in 2021, our Relationship Coordinators worked with schools and prisons, and our regional kaimahi worked with Ministry of Social Development Youth Services, Oranga Tamariki, NZ Police/Blue Light, Youth Justice, Alternative Education providers and local councils.
- We want to make sure our programmes meet the needs of young adults. Te Ara Pounamu starts from the interests and strengths of the learner, and builds in cross-curricular, project-based learning with opportunities for work experience and exploring different career options. This personalised approach may suit a young adult who has previously left other forms of schooling.
- In 2021, we continued to provide a range of opportunities through Trades Academy, Gateway and STAR courses. 281 ākonga were enrolled in Huarahi Trades Academy courses throughout the year; 83 ākonga took up Gateway placements; and 1348 ākonga attended STAR courses (Gateway numbers were affected by Covid-19).
- EnviroSkills is a Huarahi Trades Academy programme that sits within our 210 funded places. It consists of overnight block courses where ākonga learn skills for Primary Industries such as pest control, fencing, chainsaw safety, agrichemicals, and safe use of farm vehicles. In 2021, 105 ākonga were involved in four EnviroSkills cohorts.
- We provided one Outdoor Education opportunity for 20 ākonga with Hillary Outdoors in the North Island and with Boyle River Outdoor Education Centre in the South Island. This course was funded through STAR.
- In 2021, we provided a range of kaimanaaki support for our Young Adults to build their learning programme and maintain their engagement. This pastoral role included our kaiāwhina, a type of youth mentor, who are experienced in building relationships with young people. This role was successful in supporting Young Adults and will continue in 2022.
- We were invited to attend a consultation hui for the development of a Long-Term Insights Briefing on youth at risk of limited employment (YARLE). This was a cross-sector hui held by Ministry of Social Development, the Ministry of Education, and the Ministry of Business, Innovation and Employment to begin developing an insights briefing that will be presented in June 2022. This briefing will be used as a source of knowledge to help Government to respond more effectively in the future for youth at risk of limited employment.
- In 2021, we reviewed our provision for ākonga enrolled through Ara Poutama Aotearoa, the Department of Corrections. Having previously provided kaimahi regionally, we consolidated our staffing into one group serving the whole country. This supported the development of resources and practice for this particular group of ākonga. We also placed the leadership of this mahi with a Regional Manager who built relationships with Ara Poutama kaimahi and

organised joint online PLD sessions for Te Kura and Ara Poutama kaimahi. Plans for 2022 include investigating online access and further collaboration with Ara Poutama kaimahi.

- Te Kura Summer School gives young people the opportunity to earn additional NCEA credits for specific internal standards over the summer break; this may help them to get into a tertiary course, training or employment the same year. In 2021, we raised awareness of Summer School through advertising, social media, the Education Gazette, and providing information for secondary schools. Summer School enrolments for 2020/2021 increased to over 1950 young people, from around 1800 in 2019/2020. Enrolments for 2021/2022 were around 1700.

### **Become a bilingual organisation**

- Te Rautaki Reorua, our bilingual strategy, is committed to the revitalisation of te reo Māori me ngā Tikanga, so that it remains a vibrant and living language of Aotearoa. In 2021, we continued *Ngā Tohu o Te Aho – Te Aho o Te Kura Pounamu Te Reo Māori Recognition Awards*. The objectives of the Te Reo Māori Recognition Awards Programme are to:
  - recognise Te Kura kaimahi who have shown leadership in revitalising te reo Māori at Te Kura
  - encourage Te Kura kaimahi to use te reo Māori in their daily work routine
  - encourage and motivate Te Kura kaimahi to find innovative ways to use te reo Māori.In 2021 around 300 kaimahi were nominated by their colleagues and received an award.
- In 2021, kaimahi were provided with a range of opportunities to develop te reo Māori me ngā Tikanga. These included support tools on our intranet, optional te reo Māori me ngā Tikanga sessions run by Te Kura kaimahi online and face-to-face, online karakia and waiata sessions which include kaimahi, ākonga and whānau, and access to online courses.
- A te reo Māori self-assessment survey was shared with all kaimahi using the Ngā Taumata o Te Ahu o te Reo Māori framework from the Ministry of Education. This has provided useful baseline data regarding the confidence levels of kaimahi across a range of dimensions and allowed us to plan a range of targeted and differentiated responses to build kaimahi capability. The underlying focus is on the development of skills and knowledge that can be applied in ways that benefit ākonga. There will be more opportunities for kaimahi to respond to the survey over time and as they feel ready and we will continue to build a picture of kaimahi needs in this way.
- Our advisory group Te Rūnanga Kōtuitui continued to provide strategic advice to our Board of Trustees and Senior Leadership Team on the use of te reo Māori me ngā Tikanga within Te Kura, with a strong focus on Te Rautaki Reorua | Bilingual Strategy. The overarching purpose of this advisory group is to accelerate the bicultural development of Te Kura to further strengthen engagement with ākonga Māori, their whānau and communities. This group provides meaningful advice on how to support kaimahi to integrate te reo Māori me ngā Tikanga throughout all aspects of their professional practice.
- Te Kura has a list of te reo Māori terms that are accessible school wide. Tē Rūnanga Kōtuitui continues to provide direction on how these terms are used. Our Board adopted the use of a



summary of key terms as part of their regular meetings, and the summary was included in publications throughout the year.

- In 2021, as part of He Oranga Mahuru, funding was allocated to regions to set up bilingual huinga ako. We also provided online immersion teaching to 25 ākonga. These were both in response to requests from ākonga and whānau. In order to build on these successful initiatives, we have appointed a Reorua lead for 2022 to establish and expand our reorua provision to ākonga across years 1-15.
- We established a new Curriculum role in 2021, Te Mātanga o Te Marau, to provide sustained support for Te Rautaki Reorua, inclusion of mātauranga Māori in curriculum resources, and translation and interpretation as required.
- In 2021, we reviewed the new Whakamāoritā – Whakapākehātia | Translation and Interpretation service set up in 2020 to provide a consistent approach to te reo Māori across Te Kura, including the translation and interpretation of te reo Māori as part of course development, large scale curriculum development, ākonga learning and corporate communications. New kaimahi were recruited into the service in 2021.

### **Build systems capability**

- In March 2020, our Board approved a remote working policy to support kaimahi with flexible work arrangements. Kaimahi were invited to apply to work remotely for part of their working week, and to order remote working equipment including monitors and chairs. In 2021, COVID-19 restrictions meant that at times more kaimahi needed to work remotely and were able to do so successfully with remote working equipment.
- In 2021, we continued our transition to Microsoft 365. This included moving our communications to Microsoft Teams and upgrading our licenses to more advanced and secure levels. A review of document management through our current and possible future Microsoft platforms was completed, with the intention of fully replacing the existing platform by the end of 2022. We also completed planning for upgrading our financial accounting system through Microsoft Dynamics.
- The roll out of Microsoft Surface Books for kaimahi was completed in 2021. All kaimahi have remote working software installed on their devices so that they can securely connect to Te Kura systems from any location using dual authentication. Our IRG (Information Resources Group) kaimahi provided remote technological support as needed.
- In 2021, we commissioned an audit of our data governance practices. Recommendations from the audit informed 2022 planning for our IT and data teams, and the data governance work programme will be monitored by the Systems Governance Group.
- We take a continuous improvement approach to cyber security and cyber resilience. In 2021, we completed an internal assessment in collaboration with a security analyst. The assessment will inform our 2022 planning.

- Our new 3 year Digital strategy plan for 2022-2024 will use key principles to support the growth of the organisation, including putting security, modularity and scalability at the centre of our future upgrade decisions.

## Tell our story

- In 2021, 'Tell our story' supported all of our other strategic priorities. We told our story internally by giving information to kaimahi to support them in their work and to support them to tell our story through their daily work and the many contacts they have with ākonga, whānau and community service providers. We told our story externally by providing information and stories through print, digital and social media.
- A range of handouts, fliers, videos and presentations was available to support conversations with prospective ākonga and whānau, community groups, service providers and government agencies. Selected topics included Leaving to Learn, Primary and Secondary, how we can support rangatahi/young adults, and Summer School.
- In March 2021, our Chief Executive and Deputy Chief Executive Learning Delivery presented at the 'Modern and Flexible Learning for Schools' conference. This was a wonderful opportunity to introduce Te Ara Pounamu to a wider audience and showcase our evolution as an online distance education provider.
- In April 2021, our Deputy Chief Executive Curriculum, and National Leader of Learning Wellbeing, delivered a workshop at the 2021 Conference for Flexible Learning on "Te Kura Big Picture: young people navigating their lives and their future".
- Our Manager Creative Services presented at D2L Fusion, an international online forum in July 2021. The forum's theme was 'Pioneers of Tomorrow' and was a great opportunity to showcase to a global audience how we are at the forefront of technology adoption in teaching and learning.
- Te Kura was this year's sponsor of the Young Achievers Award at Ngā Tohu Matariki o Te Tau – The Matariki Awards – which were broadcast live on Māori Television. The award recognises rangatahi who have made an extraordinary contribution and demonstrated an outstanding commitment to their community. Our Board Chair attended the ceremony on behalf of Te Kura.
- As part of its initiative to raise participation in early learning, the Ministry of Education invited Te Kura to share information about our Early Childhood programme with providers in Te Tai Tokerau and with Poipoia te Mokopuna providers (supporting whānau with early learning). The Ministry also promoted Te Kura as part of their Whānau in Home Learning programme for Early Childhood.
- In 2021, we started planning for Te Kura's centenary in 2022. Kaimahi were invited to share their ideas and to be part of planning regional events. Activities in 2022 will include the launch

of the Centenary website, the publication of a book, a set of commemorative stamps provided by NZ Post, articles in the Education Gazette, and Centenary collateral such as t-shirts.

## Māori success

- In 2021, the engagement and achievement of ākonga Māori was a continued focus of our monitoring, reporting and data analysis. Data was provided to regions and teams to support their local analysis and planning. In 2021, each of our whole school progress indicators was monitored for all ākonga and for ākonga Māori so that we could target our support and resources as required.
- In 2021, we continued to provide Y1-10 teaching through reorua and immersion in te reo Māori for full-time ākonga through enrolment in our Kaupapa Māori offerings, we also extended this provision to Y11-13. The number of ākonga choosing to learn in this way increased during the year to 36 full-time Y1-10 ākonga and 65 dual-registered Y7-8 ākonga, with 4 full-time Y11-13 and 8 dual-registered Y11-13 ākonga.
- We continued to grow our Kaupapa Māori offerings during 2021. Over 2021 there were 1346 subject registrations for Kaupapa Māori across the 11 subjects offered under this umbrella. 2021 saw an increase in dual registrations; the most popular choices for these 490 ākonga were Reo Māori, Tikanga and Manaaki Marae. Tikanga continues to be the most popular subject overall.
- Our intent is to increasingly recruit kaimahi who reflect the communities we serve. In 2021, we continued to recruit for new roles such as kaiāwhina for the Auckland interventions and for He Oranga Mahuru. The success of recruiting a diverse range of people from local communities will continue in 2022.
- Following the Kaiako Matua (Senior Teacher) Review, a new rōpū was formed in 2021: Ngā Kete o Te Ao Māori. This rōpū has four Kaiako Matua roles: Kaiako Matua Te Reo Māori, Kaiako Matua – Kaupapa Māori (senior years), Kaiako Matua Kaupapa Māori (junior years) and the establishment of a fourth role providing for specialist leadership of Te Ao Haka and scoping for other specialist offerings to promote the engagement, progress and achievement of ākonga Māori within the framework of Te Ao Māori. This new role responds to ākonga and whānau demand and will increase the visibility of mātauranga Māori across Early Childhood and Years 1-10. We continued to appoint to permanent positions such as kaiako te Reo Māori and kaiako Kaupapa Māori.
- The kaupapa of Te Ara Pounamu/Te Kura Big Picture is based on mātāpono (principles) which draw on Tikanga Māori and provide the cultural foundation for Te Kura Big Picture practice. As Te Ara Pounamu continues to be embedded more widely across the school, more of our ākonga Māori have the opportunity to learn in this way.
- In 2021, as part of Te Ara Pounamu, we developed ConnectED primary inquiry modules reflecting mātauranga Māori concepts and contexts such as whakapapa, ngā atua Māori, hāhi Māori and rongoa.

- Te Kura kaimahi Māori contributed to Ministry of Education Focus Groups as part of the Review of Achievement Standards.
- In 2021, we planned our support for Priority 1 of the Statement of National Education and Learning Priorities (NELP). Priority 1 requires us to ensure places of learning are safe, inclusive, free from racism, discrimination and bullying. Our initial focus was on effective use of the Teaching Council's 'Unteach Racism' resources.
- We met with Ngā Puhi Social Services to discuss how engagement with Te Kura can be integrated into all Ngā Puhi youth services. We tailored programmes focusing on Literacy and Kaupapa Māori to promote the success of ākongā Māori.
- We met with the National Executive Director of the Māori Council to discuss how Te Kura can support ākongā and whānau Māori.
- We started discussions with Te Rūnanga Nui o Ngā Kura Kaupapa Māori about how Te Kura can support Māori language in the Kura Kaupapa Māori Curriculum. We demonstrated how we use My Te Kura and My Korowai to provide inclusive, personalised learning for all ākongā. Further work in 2022 will respond to interest from Te Rūnanga Nui o Ngā Kura Kaupapa Māori in both ākongā and kaimahi facing aspects.
- We developed a collection of Kaupapa Māori bundles of learning to meet the specific needs of our Ara Poutama Aotearoa | Department of Corrections ākongā.

### **Pacific success**

- In 2021, the engagement and achievement of Pacific ākongā was a continued focus of our monitoring, reporting and data analysis. Data was provided to regions and teams to support their local analysis and planning. In 2021, each of our whole school progress indicators was monitored for all ākongā and for Pacific ākongā so that we could target our support and resources as required.
- In 2019 and 2020, we developed our courses for Samoan NCEA Levels 1-3. In 2021, we had 125 enrolments for level 1, 72 for level 2, and 66 for level 3 over the year.
- In 2021, Te Kura was invited to contribute to the Samoan Language Subject Expert Group as part of the Review of Achievement Standards. We were pleased to hear that Pacific Studies has been confirmed as a curriculum addition for NCEA Levels 2 and 3, and Gagana Tokelau and Vagahau Niue for NCEA Levels 1, 2 and 3.
- Kaiāwhina were employed through He Oranga Mahuru to respond to Māori and Pacific ākongā wellbeing. This had a flow-on effect to Māori and Pacific success.
- In 2021, we continued to introduce the Tapasā Cultural Competency Framework as part of the kaiako PLD programme for new kaiako and those who wanted a refresher. The Teaching Council of Aotearoa New Zealand led the implementation of Tapasā, a resource for all teachers

of Pacific learners, developed by the Ministry of Education. It is designed to support kaiako to become more culturally aware, confident and competent when engaging with Pacific learners and their parents, whānau and communities and it provides a Pacific lens to the Standards for the Teaching Profession and the Code of Professional Responsibility.

- In June 2021, Te Kura attended the launch of Pacific Beatz. The event was held in the Te Atatu library with MC Suzy Cato and attended by Pacific Minister William Aupito Sio. Te Kura's Early Childhood team has had an association with this project over the last ten years. Pacific Beatz is an initiative between Whānau Āwhina, Plunket and Loopy Tunes and has released 100 fu, songs in ten different Pacific languages.
- In 2021, Reading Warrior resources (<https://readingwarrior.com/>) have been approved for addition to curriculum offerings. This suite of readers aims to inspire young people with positive and inspirational stories from New Zealand and the Pacific and to encourage them to write their own stories. We negotiated a five-year licence for 48 titles in the Reading Warrior catalogue focused on stories and role-models from the Pacific. Associated materials focus on developing engagement in reading and writing. Titles reflect a range of Pacific contexts including Tokelau, Samoa, Niue, Cook Islands and Tonga.
- Te Kura supports ākonga and kaiako who live in the Realm of New Zealand, in Tokelau, the Cook Islands and Niue.
- Since 2019, we have been working with the Tokelau Ministry of Education Director to explore how Te Kura fits into the overall education of their ākonga, and what we can provide to support them to offer a broadened curriculum.
- In 2020, the Tokelau Ministry of Education enrolled ākonga with Te Kura for the first time. Ākonga from three schools from each atoll were enrolled in our English programme with a focus on literacy. This was a trial for the schools who the Tokelau Ministry of Education resourced with laptops and classroom screens to support engagement. Te Kura supported the trial with a different model of delivery, with our kaiako providing weekly online lessons for each school. The model of weekly lessons worked well, all of the ākonga engaged and submitted work. At the end of the trial an evaluation took place, with recommendations that included appointing a Tokelau distance coordinator to work with Te Kura in 2021.
- In 2021, of the 25 ākonga enrolled from the three Tokelau schools, one on each island, 11 were enrolled in NCEA subjects. Of those, seven ākonga gained some NCEA Level 1 credits while other ākonga worked towards the skills needed to engage and achieve in NCEA. At the end of the year, the first ever ākonga achieved 10 core numeracy credits.

## Learning Support

- In 2018, we moved to a regionalised approach to delivering Learning Support (LS) to enable us to better meet the needs of some of our most vulnerable learners. With four Team Leaders LS in place in Northern, Central North, Central South and Southern, the support for kaimanaaki in regions increased significantly, with more ākonga accessing support, and regional initiatives being developed.
- In 2020, in order to deliver on our desire for all ākonga to achieve their potential, we set up a LS project to review our school wide approach to LS at Te Kura, to develop a strategic plan and to take action on operational matters as they arise.
- The project team included the DCE Learning Delivery, Learning Support Team Leaders and representatives from Finance, Procurement, HR and Curriculum. The project team continued in 2021 and in 2022 will move from being a project team to an ongoing centralised team.
- In 2021, we continued to integrate Teacher Aides into Te Kura online systems so that they could access information and resources to support the ākonga and whānau they work with. As well as updating our own induction and development processes, we also supported Teacher Aides to access Ministry of Education funding for Professional Learning and Development.
- Due to COVID-19 restrictions, we took the opportunity to explore online Teacher Aide support. This worked well for families who were interested in this option and allowed us to provide a service in some more isolated areas.
- As part of our blended approach to LS, in 2021, we continued the development of online resources. A range of additional resources were developed through the lens of Te Ara Pounamu and focusing primarily on Science and the Arts. The work was coordinated by the Kaiako Matua Learning Support (younger years), with support from Te Matanga o Te Marau mō te Mātauranga Māori for increasing the visibility of te ao Māori in new and existing online content.
- We further developed a tailored version of My Korowai. (My Korowai is the online environment used by ākonga and whānau for kaimanaaki to get to know ākonga. It includes spaces for sharing personal information, goals and interests, leaving to learn activities, and reflections.)
- The review of our Learning Support Database to ensure it meets current user needs concluded that a new tool was needed which could interact with Te Kura systems and with new systems to be introduced by the Ministry of Education (the Te Rito ākonga information sharing system and a standardised Learning Support Register). Design and development is planned for 2022.
- In 2021, we continued to work with the Ministry of Education to ensure that Te Kura ākonga have increased access to the Learning Support services they need. This is ongoing work which will require some policy and process changes from the Ministry of Education. We will continue to explore becoming an ORS fund-holder, ongoing joint work on processes for Te Kahu Tōi (the

Intensive Wraparound Service), access to Regional Health Schools, and Ministry referral processes in 2022.

- The Ministry of Education started its Highest Needs Review in 2021. The purpose of the Highest Needs Review is to ensure that children and young people with the highest needs for learning support achieve their full potential through positive education outcomes. In 2021, Te Kura's Deputy Chief Executive Learning Delivery was invited to be part of the Review's Advisory Group. In 2022, we will support the Ministry to run focus groups with some of our whānau and kaimahi.
- In 2021, there were 227 ORS (Ongoing Resourcing Scheme) funded ākonga enrolled at Te Kura, compared to 165 in 2019 and 192 in 2020. We continued to work with ākonga and whānau to ensure eligible ākonga were verified and to provide personalised programmes.
- In 2021, we employed 165 teacher aides and 18 additional kaiako to support ākonga with a range of learning support needs (in 2020, we employed 138 teacher aides and 30 additional kaiako).

## 6 Te Tauākī Whakatutukitanga ā-Ratonga | Statement of Service Performance

The Ministry of Education’s Resourcing Notice defines the resourcing entitlement for Te Kura for each school year, sets the purposes for which it can be used and establishes the processes for the school to access this funding.

The resourcing provided is for early childhood, years 1 to 13, young adult and adult ākongā eligible under the school’s gazetted enrolment policy to receive full government-funded tuition. The required outputs consist of direct service provision for those ākongā.

According to the Resourcing Notice, the services comprise:

- Early childhood education
- Education services for adult and young adult ākongā
- Full-time education services to years 1 to 13 ākongā
- Curriculum services for years 1 to 13 dual-registered ākongā
- Supplementary 0.1/0.2 services for full-time, years 1 to 13, ORS-verified ākongā
- On-payment of the student support payment to eligible supervisors of the school’s full-time ākongā.

Te Kura’s report against these targets is presented below.

Outputs	Performance targets	Service delivered
1. Early childhood education	Deliver early childhood education to pre-school ākongā	Te Whāriki programmes delivered to: <b>553 early childhood enrolments</b> , of whom 114 (21%) were Māori and 3 (0.5%) were Pacific.
2. Adult and young adult ākongā	Deliver education services	Programmes offered according to the New Zealand Curriculum Framework and the school curriculum delivered to: <b>8327 adult enrolments</b> , of whom 5943 (71%) were young adult enrolments, of whom 1366 (23%) were Māori and 408 (7%) were Pacific.
3. Years 1 to 13 full-time education services	Deliver full-time education services to years 1 to 8 ākongā	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: <b>1591 full-time enrolments at primary level</b> , of whom 672 (42%) were access enrolments 919 (58%) were referral enrolments 668 (42%) were Māori and 49 (3%) were Pacific.
	Deliver full-time education services to years 9 to 13 ākongā	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: <b>4481 full-time enrolments at secondary level</b> , of whom 892 (20%) were access enrolments 3589 (80%) were referral enrolments 2000 (45%) were Māori and 240 (5%) were Pacific.



Outputs	Performance targets	Service delivered
4. Years 1 to 13 dual enrolment education services	Deliver dual registration curriculum services to years 1 to 8 ākonga	<p>Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to:</p> <p><b>510 registrations from years 1 to 8 ākonga enrolled at other primary schools</b>, of whom  194 (38%) were Māori and 26 (5%) were Pacific  219 (43%) were provided a specialist programme to assist with their learning support needs  136 (27%) received tuition in Te Reo Māori  103 (20%) were gifted and talented  38 (7%) were enrolled at a Health School.</p>
	Deliver dual registration curriculum services to years 9 to 13 ākonga	<p>Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to:</p> <p><b>10240 registrations from years 9 to 13 ākonga enrolled at other secondary schools</b>, of whom  3291 (32%) were Māori and 820 (8%) were Pacific  6195 (60%) enjoyed tuition in a subject that their school is unable to offer  1684 (16%) were enrolled at a Health School  1061 (10%) were enrolled due to an emergency staff vacancy at their school  423 (4%) took part in Te Kura’s Summer School.</p>
5. Years 1 to 13, 0.1/0.2 ORS supplement	Deliver supplementary 0.1/0.2 services for full-time years 1 to 13 ORS-verified ākonga	<p>Supplementary services delivered to:</p> <p><b>227 ORS-verified ākonga</b>, comprising</p> <ul style="list-style-type: none"> <li>• 163 ORS high needs or ORS extension (0.1)</li> <li>• 64 ORS very high needs (0.2).</li> </ul>

Outputs	Performance targets	Service delivered																		
6. On-payment of the supervisors' allowance to eligible supervisors of the school's full-time ākonga	<p>Make on-payments and reconciliations that are correct, to time and within agreed criteria.</p> <p>Provide to the Ministry a verified student roll and supervisor eligibility return. The June payment can be against a projected roll and eligibility return. The December return must fully reconcile projected and actual results for that school year.</p>	<p>The school paid the supervisors' allowance to supervisors on behalf of the Ministry.</p> <p>Forecasts and reports were provided to the Ministry as required.</p> <table border="1"> <thead> <tr> <th></th> <th>No. of payments made</th> <th>Costs (\$000)</th> </tr> </thead> <tbody> <tr> <td>June</td> <td>2,109</td> <td>785</td> </tr> <tr> <td>December</td> <td>2,625</td> <td>974</td> </tr> <tr> <td><b>Sub total</b></td> <td><b>4,734</b></td> <td><b>1,759</b></td> </tr> <tr> <td>Prior year payments</td> <td>33</td> <td>11</td> </tr> <tr> <td><b>Total</b></td> <td><b>4,767</b></td> <td><b>1,770</b></td> </tr> </tbody> </table>		No. of payments made	Costs (\$000)	June	2,109	785	December	2,625	974	<b>Sub total</b>	<b>4,734</b>	<b>1,759</b>	Prior year payments	33	11	<b>Total</b>	<b>4,767</b>	<b>1,770</b>
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### Kiwisport funding

Kiwisport is a Government-funded initiative to support ākonga participation in organised sport. In 2021, the school received total Kiwisport funding of \$127,123.81 (excluding GST).

The funding was allocated to release time for Te Kura's Kiwisport co-ordinator, enabling ākonga to participate in sporting activities as individuals or in a team, subsidising some ākonga travel costs, and funding the purchase of sports equipment. The funding enabled ākonga to participate in sporting competitions and achieve across a range of codes.

## 7 Tātaritanga Tāupetanga | Analysis of Variance

### 2021 Analysis of Variance

The analysis of variance against our 2021 progress indicators was completed as part of our annual planning and reporting cycle and informed the progress indicators in our 2022 Charter and Annual Plan.

The analysis of variance was submitted to the Ministry on 1 March 2022 with the 2022 Charter and Annual Plan and is included in this Annual Report.

### 2021 NCEA (National Certificate of Educational Achievement)

When analysing ākongā achievement at Te Kura it is important to take into account the nature of the ākongā population and the circumstances in which ākongā come to Te Kura.

Te Kura is a unique school in New Zealand, not only in terms of its form of delivery but also the mix of ākongā who enrol:

- Some ākongā, particularly young adults and adults, are learning part-time so they may not be enrolled in enough courses to earn an NCEA qualification.
- Te Kura also teaches a large number of dual registered ākongā whose results are reported by their home school, rather than appearing in Te Kura's NCEA data.
- Many ākongā come to Te Kura after long periods of disengagement and it can take time for them to get back on track with their learning.

Due to the size and nature of Te Kura's ākongā population, comparing Te Kura's aggregated achievement against national averages for roll-based NCEA achievement is not a meaningful measure of the full value added by Te Kura.

At Te Kura we analyse participation-based NCEA achievement for those ākongā who have been entered in enough standards to gain a full NCEA qualification.

We also look at our rates of standard achievement - how ākongā achieve in each standard they have been entered for. This shows us the value added by Te Kura across all ākongā, from those who have enrolled at Te Kura to complete a particular set of standards to those who have enrolled to complete a full NCEA qualification.

Analysis by the Ministry of Education shows that, when ākongā factors are taken into account, Te Kura's performance is comparable to that of other schools.

We will publish a separate report on our 2021 NCEA data on our website once the 2021 NCEA results have been confirmed by NZQA.

## Analysis of Variance against the goals in Te Kura's 2021 Charter and Annual Plan

This dashboard report provides an overview of the progress towards achievement of goals in Te Kura's 2021 Charter and Annual Plan, as well as a high-level analysis of variance. Unless otherwise indicated, all progress is as of 31 December 2021.

The following key has been used to indicate the outcome against the goals:

■ Achieved / mostly achieved 
 ■ Achieved for certain groups 
 ■ Not achieved

No.	Goal	Outcome
<b>1. Engagement in My Korowai</b>		
	Increase the percentage of ākonga engaged in My Korowai	Achieved
<b>2. Engagement in a learning programme in My Te Kura</b>		
	Increase in the percentage of online presence and work submission of ākonga in My Te Kura	Achieved
<b>3. Wellbeing</b>		
	Increase in the percentage of ākonga who complete the survey at least once during the year	Achieved
<b>4. Achievement at NCEA</b>		
4.1	Maintain our high NCEA standard achievement rate	Achieved
4.2	Increase the percentage of ākonga who achieve Te Kura assessed NCEA standards	Achieved for certain groups
4.3	Increase the percentage of ākonga who meet NCEA Literacy and Numeracy requirements	Not achieved

Goal	Progress as at 31 December 2021	Comments						
<b>1. Engagement in My Korowai</b>								
Increase the percentage of ākonga engaged in My Korowai (2020 Baseline: [Y11-13: 80%, Y7-10: 73%, Y0-6: 55%, ECH: 9%])								
	My Korowai Engagement (2021, ECH-Year 13, Snapshot %):						<p><b>Goal 1 has been achieved.</b></p> <p>Engagement in My Korowai has seen a steady proportional rise across all year groups and priority ethnic groups in 2021.</p> <p>We have finished the 2021 year above the 2020 baseline for all year groups.</p> <p>My Korowai for Learning Support is a new introduction and the engagement numbers in this space has exceeded expectations so far.</p> <p>With the inclusion of engagement in third-party software, StoryPark, the Early Childhood figures have increased to align closely with other year groups.</p>	
	<b>Year Group</b>	<b>Northern</b>	<b>Central North</b>	<b>Central South</b>	<b>Southern</b>	<b>Overseas</b>		<b>Total</b>
	Years 11-13	81% (752/928)	83% (577/694)	90% (466/518)	79% (436/553)	90% (77/86)		<b>83% (2308/2779)</b>
	Years 7-10	83% (435/527)	75% (417/558)	80% (195/244)	79% (223/283)	88% (83/94)		<b>79% (1354/1707)</b>
	Years 0-6	78% (93/119)	72% (114/158)	86% (38/44)	69% (57/83)	68% (67/99)		<b>73% (369/503)</b>
	Early Childhood	85% (33/39)	83% (83/100)	92% (45/49)	84% (124/148)			<b>85% (285/336)</b>
	Learning Support	33% (26/79)	45% (28/62)	39% (18/46)	39% (16/41)	50% (1/2)		<b>39% (89/230)</b>
	<b>Ethnicity</b>	<b>Northern</b>	<b>Central North</b>	<b>Central South</b>	<b>Southern</b>	<b>Overseas</b>		<b>Total</b>
	Māori	78% (444/570)	76% (589/770)	83% (241/291)	71% (156/219)	76% (28/37)		<b>77% (1459/1888)</b>
	Pacific	74% (116/156)	68% (13/19)	75% (15/20)	93% (14/15)	92% (11/12)		<b>76% (169/222)</b>

## 2. Engagement in a learning programme in My Te Kura

Increase in the percentage of online presence and work submission of ākonga in My Te Kura (2020 Baseline: Presence 67%; Engagement 37%)

My Te Kura Presence (2021, Years 1-15, Cumulative average %) (Comparison against 2020 YTD):

Offering Type	Northern	Central North	Central South	Southern	Overseas	Grand Total
<b>Full Time</b>	<b>-4.0%</b>	<b>0.0%</b>	<b>6.8%</b>	<b>0.6%</b>	<b>5.4%</b>	<b>0.7%</b>
2021	70.3%	68.2%	63.6%	66.4%	84.2%	69.2%
2020	74.3%	68.2%	56.9%	65.8%	78.8%	68.5%
<b>Young Adult</b>	<b>-0.6%</b>	<b>2.7%</b>	<b>3.0%</b>	<b>4.7%</b>	<b>8.4%</b>	<b>2.1%</b>
2021	67.8%	72.5%	71.1%	67.1%	95.5%	69.4%
2020	68.4%	69.8%	68.1%	62.4%	87.1%	67.3%

Ethnicity	Northern	Central North	Central South	Southern	Overseas	Grand Total
<b>Māori</b>	<b>-3.5%</b>	<b>-0.2%</b>	<b>3.4%</b>	<b>0.9%</b>	<b>5.0%</b>	<b>-0.1%</b>
2021	62.0%	63.0%	58.3%	58.5%	84.2%	61.7%
2020	65.5%	63.2%	54.9%	57.6%	79.2%	61.8%
<b>Pacific</b>	<b>-4.4%</b>	<b>3.6%</b>	<b>-2.7%</b>	<b>11.0%</b>	<b>11.2%</b>	<b>-1.8%</b>
2021	59.8%	70.4%	61.9%	70.2%	81.8%	62.9%
2020	64.2%	66.8%	64.6%	59.2%	70.6%	64.7%

**Goal 2 has been achieved.**

My Te Kura presence or online sessions have been tracking above 2020 across all four priority groups throughout the year.

We have finished the 2021 year above the 2020 baseline for Full Time and Young Adult cohort groups.

There has been a marginal drop in sessions in December leading to the Māori and Pacific figures to reflect a slight drop compared to 2020. However, it is important to note that our active roll numbers in 2021 were inflated in the second half of the year due to the suspension of the Non-Returners process leading to disengaged ākonga remaining on the roll and a negative shift in variance over 2020.

My Te Kura Engagement (2021, Years 1-15, Cumulative average %) (Comparison against 2020 YTD):

Offering Type	Northern	Central North	Central South	Southern	Overseas	Grand Total
<b>Full Time</b>	<b>-2.5%</b>	<b>10.0%</b>	<b>9.7%</b>	<b>12.0%</b>	<b>3.8%</b>	<b>6.5%</b>
2021	42.0%	45.0%	40.6%	51.8%	42.7%	44.3%
2020	44.5%	35.0%	30.9%	39.8%	38.9%	37.8%
<b>Young Adult</b>	<b>-1.0%</b>	<b>7.0%</b>	<b>5.4%</b>	<b>7.6%</b>	<b>30.2%</b>	<b>4.1%</b>
2021	36.8%	45.9%	42.7%	40.7%	77.3%	41.0%
2020	37.8%	38.9%	37.3%	33.1%	47.1%	36.9%

Ethnicity	Northern	Central North	Central South	Southern	Overseas	Grand Total
<b>Māori</b>	<b>-2.2%</b>	<b>9.1%</b>	<b>7.9%</b>	<b>7.1%</b>	<b>2.8%</b>	<b>5.3%</b>
2021	31.4%	39.6%	34.8%	38.6%	45.4%	36.3%
2020	33.6%	30.5%	26.9%	31.5%	42.6%	31.0%
<b>Pacific</b>	<b>-5.7%</b>	<b>5.0%</b>	<b>-3.3%</b>	<b>15.7%</b>	<b>15.6%</b>	<b>-1.0%</b>
2021	27.3%	39.2%	25.8%	45.8%	32.4%	30.2%
2020	33.0%	34.2%	29.1%	30.1%	16.8%	31.2%

My Te Kura engagement or dropbox submissions/ENGAGE items have been tracking above 2020 across all four priority groups throughout the year and we have completed the year above the 2020 baseline.

We have finished the 2021 year above the 2020 baseline for the Full Time and Young Adult cohort groups.

There has been a marginal drop in engagement in December leading to the Pacific cohort reflecting a slight drop compared to 2020. However, it is important to note that our active roll numbers in 2021 were inflated in the second half of the year due to the suspension of the Non-Returners process leading to disengaged ākongā remaining on the roll and a negative shift in variance over 2020.

### 3. Wellbeing

Increase in the percentage of ākongā who complete the survey at least once during the year (2020 Baseline: [Y11-13: 30%, Y7-10: 25%])

Wellbeing Survey Engagement (2021, Years 0-13, Snapshot %):

Year Group	Northern	Central North	Central South	Southern	Overseas	Total
Years 11-13	41% (377/928)	48% (330/694)	57% (295/518)	38% (212/553)	64% (55/86)	<b>46% (1269/2779)</b>
Years 7-10	63% (333/527)	55% (306/558)	61% (148/244)	62% (175/283)	69% (65/94)	<b>60% (1027/1707)</b>
Years 0-6	53% (63/119)	36% (57/158)	59% (26/44)	36% (30/83)	40% (40/99)	<b>43% (216/503)</b>
Learning Support	10% (8/79)	19% (12/62)	11% (5/46)	12% (5/41)	0% (0/2)	<b>13% (30/230)</b>

Ethnicity	Northern	Central North	Central South	Southern	Overseas	Total
Māori	52% (294/570)	49% (377/770)	54% (158/291)	36% (79/219)	59% (22/37)	<b>49% (930/1888)</b>
Pacific	36% (56/156)	53% (10/19)	40% (8/20)	67% (10/15)	58% (7/12)	<b>41% (91/222)</b>

#### Goal 3 has been achieved.

Wellbeing survey engagement is directly related to the engagement in My Korowai and has seen a steady proportional rise across all four priority groups throughout 2021.

We have finished the 2021 year above the 2020 baselines for the 11-13 and 7-10 year groups.

#### 4. Achievement at NCEA

Maintain our high NCEA standard achievement rate (2020 Baseline: 95%)

Increase the percentage of ākonga who achieve NCEA standards (2020 Baseline: FT 37% YA 35%)

Increase the percentage of ākonga who meet NCEA Literacy and Numeracy requirements (2020 Baseline: FT [Lit 46% Num 39%] YA [Lit 83% Num 80%])

NCEA Standard Achievement Rate (2021, Internals, Cumulative %):

Offering Type	NCEA Level	Region					Total
		Northern	Central North	Central South	Southern	Overseas	
<b>Full Time</b>		<b>96.3%</b>	<b>96.5%</b>	<b>95.9%</b>	<b>97.1%</b>	<b>96.3%</b>	<b>96.4%</b>
	<b>1</b>	95.8%	96.0%	96.4%	97.2%	95.7%	<b>96.2%</b>
	<b>2</b>	96.5%	98.3%	93.0%	95.9%	96.9%	<b>96.3%</b>
	<b>3+</b>	99.2%	98.4%	100.0%	100.0%	96.5%	<b>98.2%</b>

Offering Type	NCEA Level	Region					Total
		Northern	Central North	Central South	Southern	Overseas	
<b>Young Adult</b>		<b>95.1%</b>	<b>96.8%</b>	<b>95.3%</b>	<b>97.5%</b>		<b>96.0%</b>
	<b>1</b>	94.6%	95.9%	96.7%	97.3%		<b>96.1%</b>
	<b>2</b>	94.9%	97.2%	95.1%	97.8%		<b>96.1%</b>
	<b>3+</b>	95.5%	97.7%	93.5%	97.4%		<b>95.9%</b>

Ethnicity	NCEA Level	Region					Total
		Northern	Central North	Central South	Southern	Overseas	
<b>Māori</b>		<b>94.7%</b>	<b>96.0%</b>	<b>96.3%</b>	<b>96.6%</b>	<b>93.6%</b>	<b>95.7%</b>
	<b>1</b>	95.4%	95.5%	96.8%	96.9%	95.1%	<b>96.0%</b>
	<b>2</b>	93.0%	95.1%	93.0%	98.0%	92.9%	<b>94.3%</b>
	<b>3+</b>	95.2%	100.0%	94.7%	93.3%	90.9%	<b>95.9%</b>
<b>Pacific</b>		<b>91.3%</b>	<b>95.5%</b>	<b>87.8%</b>	<b>77.8%</b>	<b>100.0%</b>	<b>90.6%</b>
	<b>1</b>	91.3%	92.3%	85.7%	50.0%		<b>89.7%</b>
	<b>2</b>	93.1%	100.0%	95.5%	100.0%	100.0%	<b>95.4%</b>
	<b>3+</b>	89.3%		75.0%	80.0%		<b>85.1%</b>

#### Goal 4.1 has been achieved.

The NCEA Standard Achievement Rate has continued to track above the 2020 baseline across three priority groups (Full Time, Young Adult and Māori) throughout the year.

We fell short of the 2020 baseline for Pacific ākonga, particularly with standards at NCEA level 3. Pacific ākonga enrolled under the Full Time and Young Adult gateways make up a relatively small proportion of standards attempted at 2%. It is important to note that we established a relatively high baseline last year at 95%, and a 90.6% result for Pacific ākonga still tracks slightly above the 2020 finish for the cohort at 89.1%.



Ākonga with Te Kura assessed NCEA credits (2021, Cumulative %) (Comparison against 2020 YTD):

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
<b>Full Time</b>	<b>1.5%</b>	<b>-0.8%</b>	<b>7.6%</b>	<b>-3.2%</b>	<b>-0.3%</b>	<b>0.9%</b>
2021	35.5% (267/753)	34% (285/838)	42.6% (213/500)	34.4% (130/378)	58.9% (106/180)	37.8% (1001/2649)
2020	34% (213/627)	34.8% (233/670)	35% (144/412)	37.6% (114/303)	59.2% (103/174)	36.9% (807/2186)
<b>Young Adult</b>	<b>-4.4%</b>	<b>-1.4%</b>	<b>1.7%</b>	<b>0.3%</b>		<b>-1.4%</b>
2021	30.9% (585/1894)	32.2% (386/1198)	36.5% (439/1204)	33.7% (415/1233)		33.1% (1829/5534)
2020	35.3% (647/1833)	33.6% (417/1241)	34.8% (486/1395)	33.4% (407/1217)		34.5% (1962/5695)

Ethnicity	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
<b>Māori</b>	<b>-2.1%</b>	<b>-2.0%</b>	<b>6.7%</b>	<b>-2.9%</b>	<b>32.9%</b>	<b>0.1%</b>
2021	23.4% (158/675)	23.3% (206/883)	29.7% (152/512)	24.6% (74/301)	70% (21/30)	25.4% (611/2401)
2020	25.5% (152/595)	25.3% (198/784)	23% (114/495)	27.5% (75/273)	37.1% (13/35)	25.3% (552/2182)
<b>Pacific</b>	<b>-2.2%</b>	<b>-8.8%</b>	<b>-7.1%</b>	<b>5.2%</b>	<b>-37.5%</b>	<b>-4.3%</b>
2021	16.6% (56/338)	20.8% (10/48)	22.5% (16/71)	33.3% (14/42)	12.5% (1/8)	19.1% (97/507)
2020	18.8% (49/261)	29.6% (16/54)	29.6% (24/81)	28.1% (9/32)	50% (4/8)	23.4% (102/436)

**Goal 4.2 has been achieved for certain groups.**

We finished the 2021 year with marginal increases in variance over 2020 for Full Time and Māori ākonga with Te Kura assessed NCEA credits (0.9% and 0.1%).

We fell short of the 2020 baselines for the proportion of Young Adult and Pacific ākonga, however, with both cohorts reflecting a drop of 1.4% and 4.3% respectively.

It is important to note the suspension of the Non-Returners process is a contributing factor to the negative variances towards the end of 2021 especially in the NCEA space, with ākonga that would otherwise have been withdrawn remaining on the roll.

Ākonga with Literacy (2021, Years 11+, Cumulative %) (Comparison against 2020 YTD):

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
<b>Full Time</b>	<b>-5.2%</b>	<b>0.6%</b>	<b>0.2%</b>	<b>-6.0%</b>	<b>-4.2%</b>	<b>-2.9%</b>
2021	40.9% (270/660)	37.9% (247/652)	40.6% (170/419)	33.6% (109/324)	80.5% (132/164)	41.8% (928/2219)
2020	46.1% (247/536)	37.2% (200/537)	40.4% (145/359)	39.6% (108/273)	84.7% (133/157)	44.7% (833/1862)
<b>Young Adult</b>	<b>-2.1%</b>	<b>-1.7%</b>	<b>-1.2%</b>	<b>-1.4%</b>		<b>-1.8%</b>
2021	83.5% (1601/1918)	77.7% (941/1211)	83.5% (1029/1232)	77.6% (966/1245)		80.9% (4542/5611)
2020	85.6% (1570/1835)	79.4% (989/1245)	84.7% (1197/1413)	79% (965/1221)		82.7% (4731/5724)

Ethnicity	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
<b>Māori</b>	<b>-6.2%</b>	<b>-5.0%</b>	<b>-5.4%</b>	<b>-1.9%</b>	<b>-5.9%</b>	<b>-5.0%</b>
2021	56.1% (358/638)	51.5% (385/748)	57% (256/449)	55.5% (156/281)	76.9% (20/26)	54.9% (1175/2142)
2020	62.3% (343/551)	56.5% (398/704)	62.4% (287/460)	57.4% (148/258)	82.8% (24/29)	59.9% (1200/2002)
<b>Pacific</b>	<b>-4.1%</b>	<b>-8.8%</b>	<b>-4.1%</b>	<b>-10.9%</b>	<b>0.0%</b>	<b>-4.9%</b>
2021	78.2% (258/330)	66.7% (30/45)	79.4% (54/68)	82.9% (34/41)	100% (7/7)	78% (383/491)
2020	82.3% (205/249)	75.5% (40/53)	83.5% (66/79)	93.8% (30/32)	100% (8/8)	82.9% (349/421)

**Goal 4.3 has not been achieved.**

We have finished the 2021 year below the 2020 baselines for all four priority groups for Literacy and Numeracy over 2020.

It is important to note that there were two major contributing factors to the drop in results in the NCEA space – 1) our Full Time roll rose 21% over the prior year in 2021 and 2) the Non-Returners process was suspended for the second half of 2021 leading to an inflated roll.

Ākonga with Numeracy (2021, Years 11+, Cumulative %) (Comparison against 2020 YTD):

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
<b>Full Time</b>	<b>-3.2%</b>	<b>-0.2%</b>	<b>3.0%</b>	<b>-7.7%</b>	<b>-10.2%</b>	<b>-2.7%</b>
2021	33.9% (224/660)	31.1% (203/652)	38.7% (162/419)	29.3% (95/324)	70.7% (116/164)	36.1% (800/2219)
2020	37.1% (199/536)	31.3% (168/537)	35.7% (128/359)	37% (101/273)	80.9% (127/157)	38.8% (723/1862)
<b>Young Adult</b>	<b>-3.2%</b>	<b>-3.5%</b>	<b>-2.0%</b>	<b>-1.0%</b>		<b>-2.6%</b>
2021	79.7% (1528/1918)	73.1% (885/1211)	80.3% (989/1232)	74.5% (928/1245)		77.3% (4335/5611)
2020	82.9% (1522/1835)	76.6% (954/1245)	82.3% (1163/1413)	75.5% (922/1221)		79.9% (4571/5724)

Ethnicity	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
<b>Māori</b>	<b>-5.3%</b>	<b>-3.7%</b>	<b>-1.9%</b>	<b>-1.7%</b>	<b>-10.9%</b>	<b>-3.6%</b>
2021	51.9% (331/638)	47.2% (353/748)	54.6% (245/449)	53% (149/281)	61.5% (16/26)	51.1% (1094/2142)
2020	57.2% (315/551)	50.9% (358/704)	56.5% (260/460)	54.7% (141/258)	72.4% (21/29)	54.7% (1095/2002)
<b>Pacific</b>	<b>-2.6%</b>	<b>-13.3%</b>	<b>-5.6%</b>	<b>-15.8%</b>	<b>-1.8%</b>	<b>-5.4%</b>
2021	73.3% (242/330)	62.2% (28/45)	77.9% (53/68)	78% (32/41)	85.7% (6/7)	73.5% (361/491)
2020	75.9% (189/249)	75.5% (40/53)	83.5% (66/79)	93.8% (30/32)	87.5% (7/8)	78.9% (332/421)

## 8 Ngā Pūrongo Pūtea | Financial Statements

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## Statement of Responsibility

### Te Tauākī Haepapatanga

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Enclosed are the financial statements of Te Aho o Te Kura Pounamu (Te Kura) for the year ended 31 December 2021. These are prepared in accordance with the requirements set out in section 87 of the Education Act 1989 and in section 155 of the Crown Entities Act 2004.

The Chief Executive Officer and the Board of Te Kura accept responsibility for the preparation of the annual financial statements and the judgements used.

The Board and Management accept responsibility for establishing and maintaining systems of internal control designed to provide reasonable assurance as to the integrity and reliability of the financial reporting of Te Kura.

In the opinion of the Board and management, the annual financial statements for the financial year fairly reflect the financial position and operations of Te Kura.

The financial statements have been authorised for issue by:



Barbara Ala'alatoa  
Presiding Member  
11 May 2022



Mike Hollings  
Chief Executive  
11 May 2022

## Te Aho o Te Kura Pounamu

### Te Tauākī o ngā Whiwhinga Moni Whānui

#### Statement of Comprehensive Revenue and Expense for the Year Ended 31 December 2021

	Notes	Actual 2021 \$000	Budget 2021 \$000	Actual 2020 \$000
<b>Revenue</b>				
Government Funding		57,943	52,763	51,134
Other Revenue	3	13,182	12,110	9,357
<b>Total Revenue</b>		<b>71,125</b>	<b>64,873</b>	<b>60,491</b>
<b>Expenditure</b>				
Personnel Costs	4	50,856	51,496	45,235
Operating Costs	5	9,846	11,713	9,884
Depreciation & Amortisation	9, 10	2,884	3,373	2,993
<b>Total Expenditure</b>		<b>63,586</b>	<b>66,582</b>	<b>58,112</b>
<b>Net Surplus/(Deficit) for the Year</b>		<b>7,539</b>	<b>(1,709)</b>	<b>2,379</b>
Other Comprehensive Income		-	-	-
<b>Total Comprehensive Income/(Expense) for the year</b>		<b>7,539</b>	<b>(1,709)</b>	<b>2,379</b>

The Statement of Accounting Policies and Notes to the Financial Statements on pages 51 to 71 form part of and are to be read in conjunction with the Financial Statements

**Te Aho o Te Kura Pounamu**  
**Te Tauāki Tūnga Pūtea**  
**Statement of Financial Position as at 31 December 2021**

	Notes	Actual 2021 \$000	Budget 2021 \$000	Actual 2020 \$000
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	6	12,257	5,636	4,119
Accounts Receivable	7	2,309	1,659	1,573
Prepayments		1,115	1,228	1,054
Other Financial Assets	8	17,400	6,200	11,200
<b>Total Current Assets</b>		<b>33,081</b>	<b>14,724</b>	<b>17,946</b>
<b>Non-Current Assets</b>				
Fixed Assets & Work in Progress	9	3,259	3,311	3,157
Intangible Assets & Work in Progress	10	5,696	8,265	8,118
<b>Total Non-Current Assets</b>		<b>8,955</b>	<b>11,576</b>	<b>11,275</b>
<b>Total Assets</b>		<b>42,036</b>	<b>26,300</b>	<b>29,221</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Creditors & Other Payables	11	10,044	3,469	5,204
Employee Entitlements	12	4,273	4,364	3,842
Provisions	13	123	123	61
<b>Total Current Liabilities</b>		<b>14,440</b>	<b>7,956</b>	<b>9,107</b>
<b>Non-Current Liabilities</b>				
Employee Entitlements	12	42	38	38
Provisions	13	-	-	61
<b>Total Non-Current Liabilities</b>		<b>42</b>	<b>38</b>	<b>99</b>
<b>Total Liabilities</b>		<b>14,482</b>	<b>7,993</b>	<b>9,206</b>
<b>Net Assets</b>		<b>27,554</b>	<b>18,306</b>	<b>20,015</b>
<b>Equity</b>				
Retained Earnings Total		27,406	18,158	19,867
Other Reserves		148	148	148
<b>Total Equity</b>	<b>15</b>	<b>27,554</b>	<b>18,306</b>	<b>20,015</b>

The Statement of Accounting Policies and Notes to the Financial Statements on pages 51 to 71 form part of and are to be read in conjunction with the Financial Statements.

**Te Aho o Te Kura Pounamu**  
**Te Tauākī Nekeneke Tutanga**  
**Statement of Changes in Equity for the Year Ended 31 December 2021**

		Actual 2021 \$000	Budget 2021 \$000	Actual 2020 \$000
	Notes			
<b>Balance at 1 January</b>				
Restricted Reserve		130	130	131
Asset Revaluation Reserve		18	18	18
Retained Earnings		19,867	19,867	17,488
		<b>20,015</b>	<b>20,015</b>	<b>17,637</b>
<b>Add</b>				
Movement in Restricted Reserve		0	-	(1)
Total Comprehensive Revenue and Expense for the year		7,539	(1,709)	2,379
<b>Balance at 31 December</b>	<b>15</b>	<b>27,554</b>	<b>18,306</b>	<b>20,015</b>

The Statement of Accounting Policies and Notes to the Financial Statements on pages 51 to 71 form part of and are to be read in conjunction with the Financial Statements.



**Te Aho o Te Kura Pounamu**  
**Te Tauāki Kapewhiti**  
**Statement of Cashflows for the Year Ended 31 December 2021**

	<b>Actual 2021 \$000</b>	<b>Budget 2021 2021 \$000</b>	<b>Actual 2020 \$000</b>
<b>Cash Flows from Operating Activities</b>			
Receipts from Government Funded Tuition	57,992	53,830	50,524
Receipts from Other Revenue	11,103	9,304	8,981
Receipts from Tuition Fees	6,221	(1,392)	685
Receipts from Finance Income	121	56	146
Payments to Employees	(48,001)	(46,636)	(41,519)
Payments to Suppliers	(12,485)	(14,929)	(11,295)
Net GST Paid *	164	(39)	228
<b>Net Cash Flow from Operating Activities</b>	<b>15,115</b>	<b>194</b>	<b>7,750</b>
<b>Cash Flows from Investing Activities</b>			
Receipts/(Purchase) of Investments	(6,200)	5,000	(6,200)
Proceeds from Sale of Assets	(200)	-	48
Purchase of Assets/Work in Progress	(1,072)	(1,904)	(1,657)
Purchase of Intangible Assets/Work in Progress	495	(1,773)	(387)
<b>Net Cash Flow (used in)/from Investing Activities</b>	<b>(6,977)</b>	<b>1,323</b>	<b>(8,196)</b>
<b>Net Increase/(Decrease) in Cash and Cash Equivalents</b>	<b>8,138</b>	<b>1,517</b>	<b>(445)</b>
Cash and Cash Equivalents at the Beginning of the Year	4,119	4,119	4,564
<b>Cash and Cash Equivalents at the End of the Year</b>	<b>12,257</b>	<b>5,636</b>	<b>4,119</b>

\* The Net GST Paid component of operating activities reflects the net GST paid and received with the Inland Revenue Department. The Net GST Paid component has been presented on a net basis, as the gross amounts do not provide meaningful information for financial statement purposes.

The Statement of Accounting Policies and Notes to the Financial Statements on pages 51 to 71 form part of and are to be read in conjunction with the Financial Statements

**Te Aho o Te Kura Pounamu**  
**Te Tauākī Kapewhiti**  
**Statement of Cash Flows for the Year Ended 31 December 2021 (cont)**  
**Reconciliation of Net Surplus to Net Cash Flow from Operating Activities**

	<b>Actual 2021 \$000</b>	<b>Actual 2020 \$000</b>
<b>Net Surplus (Deficit)</b>	7,539	2,379
<b>Add/(less) Non-Cash Items</b>		
Depreciation & amortisation expense	2,884	2,993
Discount unwind on provisions	4	5
Provision for doubtful debts	-	(2)
<b>Total Non-Cash Items</b>	<b>10,427</b>	<b>5,376</b>
<b>Movement in Working Capital</b>		
<b>Decrease/(Increase) in Assets</b>		
Accounts Receivable	(772)	87
Prepayments	(61)	(85)
Inventory	-	0
<b>Increase/(Decrease) in Liabilities</b>		
GST Payable	164	228
Long service leave and retirement leave	5	(18)
Creditors & Other Payables	(521)	(146)
Employee Entitlements	431	1,022
Ministry of Education Payables	(451)	(332)
Provisions	-	(370)
Revenue in Advance	5,693	2,027
<b>Total Movement in Working Capital</b>	<b>4,488</b>	<b>2,413</b>
<b>Items Classified as Investing Activities</b>		
Gain-loss on sale of assets	200	(39)
<b>Net Cash from Operating Activities</b>	<b>15,115</b>	<b>7,750</b>

The Statement of Accounting Policies and Notes to the Financial Statements on pages 51 to 71 form part of and are to be read in conjunction with the Financial Statements

# Te Aho o Te Kura Pounamu

## Notes to the Financial Statements for the Year Ended 31 December 2021

### 1 General Information

Te Aho o Te Kura Pounamu (Te Kura) is a distance school within the meaning ascribed to that term by the Education & Training Act 2020. The relevant legislation governing Te Kura's operations includes the Education and Training Act 2020, the Public Finance Act 1989 and the Crown Entities Act 2004.

Section 153 of the Education & Training Act 2020 specifies that boards are Crown entities. Section 41 of the Public Finance Act requires Te Kura, as a Crown entity, to prepare annual financial statements in accordance with Generally Accepted Accounting Practice as defined by Section 2 of that Act (as if those sections had not been amended by the Crown Entities Act 2004 in accordance with section 198 of the Crown Entities Act 2004).

The reporting entity is that entity known as Te Aho o Te Kura Pounamu, identified by the Charter of Te Kura and governed by the Board of Te Aho o Te Kura Pounamu, and includes all activities carried out in the name of Te Kura.

The primary objective of Te Kura is to provide services to the community for social benefit rather than making a financial return. Accordingly, Te Kura has designated itself as a public benefit entity (PBE) for financial reporting purposes.

The financial statements of Te Kura are for the year ended 31 December 2021 and were approved by the Board on 11 May 2022.

#### Basis of Preparation

Te Kura financial statements are prepared on a going concern basis and the accounting policies have been applied consistently throughout the period.

#### Statement of compliance

The financial statements of Te Kura have been prepared in accordance with the requirements of the Crown Entities Act 2004 and the Education Act 1989, which includes the requirement to comply with New Zealand Generally Accepted Accounting Practice (NZ GAAP).

The financial statements have been prepared in accordance with Tier 1 PBE Accounting Standards.

These financial statements comply with PBE accounting standards.

#### Presentation currency and rounding

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000).

### 2 Summary of Significant Accounting Policies

#### Revenue

The specific accounting policies for significant revenue items are explained below:

##### *Government funding*

Te Kura receives Government funding to supply education services to eligible students. Revenue is recognised as the services are delivered to students based on either the number of students on the roll for each funding period or specific service delivery. Revenue is measured at the fair value of consideration received.

##### *Tuition fees*

Tuition fees are received from students who are ineligible for Government funding for the supply of education services. Revenue is recognised at the point of student enrolment unless the enrolment is for the following year. Revenue is measured at the fair value of consideration received.

#### *Interest*

Interest revenue is recognised by accruing on a time proportion basis the interest due for the investment.

#### **Leases**

All leases held by Te Kura are operating leases. An operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Lease payments under an operating lease are recognised as an expense on a straight line basis over the lease term.

Lease incentives received are recognised in the surplus or deficit as a reduction of rental expense over the lease term.

Leasehold improvements are capitalised and the cost is amortised over the unexpired period of the lease or the estimated useful life of the improvements, whichever is shorter.

#### **Cash and cash equivalents**

Cash and cash equivalents include cash on hand, deposits held on call with banks, and other short-term highly liquid investments with original maturities of three months or less.

#### **Receivables**

Short term receivables are recorded at the amount due, less any provision for uncollectability.

A receivable is considered uncollectable when there is evidence that Te Kura will not be able to collect the amount due. The amount that is uncollectable is the difference between the amount due and the present value of the amount expected to be collected.

#### **Other Financial Assets**

Other financial assets include deposits held on call with banks with maturities of greater than three months.

#### **Inventories**

Inventories held for distribution in the provision of services that are not supplied on a commercial basis are measured at cost, adjusted, when applicable, for any loss of service potential.

Cost is allocated using the weighted average method.

Inventories acquired through non-exchange transactions are measured at fair value at the date of acquisition.

Any write-down from cost to net realisable value or for the loss of service potential is recognised in surplus or deficit in the period of the write-down.

#### **Property, plant and equipment**

Property, plant and equipment consist of the following asset classes: IT equipment, library materials, furniture and fittings, leasehold improvements, motor vehicles, art, and plant and equipment.

Te Kura estimates the cost of reinstatement of leased buildings at the time the lease expires and discounts back to the present value.

Any equipment or furniture with a cost value less than \$2,000 is treated as expenditure rather than as an item of property, plant and equipment. The value of an individual asset less than \$5,000 which is part of a group of similar assets is capitalised.

#### *Revaluations*

Art Work is recorded at fair value based on the current market. A valuation is carried out every five years. The appropriateness of the valuation is assessed on an annual basis.

Classes of property, plant and equipment that are revalued are revalued at least every five years or whenever the carrying amount differs materially to fair value. The net revaluation results are credited or debited to other comprehensive revenue and expense and are accumulated to an asset revaluation reserve in equity for that class of asset. Where this would result in a debit balance in the asset revaluation reserve, this balance is not recognised in other comprehensive revenue and expense but is recognised in the surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value recognises in the surplus or deficit will be recognised first in the surplus or deficit up to the amount previously expensed, and then recognised in other comprehensive revenue and expense.

#### *Additions*

The cost of an item of property, plant and equipment is recognised as an asset only when it is probable that future economic benefits or service potential associated with the item will flow to Te Kura and the cost of the item can be measured reliably.

Work in progress is recognised at cost less impairment and is not depreciated.

In most instances, an item of property, plant and equipment is initially recognised at its cost. Where an asset is acquired through a non-exchange transaction, it is recognised at its fair value as at the date of acquisition.

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to Te Kura and the cost of the item can be measured reliably.

The costs of day-to-day servicing of property, plant and equipment are recognised in the surplus or deficit as they are incurred.

#### *Disposals*

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount of the asset. Gains and losses on disposals are reported net in the surplus or deficit. When revalued assets are sold, the amounts included in asset revaluation reserves in respect of those assets are transferred to accumulated surplus/(deficit).

#### *Depreciation*

Depreciation is provided on a straight-line basis on all property, plant and equipment at rates that will write off the cost (or valuation) of the assets to their estimated residual values over their useful lives. The useful lives and associated depreciation rates of major classes of property, plant and equipment have been estimated as follows:

IT equipment	3-5 years
Library materials	5 years
Furniture and fittings	5 years
Leasehold	5 years
Motor vehicles	5 years
Art	Indefinite life and not depreciated
Plant and equipment	10 years

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at each financial year end. Capital work in progress and art works are not depreciated.

### **Intangible assets**

#### *Software acquisition and development*

Computer software licences are capitalised on the basis of the costs incurred to acquire and bring to use the specific software.

Costs that are directly associated with the development of software for internal use are recognised as an intangible asset. Direct costs include software development, employee costs and an appropriate portion of relevant overheads.

Costs associated with maintaining computer software are expensed when incurred.

Costs associated with development and maintenance of Te Kura's website are expensed when incurred.

#### *Implementation of IFRIC agenda decision and new accounting policy*

During the year, Te Kura revised its accounting policy in relation to upfront configuration and customisation costs incurred in implementing Software-as-a-Service arrangements in response to the IFRIC agenda decisions clarifying its interpretation of how current accounting standards apply to these types of arrangements. The new accounting policy is presented below:

#### *Software-as-a-Service (SaaS) arrangements*

SaaS arrangements are service contracts providing Te Kura with the right to access the cloud provider's application software over the contract period. Costs incurred to configure or customise, and the ongoing fees to obtain access to the cloud provider's application software, are recognised as operating expenses when the services are received.

Some of these costs incurred are for the development of software code that enhances or modifies, or creates additional capability to, existing on-premise systems and meets the definition of and recognition criteria for an intangible asset. These costs are recognised as intangible software assets and amortised over the useful life of the software on a straight-line basis. The useful lives of these assets are reviewed at least at the end of each financial year, and any change accounted for prospectively as a change in accounting estimate.

#### *Amortisation*

The carrying value of an intangible asset with a finite life is amortised on a straight line basis over its useful life. Amortisation begins when the asset is available for use and ceases at the date that the asset is derecognised. The amortisation charge for each financial year is expensed in the surplus or deficit.

The useful lives and associated amortisation rates of major classes of intangible assets have been estimated as follows:

Acquired software	3-10 years
Internally generated software	3-10 years

#### **Impairment property, plant and equipment and intangible assets**

Te Kura only holds non-cash generating assets. These assets are not held with the primary objective of generating a commercial return.

Property, plant and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is the present value of an asset's remaining service potential.

Value in use is determined using the depreciated replacement cost approach.

Intangible assets with indefinite useful lives are not amortised but are tested annually for impairment.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus/(deficit).

## **Payables**

Short term payables are recorded at the amount payable.

## **Employee entitlements**

### *Short term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the year in which the employee provides the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to, but not yet taken at balance date, and retiring and long service leave entitlements expected to be settled within 12 months.

### *Long term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the year in which the employee provides the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to employees based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement and contractual entitlement information; and
- the present value of the estimated future cashflows.

## **Superannuation schemes**

### *Defined contribution schemes*

Obligations for contributions to defined contribution superannuation schemes are recognised as an expense in the surplus or deficit as incurred.

Insufficient information is available to use defined benefit accounting, as it is not possible to determine from the terms of the scheme the extent to which the surplus/(deficit) will affect future contributions by individual employers, as there is no prescribed basis for allocation. The scheme is therefore accounted for as a defined contributions scheme.

## **Provisions**

A provision is recognised for future expenditure of uncertain amount or timing when:

- there is a present obligation (either legal or constructive) as a result of a past event;
- it is probable that an outflow of future economic benefits or service potential will be required to settle the obligation; and
- a reliable estimate can be made of the amount of the obligation.

Provisions are measured at the present value of the expenditure expected to be required to settle the obligation using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the obligation. The increase in the provision due to the passage of time is recognised as an interest expense and is included in "finance costs".

### *Reinstatement provision*

Te Kura may enter into lease agreements for various properties which require Te Kura, at the completion of the lease, to return the building to the same condition as when the lease was first signed. The liability for the reinstatement provision is based on reasonable estimates of expenditure required to reinstate the premises.

### *Restructuring*

A provision for restructuring is recognised when an approved detailed formal plan for the restructuring has either been announced publicly to those affected, or for which implementation has already started.

## Equity

Equity is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into the following components:

- accumulated surplus/(deficit);
- asset revaluation reserves; and
- restricted reserve

### *Asset revaluation reserve*

This reserve relates to the revaluation of Art Work to fair value.

### *Restricted reserve*

This reserve relates to monies held in trust.

## Goods and services tax (GST)

All items in the financial statements are stated exclusive of GST, except for receivables and payables, which are presented on a GST inclusive basis. Where GST is not recoverable as input tax, it is recognised as part of the related asset or expense.

The net GST paid to or received from the IRD, including the GST relating to investing and financing activities, is classified as net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

## Budget figures

The budget figures are derived from the statement of performance expectations and revisions as approved by the Board. The budget figures have been prepared in accordance with NZ GAAP, using accounting policies that are consistent with those adopted by the Board in preparing these financial statements.

## Accounting estimates and assumptions

In preparing these financial statements, Te Kura makes estimates and assumptions concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimates and assumptions are continually evaluated and are based on historical experience and other factors, including expectations or future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

### *Estimating useful lives of property, plant and equipment*

At each balance date, the useful lives of property, plant and equipment and intangible assets are reviewed. Assessing the appropriateness of useful life and residual value estimates of property, plant, and equipment requires a number of factors to be considered such as the physical condition of the asset, expected period of use of the asset by Te Kura, and expected disposal proceeds from the future sale of the asset.

An incorrect estimate of the useful life will affect the depreciation expense recognised in the surplus or deficit, and carrying amount of the asset in the statement of financial position. Te Kura minimises the risk of this estimation uncertainty by:

- Physical inspection of assets;
- Asset replacement programs;
- Review of second hand market process for similar assets; and
- Analysis of prior asset sales.

### *Estimating useful lives of software assets*

In assessing the useful lives of software assets, a number of factors are considered, including:



- the period of time the software is intended to be in use;
- the effect of technological change on systems and platforms; and
- the expected timeframe for the development of replacement systems and platforms.

An incorrect estimate of the useful lives of software assets will affect the amortisation expense recognised in the surplus or deficit, and the carrying amount of the software assets in the statement of financial position.

Te Kura has not made significant changes to past assumptions concerning useful lives.

#### **Notional lease**

Te Kura uses the Portland Crescent property which is owned by the Ministry of Education (MoE). The MoE has advised that the notional revenue and the notional expense are to be recorded in the financial statements. The fair value assessment is made by the MoE.

#### **Standards, amendments, and interpretations issued but not yet effective.**

The following are the significant new or revised standards or interpretations in issue that are not yet required to be adopted by entities preparing financial statements for periods ending 31 December 2021.

#### **PBE IPSAS 41 Financial instruments – effective 1 January 2022**

PBE IPSAS 41 will replace both PBE IPSAS 29 and PBE IFRS 9. The standard simplifies the model for classifying and recognising financial instruments and aligns hedge accounting more closely with common risk management practices. It applies a single forward-looking expected credit loss model that is applicable to all financial instruments subject to impairment testing. It is not expected that the adoption of the standard will have a material impact on the financial statements.

### 3 Other Revenue

	<b>Actual 2021 \$000</b>	<b>Actual 2020 \$000</b>
Trades Academy	2,566	2,386
Ongoing and Reviewable Resourcing Scheme (ORRS)	3,767	2,698
Pilot Programme	640	640
Enhanced Wellbeing Funding	2,307	-
Donation Scheme	753	-
Special Education	105	121
Tuition Fees	547	646
Finance Income	132	159
Other	2,365	2,707
<b>Total Other Revenue</b>	<b>13,182</b>	<b>9,357</b>

The school has opted into the donations scheme for this year. Total amount received was \$752,750.

Revenue received under the various Ministry Initiatives is spent in accordance with the rules set by the Ministry of Education for each initiative.

The majority of this revenue has been classified as revenue from non-exchange transactions with the exception of tuition fees which has been classified as revenue from exchange transactions. Items grouped under "Other Revenue" in this note includes revenue from exchange transactions which are not considered to be material.

### 4 Personnel Costs

	<b>Actual 2021 \$000</b>	<b>Actual 2020 \$000</b>
Salaries and wages	46,911	40,826
Contractors	2,347	2,050
Personnel related	980	1,166
Restructuring & exit costs	48	10
Movement in employee benefits	435	1,004
Employer contributions to defined contribution plans	135	179
<b>Total Personnel Costs</b>	<b>50,856</b>	<b>45,235</b>

#### *Research and Development*

Salaries and wages and contractors expenditure includes \$0m of research activities relating to the Development of OTLE resources. (2020: \$0.352m)

#### 4 Personnel Costs (cont)

##### Employees over \$100,000 Remuneration

(Excluding Principal's remuneration)	Actual 2021	Actual 2020
Number of employees in \$100,000 - \$110,000	75	19
Number of employees in \$110,000 - \$120,000	9	8
Number of employees in \$120,000 - \$130,000	9	4
Number of employees in \$130,000 - \$140,000	2	2
Number of employees in \$140,000 - \$150,000	3	2
Number of employees in \$150,000 - \$160,000	3	2
Number of employees in \$160,000 - \$170,000	3	4
Number of employees in \$170,000 - \$180,000	1	1
Number of employees in \$180,000 - \$190,000	-	1
Number of employees in \$190,000 - \$200,000	1	1
Number of employees in \$200,000 - \$210,000	-	-
Number of employees in \$210,000 - \$220,000	-	-
Number of employees in \$220,000 - \$230,000	-	-
Number of employees in \$230,000 - \$240,000	1	1
Number of employees in \$240,000 - \$250,000	2	1
<b>Total Value of Remuneration</b>	<b>\$12,659,572</b>	<b>\$5,911,032</b>

##### Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	Actual 2021	Actual 2020
Total paid	\$48,000	-
Number of people	1	-

## Principal's Remuneration (CE)

	Actual 2021 \$000	Actual 2020 \$000
Salary	350-360	350-360
Benefits	-	-
Actual Severance	-	-

## 5 Operating Costs

	Actual 2021 \$000	Actual 2020 \$000
Fees to Auditors		
- fees to Auditors for audit of financial statements Current Year	112	105
Consumables/school costs	914	1,033
Inventory related expenditure	443	374
Rent	1,028	1,013
Notional rent	786	1,261
Other accommodation expenses	667	746
Administration expenses	3,447	3,192
Student expenses	2,332	2,048
Provision for doubtful debts expense	-	(2)
Board of Trustees remuneration	112	108
Finance costs	5	5
<b>Total Operating Costs</b>	<b>9,846</b>	<b>9,884</b>

### Overseas Travel costs:

During 2021 there was no travel that involved Staff (2020: \$27,741). \$0

Overseas Student Travel Costs: \$0

During 2021 there was no travel that involved akonga (2020: nil).

## Commitments and Operating Leases

	Actual 2021 \$000	Actual 2020 \$000
<b>Property Lease Commitments</b>		
Not later than one year	737	850
Later than one year and not later than five years	1,245	1,618
Later than five years	345	555
<b>Total Property Lease Commitments</b>	<b>2,327</b>	<b>3,023</b>

## 6 Cash and Cash Equivalents

	Actual 2021 \$000	Actual 2020 \$000
Cash & Cash Equivalents	5,257	4,119
Term Deposits (<90 days)	7,000	-
<b>Total Cash and Cash Equivalents</b>	<b>12,257</b>	<b>4,119</b>

## 7 Accounts Receivable

	Actual 2021 \$000	Actual 2020 \$000
Receivables (gross)	2,334	1,598
Less provision for doubtful debts	(26)	(26)
<b>Total Receivable</b>	<b>2,309</b>	<b>1,573</b>
Total receivables comprises:		
Receivables from exchange transactions	55	116
Receivables from non-exchange transactions	2,279	1,482
Receivables from non-agency transactions	-	-

The ageing profile of receivables at year end is:

Not past due	2,265	1,598
Past due 31 - 60 days	16	-
Past due 61 - 90 days	48	-
Past due > 91 days	5	-
<b>Total Receivables</b>	<b>2,334</b>	<b>1,598</b>

### Fair value

Debtors and other receivables are non-interest bearing and receipt is normally on 30 day terms, therefore the carrying value of debtors and other receivables approximates fair value.

## 8 Other Financial Assets

	<b>Actual 2021 \$000</b>	<b>Actual 2020 \$000</b>
Term deposits with maturities of greater than 3 months	17,400	11,200
<b>Total Other Financial Assets</b>	<b>17,400</b>	<b>11,200</b>

## 9 Property, Plant & Equipment

	Cost 01/01/2021	Accumulated Depreciation 01/01/2021	Carrying Amount 01/01/2021	Current Year Additions	Current Year Disposals	Current Year Depreciation	Disposal Depreciation	Cost 31/12/2021	Accumulated Depreciation 31/12/2021	Carrying Amount 31/12/2021
<b>2021</b>										
IT Equipment	3,823	(2,264)	1,559	701	-	(531)	-	4,524	(2,795)	1,729
Library Materials	763	(763)	-	-	-	-	-	763	(763)	-
Furniture and Fittings	2,431	(1,835)	596	58	(6)	(221)	6	2,483	(2,050)	433
Leasehold Improvements	4,373	(4,125)	248	22	-	(105)	-	4,395	(4,230)	165
Leasehold- Make good	77	(61)	16	-	(4)	(4)	-	73	(66)	7
Motor Vehicles	599	(255)	344	-	(28)	(101)	3	570	(352)	218
Art	40	(2)	38	2	-	-	-	42	(2)	40
Plant & E equipment	363	(347)	16	-	(1)	(4)	1	362	(351)	11
	<u>12,469</u>	<u>(9,653)</u>	<u>2,816</u>	<u>783</u>	<u>(39)</u>	<u>(967)</u>	<u>11</u>	<u>13,213</u>	<u>(10,609)</u>	<u>2,604</u>
Work in progress										655
<b>Total Property, Plant &amp; Equipment</b>										<b>3,259</b>
	Cost 01/01/2020	Accumulated Depreciation 01/01/2020	Carrying Amount 01/01/2020	Current Year Additions	Current Year Disposals	Current Year Depreciation	Disposal Depreciation	Cost 31/12/2020	Accumulated Depreciation 31/12/2020	Carrying Amount 31/12/2020
<b>2020</b>										
IT Equipment	7,554	(6,710)	844	1,256	(4,987)	(542)	4,987	3,823	(2,264)	1,559
Library Materials	763	(763)	-	-	-	-	-	763	(763)	-
Furniture and Fittings	2,271	(1,647)	624	186	(27)	(215)	27	2,431	(1,835)	596
Leasehold Improvements	4,317	(4,013)	304	56	-	(113)	-	4,373	(4,125)	248
Leasehold- Make good	85	(81)	4	-	-	23	-	77	(61)	16
Motor Vehicles	581	(272)	309	142	(124)	(106)	123	599	(255)	344
Art	40	(2)	38	-	-	-	-	40	(2)	38
Plant & E equipment	363	(340)	23	-	-	(7)	-	363	(347)	16
	<u>15,974</u>	<u>(13,828)</u>	<u>2,146</u>	<u>1,641</u>	<u>(5,138)</u>	<u>(961)</u>	<u>5,138</u>	<u>12,469</u>	<u>(9,653)</u>	<u>2,816</u>
Work in progress										341
<b>Total Property, Plant &amp; Equipment</b>										<b>3,157</b>

## 10 Intangible Assets

	Cost 01/01/2021	Accumulated Amortisation 01/01/2021	Carrying Amount 01/01/2021	Current Year Additions	Current Year Disposals	Current Year Amortisation	Disposal Amortisation	Cost 31/12/2021	Accumulated Amortisation 31/12/2021	Carrying Amount 31/12/2021
<b>2021</b>										
Acquired	2,846	(1,867)	979	-	(538)	(149)	176	2,308	(1,840)	468
Internally Generated	23,253	(17,262)	5,991	998	-	(1,768)	-	24,250	(19,030)	5,220
	26,099	(19,130)	6,969	998	(538)	(1,917)	176	26,558	(20,870)	5,688
Work in progress										8
<b>Total Intangible Assets</b>										<b>5,696</b>
	Cost 01/01/2020	Accumulated Amortisation 01/01/2020	Carrying Amount 01/01/2020	Current Year Additions	Current Year Disposals	Current Year Amortisation	Disposal Amortisation	Cost 31/12/2020	Accumulated Amortisation 31/12/2020	Carrying Amount 31/12/2020
<b>2020</b>										
Acquired	2,054	(1,668)	386	792	-	(234)	-	2,846	(1,902)	944
Internally Generated	22,844	(15,496)	7,348	561	(153)	(1,798)	68	23,253	(17,228)	6,025
	24,898	(17,164)	7,734	1,353	(153)	(2,032)	68	26,099	(19,130)	6,969
Work in progress										1,149
<b>Total Intangible Assets</b>										<b>8,118</b>

### Software-as-a-Service (SaaS) arrangements

The International Financial Reporting Standards Interpretations Committee (IFRIC) has issued two final agenda decisions which impact SaaS arrangements:

- Customer's right to receive access to the supplier's software hosted on the cloud (March 2019) – this decision considers whether a customer receives a software asset at the contract commencement date or a service over the contract term.
- Configuration or customisation costs in a cloud computing arrangement (April 2021) – this decision discusses whether configuration or customisation expenditure relating to SaaS arrangements can be recognised as an intangible asset and if not, over what time period the expenditure is expensed.

Te Kura's accounting policy has historically been to capitalise all costs related to SaaS arrangements as intangible assets in the Statement of Financial Position. The adoption of the above agenda decisions has resulted in a reclassification of these intangible assets to an expense in the 2021 Statement of Comprehensive Income (2021 \$158,935). This is included in 2021 disposals above. The new accounting policy is presented on page 51.



## 11 Creditors and Other Payables

	Actual 2021 \$000	Actual 2020 \$000
<b>Payables Under Exchange Transactions</b>		
Suppliers	88	151
Salary related liabilities	137	120
Revenue in advance	7,809	2,116
Other accruals	541	982
Students	48	85
<b>Total Payables Under Exchange Transactions</b>	<b>8,623</b>	<b>3,453</b>
<b>Payables Under Non-Exchange Transactions</b>		
Salary related liabilities	13	-
Ministry of Education (EFTS)	1	-
Ministry of Education (Other)	34	697
Students	0	7
<b>Total Payables Under Non-Exchange Transactions</b>	<b>48</b>	<b>704</b>
<b>Payables Under Agency Transactions</b>		
GST payable	622	458
Other accruals	26	26
Ministry of Education (Other)	725	562
<b>Total Payables Under Agency Transactions</b>	<b>1,373</b>	<b>1,046</b>
<b>Total Payables</b>	<b>10,044</b>	<b>5,204</b>

## 12 Employee Entitlements

	Actual 2021 \$000	Actual 2020 \$000
<b>Current Portion</b>		
Accrued pay and annual leave	4,273	3,842
<b>Total Current Portion</b>	<b>4,273</b>	<b>3,842</b>
<b>Non-Current Portion</b>		
Long service leave	-	-
Retirement leave	42	38
<b>Total Non-Current Portion</b>	<b>42</b>	<b>38</b>
<b>Total Employee Entitlements</b>	<b>4,315</b>	<b>3,880</b>

### 13 Provisions

	<b>Actual 2021 \$000</b>	<b>Actual 2020 \$000</b>
<b>Current Portion</b>		
Reinstatement	123	61
Legal	-	-
Contractual	-	-
<b>Total Current Portion</b>	<b>123</b>	<b>61</b>
<b>Non-Current Portion</b>		
Reinstatement	-	61
Legal	-	-
Contractual	-	-
<b>Total Non-Current Portion</b>	<b>-</b>	<b>61</b>
<b>Total Provisions</b>	<b>123</b>	<b>122</b>

	<b>Reinstatement \$000</b>	<b>Legal \$000</b>	<b>Contractual \$000</b>
<b>2021</b>			
Balance at 1 January	122	-	-
Additional provisions made	-	-	-
Amounts used	(3)	-	-
Discount unwind	4	-	-
<b>Balance at 31 December</b>	<b>123</b>	<b>-</b>	<b>-</b>

<b>2020</b>			
Balance at 1 January	124	230	140
Additional provisions made	-	-	-
Amounts used	(7)	(230)	(140)
Discount unwind	5	-	-
<b>Balance at 31 December</b>	<b>122</b>	<b>-</b>	<b>-</b>

#### *Reinstatement provision*

Te Kura has entered into lease agreements for various properties which require the school, at the completion of the lease, to return the building to the same condition when the lease was first signed. The liability for the reinstatement provision is based on reasonable estimates of expenditure required to reinstate the premises.

## 14 Contingent Assets & Liabilities

### Contingent Assets

There were no contingent assets in the current year.

### Contingent Liabilities

*Tuition Fees:* Te Kura became aware during 2014 that it had been providing tuition (for a fee) to students who may be outside the requirements of its enrolment policy and/or the Education Act 1989.

Te Kura has received legal advice in respect of this matter that its past practice is consistent with the Act. While Te Kura acknowledges the issues are complex, it is not aware of any current or threatened claims for a refund of tuition fees charged in relation to these students. The likelihood of viable claims being upheld is considered negligible.

### *Holiday Act Compliance – Schools Payroll*

The Ministry of Education performs payroll processing and payments on behalf of school Boards, through payroll service provider Education Payroll Limited

The Ministry has commenced a review of the schools' sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

## 15 Equity

	Actual 2021 \$000	Actual 2020 \$000
<b>Retained Earnings</b>		
Balance at 1 January	19,867	17,488
Surplus for the Year	7,539	2,379
<b>Retained Earnings Balance 31 December</b>	<b>27,406</b>	<b>19,867</b>
<b>Money Held in Trust</b>		
Balance 1 January	130	131
Transfer of funds to Retained Earnings	0	(1)
<b>Money Held in Trust Balance 31 December</b>	<b>130</b>	<b>130</b>
<b>Asset Revaluation</b>		
Asset Revaluation 1 January	18	18
<b>Asset Revaluation Balance 31 December</b>	<b>18</b>	<b>18</b>
<b>Total Equity 31 December</b>	<b>27,554</b>	<b>20,015</b>

## 16 Related Party Transactions

Te Kura o Te Kura Pounamu ("Te Kura") is a distance school within the meaning ascribed to that term by the Education & Training Act 2020. The Government significantly influences the roles of Te Kura as well as being its major source of revenue.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more favourable than those that it is reasonable to expect Te Kura would have adopted in dealing with the party at arm's length in the same circumstances.

## 17 Key Management Personnel Remuneration

	Actual 2021	Actual 2020
Board Members:		
Remuneration	111,857	107,961
Full-Time Equivalent Members	0.80	0.77
Leadership Team:		
Remuneration	1,261,643	1,232,395
Full-Time Equivalent Members	5.00	5.00
<b>Total Key Management Personnel Remuneration</b>	<b>1,373,500</b>	<b>1,340,356</b>
<b>Total Full-Time Equivalent Personnel</b>	<b>5.80</b>	<b>5.77</b>

### *Key Management Personnel*

Key management personnel include the Chief Executive, the Senior Leadership Team, and the Board.

## 18 Board Remuneration

	Actual 2021 \$000	Actual 2020 \$000
B Ala'alatoa (Presiding Member)	30	30
J Chemis	1	16
N Karaitiana	16	16
S Middleton	16	16
M Moana-Tuwhangai	16	16
M Wendt	15	16
S Heath	9	-
B Cavanagh	9	-
<b>Total Board Remuneration</b>	<b>112</b>	<b>108</b>

### *Remuneration*

The total value (other than reimbursement of expenses) paid or payable to members of the Board during this financial year.

## 19 Financial Instruments Risk

The carrying value of cash and cash equivalents, accounts receivable, investments and amounts owing by Te Kura are all considered to be equivalent to fair value. Amounts owing to Te Kura by the Ministry of Education are considered to be risk-free.

### Currency Risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. Te Kura holds no financial instruments with any currency risk and, accordingly has no exposure to currency risk. Te Kura has no currency exposure in terms of overseas revenue as all fees are stated as payable in local currency.

### Interest Rate Risk

Interest rate risk is the risk that the fair value of a financial instrument will fluctuate or, the cash flows from a financial instrument will fluctuate, due to changes in market interest rates. The primary imperatives underlying cash management policies of Te Kura are to:

- (a) ensure sufficient liquidity to enable operational and capital expenditure commitments to be met, and
- (b) invest in risk-free or near risk free investments.

However, subject to these constraints the Board seeks to minimise exposure to interest rate risk on investments due to fluctuating interest rates by acquiring investments with a range of short-term maturity dates.

All investments are for less than twelve months.

### Credit Risk

Credit risk is the risk that a third party will default on its obligations to Te Kura, causing Te Kura to incur a loss.

In the normal course of its business, credit risk arises from debtors, deposits with banks and derivative financial assets. Maximum credit risks are disclosed in the Statement of Financial Position. The concentration of credit risk in respect of cash and cash equivalents is mitigated by investing with high credit rating registered banks (in accordance with section 73 of the Education Act 1989).

The carrying amounts of financial assets and liabilities in each of the financial instrument categories are as follows:

	<b>Actual 2021 \$000</b>	<b>Actual 2020 \$000</b>
<hr/>		
Financial Assets Measured at Amortised Cost		
Cash and Cash equivalents	12,257	4,119
Accounts Receivable	2,309	1,573
Other Financial Assets	17,400	11,200
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>31,966</b>	<b>16,892</b>

## 19 Financial Instruments Risk (cont)

	Actual 2021 \$000	Actual 2020 \$000
<b>Financial Liabilities Measured at Amortised Cost</b>		
Creditors and Payables (excluding income in advance, taxes payable and grants received subject to conditions)	5,928	6,510
	<b>5,928</b>	<b>6,510</b>

### Liquidity Risk Management

Ultimate responsibility for liquidity risk management rests with the Board, which has built an appropriate liquidity risk management framework for the management of short, medium and long term funding and liquidity management requirements of Te Kura. Te Kura manages liquidity risk by maintaining adequate reserves and by continuously monitoring forecast and actual cash flows and matching the maturity profiles of financial assets and liabilities.

### Capital Management

Te Kura assesses the availability of accumulated surplus and the funding provided by the Ministry of Education in the calculation of capital available. There are no externally imposed restrictions on capital.

There has been no change during the year to the exposure to market risks or the manner in which the risk is managed by Te Kura.

## 20 Explanations of Major Variances Against Budget

Explanations for major variances from Te Kura's budgeted figures for 2021 are as follows:

### Statement of Comprehensive Revenue and Expense

Government Funding was higher than budget for the year due to a higher than expected number of Equivalent Full-time Students (EFTS) for whom Government Funded Tuition was received. Total EFTS for 2021 were 8,837.22, Budget 7,671.22- an increase of 15.2%.

Actual \$57.943m, Budget \$52.763m.

Other Revenue was higher than budget for the year due to Donations Funding, and Teacher Aide Pay Equity Funding not being in the budget and higher than budgeted Learning Support students resulting in higher than budgeted revenue.

Actual \$13.182m, Budget \$12.110m

Personnel costs were lower than budget due to lower travel and learning and development costs due to the impact of COVID-19 alert levels.

Actual \$50.856m, Budget \$51.496m.

Operating costs were lower than budget due to the impact of COVID-19, with the major variances sitting in Student Resources and Professional Services.

Actual \$9.846m, Budget \$11.713m.

## 20 Explanations of Major Variances Against Budget (cont)

Depreciation & Amortisation costs were down due to the deferral of some capital projects so the 2021 Capital budget was not spent.

Actual \$2.884m, Budget \$3.373m.

### Statement of Financial Position

There was a higher than expected cash & cash equivalents and other financial assets balance due to funding for 2022 received in December 2021, and lower expenditure than budgeted enabling funds to be invested in term deposits.

Actual cash and cash equivalents \$12.257m, Budget \$5.636m; Actual other financial assets \$17.400m, Budget \$6.200m.

Creditors & Other payables were higher than budget due to an increase in Revenue in Advance resulting from Funding received at the end of the year.

Actual \$10.044m, Budget \$3.469m.

Non-Current Assets are lower than budget due to deferral of some capital projects.

Actual \$8.955m, Budget \$11.576m

### Statement of Changes in Net Assets/Equity

The major variation occurred due to the planned Deficit not occurring resulting in a higher than anticipated Surplus for the year.

Actual \$27.554m, Budget \$18.306m



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TE AHO O TE KURA POUNAMU'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Te Aho o Te Kura Pounamu ('Te Kura'). The Auditor-General has appointed me, Hamish Anton, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of Te Kura on his behalf.

#### Opinion

We have audited the financial statements of Te Kura on pages 46 to 71, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of Te Kura:

- present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity International Public Sector Accounting Standards ('PBE IPSAS').

Our audit was completed on 11 May 2022. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Responsibilities of the Board for the financial statements

The Board is responsible on behalf of Te Kura for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.





In preparing the financial statements, the Board is responsible on behalf of Te Kura for assessing Te Kura's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge Te Kura, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to Te Kura's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Te Kura's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on Te Kura's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause Te Kura to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

## **Other information**

The Board are responsible for the other information. The other information obtained at the date of our report comprises the information included on pages 1 to 45 and 76 to 80, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## **Independence**

We are independent of Te Kura in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Te Kura.



Hamish Anton  
Deloitte Limited  
On behalf of the Auditor-General  
Wellington, New Zealand



This audit report relates to the financial statements of Te Aho o Te Kura (Te Kura) for the year ended 31 December 2021 included on Te Kura's website. The Board is responsible for the maintenance and integrity of Te Kura's website. We have not been engaged to report on the integrity of Te Kura's website. We accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the website. The audit report refers only to the financial statements named above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements. If readers of this report are concerned with the inherent risks arising from electronic data communication they should refer to the published hard copy of the audited financial statements and related audit report dated 11 May 2022 to confirm the information included in the audited financial statements presented on this website.

## **Tāpiritanga A - Mō Te Kura | Appendix A - 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 20,000 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 practical work, social 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.

<u>Board Member</u>	<u>Term expiry date</u>
Barbara Ala’alatoa (Chair) – appointed September 2019	September 2022
Stuart Middleton – reappointed June 2021	June 2022
Maxine Moana-Tuwahangai – reappointed November 2019	November 2022
John Nisbet (Staff representative)- appointed January 2021	December 2023
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

## 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 15 October 2021, Te Kura employed 777 kaimahi, permanent and fixed-term, covering the equivalent of approximately 570 full-time positions. This included 165 teacher aides and 18 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 2021 calendar year Te Kura had a cumulative roll of 25,911 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, 38% of the Full-Time year 1 to 6 roll and 45% of Full-Time year 7 to 13 enrolments. Pacific enrolments decreased slightly, to 6% in 2021, down from 7% in 2020. 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 88% 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 2021, 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 2021, ākonga in years 7 to 10 made up approximately 45% 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 2021, ākonga in years 11 to 13 made up approximately 41% 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 2021

Enrolment type	2021 actual cumulative enrolments – All <sup>1</sup>	2021 actual cumulative enrolments – Māori	2021 actual cumulative enrolments – Pacific
Full-Time <sup>2</sup>	6079	2672	290
Adults <sup>3</sup>	2384	657	115
Young Adults	5943	1366	408
Fee-payers	203	17	2
Dual Year 1-8	510	194	26
Dual Year 9-13 <sup>4</sup>	10239	3293	822
Early Childhood	553	114	3
<b>Total</b>	<b>25911</b>	<b>8313</b>	<b>1666</b>

1. These figures represent the total number of enrolments throughout the year, not a count of ākonga.
2. Full-Time actual enrolment numbers for 2021 were made up of approximately:
  - 5% Learning Support
  - 13% 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 2021 were made up of approximately:
  - 29% Subject not available
  - 13% Attached units (includes alternative education, teen parent units and activity centres)
  - 24% 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).

# Strategic Plan 2022-2024



## What guides us

Giving effect to  
Te Tiriti o Waitangi

Ensuring ākonga are at the  
centre of everything we do

Delivering high-quality,  
future-focused teaching and learning

### **Ki te tī ki te tā, ki te katoa**

*Anytime, Anywhere, Anyone*

Ākonga achieve their educational  
and personal goals, enabling them  
to participate effectively as  
members of their communities.

### **Te Ara Pounamu**

Whakamana: Ākonga and whānau agency  
Kotahitanga: Wellbeing  
Whaitake: Relevance  
Whakawhanaungatanga: Relationships  
Māramatonutanga: Rigour

### **Te Rautaki Reorua**

Uaratanga: Value  
Ariā o te reo: Visibility  
Āhuatanga mahi: Participation  
Nekenekehanga: Progress

## What we have chosen to focus on

Become a  
climate  
conscious school

Implement Big  
Picture learning

Become a  
bilingual  
organisation

Young adults, including  
those not in education,  
employment or training

Build systems  
capability

Tell our story

## What we want to see for our ākonga

Engagement

Wellbeing

Progress and Achievement

Māori success

Pacific success