

2015 Annual Report

Welcome

Te Aho o Te Kura Pounamu

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Key Points 2015

Education Review Office review of Te Kura

In October the Education Review Office (ERO) released the findings of its scheduled review of Te Kura, conducted during July and August. The report found that implementation of Te Kura's strategic priorities is contributing to improved outcomes for an increasing proportion of students, well-established and appropriate processes are in place for self-review, direction setting and decision-making, and Te Kura is well placed to sustain and improve its performance.

Online learning developments

This year we launched the first of our new online modules for year 9 and 10 students, progressed the development of new online language courses at this level, and began adapting print-based NCEA Level 1 learning resources for online. At mid-year, we put together a showcase of some of the new online learning resources so that prospective students and their whānau could see what to expect with our online modules.

Te Kura students tell their stories

During 2015 we used research findings to inform the development of an online and social media campaign to be launched in March 2016, with short videos that tell the stories of real Te Kura students. In June we had commissioned research into the situations of 16 to 19 year olds not in education, employment or training, to find out why these young people had left school, the qualifications they left with and the barriers they encountered to re-entering education.

Te Kura Authentic Learning Pilot evaluated

Te Kura's Authentic Learning Pilot is being evaluated by the Education Review Office (ERO). Over a period of three years ERO will evaluate and report on the programme's effectiveness at achieving sustained progress for the Pilot's 80 at-risk students. The first phases of this evaluation will be formative and provide information to both the Ministry and Te Kura to assist with ongoing developments to improve outcomes for these students.

New curriculum role

Te Kura has established a new role called Kaihautu Matauranga, as part of the Curriculum team in the Learner Services Wahanga. This new leadership role has been developed with a strong focus on instructional design for an online and increasingly cross-curricular environment.

Te Kura develops te reo reading app

Collaborating with local iwi Te Atiawa ki Taranaki Whanui and external development company Kiwa Digital Limited, Te Kura has developed its first reading app – a bilingual resource in te reo Māori and English named *Ngake and Whataitai, the legend of Wellington Harbour*. The app is designed for children aged three to five years and will be available free in 2016 through the App Store (Apple) and Play Store (Android).

Enrolment of secondary dual students now automated

When enrolments opened for 2015 a new automated enrolment process was available for secondary dual students. The change has reduced the time it takes to enrol eligible students, speeding up their access to Te Kura materials. Of the 6793 secondary dual applications processed by the end of term 1, 4606 were processed on the day they were submitted,

enabling these students to get started on their Te Kura courses much faster. We supported dual school coordinators in this change by providing updated training material direct to them in our Online Teaching and Learning Environment (OTLE) and through our website.

Te Kura in international setting

Mike Hollings, Te Kura's Chief Executive, one of the original members of GELP (the Global Education Leaders Partnership), was invited to make presentations at a number of international forums during 2015. At the GELP meeting in Durban, South Africa in April, Mike conducted a workshop highlighting the Te Kura Pilot model – a combination of distance and online learning and regular face-to-face experiences. GELP's November 2015 conference, entitled *Ngā Kawai Hono – Where the web of relationships and virtual connections meet*, was held in Auckland and brought together senior decision makers from education systems around the world. In conjunction with Big Picture Australia, Mike presented a workshop featuring three Te Kura students and entitled 'One Student at a Time in a Community of Learners'.

New appointment to Te Kura Board

New Board member John Chemis was appointed to Te Kura's Board of Trustees for a term of three years, from September 2015. Based in Gisborne, John is the Chief Executive of Eastbay REAP. Board Chair Karen Sewell and Board members Paul Adams, Gillian Heald and Maxine Moana-Tuwhangai, were re-appointed during 2015.

Ngā Kaupapa Matua 2015

Te arotakenga a te Tari Arotake Mātauranga i a Te Kura

I te marama o Oketopa ka tukua te arotakenga a te Tari Arotake Mātauranga (ERO) i a Te Kura, i whakahaeretia i ngā marama o Hūrae me Ākuhata. I kitea e te ripoata mai i te whakaurunga o ngā paerewa rautaki matua a Te Kura kua piki ngā hua ki te whānuitanga o ngā tauira, kua toka he whakahaere tōtika e taea ai tōna arotake i a ia ake, te whakatakoto ara whāinga me te whakatau kaupapa, heoi rā kua eke Te Kura ki te wāhi e taea tonu ai te kawhe me te whakapiki ake i āna mahi.

Ngā whakawhanake mahi ako i runga i te ipurangi

I tēnei tau ka whakarewahia te tuatahi o ā mātou kōwae ako hou mō ngā tauira tau tuaiwa, tau tekau hoki ki te ipurangi, te toko i te pikinga ake o ētahi akoranga ā-reo hou ki tēnei paerewa, ka tīmatahia te whakarite rauemi ā-tuhi e hāngai ana ki te Paerewa 1 o te NCEA ki runga i te ipurangi. Ka haurua te tau, ka whakaritea e mātou he whakaatu hei tohu i ngā rauemi ako hou ki te ipurangi kia kite ai ngā tauira toko ake me o rātou whānau i ngā mea e tūpono kitea i ā mātou kōwae ako i te ipurangi.

Ka taki ngā tauira o Te Kura i a rātou ake kōrero

I te tau 2015 ka tahuri mātou ki ngā kitenga ā-rangahau hei hora i ētahi kaupapa i te ipurangi me ngā kāwai kawhe kōrero ā-iwi ā te Maehe 2016, ki ētahi rīpene ataata poto e taki ana i ngā kōrero ake a ngā tauira ake o Te Kura. I te Hune ka tonoa e mātou kia rangahautia te āhua noho a te hunga 16-19 ngā tau kīhai i te whai i te mātauranga, e ākona ana ki te mahi, kia kitea ai he aha i mutu ai te kura a ēnei taiohi, ngā tohu i riro mai i a rātou, me ngā ārai i tūtakina ai tō rātou whai anō i te mātauranga

Te Kura, he arotakenga Kaupapa Ako Motuhake

Kei te arotakehia e te Tari Arotake Mātauranga (ERO) te Kaupapa Ako Motuhake a te Te Kura. Mō ngā tau e toru ka arotakehia e ERO te hōtaka ka ripoata ai mō tōna whai hua me te tiaki pai tonu i te anga whakamua a ngā tauira 80 te noho warea mai. Ko te oro arotakenga nei he mea e tū tika ai te kaupapa e mōhio tahi ai te Tāhuhu me Te Kura me pēhea te tautoko ake i ngā whakahaere e pai ake ai ngā hua e puta ana ki aua tauira.

He kaupapa hou mō te marautanga.

Kua hangā e Te Kura he kaupapa hou kua tāpaea ko te Kaihautū Mātauranga, he tūranga ki te tira Marautanga i roto i te Wāhanga Ratonga Akonga. I hangaia tēnei kaupapa kaiaarataki hou kia aronui ai te tirohanga ki te papa ako i te ipurangi me te ao māwhitiwhiti whānui o te marautanga.

Kua hanga e Te Kura he tāpaenga pānui i te reo

Nā te mahi tahi ki te iwi haukāinga ake o Te Atiawa ki Taranaki me te kamupene whakawhanake o Kiwa Digital Limited, kua oti i a Te Kura tana tāpaenga ā-pānui tuatahi – he rauemi reo rua Māori mai, Ingarihi ake a *Ngake and Whātaimai, the legend of Wellington Harbour*. I hangaia tēnei tāpaenga mō ngā tamariki i waenga i te 3 ki te 5 ngā tau, ka taea te tiki atu mō te kore utu i te tau 2016 mā te App Store a (Apple) me Play Store a (Android) mai.

He torotika ināiane te urunga o ngā tauira kura - takirua ki te kura tuarua

I te tuwheratanga o ngā whakaurunga ki te kura o te tau 2015 tērā he tikanga hou e torotika ai te uru a ngā tauira kura takirua ki te kura tuarua. Nā aua whakarerekētanga i kokoti te wā e uru ai ngā tauira tōtika, e wawe atu ai tō rātou whiwhi i ngā rawa a Te Kura. O ngā tono

kura takirua 6793 i kōwhirihia i mua i te mutunga o te Wāhanga Tuatahi o te tau, he 4606 ki whakatauhia i te rā tonu i tuku mai, i tere atu ai te tīmata a ngā tauira ki ngā kaupapa ako a Te Kura. Ka tautokona e mātou ngā kaikōwhiri ā-kura takirua i roto i ēnei whakarerekētanga mā te tuku rauemi ako torotika atu ki a rātou mā tā mātou ara tukutuku ipurangi Online Teaching and Learning Environment i a (OTLE).

Te Kura i te ao whānui tonu

I pōwhiritia a Mike Hollings, Tumu Whakarae o Te Kura, tētahi o ngā mema taketake o GELP (the Global Education Leaders Partnership), ki te hautū kōrero ki ētahi huihuinga o te ao i te tau 2015. I te hui a GELP i Durban, i Āwherika ki te Tonga i te marama o Āperira ka whakahaeretia e Mike he papamahi e kōkiri ana i te kaupapa kua orokōhanga ake nei i a Te Kura – he tuinga ngātahi o te ako mai i tawhiti me te ako ā-ipurangi me ōna tūtatakinga a kanohi tūhonohono tonu mai. I te hui a GELP i te Noema 2015, *Ngā Kāwai Hono – Te wāhi e tūtaki ai ngā hononga ara tukutuku me ngā hononga whakaawe noa*, i tū rā ki Tāmaki Makaurau ka whakakao ngā kaiwhakarite pūnaha mātauranga matua mai i ngā tōpito o te ao. Tērā a Mike te whakahaere papamahi me Big Picture Australia e aro ana ki ētahi tauira tokotoru nō Te Kura i tāpaea “Kotahi Tauira i te Wā nō roto mai i te Hapori Akonga.

He Mema hou ki te Poari o Te Kura

He Mema hou ki te Poari o Te Kura tērā a John Chemis te whakatūria mō te toru tau, e tīmata mai ana i te Hepetema 2015. E noho mai ana i Tūranga, ko John te Tumu Whakarae o Eastbay REAP. Ko te Heamana o te Poari ko Karen Sewell me ngā Mema o te Poari a Paul Adams, Gillian Heald me Maxine Moana-Tūwhāngai, i whakatūria mai anō i te tau 2015.

Contents

1	Chair's Report Te Kupu a te Heamana	2
2	Chief Executive's Report Te Kupu a te Kaihautu	4
3	Governance Te Poari Whakahaere	6
4	Our students and community Ā Mātou Ākonga, Tō Mātou Hapori	7
5	2015 activities Ngā Mahi a 2015	12
6	Strategic context Te Horopaki Rautaki	18
7	Māori student success Ngā angitū o ngā tauira Māori	20
8	Statement of service performance Te Tauaki Whakatutukitanga Ratonga	24
9	Achievements Ngā Mahi Kua Oti	27
10	Financial statements Ngā Purongo Putea	47

1 Chair's Report

Te Kupu a te Heamana

I am proud to present the 2015 annual report for Te Aho o Te Kura Pounamu (Te Kura).

2015 was an extremely busy year for Te Kura, particularly for those involved in the implementation of our online learning strategy. In February 2015 we launched the first of our new online courses at curriculum levels 3–5, replacing 13 print-based courses developed during the 1990s. Learning online enables students to build their skills and knowledge using the wealth of resources available online, under the guidance of their teachers. For students learning at a distance, online tools enable them to bridge the physical distances between them, to collaborate and share ideas.

The Board was very pleased with the findings of the Education Review Office (ERO) following its scheduled review of Te Kura, conducted during July and August. The report affirmed Te Kura's strategic direction, finding that implementation of Te Kura's strategic priorities is contributing to improved outcomes for an increasing proportion of students. ERO found that significant progress has been made in responding to the areas identified for improvement following the previous review, in 2013. Its report noted that many students are well-served by Te Kura and benefit from being able to work independently on a programme suited to their needs. Improvement in the availability of student engagement and achievement information is enabling teachers, leaders and the Board to respond more effectively to students' needs. ERO also noted that learning advisors work well with students, parents and supervisors to develop and monitor a unique programme for each student, based on the student's interests and abilities. Specialist services are used to further support students if necessary.

In September we welcomed a new Board member, John Chemis. John is the Chief Executive Officer of Eastbay REAP, covering the Eastern Bay of Plenty region. He has teaching and senior management background in primary, secondary and tertiary, coupled with more than 20 years' active governance in all those sectors, including kohanga reo. With a particular interest on issues such as rurality, community development and the importance of working alongside Māori communities, John brings a valuable perspective to the Board table and represents a significant proportion of Te Kura's student population.

In a new initiative for Te Kura, we commissioned research into 16 to 19 year olds who are not in education, employment or training. The Board wanted to find out why these young people left school, the qualifications they left with and the barriers they encounter to re-entering education. The research findings showed there are many reasons why these young people are not currently at school and why they did not 'finish' their school education. Overall themes were that a formal schooling context no longer 'works' for them and/or they do not have the time to attend school 'full-time'. Negative previous schooling experiences appear to be a major barrier to re-engaging. While many of the young people who were interviewed reported an awareness of Te Kura as 'the Correspondence School', it had not occurred to them that enrolment with Te Kura might be an opportunity that would suit them. We used the research to inform the development of an online and social media campaign based on the stories of real Te Kura students, told in the form of short videos. The videos were filmed in late 2015 for the campaign launch in March 2016.

The Board was very pleased to note the increase in both the number and proportion of participating students who gained a National Certificate of Educational Achievement (NCEA).

More students gained NCEA at all levels than in 2014, with significant increases in the numbers achieving NCEA Level 3 (up 70%) and University Entrance (up 227%). The achievement of Māori students participating in NCEA also increased by between 19 and 24% for NCEA and 71% for UE. However, Māori students continue to achieve at a lower rate than non-Māori students overall.

National Standard achievement showed a disappointing decrease over 2014, particularly for Māori students. Our data tells us Māori students came on and went off the roll at a higher rate than any other ethnicity in 2015 and compared with prior years. Forty-five percent of Māori students judged against the National Standard at mid-year in 2015 had left Te Kura before data was collected for the end-year result, and 33% of Māori students judged against the National Standards at year-end were new to Te Kura's roll since mid-year. Almost 60% of Māori full-time students in Years 1–8 are enrolled through at risk gateways, which indicates that many will have come to Te Kura after struggling to achieve in a face-to-face school or after a period of disengagement from education. These results, and our NCEA results for 2015, indicate a clear need for Te Kura to continue to focus on a range of initiatives to increase engagement and achievement of Māori students at all levels of the school.

Following the highly successful initiative to hold prize giving ceremonies in the regions at the end of 2014, prize giving ceremonies were held in Auckland, Hamilton, Wellington, Nelson and Christchurch during December, with smaller ceremonies for students involved in our authentic learning pilot advisories.

Karen Sewell
QSO

2 Chief Executive's Report

Te Kupu a te Kaihautu

I want to begin my report by thanking the Te Kura staff and stakeholders who were involved in the development of our new online courses at curriculum levels 3–5. The interactive online modules are vibrant and innovative, making use of a wide range of online tools and resources to provide students with a thoroughly modern and flexible approach to learning based on sound pedagogy.

The new courses each comprise around 20 interactive online modules designed to enable students to learn vital digital literacy skills while acquiring subject knowledge. Following the launch of the new courses, we began development of six language courses at this level, including a new Spanish course, with the first of these modules available for students to use from January 2016. Te Kura also put in place an assistance programme for families on low to middle incomes who were unable to provide their child with a suitable device and/or internet connectivity. At the same time, work got underway on the adaptation of NCEA Level 1 courses for online delivery. Te Kura made a significant investment in re-writing NCEA courses as part of the realignment of NCEA by NZQA several years ago, so these much newer resources are being adapted for online delivery. The first of the online NCEA Level 1 modules were available to students in January 2016.

A selection of the most innovative modules was put together in a dedicated 'showcase' course for students and their whānau to get a taste of the new courses and how they work. To ensure our students were able to make the most of the new online resources, we partnered with Remarkit to offer reconditioned laptops for eligible full-time students in years 9 and 10, along with a monthly payment of \$30 toward internet connectivity. The arrangement proved to be effective, and agreement was given during 2015 to extend the assistance programme for 2016 to include all eligible full-time students, along with young adults enrolled in three or more courses who are enrolled in one of the new online courses.

Following the success of our collaborative music project *Keep Moving*, in 2015 we launched a new collaborative project using our Online Teaching and Learning (OTLE) called *Collaborate to Create*, where students are working together to create and produce a new music video to share with our community, New Zealand and the world. The project makes use of the discussion function within OTLE and Google Docs to enable students to collaborate every step of the way including on the lyrics of the song, called *Echoes of the Sun*. Students at all levels are encouraged to take part and contribute to the creative process. Te Kura teachers are ensuring that even those with limited connectivity are able to take part.

Online learning was not the only focus in 2015. It was the first full year of our authentic learning pilot, a four-year initiative to provide face-to-face support for 80 'at risk' students in their community and an individualised learning programme based on Te Kura's authentic learning approach. The pilot programme began in term 3 2014 in six sites: Christchurch, Nelson, Palmerston North, Feilding, Hastings and West Auckland. Each region has taken a different approach to implementing the pilot, reflecting the particular needs and circumstances of their students. ERO was contracted by the Ministry of Education to undertake a phased evaluation and report on the effectiveness of the pilot. The first phase of the evaluation, conducted in term 1, was formative. ERO's findings provided valuable information which Te Kura has used to make improvements to the pilot.

Following the recommendations of ERO's 2013 review of Te Kura, we established a new curriculum leadership position, Kaihautu Matauranga, reporting to the Deputy Chief Executive Ako. The position is intended to replace the existing Curriculum Leader role which was created as a result of our reorganisation in 2008. The new position's title, Kaihautu, meaning helmsman and Matauranga, meaning knowledge, was chosen to reflect the role's responsibility for leading, influencing and supporting change in teaching practice across Te Kura as we implement our online learning strategy and focus on delivering teaching and learning within an Education 3.0 context. Six Kaihautu Matauranga were appointed during 2015 as vacancies arose in the Curriculum team. We also created two additional positions to provide advice and support to Kaihautu Matauranga and Curriculum Leaders on the use of our Online Teaching and Learning Environment.

Mike Hollings
Chief Executive

3 Governance

Te Poari Whakahaere

Te Kura is governed by a Board of Trustees, the composition of which is determined by the Minister of Education in accordance with section 95 of the Education Act 1989. The constitution of Te Kura's Board is gazetted.

The Board is supported by the Risk Assurance Committee and the Employer Committee, which between them deal with much of the detailed work prior to consideration by the Board.

The following table details the term of office for trustees who served on the Board during 2015:

Name	Term expires
Karen Sewell (Chair) – reappointed September 2015	September 2018
Paul Adams – reappointed September 2015	September 2018
Gillian Heald – reappointed September 2015	September 2018
Maxine Moana-Tuwhangai – reappointed June 2015	December 2016
John Sproat – appointed June 2012	resigned April 2015
Stuart Middleton – appointed May 2014	May 2017
Lalita Rajasingham – appointed May 2014	May 2017
John Chemis – appointed September 2015	September 2018

The Board is supported by the following two committees:

Risk Assurance Committee

Maxine Moana-Tuwhangai (Chair)
Paul Adams
Gillian Heald
Karen Sewell

Employer Committee

Stuart Middleton (Chair)
John Chemis
Lalita Rajasingham
Karen Sewell

4 Our students and community

Ā Mātou Ākonga, Tō Mātou Hapori

Te Kura was established as the Correspondence School in 1922 to provide primary level education for 83 students living in remote areas. Expansion in 1929 allowed the extension of services to secondary students. Since then, the school has grown and developed to meet changing demands as our role in the national education system has evolved over time.

Our cumulative roll in 2015 was 22,542 with around 13,000 students enrolled at any one time. While most are of secondary school age, our students range from pre-schoolers to senior citizens and live in all regions of New Zealand and overseas.

While still a Wellington-based organisation, Te Kura has regional offices staffed by teachers in Auckland, Hamilton, Christchurch and an increasing number of smaller centres.

Te Kura is New Zealand's largest provider of distance education in the early childhood and compulsory education sectors, providing educational services to early childhood, primary and secondary level students for whom we are the best current option, as well as supplementary services to students already enrolled in other New Zealand primary and secondary schools. Our services are also available to adults accessing second-chance education. In certain circumstances, students may be enrolled on a fee-paying basis.

Enrolment type	2015 Student cumulative enrolments*	Enrolment category
Early childhood	806	Full-time
Year 1-6	519	Full-time
	238	Dual
	6	Fee-paying
Year 7-10	1033	Full-time
	3249	Dual
	25	Fee-paying
Year 11-13	1612	Full-time
	7536	Dual
	149	Fee-paying
Adults	2647	Including 1566 Dept of Corrections adult enrolments
Young Adults	4722	
Total	22542	

*These figures represent cumulative enrolments throughout 2015, not a count of students.

Our full-time students (i.e. where we are their only school) may come from families who are geographically remote or itinerant, or living overseas. The larger proportion, however, consists of students whose alienation is the result of complex social circumstances or psychological problems. They may have been alienated or excluded from their face-to-face school or referred to Te Kura by the Ministry of Education because they have psychological or psycho-social needs. They may be young parents, or students who have been referred by Child, Youth and Family. These students make up 29% of our full-time roll at years 1 to 8 and 58% at years 9 to 13.

Te Kura has a sizeable Māori community, with Māori students comprising 29% of full-time enrolments at years 1-8, and 38% at years 9-13. We recognise the need to engage, develop and support Māori learners to be successful and to do so in ways that support their identity as Māori. Our Māori Student Success Framework 2013 – 2018 guides our work to enable Māori students enrolled with Te Kura to enjoy and achieve education success as Māori.

Among a wide range of other ethnic groups, our roll includes a number of Pasifika students. As the largest school in New Zealand with a presence throughout the country, we believe we have a significant role to play in reaching Pasifika students, their families and communities to help deliver better results for Pasifika students.

We work with students, their whānau and community to provide effective teaching and personalised learning to enhance student engagement and achievement. To do this we have focused on building and strengthening partnerships with our students' families, communities and other agencies throughout New Zealand to help build readily accessible support for our students' learning.

Providing authentic learning experiences that build on students' passions and goals is a key element of our approach to teaching and learning. Our authentic learning approach is inspired by the international Big Picture learning model, and sees our skilled learning advisors and liaison teachers working closely with students and whānau to identify each student's passions and goals, and then personalising a programme of learning to enable the student to reach those goals. Each student's programme is likely to include real life learning experiences such as STAR courses, a Gateway placement, enrolment in a trades academy or internship in their community. Students also have the opportunity to participate in advisories, led by Te Kura staff, where they can work collaboratively with other students.

Our roll includes a large number of publicly-funded young adult enrolments. The Enrolment Policy we agree annually with the Ministry of Education allows students aged 16 or over who are not attending a school full-time to enrol at Te Kura up to and including the end of the year in which they turn 19. Where possible, young adult students who are enrolled with us in two or more subjects are allocated their own learning advisor for ongoing pastoral support.

Te Kura also has a substantial number of dual-registered students from primary and secondary schools, who come to us for curriculum access, adaptation or extension. Through these registrations the school has developed solid working partnerships with most of the country's primary and secondary schools and regional health schools. Each of these partnerships is based on a Service Level Agreement (SLA) that formalises each party's responsibilities for the student's education.

While early childhood enrolments encompass a diversity of lifestyle, socio-economic and ethnic backgrounds, they continue to be drawn mainly from rural areas. Most of these students go on to attend their local primary school. However, in 2014 the demographic of Te Kura's Early Childhood service changed as a number of community agencies were contracted by the Ministry of Education to encourage families to enrol children in early childhood education services. Under this Engaging Priority Families (EPF) initiative we offered a programme to children in urban areas who, for a variety of reasons, have not enrolled with a face-to-face early childhood education provider. Whilst the Ministry's supported playgroup initiative is scheduled to be reviewed and will possibly end in December 2016, Te Kura's role in this is unclear.

During 2015, our Early Childhood teachers have continued to act as learning advisors to Te Kura's adult students, contacting them to see what assistance can be offered to help keep them engaged with their study.

Years 11–13 enrolments include many young adults aged 16 or over who have left the schooling system but have since chosen to return to school to gain specific credits or qualifications. Like our adult students, they typically enrolled at Te Kura in 2015 to gain specific credits, skills or qualifications.

Funding and enrolment

Te Kura is funded by the Ministry of Education in accordance with section 81A of the Education Act 1989. Funding is based on student engagement. The resourcing notice from the Ministry of Education stipulates the funding to be provided to the school.

The enrolment of students is governed by sections 7 and 7A of the Education Act 1989 which describe restrictions on enrolment and access to government-funded education. The enrolment policy is agreed annually between the Ministry of Education and the Board of Trustees and is published by Gazette notice. Students who meet the policy criteria may enrol as government-funded students. In certain circumstances, students may be enrolled on a fee-paying basis.

Organisational structure

Te Kura is organised into three wāhanga (areas) – Learner Services, Operations and Performance, and the Chief Executive's office. The Chief Executive and the Board are supported by the Chief Advisor.

Learner Services is responsible for the school's teaching and learning, curriculum leadership and development and has school-wide responsibility for the assessment of years 1 to 13 students and for leading, developing and coordinating online learning. Integral to the work of this wāhanga is the position of Senior Advisor Māori Education. Learner Services also provides in-region pastoral support through regional, cross-disciplinary teams – Northern, Central North, Central South and Southern. Teachers work in multidisciplinary teams to promote better understanding and engagement with students, creating an environment conducive to improved student achievement. Learner Services' responsibilities also include early childhood teaching and learning.

Operations and Performance provides the school's corporate support structure. Its functions include enrolment services, procurement, facilities management, finance, human resources, information resources, the library, media and distribution services, and organisational performance, planning and reporting.

The Chief Executive's office provides advice and support to the Chief Executive (CE), the Board of Trustees and the Senior Leadership Team (SLT). This wāhanga is made up of the Chief Advisor to the CE, and Communications.

SLT has responsibility for the overall leadership and strategic direction of Te Kura, and comprises the Chief Executive, Deputy Chief Executive Ako, Deputy Chief Executive Operations and Performance, and the Chief Advisor.

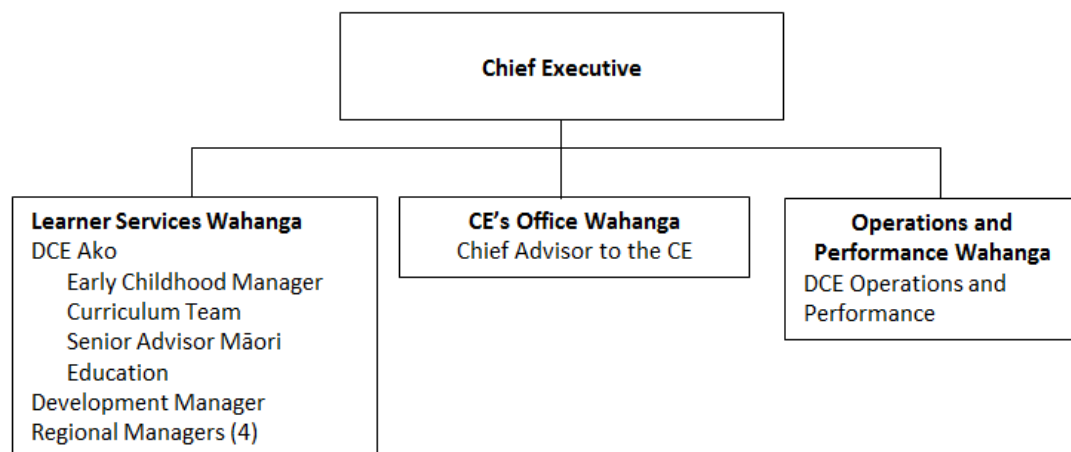
The school's Lead team comprises SLT, the Development Manager, the four regional managers, a management representative from the Operations and Performance Wāhanga and the Communications Specialist.

Each senior manager has accountability for specific areas of activity, management of resources and leadership of people and projects.

At the end of 2015 Te Kura employed around 478 staff members, the equivalent of approximately 439 full-timers. In addition, we employed 106 teacher aides. Around 38% of staff were based in regional offices outside Wellington, up from 35% in 2014.

In late 2015 SLT approved the merging of the organisational performance, planning and reporting team with the staff of the CE's office. This change will take place from the start of 2016.

Our management structure is detailed in the diagram below.



Equal Employment Opportunities (EEO) programme

The school reports annually to the Board of Trustees on its EEO programme, providing a snapshot of Te Kura's staff, with information on their gender, age and ethnicity at the end of each calendar year. This ongoing reporting supports identification of trends and appropriate responses. The report excludes data on teacher aides, relief teachers, temporary employees and contractors. Such staff are generally employed for very short periods of time and including their data would disproportionately affect the information presented.

The total number of permanent and fixed term staff at the end of 2015 was 478. The average age of Te Kura teachers was 55, and 47 for our specialist and support staff. The average age of the Te Kura workforce was 53, unchanged from 2014 with the median age also static at 56 years. Te Kura had 59 employees aged over 65. Staff turnover in 2015 was 9.3%, in contrast to an average gross turnover of 17% in state sector organisations.

The gender mix of all Te Kura's employees, at 72% female and 28% male, was unchanged from that of 2014 and was in line with that of teaching staff in other New Zealand schools.

Te Kura does not currently require employees to provide ethnicity information and therefore staff ethnicity data included in the report was based on information relating to the 77% of all staff who reported their ethnicity. Around 7% of them were recorded as Māori, the same as in 2013. The ethnic diversity of Te Kura employees was a reasonable match with the general New Zealand workforce, although all the minority groups were underrepresented.

Location and regional services

The school's Wellington operations are housed at its Portland Crescent site in Thorndon, with a complex inventory, distribution and delivery system for student learning materials managed from the school's warehouse in Petone, Lower Hutt.

Te Kura is also represented in regional offices in Auckland, Christchurch and Hamilton, which provide a base for the region's local liaison teachers and a number of subject teachers, while in-region offices in locations such as Whangarei, Tauranga, Palmerston North and Nelson support local activity and connections in their communities. The regional managers for Northern and Central North are also based in the regional offices.

Regional managers are key contacts for stakeholders in the regions. To support our full-time students they work with communities, non-government and government agencies, and lead the development of new relationships in the region. Regional Reference Groups provide a forum for all our stakeholders to hear about what is happening at their school and to provide their own feedback. Relationship coordinators in each region work with dual-education providers to support the learning of dual-registered students.

5 2015 activities

Ngā Mahi a 2015

Education Review Office review of Te Kura

In October the Education Review Office (ERO) released the findings of its scheduled review of Te Kura, conducted during July and August. Key findings of the review were:

- Implementation of Te Kura's strategic priorities is contributing to improved outcomes for an increasing proportion of students.
- Many students are well served by Te Kura. They benefit from being able to work independently on a programme suited to their needs.
- Significant progress has been made in responding to the areas identified for improvement in the July 2013 ERO report.
- Improvement in the availability of student engagement and achievement information is enabling teachers, leaders and the Board to more effectively respond to students' needs.
- Increasing percentages of Years 1 to 8 students are achieving the National Standards for their year level. Māori students are improving at a faster rate than the whole school.
- Since the last ERO review, there has been positive progress in overall senior student engagement and achievement.
- Ongoing development of the curriculum is providing choices and pathways for many students through their schooling and directing them into further training and education.
- The focus on personalising learning supports responsiveness to a wide range of student circumstances.
- Learning advisors work well with students, parents and supervisors to develop and monitor a unique programme for each student, based on the student's interests and abilities. Specialist services are used to further support students if necessary.
- The continuing increase in staff numbers in the regions is allowing improved learning and wellbeing support for students. ERO affirms Te Kura's continuing focus on extending learning partnerships with schools and other tertiary groups that have the potential to support positive learning outcomes for students.
- The Māori Student Success Framework prioritises Māori students enjoying and achieving success as Māori. Regional leaders and teams actively explore and implement strategies that promote success for Māori students. There is a school-wide commitment to finding more ways to engage Māori students not currently connected to the school and its programmes.
- Early childhood provision is well placed to promote positive outcomes for students. Teachers make good use of community networks to help meet children's and families' needs. Children with special needs are well supported.
- Well-established and appropriate processes are in place for self-review, direction setting and decision making.
- Te Kura is well placed to sustain and improve its performance.

The report concluded that 'raising levels of engagement and achievement for diverse distance learners is a strong focus schoolwide. Continued implementation of strategic priorities is contributing to improved outcomes for an increasing proportion of learners. Growing emphasis on knowing what is working well, why and for whom, and responding accordingly, should allow improvement to be sustained.'

The full ERO report is available on Te Kura's website at www.tekura.school.nz.

Online learning modules at curriculum levels 3–5 and NCEA Level 1

In 2014 Te Kura embarked on a significant change programme to move from a predominantly paper-based provider of distance education to a fully online school by the end of 2018. In 2015, the first of the new online modules for year 9 and 10 students were launched. We have also begun developing new online language courses at this level, including te reo Māori, Chinese, French, German, Japanese and Spanish. The new language courses will be fully online from 2017. In total, 20 new online courses at curriculum levels 3–5 will be delivered by the end of 2016.

Work also began on adapting print-based NCEA Level 1 learning resources for online delivery. We made good progress toward our goal of having all our NCEA Level 1 courses available as fully interactive online modules by the end of 2016. In many cases, essential revisions have been made to these NCEA resources simultaneously, to ensure the new modules are up to date in every respect.

Te Ara Hou, our integrated programme for students in years 7–10, will be adapted for online delivery during 2016. In 2015, Te Ara Hou students in years 9 and 10 have already been able to use modules from the new online courses as part of their programme.

We have also begun to investigate opportunities for online delivery of programmes for early childhood, special education and year 1–6 students.

In mid-2015 we put together a showcase of some of our new online learning resources to show students, whānau and anyone thinking about enrolling with Te Kura what to expect with our online modules.

To ensure our students were able to make the most of the new online resources, eligible families have been able to apply for access to a device and/or a subsidy towards the cost of internet connectivity. To access this assistance, eligible students must be enrolled in an online 000 or NCEA Level 1 course. The devices supplied are re-conditioned laptop computers which have been loaded with Microsoft Windows. The student is also allocated an email address which they can use to access free Microsoft software. We also provide a subsidy of \$30 per month per student to be used towards internet connectivity through the student's/family's preferred provider. The effectiveness of this arrangement led to agreement being given to extend the assistance programme for 2016.

Investigation of new student survey tool CLARA¹

The ERO review of Te Kura in 2015 noted that 'improvement in the availability of student engagement and achievement information is enabling teachers, leaders and trustees to more effectively respond to learners' needs' and that 'school leaders should continue to develop key measures of success'. To further this work, we have begun to investigate the introduction of the CLARA survey tool as a means of measuring student dispositions for learning.

Unlike many other survey tools, CLARA is built around the concepts of 'user ownership' and 'locus of control', where students exercise greater ownership of their learning. Responsibility for learning shifts from the teacher to the student, who experiences content,

¹ The CLARA (Crick Learning for Resilient Agency Profile) survey tool was developed by Dr Ruth Deakin Crick, Professor of Learning Analytics and Educational Leadership at the University of Technology, Sydney.

process and choice of learning through co-construction. CLARA can measure the growth of student learning power over the period of their enrolment, providing Te Kura with a rich new dataset for identifying, prioritising and delivering the specific support that students need.

Uncovering the learning needs of young adult students

In June, Te Kura commissioned research into 16 to 19 year olds who are not in education, employment or training. We wanted to find out why these young people left school, the qualifications they left with and the barriers they encounter to re-entering education. The researchers also surveyed 66 of our current students in this age group to find out about their experience of learning with Te Kura.

The research findings showed there are many reasons why these young people are not currently at school – and why they did not ‘finish’ their school education. This ranged from having mental health issues to being bullied, becoming pregnant or having to care for family. Overall themes were that a formal schooling context no longer ‘works’ for them and/or they do not have the time to attend school ‘full-time’.

The vast majority strongly stated that they would like to have ‘finished’ school. There was a sense of regret for some and unfairness among others and nearly all interviewees believed that they would not return to a formal learning environment – unless (for some) it was to some type of apprenticeship or on the job training. We found that most want to continue/finish their schooling, but believe the option is no longer available to them because of choices that they have already made – and which they cannot (and in many cases would not want to) reverse.

Negative previous schooling experiences appear to be a major barrier to re-engaging. We found a sense among many of these young people that they have, to some extent, made a mistake and/or regret what they perceive as a limiting of their future education and employment options as a result of leaving school ‘early’. However most also believed that it was too late or not possible to ‘go back’.

While many of the young people who were interviewed reported an awareness of Te Kura as ‘the Correspondence School’, it had not occurred to them that enrolment with Te Kura might be an opportunity that would suit them.

The research findings were used to inform the development of an online and social media campaign based on the stories of real Te Kura students, told in the form of short videos. The videos were filmed in late 2015 for the campaign launch in March 2016.

Te Kura Authentic Learning Pilot

The Education Review Office (ERO) has been contracted to undertake an evaluation and report on the effectiveness of the Te Kura Authentic Learning Pilot for 80 at-risk students. It is intended that ERO will provide both formative and summative evaluations of the programme over a period of three years.

The first phases of this evaluation will be formative and provide information to both the Ministry and Te Kura to assist with ongoing developments to improve outcomes for these students. Te Kura and the Ministry will be involved in synthesis discussions at the conclusion of the onsite visits for each phase of the evaluation.

The pilot enables Te Kura to trial an alternative programme of learning towards sustained progress for students over three years, and to improve National Certificate of Educational Achievement (NCEA) achievement for a group of at-risk students. The pilot programme began in term 3 2014 in six sites nationally: Christchurch, Nelson, Palmerston North, Feilding, Hastings and West Auckland.

The pilot is based on the concepts of authentic learning (AL) and the approach of 'Big Picture' Learning (BPL) outlined in Te Kura's vision and strategic plan. The vision for authentic learning places the students, their values, context and needs at the centre of all teaching and learning experiences. Students, together with their families and teachers, are actively involved in creating personalised learning pathways. This approach aims to cater for students' potential, abilities and needs through a tailored and responsive programme. A key element of AL is building knowledge through practical learning experiences. These include internships, job shadowing and support from locally-based mentors.

Achievement will ultimately be measured through participating students' success with NCEA Level 2. However, baseline academic measures using tools such as the electronic Assessment Tools for Teaching and Learning (e-asTTle) and Progress and Achievement Tests (PAT), together with progress through a programme of learning towards participation in NCEA, will determine students' early and ongoing progress. Any assessments against key competencies and career management competencies will also be of critical importance to this group.

The evaluation of the pilot will have implications for the wider review of support for at-risk students, including:

- Te Kura's role in the wider education system
- policies on exclusion and expulsion and the expectations placed on the face-to-face schooling network
- the Government's \$25m investment in alternative education and activity centres.

Following Phase One of the evaluation ERO reported that, at this initial stage of the pilot, the programme overall has the potential to meet its goal. Across each of the pilot sites ERO found evidence of good practice that supports students in their learning.

Te Kura Enrolment System changes for dual students

When enrolments opened for 2015 a new automated enrolment process was available for secondary dual students. The change has reduced the time it takes to enrol eligible students, enabling them to get started on their Te Kura courses much faster. Updated training material was provided directly to dual school coordinators in our Online Teaching and Learning Environment (OTLE) and through our website.

While our system makes a number of eligibility checks, including against data held in the Ministry of Education's ENROL database, schools themselves must ensure the students they enrol meet the eligibility criteria for dual enrolment set by the Ministry.

Making changes to a dual student's subject choices is now simpler, as schools can add an additional subject to a student's registration from a class list rather than having to submit a brand new full application each time a new subject is required. Other new features enable schools to view their students' results from NZQA and to print their own student barcode labels.

New leadership role in Curriculum team

Te Kura has established a new role called Kaihautu Matauranga, which is part of the Curriculum team in the Learner Services Wahanga. This new role has been developed with a strong focus on instructional design for an online and increasingly cross-curricular environment.

Kaihautu means helmsman and Matauranga means knowledge. The name was chosen to reflect the role's responsibility for leading, influencing and supporting change in teaching practice across Te Kura in line with our online learning strategy and focus on Education 3.0.

While the new role is not a teaching role and current teacher registration is not a requirement, deep curriculum knowledge in one or more areas is an essential aspect of what our Kaihautu Matauranga bring to their work at Te Kura. Kaihautu Matauranga are being appointed as vacancies occur in the Curriculum team. At the end of 2015, six Kaihautu Matauranga had been appointed.

Te Kura presents learning workshops in international settings

During August, Te Kura's Chief Executive (CE) and our Development Manager (DM) attended the annual Big Picture 'Big Bang' Conference held in New Orleans, where Te Kura was part of an international panel made up of New Zealand, Australian and Canadian representatives, presenting workshops about learning developments in their country. Attendees expressed strong interest in the way Te Kura manages Big Picture programmes and the steps we have established to support blended learning. A few days later our CE and DM presented a keynote address and question time at the Commonwealth of Learning's conference in Belize. The invitation to attend this conference came from the Commonwealth of Learning. Te Kura's presentation on Big Picture learning was very well received as it showed practical solutions to situations each of the attending countries is grappling with – how to make learning relevant, personalised and based in the community, and how to combine distance programmes with face-to-face student learning advisories and support.

Mike Hollings, Te Kura's CE, is one of the original members of the Global Education Leaders Partnership (GELP). At the GELP meeting in Durban, South Africa in April, Mike conducted a workshop entitled *Exceptional Learning Environments, Classroom, Schools and Hybrid Learning*. The workshop highlighted the Te Kura Pilot model which involves a combination of distance and online learning and regular face-to-face experiences. Mike emphasised the highly flexible nature of this model and its facility to support the authentic learning/personalised 'one student at a time' approach, and the related academic programme.

GELP's November 2015 event was hosted by New Zealand in Auckland and Te Kura was invited to be part of the organising group. The event, entitled *Ngā Kawai Hono – Where the web of relationships and virtual connections meet*, brought together senior decision makers from education systems around the world, with study tours a feature of their visit to Auckland. The event's focus was on education system transformation, innovation and collaboration and particularly on the use of indigenous concepts and frameworks, community ownership and modern delivery models. Mike Hollings presented a workshop jointly with Big Picture Australia. The workshop, which involved three Te Kura students, was entitled 'One Student at a Time in a Community of Learners'.

Review of distance education

During 2015, Te Kura had the opportunity to comment on the draft terms of reference for the Ministry of Education's review of the role of correspondence education within the New Zealand education network. We see the review as a chance to tidy up inconsistencies within the current legislation relating to correspondence schools and to clarify who may enrol with a correspondence education provider. We expect to be involved throughout the period of the review.

New Board appointment

John Chemis was appointed to Te Kura's Board of Trustees for a term of three years, from September 2015. Based in Gisborne, John is the Chief Executive of Eastbay REAP. Board Chair Karen Sewell and Board members Paul Adams, Gillian Heald and Maxine Moana-Tuwhangai, were re-appointed during 2015.

Te Kura in the education sector

Following our positive experience in 2014, Te Kura again took part in the education sector job shadowing programme. This cross-agency initiative offers staff the opportunity to experience first-hand some of the challenges and rewards of senior management in other education organisations. Participants follow or 'shadow' a member of the senior management team in another education sector agency. The process includes a process of 'pairing' shadows to hosts based on the shadow's goals, an initial briefing for shadows and hosts, and the actual three to four month programme of up to three days of shadowing. This year, our CE Mike Hollings hosted a staff member from the Ministry of Education.

Te Kura's trades academy

Te Kura's Huarahi Trades Academy, in operation since September 2012, provides an opportunity for senior secondary students to complete NCEA Level 2 through Te Kura and, through access to our Trades Academy partners, to gain relevant industry standards towards NCEA Levels 1, 2 or above, in a vocational pathway.

Te Kura seeks to provide secondary/tertiary support through Huarahi for our students, wherever they are in New Zealand. To this end, where there is a need from one or more of our students we continue to develop relationships with providers. In 2015, through the arrangements we made with a number of providers, we were able to expand the range of programmes, some of which lead to national certificates that students can work towards. This saw Huarahi offering our trades academy students a diverse range of programmes including agriculture, aviation, building, construction and allied trades, early childhood, electronics technology, engineering (automotive, electrical, mechanical), hair and beauty, hospitality, joinery, primary industries, retail and trades technology.

In 2015 we continued to increase our partner numbers, from 14 to 18, and we filled our allocated 100 student places for segments one and two.

6 Strategic context

Te Horopaki Rautaki

Our strategic direction

2015 has been the third year of our Strategic Plan, guiding Te Kura through to 2018. The strategic plan highlights the specific areas where our efforts will be focused over a five year period.

This annual report reflects our 2015 charter and annual plan.

Te Kura's contribution to the education sector in 2015 has echoed the Ministry of Education's future priorities for the sector, as expressed in the Ministry's Statement of Intent 2014–2018. The Ministry supports the education system to deliver on the Government's priorities of improved outcomes for all children and students and stronger economic growth for New Zealand, so that:

- education of increasing quality and value is provided for all
- every child and student achieves success in education
- the education system is a major contributor to economic prosperity and growth
- investment in education provides higher returns.

The Government has identified Delivering Better Public Services (BPS) as a key priority, and one to which the education system makes a significant contribution. Te Kura is in a position to support the achievement of these BPS key results – *Increase participation in early childhood education*, and *Increase the proportion of 18 year olds with NCEA Level 2 or equivalent qualification* – which aim to equip New Zealanders with the qualifications and skills they need to be part of a successful society and economy.

The key themes in our Strategic Plan 2013–2018 also support these Ministry's strategic intentions:

- Raising teaching quality and leadership
- Using information more effectively to lift achievement
- Targeting resources to address disparity in achievement (to meet the needs of those most at risk of underachieving or who have comparatively low participation rates in education at all levels, particularly Māori and Pasifika, children and students from low socio-economic backgrounds, and those with special education needs)
- Creating a modern learning environment (through the use of digital technologies to extend the reach and depth of students' experiences. These environments provide flexibility for where learning can take place and can be personalised according to each individual's strengths, abilities, languages and cultures, helping to keep students and their communities engaged in learning).

Te Kura's role in the education sector sees us working with other government education agencies, education providers, support services and communities in support of the government's priorities of improved outcomes for all children and students and stronger economic growth for New Zealand. Te Kura's strategic goals and priorities fit within and align to the Ministry's intentions and identified priorities for the education sector.

The key themes in our Strategic Plan 2013–2018 are personalising learning, a focus on future-oriented learning and teaching, and the embracing of Education 3.0 – a concept

which describes the transformation necessary to enable the current system of education, developed in the age of industrialisation, to meet the evolving and dynamic challenges of the 21st century.

Te Kura's strategic direction remains centred on three overarching and integrated strategic goals, which are the focus of everything we do, within the context of teaching and learning as core delivery for the school:

Student Presence => Student Engagement => Student Achievement

Over the period 2013 to 2018 we are focusing on three strategic priorities:

- Online learning
- Improving education outcomes for Māori and Pasifika students and other priority groups
- Authentic and engaging learning experiences.

These priorities are the key changes we want to make towards achieving our vision and moving into an Education 3.0 model of teaching and learning for our students. Some of the key characteristics of this model are a transfer of ownership from teachers to students, authentic learning and collaborative learning techniques. Education 3.0 is a future-oriented learning system in which family and whānau view schools as a place for them to learn as well.

The key priorities are supported by three enabling strategies which are the means we employ across the school to support and enable achievement of goals and priorities and our core delivery of teaching and learning. These encompass every aspect of the school's operations and typically contribute to more than one of our strategic priorities.

Underpinning our five-year strategy are three capability improvement initiatives designed to ensure that resources, tools and systems are fit for purpose and focused on achieving our goals.

7 Māori student success

Ngā angitū o ngā tauira Māori

Māori Student Success Framework (2013–2018)

2015 was the second year of implementation of our Māori Student Success Framework (2013–2018), designed to enable Māori students enrolled with Te Kura to enjoy and achieve education success as Māori. The Framework follows four principles, based on Ka Hikitia 2013–2017:

- Māori potential
- Ako – a reciprocal teaching and learning process
- Identity, language and culture count
- Productive partnerships.

Key activities in 2015

Kia Eke Panuku

A major focus for Te Kura this year was our participation in the Kia Eke Panuku (KEP) programme, working with staff from the University of Waikato in a follow-up to the Building on Success programme we took part in during 2014.

Te Kura's KEP programme is based on:

- Evidence-based inquiry – productive evidence-based inquiry and knowledge for professional and policy learning
- Culturally responsive and relational pedagogy – implementation of high-impact pedagogies to achieve valued outcomes for Māori learners
- Critical Cycle of Learning
 - with teacher focus on observation to shadow coaching, evidence to accelerate, reflect, review and act
 - with school senior and middle leaders profiling, planning for coherency, and identifying evidence to accelerate student achievement.

To enhance the achievement of our Māori students, we selected the following three areas for particular investigation and staff development:

- What is culturally responsive relational pedagogy?
- Action planning within teams for 2015
- A focus for Curriculum Leaders/Kaihautu Matauranga on profiling, planning for coherency and evidence to accelerate.

Staff came together in hui at mid-year to learn about the KEP programme and plan for its implementation at Te Kura, and in November when the focus was on success stories, sharing of plans and job shadowing processes.

Te Kura's Māori staff held a series of hui to better understand how to support Māori staff and enhance the work they do across Te Kura. Work began on drafting a Tikanga policy for Te Kura that will provide cultural support for all staff. In November, the very successful hui – Te Uepu Kotuitui 2016 – generated key insights and planning for 2016 work groups.

Other activities in support of school-wide actions:

We continued our focus on raising Māori student achievement with the aim of having these students enjoy and achieve education success as Māori.

Staff continued to work on developing their own competency in te reo and their understanding of tikanga, communicating with Māori and mātauranga Māori building on the groundwork laid in previous years using Te Rito, our interactive online platform.

We continued to track the achievement of individual Māori students, identifying any gaps in their learning and targeting their programmes to remedy those. Improvement of literacy and numeracy was a particular focus.

We carried out these activities in support of the following six objectives:

1. *Capture and reflect Māori student voice across all Te Kura services to Māori students*
 - The feedback gathered from Māori young adult students attending a camp for students on Te Kura's authentic learning pilot contributed to our Student Voice project. The project involved analysis of Māori student feedback, based on survey and video capture.
 - In June we commissioned research into the situations of 16 to 19 year olds not in education, employment or training, to find out why these young people had left school, the qualifications they left with and the barriers they encountered to re-entering education. During 2015 we used our research findings to inform the development of an online and social media campaign to be launched in March 2016, with short videos about real Te Kura students, many of them Māori, describing the paths that have led to their enrolment at Te Kura and their experience of learning with us.
2. *Design and implement a pedagogy for improving outcomes for Māori students enrolled at Te Kura*
 - Across Te Kura, teams established dedicated times to share practice and strategies for working with Māori students as part of the Kia Eke Panuku programme. Following some such sessions, teachers collaborated with buddies in regions to work more effectively with Māori students.
 - Team plans expressed a range of approaches to working towards this action, such as:
 - setting percentage targets for all of their full-time Māori students to attend advisories;
 - summarising the team's plan on the front page to provide an easy reference point and way of keeping the focus on work with Māori students;
 - focusing on assessing each Māori student's programme of learning for suitability.
 - Staff members' performance development and achievement plans for 2015 each contained a goal related to raising Māori student achievement.
3. *Build Te Kura staff's Māori cultural competency*
 - Regional activities included regular surveying of staff self-perceptions of competence in te reo Māori and comfort in tikanga Māori settings; and contact made by learning advisors with each Māori student every fortnight.
 - A number of our staff took part in Te Kura's inaugural entry in Te Konohete 2015 – the public sector Kapahaka competition, held in November.

- In addition to widespread staff use of Te Rito, our interactive online platform for learning about te reo Māori, tikanga Māori, communicating with Māori and mātauranga Māori, staff looking for more guidance on pronunciation and usage sought other online resources for their te reo Māori development.
 - Teams practised greetings/mihi/pepehā at team meetings and organised marae visits to maintain the momentum of increasing competence.
 - We mapped Tātaiako competencies against Registered Teacher Criteria competencies.
4. *Build productive partnerships with iwi, hapū, whānau and Māori organisations to enable Māori student success*
- In 2015 we co-constructed a learning programme targeted at a group of mainly Māori students in the Far North. Our in-region staff were aware that an exciting and challenging programme was needed to engage these students in learning with the goal being achievement of Level 2 through the programme. Building on a current relationship, and in consultation with iwi, hapu and whanau, and the wider Far North communities, we delivered a very successful Huarahi Trades Academy programme. This approach, grounded in community and student need, led to significant success for the 11 Māori and four Pakeha students).
 - A visit to Ruatahuna by Te Kura's Chief Executive, Board Chair and the local Liaison Teacher set the scene for further work to progress the community's desire to become a learning hub venue.
 - Te Kura attended Te Matatini 2015, in Otautahi. Our staff and marketing material alike received a warm welcome at this festival.
 - Team plans included building on relationships with local Māori organisations to promote Māori student engagement.
 - Whānau have been integral to the development and support provided for students in our Far North Enviroskills programme, working very closely with the Liaison Teacher and other in-region staff. Frequent visits, discussions and interactions with whānau and community agencies, including Police and Justice staff, Search and Rescue personnel, iwi and hapu groups and individuals are an essential part of the programme.
5. *Nurture relationships with Māori parents and whānau to ensure Māori students enjoy and achieve education success*
- As a precursor to establishing a whānau group, Southern region worked to assist Māori students to connect with their iwi and/or a local iwi.
 - We sourced external expertise to quality assure the te reo Māori course resources for Level 1 NCEA.
 - Following the success of our regional prizegiving ceremonies in 2014, we continued this initiative. The presence of te reo and kuia from these communities recognised the culture, language and identity of the Māori students and their whānau who attended.
6. *Integrate culture, language and identity into Te Kura's student resources and teaching practice*
- Team activities included waiata practice, opening meetings with karakia, and reciting a learned mihi – to exemplify a commitment to identity, language and culture. Māori student achievement as a standing item on weekly meeting agenda provided an opportunity to discuss and share practice, and inform each other of relevant research.

- Staff shared their kapa haka skills when they practised with Maori students at advisories, providing an affirmative and enriching learning experience for those students.
- Te Kura developed its first reading app, working in partnership with local iwi Te Atiawa ki Taranaki Whanui, external development company Kiwa Digital Limited and key internal staff at Te Kura. The app, *Ngake and Whataitai, the legend of Wellington Harbour*, is a bilingual resource in te reo Māori and English for children aged 3 to 5 years. The app represents a new way of providing digital learning resources at Te Kura. Until now Te Kura resources have been available as digital format PDF or fully interactive content – both hosted on the OTLE. The app will be available free in 2016 through the App Store (Apple) and Play Store (Android).

Te Kura's Māori roll

Although the profile of our Māori students is diverse, the majority are based in the Central North and Northern regions. Over 60% of our full-time Māori enrolments (i.e. Te Kura is their only school) are also based in these two regions. In 2015 Te Kura's roll included:

- 7714 enrolments by Māori students (34% of all 2015 Te Kura enrolments)
- 1247 enrolments by Māori students participating in Māori language education.

Enrolment category	Maori enrolments in 2015	As proportion of all enrolments in this category	As proportion of total Māori enrolments 2015
Early childhood education	190	24%	2%
Full-time Year 1-6	145	28%	2%
Full-time Year 7-10	414	40%	5%
Full-time Year 11-13	574	36%	7%
Dual Year 1-6	52	22%	1%
Dual Year 7-10	1503	46%	19%
Dual Year 11-13	2560	34%	33%
Adults (incl Dept of Corrections adult enrolments)	994 (817)	37% (52% of Dept of Corrections Adult enrolments)	13% (11%)
Young adults	1278	27%	17%
Other	4	2%	0%
Total	7714	34%	100%

8 Statement of service performance

Te Tauaki Whakatutukitanga Ratonga

The Ministry of Education's Resourcing Notice defines the resourcing entitlement for Te Kura for each school year and establishes the processes for the school to access this funding.

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

According to the Resourcing Notice, the services comprise:

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

**From 2016 this allowance will be known as the student support payment.*

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 students	Te Whāriki programmes delivered to: 806 early childhood enrolments, of whom 109 (24%) were Māori.
2. Adult and young adult students	Deliver education services	Programmes offered according to the New Zealand Curriculum Framework and the school curriculum delivered to: 7369 adult enrolments, of whom 4722 (64%) were young adult enrolments, of whom 1278 (27%) were Māori.
3. Years 1–13 full-time education services	Deliver full-time education services to years 1–8 students	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 824 full-time enrolments at primary level, of whom 582 (71%) were access enrolments 242 (29%) were referral enrolments 238 (29%) were Māori.

Outputs	Performance targets	Service delivered
	Deliver full-time education services to years 9–13 students	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 2340 full-time enrolments at secondary level, of whom 975 (42%) were access enrolments 1365 (58%) were referral enrolments 895 (38%) were Māori.
4. Years 1–13 dual enrolment education services	Deliver dual registration curriculum services to years 1–8 students	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 550 enrolments from years 1–8 students enrolled at other primary schools, of whom 163 (30%) were Māori 116 (21%) were gifted and talented 43 (8%) were enrolled to maintain/gain qualifications in te reo Māori. 35 (6%) were enrolled at a Health School 6 (1%) were enrolled for technology courses.
	Deliver dual registration curriculum services to years 9–13 students	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 10473 enrolments from years 9–13 students enrolled at other secondary schools, of whom 3952 (38%) were Māori 1191 (11%) were enrolled at a Health School 58 (1%) were gifted and talented.
5. Years 1–13, 0.1/0.2 ORS supplement	Deliver supplementary 0.1/0.2 services for full-time years 1–13 ORS-verified students	Supplementary services delivered to: 114 ORS-verified students, comprising <ul style="list-style-type: none"> 78 ORS high needs or ORS extension (0.1) 36 ORS very high needs (0.2). <p>Breakdown of year levels of students: Years 1–8 = 37 Years 9–13 = 60 Years 14+ = 17 (Years 14 and 15 accommodate students who remain on the special education roll until the age of 21.)</p> <p>Access to additional teacher assistance was provided for 85 of these students and teacher aide support was provided for 77 students.</p>

Outputs	Performance targets	Service delivered				
6. On-payment of the supervisors' allowance to eligible supervisors of the school's full-time students	Make on-payments and reconciliations that are correct, to time and within agreed criteria. 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.	The school paid the supervisors' allowance to supervisors on behalf of the Ministry.				
		2015		2014		
		No. of payments made	Costs (\$000)	No. of payments made	Costs (\$000)	
		June	967	338	1041	382
		December	951	340	1017	373
		Sub total	1918	678	2058	755
		Prior year payments	41	11	63	23
		Total	1959	689	2121	778
		Forecast and reports provided to the Ministry as required.				

9 Achievements

Ngā Mahi Kua Oti

National Standards

After several years of improvement our achievement against the National Standards showed a disappointing decrease compared to 2014.

National Standard	2014 % At/Above	2015 % At/Above	Change
Reading	68% (345/505)	63% (327/521)	-6%
Writing	63% (315/504)	53% (277/520)	-9%
Mathematics	62% (311/500)	57% (289/509)	-5%

The drop in achievement against the National Standards affected Māori students in particular. Our data tells us Māori students came on and went off the roll at a higher rate than any other ethnicity in 2015 and compared with prior years. Forty-five percent of Māori students judged against the National Standard at mid-year in 2015 had left Te Kura before data was collected for the end-year result, and 33% of Māori students judged against the National Standards at year-end were new to Te Kura's roll since mid-year. Almost 60% of Māori full-time students in Years 1–8 are enrolled through at risk gateways, which indicates that many will have come to Te Kura after struggling to achieve in a face-to-face school or after a period of disengagement from education. These results indicate a clear need for Te Kura to continue to focus on a range of initiatives to increase engagement and achievement of Māori students.

National Certificate of Educational Achievement (NCEA)

Our NCEA results for 2015 were very positive with significant increases in the achievement of individual standards and NCEA qualifications. At the aggregated level participation in NCEA is still comparatively low for Te Kura students, partly due to the unique nature of Te Kura's role and the diversity of our student population. Many students who enrol with Te Kura come to us after being out of school for a period of time. It can take a while for these students to get back on track, meaning it may take them more than a year before they have enough credits to gain NCEA Level 1 or 2. In addition, a large number of our adult students do not enrol in a full course meaning they do not have the intention or opportunity to complete enough standards to gain an NCEA.

Our 2015 results show that we have increased our participation² rates across all levels of NCEA, and also increased the number of students achieving a qualification. This reflects the efforts of staff to engage students, especially through attendance at advisories, tutorials and event days. It also illustrates the effectiveness of Te Kura programmes such as the Huarahi Trades Academy and our new summer school.

² A participating student would have sufficient credits to be able to achieve the qualification by the end of the year in question if they were to achieve all of the credits for which they are entered and those were added to any credits previously attained.

NCEA Standard Achievement

Our high rate of NCEA standard achievement continued, with an increase in both the number of standards being assessedd and the number of standards being achieved. The overall achievement rate also increased slightly to 91%.

Year	Roll	Results ³	Average Results	Achieved Results	Achievement %
2015	6760	31857	4.7	28953	91%
2014	6472	29612	4.6	26641	90%
Change	+288	+2245	+0.1	+2312	+1%

NCEA Level 1 Achievement, Year 11–13 students

An additional 29 students participated in Level 1 in 2015, an increase of 2% from 2014. The number of participating students achieving the qualification also increased by 17, with the achievement rate remaining at 57%. The biggest increase in achievement was among Te Kura's full-time students. 123 full-time students achieved Level 1, an increase of 28 students from 2014. The achievement rate of full-time students rose from 68% to 80%. The number of adult students achieving Level 1 also increased significantly. An additional 23 students achieved the qualification compared to 2014, and the achievement rate rose from 24% to 44%.

Year	L1 roll	L1 participation	Participation %	L1 achievement	Achievement %
2015	2068	681	33%	391	57%
2014	2094	652	31%	374	57%
Change	-26	+29	+2%	+17	0%

NCEA Level 2 Achievement, Year 11–13 students

An additional 49 students participated in Level 2 in 2015, an increase in the participation rate of 2% from 2014. The number of participating students achieving the qualification rose by 31, and the achievement rate increased slightly to 59%. The biggest increase in achievement was among Te Kura's full-time students. 80 students achieved Level 2, an increase of 20 students from 2014. The achievement rate of full-time students rose from 69% to 85%. The achievement rate for young adult students increased to 68%, with 20 more students achieving the qualification than in 2014.

Year	L2 roll	L2 participation	Participation %	L2 achievement	Achievement %
2015	2487	564	23%	332	59%
2014	2494	515	21%	301	58%
Change	-7	+49	+2%	+31	+1%

³ Standards assessed by Te Kura only

NCEA Level 3 Achievement, Year 11–13 students

An additional 143 students participated in Level 3 in 2015, an increase in the participation rate of 5% to 12%⁴. There was also a significant increase in the number of participating students achieving Level 3 compared to 2014. An additional 89 students achieved the qualification, while the achievement rate remained at 63%. Changes to the literacy and numeracy requirements had led to a drop in Level 3 achievement in 2014. In 2015, Te Kura not only recovered from this drop but more students achieved Level 3 than ever before. The achievement rates for Te Kura's participating full-time and young adult students increased to 81% and 74% respectively.

Year	L3 roll	L3 participation	Participation %	L3 achievement	Achievement %
2015	2993	345	12%	216	63%
2014	2881	202	7%	127	63%
Change	+112	+143	+5%	+89	0%

University Entrance Achievement, Year 11–13 students

There were significant increases in both participation and achievement for University Entrance (UE) in 2015. 243 more students participated in UE than in 2014, increasing the participation rate from 10% to 17%⁵. 143 more students achieved UE than in 2014, with the achievement rate rising by 17% to 39%. Similar to Level 3 the changes to the literacy and numeracy requirements resulted in a drop in UE achievement in 2014. In 2015, Te Kura not only recovered from this drop but more students achieved UE than ever before. The achievement rates for Te Kura's participating full-time and young adult students increased to 74% and 59% respectively.

Year	UE roll	UE participation	Participation %	UE achievement	Achievement %
2015	3171	524	17%	206	39%
2014	2953	281	10%	63	22%
Change	+218	+243	+7%	+143	+17%

⁴ The relatively low Level 3 participation rates are due to the inclusion of year 11 and year 12 students of whom we do not expect participation at Level 3.

⁵ The relatively low UE participation rates are due to the inclusion of year 11 and year 12 students of whom we do not expect participation in UE.

Analysis of Variance

Results against the performance measures and standards in the 2015 Charter and Annual Plan are as follows:

1. Early childhood

Focus:	Increase participation in early childhood education		
Strategic aim:	<p>To increase participation in early childhood education by providing a high quality Early Childhood Service for families within New Zealand who have limited or no access to any other licensed and funded early childhood service or centre.</p> <p>Priority will be given to Māori and Pasifika children supported by the Ministry's Engaging Priority Families (EPF) or Parents, Families and Whānau contracts.</p>		
Annual aim for 2015:	80% of families and whānau who respond to a survey are 'satisfied' or 'very satisfied' with the programme of learning offered		
Achievement of annual aim for 2015:	Target exceeded (96.5% 'very satisfied', 3.5% 'satisfied')		
Baseline data for performance measures, targets and results for 2015:	New measure for 2015.		
Actions (what did we do?)	Outcomes (what happened?)	Reasons for any variance (why did it happen?)	Evaluation (where to next?)
We conducted an exit interview survey in 2015	<ul style="list-style-type: none"> 146/ 276 families returned exit interview surveys. 96.5% (141) of respondents were 'very satisfied' with Te Kura's early childhood programme 3.5% (5) of respondents were 'satisfied' with Te Kura's early childhood programme 		Continue to monitor satisfaction levels with exit interview surveys

2. National Standards

Focus:	Lift student achievement in National Standards in reading, writing and mathematics						
Strategic aim:	To improve the percentage of years 1 to 8 students who are progressing and achieving ‘at’ or ‘above’ in National Standards in reading, writing and mathematics.						
Annual aims for 2015:	The percentage of full-time students in years 1 to 8 who are achieving ‘at’ or ‘above’ in National Standards in reading, writing and mathematics will increase from end-2014 to end-2015.						
Achievement of annual aim for 2015:	Target not achieved <ul style="list-style-type: none">decline of National Standard results from end-2014 to end-2015students performed below targets (national average for 2013)						
Baseline data for performance measures, targets and results for 2015:	National Standard Results, Y1-8 full-time students						
	Ethnicity	National Standard	2014 EOY % At/Above	2015 Midyear % At/Above	2015 EOY % At/Above	2015 Target	Target achieved
	Māori	Reading	58% (80/137)	46% (55/120)	43% (67/156)	69%	No
		Maths	47% (65/137)	39% (46/119)	33% (52/156)	61%	No
		Writing	50% (69/137)	36% (43/120)	28% (44/155)	65%	No
	All	Reading	68% (345/505)	62% (271/437)	63% (327/521)	78%	No
		Maths	62% (311/500)	59% (248/422)	57% (289/509)	75%	No
		Writing	62% (315/504)	53% (229/436)	53% (277/520)	71%	No
	2015 targets are based on the national average for 2013.						
Actions (what did we do?)	Outcomes (what happened?)	Reasons for any variance (why did it happen?)	Evaluation (where to next?)				
Carried out a successful trial of ‘Reading Plus’. We renewed our focus on programmes ‘Maths Buddy’, Reading Eggs and Sunshine Online.	Te Kura’s targets for 2015 were based on the national average for 2013, representing a stretch target for us. Overall, National Standard achievement showed a relatively small decrease over 2014, however there was a significant decrease for Māori students’ achievement in 2015. Despite not meeting our aspirational targets, there were areas of strength:	Māori students saw more churn than any other ethnicity in 2015, and also more churn than in prior years: 45% of Māori students judged against the National	The high turnover of Māori students, high proportion of ‘At-risk’ Māori and time of year entry to Te Kura of a high proportion of students, continue to reinforce the need to engage individuals quickly and support family and whānau in				

Actions (what did we do?)	Outcomes (what happened?)	Reasons for any variance (why did it happen?)	Evaluation (where to next?)
<p>We also renewed our focus on regular telephone and Skype teaching sessions on reading, writing and mathematics.</p>	<p>Reading:</p> <ul style="list-style-type: none"> 63% (327/521) of Te Kura students achieved at or above the National Standard. The following student groups achieved above Te Kura's average for reading: <ul style="list-style-type: none"> Pasifika students (79% or 11/14) Asian students (76% or 16/21) European/Pākehā students (71% or 222/313) Female students (70% or 159/226) All year groups except after 2 years at school and end of year 8. 79% (11/14) of Pasifika students achieved at or above the National Standard, representing an increase of 10% over Te Kura's end-2014 results. Te Kura's Pasifika students scored 14% above the 2014 national average for Pasifika. 69% (35/51) of students after 1 year at school achieved at or above the National Standard. This is 4% higher than the 2014 national average for this year group. <p>Writing:</p> <ul style="list-style-type: none"> 53% (277/520) of Te Kura students achieved at or above the National Standard. The following student groups achieved above Te Kura's average for writing: <ul style="list-style-type: none"> Pasifika students (57% or 8/14) Asian students (76% or 16/21) European/Pākehā students (64% or 200/311) Female students (65% or 146/226) Some year groups: after 1 year at school, end of year 4 and end of year 7. 76% (16/21) of Asian students achieved at or above the National Standard. This is 1% higher than the 2014 national average for this ethnic group. 	<p>Standard at midyear 2015 had left Te Kura before the end-2015 data collection for National Standards commenced. 33% of Māori students judged against the National Standards at end-2015 were new to Te Kura's roll since midyear.</p> <p>In addition, almost 60% of Y1-8 Māori Full Time students are enrolled through 'At-risk' gateways (the overall at-risk proportion of Y1-8 is 47%). While this does not represent a change from prior years, it highlights the often difficult circumstances of Māori Full Time students enrolled at Te Kura, and the increased likeliness of adverse effects on their achievement.</p>	<p>setting and meeting high expectations for students.</p> <p>In 2016 individual student progress and identification of students who are not achieving or who are at risk of not achieving, will be monitored, reported on and actioned via a new incremental target setting and reporting process, resulting in designing and implementing improvement plans for individual students.</p> <p>All staff will have a performance appraisal goal designed to lift Māori achievement.</p> <p><i>Kia Eke Panuku: Building on Success</i>, developing strategic leadership in the development of a culturally responsive pedagogy for Māori communities, will continue to be a focus of Te Kura in 2016.</p> <p>'Reading Plus' will be fully implemented for 800 students in 2016.</p> <p>We will continue our focus on regular telephone and Skype teaching sessions and plan to make more use of the very successful programme 'Maths Buddy,' Reading Eggs and Sunshine online.</p>

Actions (what did we do?)	Outcomes (what happened?)	Reasons for any variance (why did it happen?)	Evaluation (where to next?)
	<p>Mathematics:</p> <ul style="list-style-type: none"> • 57% (289/509) of Te Kura students achieved at or above the National Standard. The following student groups achieved above Te Kura's average for mathematics: <ul style="list-style-type: none"> ○ Asian students (89% or 16/18) ○ European/Pākehā students (67% or 203/303) ○ Female students (60% or 134/225) ○ All year groups except end of year 5 and end of year 8. • 89% (16/18) of Asian students achieved at or above the National Standard. This is 6% higher than the 2014 national average for this ethnic group. 		

3. National Certificate of Educational Achievement

Focus:	Lift achievement in National Certificate of Educational Achievement (NCEA)
Strategic aim:	Te Kura aims to lift achievement in NCEA, to contribute towards the Ministry's five-year target: <i>"85% of 18-year-olds will have achieved NCEA Level 2 or an equivalent qualification in 2017."</i>
Annual aims for 2015:	<p>Goal 1: Improve participation and achievement in NCEA certificates</p> <p>Te Kura aims to increase the proportion of students who participate in NCEA certificates, as well as the proportion of students who achieve the respective NCEA certificates in 2015.</p> <p>Goal 2: Maintain high NCEA standard achievement rates</p> <p>To achieve an NCEA certificate, students are required to achieve NCEA standards and gain credits at the respective levels. Te Kura students have very high achievement rates for NCEA standards. This highlights that Te Kura's programmes are working well for our students, and as a distance education provider we are also helping dual-enrolled students across New Zealand to work towards their NCEA certificates.</p> <p>Te Kura aims to maintain or increase high achievement rates for NCEA standards at all levels in 2015.</p>
Achievement of annual aims for 2015:	<p>Goal 1: Target mostly not achieved (based on NCEA results as of 11 April 2016)</p> <ul style="list-style-type: none"> • Participation targets mostly not achieved (only Huarahi students met participation target) • Achievement targets mostly not achieved (only Full Time students and Huarahi students met achievement target) <p>Goal 2: Target mostly achieved (based on preliminary NCEA standard results as of 23 March 2016)</p> <ul style="list-style-type: none"> • Standard achievement rates remained high, 90% achievement rate target met at most levels and by most offering types

Baseline data for performance measures, targets and results for 2015 – Goal 1:

NCEA participation & achievement, Y11-13 full-time & young adult students

Offering Type	NCEA Level	2015 Participation	2015 Participation Target	Target met	2015 Achievement	2015 Achievement Target	Target met
FT	L1	26% (154/584)	30%	No	80% (123/154)	80%	Yes
	L2	14% (94/664)	20%	No	85% (80/94)	85%	Yes
YA	L1	27% (244/895)	35%	No	69% (169/244)	80%	No
	L2	21% (256/1222)	30%	No	68% (174/256)	85%	No

NCEA participation & achievement, Y11-13 full-time & young adult Māori students

Offering Type	NCEA Level	2015 Participation	2015 Participation Target	Target met	2015 Achievement	2015 Achievement Target	Target met
FT	L1	23% (43/190)	30%	No	72% (31/43)	80%	No
	L2	11% (22/203)	20%	No	80% (18/22)	85%	No
YA	L1	24% (52/215)	35%	No	60% (31/52)	80%	No
	L2	16% (45/282)	30%	No	58% (26/45)	85%	No

NCEA participation & achievement, Huarahi Trades Academy students

Cohort	NCEA Level	2015 Participation	2015 Participation Target	Target met	2015 Achievement	2015 Achievement Target	Target met
Huarahi	L1	61% (45/74)	60%	Yes	93% (42/45)	80%	Yes
	L2	49% (47/96)	50%	No	98% (46/47)	85%	Yes

NCEA participation & achievement, Māori Huarahi Trades Academy students

Cohort	NCEA Level	2015 Participation	2015 Participation Target	Target met	2015 Achievement	2015 Achievement Target	Target met
Huarahi	L1	67% (18/27)	50%	Yes	94% (17/18)	71%	Yes
	L2	50% (14/28)	30%	Yes	100% (14/14)	78%	Yes

- Results above as per 11 April 2016

Baseline data for performance measures, targets and results for 2015 – Goal 2:

NCEA std achievement rates, Y11-13 dual, full-time & young adult students (stds achieved at Te Kura only)

Offering Type	NCEA level	2015 Achievement rate	2015 Target	Target met
Dual	L1	93%	90%	Yes
	L2	87%	90%	No
	L3	88%	90%	No
	All	90%	90%	Yes
FT	L1	94%	90%	Yes
	L2	88%	90%	No
	L3	93%	90%	Yes
	All	92%	90%	Yes
YA	L1	93%	90%	Yes
	L2	88%	90%	No
	L3	88%	90%	No
	All	90%	90%	Yes

NCEA std achievement rates, Māori Y11-13 dual, full-time & young adult students (stds achieved at Te Kura only)

Offering Type	NCEA level	2015 Achievement rate	2015 Target	Target met
Dual	L1	93%	90%	Yes
	L2	87%	90%	No
	L3	88%	90%	No
	All	90%	90%	Yes
FT	L1	94%	90%	Yes
	L2	88%	90%	No
	L3	93%	90%	Yes
	All	92%	90%	Yes
YA	L1	93%	90%	Yes
	L2	88%	90%	No
	L3	88%	90%	No
	All	90%	90%	Yes

NCEA std achievement rates, Huarahi students (stds achieved at Te Kura only)

Cohort	NCEA level	2015 Achievement rate	2015 Target	Target met
Huarahi	L1	94%	90%	Yes
	L2	92%	90%	Yes
	L3	80%	90%	No
	All	93%	90%	Yes

	NCEA std achievement rates, Māori Huarahi students (stds achieved at Te Kura only) <table><tr><th>Cohort</th><th>NCEA level</th><th>2015 Achievement rate</th><th>2015 Target</th><th>Target met</th></tr><tr><td rowspan="4">Huarahi</td><td>L1</td><td>92%</td><td>90%</td><td>Yes</td></tr><tr><td>L2</td><td>94%</td><td>90%</td><td>Yes</td></tr><tr><td>L3</td><td>no L3 results</td><td>90%</td><td></td></tr><tr><td>All</td><td>92%</td><td>90%</td><td>Yes</td></tr></table> <ul style="list-style-type: none">Results above are preliminary as per 23 March 2016				Cohort	NCEA level	2015 Achievement rate	2015 Target	Target met	Huarahi	L1	92%	90%	Yes	L2	94%	90%	Yes	L3	no L3 results	90%		All	92%	90%	Yes																																																	
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<p>NCEA tracking sheets were updated weekly to monitor students’ credit achievement.</p> <p>We increased the number of Advisories to support achievement, and focused on literacy and numeracy.</p> <p>Interested students were encouraged to enter into Te Kura’s Trades Academy programme Huarahi.</p>	<p>The targets for 2015 were aspirational and based on the national Better Public Service targets. It should be noted that while NCEA participation and achievement targets were mostly not achieved, the 2015 NCEA achievement still exceeded the 2014 results for Full Time students at all levels, and for Young Adult students at level 2 and 3:</p> <p>2012 – 2015 Full Time NCEA L1 participation & achievement</p> <table><tr><th>Year</th><th>Roll</th><th>Participation</th><th>Participation %</th><th>Achievement</th><th>Achievement %</th></tr><tr><td>2015</td><td>584</td><td>154</td><td>26%</td><td>123</td><td>80%</td></tr><tr><td>2014</td><td>584</td><td>139</td><td>24%</td><td>95</td><td>68%</td></tr><tr><td>2013</td><td>655</td><td>138</td><td>21%</td><td>94</td><td>68%</td></tr><tr><td>2012</td><td>671</td><td>123</td><td>18%</td><td>95</td><td>77%</td></tr><tr><td>Change 2014 - 2015</td><td>0</td><td>+15</td><td>+3%</td><td>+28</td><td>+12%</td></tr></table> <p>2012 – 2015 Full Time NCEA L2 participation & achievement</p> <table><tr><th>Year</th><th>Roll</th><th>Participation</th><th>Participation %</th><th>Achievement</th><th>Achievement %</th></tr><tr><td>2015</td><td>668</td><td>94</td><td>14%</td><td>80</td><td>85%</td></tr><tr><td>2014</td><td>664</td><td>87</td><td>13%</td><td>60</td><td>69%</td></tr><tr><td>2013</td><td>762</td><td>88</td><td>12%</td><td>66</td><td>75%</td></tr><tr><td>2012</td><td>776</td><td>79</td><td>10%</td><td>65</td><td>82%</td></tr><tr><td>Change 2014 - 2015</td><td>+4</td><td>+7</td><td>+1%</td><td>+20</td><td>+16%</td></tr></table>	Year	Roll	Participation	Participation %	Achievement	Achievement %	2015	584	154	26%	123	80%	2014	584	139	24%	95	68%	2013	655	138	21%	94	68%	2012	671	123	18%	95	77%	Change 2014 - 2015	0	+15	+3%	+28	+12%	Year	Roll	Participation	Participation %	Achievement	Achievement %	2015	668	94	14%	80	85%	2014	664	87	13%	60	69%	2013	762	88	12%	66	75%	2012	776	79	10%	65	82%	Change 2014 - 2015	+4	+7	+1%	+20	+16%	<p>Analysis shows that failure to get literacy and/or numeracy remains the major obstacle to many of our participating students achieving an NCEA qualification.</p> <p>The number of additional participating students who would have achieved an NCEA in 2015 if they had met literacy and numeracy requirements are :</p> <p>NCEA L1: 221</p> <p>NCEA L2: 141</p> <p>NCEA L3: 73</p>	<p>Students often come to Te Kura already having a history with a variety of other providers. We will continue to identify students’ complete academic records upon enrolling at Te Kura and where required put early interventions in place to ensure they achieve Literacy and Numeracy.</p> <p>Continue close monitoring of students’ credit achievement.</p> <p>Monitor effectiveness of Advisories and participation in Huarahi Trades Academy, and their impact on credit achievement.</p>
Year	Roll	Participation	Participation %	Achievement	Achievement %																																																																						
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Change 2014 - 2015	+4	+7	+1%	+20	+16%																																																																						

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)																																																																																																												
	<p>2012 – 2015 Full Time NCEA L3 participation & achievement</p> <table><tr><th>Year</th><th>Roll</th><th>Participation</th><th>Participation %</th><th>Achievement</th><th>Achievement %</th></tr><tr><td>2015</td><td>727</td><td>37</td><td>5%</td><td>30</td><td>81%</td></tr><tr><td>2014</td><td>704</td><td>25</td><td>4%</td><td>20</td><td>80%</td></tr><tr><td>2013</td><td>837</td><td>44</td><td>5%</td><td>34</td><td>77%</td></tr><tr><td>2012</td><td>842</td><td>33</td><td>4%</td><td>19</td><td>58%</td></tr><tr><td>Change 2014 - 2015</td><td>+23</td><td>+12</td><td>+2%</td><td>+10</td><td>+1%</td></tr></table> <p>2012 – 2015 Young Adult NCEA L2 participation & achievement</p> <table><tr><th>Year</th><th>Roll</th><th>Participation</th><th>Participation %</th><th>Achievement</th><th>Achievement %</th></tr><tr><td>2015</td><td>1222</td><td>256</td><td>21%</td><td>174</td><td>68%</td></tr><tr><td>2014</td><td>1247</td><td>238</td><td>19%</td><td>154</td><td>65%</td></tr><tr><td>2013</td><td>1373</td><td>257</td><td>19%</td><td>173</td><td>67%</td></tr><tr><td>2012</td><td>1115</td><td>190</td><td>17%</td><td>133</td><td>70%</td></tr><tr><td>Change 2014 - 2015</td><td>-25</td><td>+18</td><td>+2%</td><td>+20</td><td>+3%</td></tr></table> <p>2012 – 2015 Young Adult NCEA L3 participation & achievement</p> <table><tr><th>Year</th><th>Roll</th><th>Participation</th><th>Participation %</th><th>Achievement</th><th>Achievement %</th></tr><tr><td>2015</td><td>1505</td><td>166</td><td>11%</td><td>123</td><td>74%</td></tr><tr><td>2014</td><td>1489</td><td>109</td><td>7%</td><td>74</td><td>68%</td></tr><tr><td>2013</td><td>1726</td><td>157</td><td>9%</td><td>109</td><td>69%</td></tr><tr><td>2012</td><td>1435</td><td>164</td><td>11%</td><td>113</td><td>69%</td></tr><tr><td>Change 2014 - 2015</td><td>+16</td><td>+57</td><td>+4%</td><td>+49</td><td>+6%</td></tr></table> <p>In addition to the gains for NCEA certificate achievement, Te Kura significantly reduced the proportion of full time and young adult students without any credits, and significantly increased the proportion of full time and young adult students with 40-79 credits and 80 or more credits.</p>	Year	Roll	Participation	Participation %	Achievement	Achievement %	2015	727	37	5%	30	81%	2014	704	25	4%	20	80%	2013	837	44	5%	34	77%	2012	842	33	4%	19	58%	Change 2014 - 2015	+23	+12	+2%	+10	+1%	Year	Roll	Participation	Participation %	Achievement	Achievement %	2015	1222	256	21%	174	68%	2014	1247	238	19%	154	65%	2013	1373	257	19%	173	67%	2012	1115	190	17%	133	70%	Change 2014 - 2015	-25	+18	+2%	+20	+3%	Year	Roll	Participation	Participation %	Achievement	Achievement %	2015	1505	166	11%	123	74%	2014	1489	109	7%	74	68%	2013	1726	157	9%	109	69%	2012	1435	164	11%	113	69%	Change 2014 - 2015	+16	+57	+4%	+49	+6%		
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4. Students with special education needs

Focus:	Lift achievement of students with special education needs																																													
Strategic aim:	To provide highly inclusive practices, as assessed by the Education Review Office, for learners with special education needs.																																													
Annual aims for 2015:	<p>Goal 1: Ensure progress of all students with special education needs</p> <p>Te Kura aims for progress to be made by all full-time students with special education needs who are working at Curriculum level 1 or early level 2 for all of their compulsory schooling years.</p> <p>Goal 2: Improve participation and achievement in NCEA certificates for SAC students</p> <p>Students who have been granted special assessment conditions (SAC) receive extra support from Te Kura for their assessments, such as a reader and/or a writer. We aim to increase the proportion of SAC students who participate in NCEA certificates, as well as the proportion of SAC students who achieve the respective NCEA certificates in 2015</p>																																													
Performance measures, targets and results for 2015 – Goal 1:	<p>Percentage of students with special education needs who progressed</p> <table><tr><th>Learning Area</th><th>2014 Baseline</th><th>2015 Target</th><th>Progress</th><th>No change</th><th>Regress</th><th>Target met</th></tr><tr><td>Reading</td><td>39%</td><td>44%</td><td>33% (28/86)</td><td>55% (11/86)</td><td>13% (28/86)</td><td>No</td></tr><tr><td>Writing</td><td>31%</td><td>36%</td><td>28% (24/86)</td><td>64% (7/86)</td><td>8% (24/86)</td><td>No</td></tr><tr><td>Numeracy</td><td>39%</td><td>44%</td><td>32% (27/85)</td><td>60% (7/85)</td><td>8% (27/85)</td><td>No</td></tr></table>	Learning Area	2014 Baseline	2015 Target	Progress	No change	Regress	Target met	Reading	39%	44%	33% (28/86)	55% (11/86)	13% (28/86)	No	Writing	31%	36%	28% (24/86)	64% (7/86)	8% (24/86)	No	Numeracy	39%	44%	32% (27/85)	60% (7/85)	8% (27/85)	No																	
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Performance measures, targets and results for 2015 – Goal 2:	<p>NCEA participation & achievement, SEASAC students</p> <table><tr><th>Cohort</th><th>NCEA Level</th><th>2015 Participation</th><th>2015 Participation Target</th><th>Target met</th><th>2015 Achievement</th><th>2015 Achievement Target</th><th>Target met</th></tr><tr><td rowspan="2">SEASAC</td><td>L1</td><td>27% (4/15)</td><td>50%</td><td>No</td><td>100% (4/4)</td><td>80%</td><td>Yes</td></tr><tr><td>L2</td><td>11% (2/18)</td><td>50%</td><td>No</td><td>100% (2/2)</td><td>85%</td><td>Yes</td></tr></table> <ul style="list-style-type: none">Results above as per 11 April 2016 <p>NCEA std achievement rates, SEASAC students (stds achieved at Te Kura only)</p> <table><tr><th>Cohort</th><th>NCEA level</th><th>2015 Achievement rate</th><th>2015 Target</th><th>Target met</th></tr><tr><td rowspan="4">SEASAC</td><td>L1</td><td>98%</td><td>90%</td><td>Yes</td></tr><tr><td>L2</td><td>86%</td><td>90%</td><td>No</td></tr><tr><td>L3</td><td>92%</td><td>90%</td><td>Yes</td></tr><tr><td>All</td><td>94%</td><td>90%</td><td>Yes</td></tr></table> <ul style="list-style-type: none">Results above are preliminary as per 23 March 2016There were no Māori students in the 2015 SEASAC cohort	Cohort	NCEA Level	2015 Participation	2015 Participation Target	Target met	2015 Achievement	2015 Achievement Target	Target met	SEASAC	L1	27% (4/15)	50%	No	100% (4/4)	80%	Yes	L2	11% (2/18)	50%	No	100% (2/2)	85%	Yes	Cohort	NCEA level	2015 Achievement rate	2015 Target	Target met	SEASAC	L1	98%	90%	Yes	L2	86%	90%	No	L3	92%	90%	Yes	All	94%	90%	Yes
Cohort	NCEA Level	2015 Participation	2015 Participation Target	Target met	2015 Achievement	2015 Achievement Target	Target met																																							
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Achievement of annual aims for 2015:	<p>Goal 1: Target not achieved</p> <ul style="list-style-type: none"> • Progress made by 28% - 33% of students • No change for 55% - 64% of students • Regress for a small proportion (8% - 13%), mostly attributed to deterioration of students' health <p>Goal 2: Target partly achieved (based on NCEA results as of 11 April 2016, preliminary NCEA standard results as of 23 March 2016)</p> <ul style="list-style-type: none"> • Participation target not achieved • Achievement target achieved • Standard achievement rates remained high, 90% achievement rate target met overall, at L1 and L3. 		
Actions (what did we do?)	Outcomes (what happened?)	Reasons for any variance (why did it happen?)	Evaluation (where to next?)
<p>Identification and recording of interventions used for students with very high needs by Team Leaders in discussion with the Learning Advisors of these students, to ensure the best possible support is in place, including teacher aides, additional teachers and use of assistive and online technologies.</p>	<p>The aspirational goals for progress to be made by a large proportion of students in the special education qualification group were not met. However, the goals were missed by only around 11% - 12%.</p>	<p>A significant number of these students have high health needs including degenerative conditions. These disabilities present challenges in terms of meeting Te Kura's requirement for monthly return of work, evidence of engagement and progress towards meeting goals.</p>	<p>Revised goals for the 2016 Charter and Annual Plan will set more realistic targets for students with very high needs. Continue to identify and record interventions most suitable for students, as well as record and report the impact these interventions have on students' progress towards their individual goals.</p> <p>The development of an online catalogue is well underway and should mitigate any access issues experienced in 2015. The catalogue allows for keyword search and includes an image of every single item of equipment.</p>

Actions (what did we do?)	Outcomes (what happened?)	Reasons for any variance (why did it happen?)	Evaluation (where to next?)
<p>We put in place additional administrative help with processing and appointment of assessment assistants.</p> <p>Te Kura initiated discussions with NZQA regarding the role of assessment assistants in an online learning and assessment environment.</p>			
<p>Students in the Special Education Allocation/ Special Assessment Conditions (SEASAC) cohort were encouraged to participate in Advisories.</p>	<p>While the NCEA participation target was not achieved, Te Kura significantly reduced the proportion of SEASAC students without any credits, and significantly increased the proportion with 40-79 credits and 80 or more credits.</p>		<p>Continue close monitoring of students' credit achievement, as well as the impact of Advisory attendance on credit achievement.</p>

5. Student presence and engagement

Focus:	Lift student presence and engagement																
Strategic aim:	Te Kura aims to have students ready and able to learn, to be positively engaged in their learning and to feel connected to, and supported by, the school and their own communities.																
Annual aims for 2015:	<p>Te Kura will aim to:</p> <ul style="list-style-type: none"> • Ensure enrolments are processed as quickly as possible. • Answer all calls successfully. • Dispatch all orders for student learning resources promptly. • Decrease proportion of Non-enrolled/excluded/expelled students removed by the non-returns process 																
Achievement of annual aims for 2015:	<p>Enrolment Services: Targets exceeded</p> <ul style="list-style-type: none"> • 93% of all students were enrolled within 10 working days of receipt of enrolment documents • Call abandonment level was 1.42% <p>Media Services: Target exceeded</p> <ul style="list-style-type: none"> • 98% of orders dispatched within 5 days <p>Student Engagement: Target not achieved</p> <ul style="list-style-type: none"> • Overall 13.8% of Non-enrolled/excluded/expelled students removed by the non-returns process • Targets met or exceeded for Pasifika and Non-Māori/Non-Pasifika students, but not achieved for Māori students 																
Baseline data for performance measures, targets and results for 2015:	<p>Target: 90% of all students are enrolled within 10 working days of receipt of enrolment documents.</p> <table border="1"> <thead> <tr> <th>Offering Type</th><th>Grand Total</th></tr> </thead> <tbody> <tr> <td>Duals 1 - 8</td><td>89%</td></tr> <tr> <td>Duals 9 - 13</td><td>96%</td></tr> <tr> <td>Young adults</td><td>97%</td></tr> <tr> <td>Fulltime</td><td>86%</td></tr> <tr> <td>Early childhood</td><td>93%</td></tr> <tr> <td>Adult</td><td>90%</td></tr> <tr> <td>All</td><td>93%</td></tr> </tbody> </table>	Offering Type	Grand Total	Duals 1 - 8	89%	Duals 9 - 13	96%	Young adults	97%	Fulltime	86%	Early childhood	93%	Adult	90%	All	93%
Offering Type	Grand Total																
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Fulltime	86%																
Early childhood	93%																
Adult	90%																
All	93%																

Baseline data for performance measures, targets and results for 2015:

Target: Call abandonment level no greater than 3%.

	Overall
Total calls	18,140
Average ring time (seconds)	0:10
Average talk time (minutes)	3:32
Abandonment rate	1.42%

Target: 95% of orders dispatched within 5 days

	Overall
Total items dispatched	199639
Dispatched:	
• on day of issue	136419
• 1 day after issue	42582
• 3 days after issue	12745
• 5 days after issue	4811
Total dispatched within 5 working days	196557
% dispatched within 5 working days	98%
Total items receipted	220396

Target: The percentage of students from the Non-enrolled/excluded/expelled enrolment gateways who are removed from the roll (by receiving Letter 2 through the non-returners process) will decrease by 1.5% from 2014 to 2015.

Gateway/Ethnicity	Target	2015 result	Target met
Non-enrolled/excluded/expelled (combined)			
All	13.0%	13.8%	No
Māori	15.5%	17.7%	No
Pasifika	0.0%	0.0%	Yes
non-Māori/non-Pasifika	10.3%	9.0%	Yes

Actions (what did we do?)	Outcomes (what happened?)	Reasons for any variance (why did it happen?)	Evaluation (where to next?)
<p>Enrolment Services (ES): Daily and weekly monitoring of enrolment processing times and phone call abandonment levels to ensure ES are adequately resourced and meet targets.</p> <p>Media Services (MS): Focus on increasing proportion of items dispatched on the day of receiving the order.</p>	<p>ES has continued to exceed enrolment processing and call abandonment targets.</p> <p>MS has continued to exceed the timeliness target for item dispatch, with a high proportion (68%) of items dispatched on the day of receiving the order.</p>	<p>Proportion of enrolments processed within 10 working days dropped in Quarter 3 and Quarter 4 due to one permanent staff member resigning and not being replaced. For part of this period ES staff assisted with other school functions such as qualifications processing</p> <p>Reductions over 2014 in the number of items dispatched (-23%) and items returned (-15%) align with the online learning strategy. This has resulted in corresponding reductions of both Te Kura's printing costs (-6%) and postage costs (-20%).</p>	<p>Continue to closely monitor workload and continue to look for automation opportunities.</p> <p>Continue to closely monitor dispatch of items and the effect digitalisation is having on both outgoing and incoming resources.</p>

6. Operational

Focus:	School efficiency and effectiveness	
Strategic aim:	<p>Ensure our people, systems and processes are adaptive, responsive, and capable of achieving our goals.</p> <p>Cross-school collaboration, adaptability and responsiveness can enhance the capability of Te Kura. In fostering a school culture that values and supports those ways of working, we recognise the power of each staff member to contribute to improved organisational performance.</p>	
Annual aims, performance measures, targets and results for 2015:	<p>Te Kura achieves its operating and capital budget targets within variance acceptable to the Chief Executive and Board.</p> <p>Target: Te Kura operates within its approved budget.</p>	Target achieved
	<p>Te Kura assets will be well-managed and updated according to the replacement cycle.</p> <p>Target: The Capital Management policy is adhered to.</p>	Target achieved
	<p>Te Kura will comply with all statutory, regulatory and audit requirements and the school's policies and procedures.</p> <p>Targets:</p> <ul style="list-style-type: none"> • Te Kura receives an 'unqualified opinion' from the Auditor General. • No incidents of imprudence or non-compliance with legislation arise that may compromise Te Kura, its stakeholders or the Board. 	Target achieved

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10 Financial Statements

Ngā Purongo Putea

	Page
10a Statement of Responsibility	48
10b Statement of Comprehensive Revenue and Expense	49
10c Statement of Financial Position	50
10d Statement of Changes in Net Assets/Equity	51
10e Statement of Cash Flows	52
10f Statement of Commitments	53
10g Statement of Contingent Assets & Liabilities	54
10h Notes to the Financial Statements	55
10i Audit Report	79

10a Statement of Responsibility

For the Year Ended 31 December 2015

Enclosed are the financial statements of Te Aho o Te Kura Pounamu (Te Kura) for the year ended 31 December 2015. 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 Trustees 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:

Karen Sewell
Chair
19 May 2016

Mike Hollings
Chief Executive Officer
19 May 2016

10b Statement of Comprehensive Revenue and Expense

For the Year Ended 31 December 2015

	Notes	2015 Actual \$000's	2015 Budget \$000's	2014 Actual \$000's
Revenue				
Government Funding	3	44,848	44,184	43,592
Finance Income	4	559	397	419
Other Revenue	3	5,835	6,648	5,967
Total Revenue		51,242	51,229	49,978
Expenditure				
Personnel	5	36,651	38,546	35,206
Operating Costs	6	9,836	11,871	10,041
Finance Costs	4	0	(31)	20
Depreciation & Amortisation	20,21	2,088	2,351	2,426
Total Expenditure		48,575	52,737	47,693
Net (Deficit)/Surplus for the year		2,667	(1,508)	2,285
Other Comprehensive Income		0	0	0
Total Comprehensive Income for the year:		2,667	(1,508)	2,285

The Statement of Accounting Policies and Notes to the Financial Statements on pages 55 to 78 form part of and are to be read in conjunction with the Financial Statements.

10c Statement of Financial Position

As at 31 December 2015

	Notes	2015 Actual \$000's	2015 Budget \$000's	2014 Actual \$000's
Equity				
Retained Earnings		24,628	20,451	21,961
Other Reserves		67	59	59
Total Equity	23	24,695	20,510	22,020
Represented by:				
Current Assets				
Cash & Cash Equivalents	13	7,452	10,160	8,348
Inventory		1,649	1,741	1,994
Prepayments		607	471	483
Other Financial Assets	14	9,182	0	4,055
Accounts Receivable	15	1,375	1,313	1,810
Total Current Assets		20,265	13,685	16,690
Current Liabilities				
Creditors & Other Payables	16	4,298	4,630	3,855
Employee Entitlements	18	3,158	3,462	2,960
GST Payable		219	19	304
Revenue in Advance		49	78	279
Provisions	17	125	42	303
Total Current Liabilities		7,849	8,231	7,701
Working Capital		12,416	5,454	8,989
Non-Current Assets				
Fixed Assets & Work in Progress	20	2,127	2,217	2,157
Intangible Assets & Work in Progress	21	10,451	13,164	11,182
Total Non-Current Assets		12,578	15,381	13,339
Non-Current Liabilities				
Employee Entitlements	18	209	213	213
Provisions	17	90	112	95
Total Non-Current Liabilities		299	325	308
Net Assets		24,695	20,510	22,020

The Statement of Accounting Policies and Notes to the Financial Statements on pages 55 to 78 form part of and are to be read in conjunction with the Financial Statements.

10d Statement of Changes in Net Assets/Equity

For the Year Ended 31 December 2015

	Notes	2015 Actual \$000's	2015 Budget \$000's	2014 Actual \$000's
Balance at 31 December 2014				
Restricted Reserve		49	49	49
Asset Revaluation Reserve		10	10	10
Retained Earnings		21,961	21,959	19,676
		22,020	22,018	19,735
Add				
Movement in Restricted Reserve		0	0	0
Movement in Asset Revaluation Reserve		8	0	0
Total Comprehensive Revenue and Expense for the period		2,667	(1,508)	2,285
Balance at 31 December 2015	23	24,695	20,510	22,020

The Statement of Accounting Policies and Notes to the Financial Statements on pages 55 to 78 form part of and are to be read in conjunction with the Financial Statements.

10e Statement of Cash Flows

For the Year Ended 31 December 2015

	Notes	2015 Actual \$000's	2015 Budget \$000's	2014 Actual \$000's
Cash flows from operating activities				
Receipts from Government Funded Tuition		44,951	43,348	44,201
Receipts from Other Revenue		4,488	5,418	4,308
Receipts from Tuition Fees		457	518	548
Receipts from Finance Income		500	397	405
Payments to Employees		(35,206)	(36,235)	(33,778)
Payments to Suppliers		(9,107)	(10,798)	(9,677)
Net GST paid *		(86)	(286)	86
Net cash flow from operating activities	24	5,997	2,362	6,093
Cash flows from investing activities				
Receipts from Sale of Maturity of Investments		8,166	0	0
Proceeds from Sale of Assets		25	0	24
Purchase of Assets		(741)	(1,521)	(1,407)
Purchase of Intangible Assets/Work in Progress		(24)	(3,084)	(7)
Acquisition/Rollover of Investments		(13,292)	0	(4,055)
Work in Progress		(1,027)	0	(468)
Net cash flow from investing activities		(6,893)	(4,605)	(5,913)
Net (decrease)/increase in cash and cash equivalents held		(896)	(2,243)	180
Cash and cash equivalents at the beginning of the year		8,348	12,403	8,168
Cash and cash equivalents at the end of the year		7,452	10,160	8,348

* 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 55 to 78 form part of and are to be read in conjunction with the Financial Statements.

10f Statement of Commitments

As at 31 December 2015

	Notes	2015 Actual \$000's	2014 Actual \$000's
Property Lease Commitments			
Not later than one year		679	823
Later than one year and not later than five years		873	1,080
Later than five years		0	0
Total Property Lease Commitments		1,552	1,903
Equipment Lease Commitments			
Not later than one year		26	57
Later than one year and not later than five years		0	0
Later than five years		0	0
Total Equipment Lease Commitments		26	57

The Statement of Accounting Policies and Notes to the Financial Statements on pages 55 to 78 form part of and are to be read in conjunction with the Financial Statements.

10g Statement of Contingent Assets & Liabilities

As at 31 December 2015

There were no contingent assets (2014: \$0) in the current year.

Contingent liabilities (2014: \$0)

Tuition Fees: Te Kura is working with the Ministry of Education to resolve a number of ambiguities in the Education Act 1989. Te Kura became aware during 2014 that, for a number of prior years, 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. These students comprise approximately 1% of the students enrolled with Te Kura. Te Kura continues to work through these issues with the Ministry of Education.

Te Kura has received legal advice in respect of this matter, and it considers its past practices to be 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. In any event, the likelihood of successful claims for refund of fees is considered to be low.

The Statement of Accounting Policies and Notes to the Financial Statements on pages 55 to 78 form part of and are to be read in conjunction with the Financial Statements.

10h Notes to the Financial Statements

For the Year Ended 31 December 2015

1. General Information

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

Section 90 of the Education Act 1989 specifies that schools governed by that Act are Crown entities for the purpose of the Public Finance Act 1989. 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 Trustees 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 2015 and were approved by the Board of Trustees on 19 May 2016.

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).

Standards issued and not yet effective and not early adopted

In May 2013, the External Reporting Board issued a new suite of PBE accounting standards for application by public sector entities for reporting periods beginning on or after 1 July 2014. Te Kura has applied these standards in preparing the 31 December 2015 financial statements.

In October 2014, the PBE suite of accounting standards was updated to incorporate requirements and guidance for the not-for-profit sector. These updated standards apply to PBEs with reporting periods beginning on or after 1 April 2015. Te Kura will apply these updated standards in preparing its 31 December 2016 financial statements. Te Kura expects there will be minimal or no change in applying these updated accounting standards.

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 income is accrued using the effective interest rate method.

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.

Financial instruments

Financial assets and financial liabilities are initially measured at fair value plus transaction costs unless they are carried at fair value through profit or loss in which case the transaction costs are recognised in the Statement of Comprehensive Revenue and Expense.

Purchases and sales of investments are recognised on trade-date, the date on which Te Kura commits to purchase or sell the asset. Financial assets are derecognised when the rights to receive cash flows from the financial assets have expired or have been transferred and Te Kura has transferred substantially all the risks and rewards of ownership. All financial assets held by Te Kura have been categorised as 'Receivables'.

At each balance date Te Kura assesses whether there is any objective evidence that a financial asset or group of financial assets is impaired. Financial assets are impaired where there is objective evidence that as a result of one or more events that occurred after the initial recognition of the financial asset the estimated future cash flows of the investment have been impacted. The carrying amount of the financial asset is reduced by the impairment loss directly for all financial assets with the exception of trade receivables where the carrying amount is reduced through the use of an allowance account.

Cash and cash equivalents

Cash and cash equivalents include cash on hand, cash in transit, 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 their face value, less any provision for impairment.

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

Investments

Investments include deposits held on call with banks with a maturity longer than three months.

Inventories

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

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

The amount of any write-down for the loss of service potential from cost to net realisable value 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 \$2,000 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.

Carrying value of Art work is assessed each year to ensure that they do not differ materially from fair value. Where there is evidence to support a material difference an out of cycle valuation is performed.

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 reversed 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.

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.

Subsequent costs

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.

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

Reinstatement - Leasehold assets are depreciated over the unexpired period of the lease or the estimated remaining useful lives of the improvements, whichever is shorter.

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

Acquired 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.

Staff training costs are recognised as an expense when incurred.

Costs associated with maintaining computer software are recognised as an expense when incurred.

Costs associated with development and maintenance of Te Kura's website are recognised as an expense when incurred.

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 recognised 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

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

Impairment property, plant and equipment and intangible assets

Non-cash-generating 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 determined using the depreciated replacement cost approach.

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 their face value.

Employee entitlements

Short term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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.

A liability and an expense are recognised for special payments considered under Remuneration – Management Guidelines

Long term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders 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 staff, 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.

Defined benefit schemes

Te Kura makes employer contributions to the Defined benefit Contributors Scheme (the scheme), which is managed by the Board of Trustees of the National Provident Fund. The scheme is a multi-employer defined benefit scheme.

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

Te Kura recognises a provision 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 future economic benefits 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 commenced.

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 amount of GST recoverable from, or payable to, the Inland Revenue Department (IRD) is included as part of receivables or payables in the statement of financial position.

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.

Income tax

The Income Tax Act states that public authorities, including schools, are exempt from income tax. Accordingly, no provision has been made for income tax.

Statement of cashflows

The following terms are used in the statement of cashflows:

- Cash and cash equivalents
- Operating activities are the principal revenue producing activities of Te Kura and other activities that are not investing or financing activities; and
- Investing activities are the acquisition and disposal of long-term assets and other investments not included in cash equivalents.

Budget figures

The budget figures are derived from the statement of performance expectations and revisions as approved by the Board of Trustees. 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.

Critical 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 and intangible assets

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.

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

Critical judgements in applying Te Kura accounting policies

Management has exercised the following critical judgements in applying accounting policies:

EFTS Revenue

Te Kura exercises judgement when recognising EFTS revenue to determine if the conditions of the letter of resourcing from the Ministry of Education have been satisfied. This judgement will be based on student enrolment and engagement data from Te Kura's student management database.

Other Revenue

Te Kura must exercise judgement when recognising other revenue to determine if conditions of the contract have been satisfied. The judgement will be based on the facts and circumstances that are evident for each contract.

Contingent assets and contingent liabilities

Contingent assets and contingent liabilities are recorded in the statement of contingent assets and liabilities at the point at which the contingency is evident. Contingent liabilities are disclosed if the possibility that they will crystallise is not remote. Contingent assets are disclosed if it is probable that the benefits will be realised.

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.

Notes	2015	2014
	Actual \$000's	Actual \$000's

3. Government Funding and Other Revenue

Government Funded Tuition	44,848	43,592
Trades Academy	1,265	1,144
Ongoing and Reviewable Resourcing Scheme (ORRS)	1,053	1,010
Pilot Programme	650	334
Special Education	514	429
Tuition Fees	466	468
Playgroup Initiative	260	193
Other Revenue	1,627	2,389
Total Government Funding and Other Revenue	50,683	49,559

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. Finance Income & Finance Costs

Finance Income

Interest from term deposits	265	0
Interest from cash at bank and on hand	276	419
Discount unwind on provisions	18	0
Total Finance Income	559	419

Finance Costs

Discount unwind on provisions	0	20
Total Finance Costs	0	20
Total Finance Income & Finance Costs	559	399

Notes	2015	2014
	Actual \$000's	Actual \$000's

5. Personnel Costs

Salaries and wages		33,092	32,175
Contractors		1,804	1,254
Personnel related		1,255	1,270
Movement in employee benefits	19	194	170
Employer contributions to defined contribution		306	337
Total Personnel Costs		36,651	35,206

Research and Development

Salaries and wages and contractors expenditure includes \$0.975m of research activities relating to the development of OTLE resources.

6. Operating Costs

Consumables/school costs	7	1,367	1,616
Inventory related expenditure	8	1,602	1,845
Rent		1,013	1,010
Notional rent		1,167	1,075
Other accommodation expenses	9	842	758
Administration expenses	10	2,840	2,496
Student expenses	11	778	1,073
Fees to auditors	12	121	89
Provision for doubtful debts expense		(8)	(28)
Board of Trustees remuneration	25	114	107
Total Operating Costs		9,836	10,041

7. Consumables/School Costs

Communications	1,181	1,449
Production materials	135	117
Textbooks	31	30
Copyright expenses	20	20
Total Consumables/School Costs	1,367	1,616

8. Inventory Related Expenditure

Teaching resources	1,395	1,598
Inventory write off	207	247
Total Inventory Related Expenditure	1,602	1,845

Notes	2015 Actual \$000's	2014 Actual \$000's
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9. Other Accommodation Expenses

Off site storage	45	40
Office relocation	14	5
Cleaning	283	260
Security	16	15
Remote Working Allowance	10	11
Car parks	51	45
Repairs & maintenance	194	161
Compliance costs	13	13
Utilities	216	208
Total Other Accommodation Expenses	842	758

10. Administration Expenses

Bad debt write off	3	11
Loss on Sale of Assets	107	0
Insurance	119	126
Legal expenses	137	54
Professional services	569	469
Operational supplies	1,905	1,836
Total Administration Expenses	2,840	2,496

11. Student Expenses

Payment to supervisors	0	780
Other student expenses	778	293
Total Student Expenses	778	1,073

12. Fees to Auditor

Fees - financial statements 2015	91	89
Fees - technical advice	10	0
Fees - financial statements 2014	20	0
Total Fees to Auditor	121	89

13. Cash and Cash Equivalents

Cash at bank and in hand	4,867	5,860
Term deposits with maturities of 3 months or less	2,536	2,439
Money held in trust	49	49
Total Cash and Cash Equivalents	7,452	8,348

22

14. Other Financial Assets

Term deposits with maturities of greater than 3 months	9,182	4,055
Total Other Financial Assets	9,182	4,055

Notes	2015 Actual \$000's	2014 Actual \$000's
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15. Accounts Receivable

Receivables (gross)	1,421	1,864
Less provision for doubtful debts	(46)	(54)
Total Receivables	1,375	1,810
Total receivables comprises:		
Receivables from exchange transactions	531	809
Receivables from non-exchange transactions	844	589
Receivables from non-agency transactions	0	412
Total Receivables	1,375	1,810
Aging profile of receivables at year end is:		
Not past due	1,200	1,471
Past due 31 - 60 days	17	72
Past due 61 - 90 days	18	79
Past due > 91 days	140	188
Total Receivables	1,375	1,810

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.

16. Creditors & Other Payables

Payables Under Exchange Transactions

Suppliers	687	665
Salary related liabilities	103	111
Other accruals	1,270	1,103
Students	33	48
Total Payables Under Exchange Transactions	2,093	1,927

Payables Under Non-Exchange Transactions

Suppliers	19	0
Salary related liabilities	4	4
Ministry of Education (EFTS)	1,479	1,377
Ministry of Education (Other)	540	427
Students	3	2
Total Payables Under Non-Exchange Transactions	2,045	1,810

Payables Under Agency Transactions

Other accruals	36	20
Ministry of Education (Other)	124	98
Total Payables Under Agency Transactions	160	118
Total Payables	4,298	3,855

Notes	2015 Actual \$000's	2014 Actual \$000's
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17. Provisions

Current provisions are represented by:

Reinstatement

Total Current Portion

125	303
125	303

Non-current provisions are represented by:

Reinstatement

Total Non-Current Portion

90	95
90	95

Total Provisions

215	398
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Movements for each class of provision are as follows:

Reinstatement \$000's

2015

Balance at 1 January 2015

Additional provisions made

Amounts used

Discount unwind

Balance at 31 December 2015

4

398
0
(165)
(18)
215

2014

Balance at 1 January 2015

Additional provisions made

Amounts used

Discount unwind

Balance at 31 December 2014

4

374
4
0
20
398

Reinstatement provision

The School 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.

18. Employee Entitlements

Current Portion

Accrued pay and annual leave

Total Current Portion

3,158	2,960
3,158	2,960

Non-Current Portion

Long service leave

Retirement leave

Total Non-Current Portion

6	6
203	207
209	213

Total Employee Entitlements

3,367	3,173
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Notes	2015	2014
	Actual \$000's	Actual \$000's

19. Movement in Employee Benefit Liabilities

Annual leave and salary expense	198	174
Long service leave	0	0
Retirement leave	(4)	(4)
Total Employee Benefit Liabilities	194	170

Employee Benefit Liabilities Comprises:

Current	198	174
Non-current	(4)	(4)
Total Employee Benefit Liabilities	194	170

20. Property, Plant & Equipment

	Cost 1/01/15	Accumulated depreciation 1/01/15	Carrying Amount 1/01/15	Current year additions	Current year disposals	Current year depreciation	Disposal depreciation in period	Cost 31/12/15	Accumulated depreciation 31/12/15	Carrying Amount 31/12/15
2015										
IT Equipment	5,189	(4,382)	807	525	(12)	(240)	12	5,702	(4,610)	1,092
Library Materials	763	(763)	0	0	0	0	0	763	(763)	0
Furniture & fittings	1,900	(1,660)	240	76	(63)	(71)	50	1,913	(1,681)	232
Leasehold	3,985	(3,362)	623	1	(78)	(351)	41	3,908	(3,672)	236
Reinstatement - Leasehold	347	(206)	141	0	(165)	87	0	182	(119)	63
Motor Vehicles	593	(301)	292	131	(82)	(121)	72	642	(350)	292
Art	35	(2)	33	8	0	0	0	43	(2)	41
Plant and Equipment	490	(469)	21	7	(2)	(9)	2	495	(476)	19
	<u>13,302</u>	<u>(11,145)</u>	<u>2,157</u>	<u>748</u>	<u>(402)</u>	<u>(705)</u>	<u>177</u>	<u>13,648</u>	<u>(11,673)</u>	<u>1,975</u>
Work in progress										152
Total Property, Plant & Equipment										<u>2,127</u>
	Cost 1/01/14	Accumulated depreciation 1/01/14	Carrying Amount 1/01/14	Current year additions	Current year disposals	Current year depreciation	Disposal depreciation in period	Cost 31/12/14	Accumulated depreciation 31/12/14	Carrying Amount 31/12/14
2014										
IT Equipment	4,285	(4,110)	175	905	(1)	(272)	0	5,189	(4,382)	807
Library Materials	763	(763)	0	0	0	0	0	763	(763)	0
Furniture & Fittings	1,840	(1,527)	313	64	(4)	(137)	4	1,900	(1,660)	240
Leasehold	3,717	(2,887)	830	268	0	(475)	0	3,985	(3,362)	623
Reinstatement - Leasehold	343	(149)	194	4	0	(57)	0	347	(206)	141
Motor Vehicles	497	(262)	235	171	(75)	(114)	75	593	(301)	292
Art	35	(2)	33	0	0	0	0	35	(2)	33
Plant and Equipment	490	(457)	33	0	0	(12)	0	490	(469)	21
	<u>11,970</u>	<u>(10,157)</u>	<u>1,813</u>	<u>1,412</u>	<u>(80)</u>	<u>(1,067)</u>	<u>79</u>	<u>13,302</u>	<u>(11,145)</u>	<u>2,157</u>
Work in progress										0
Total Property, Plant & Equipment										<u>2,157</u>

No impairment of property plant and equipment has been recognised in the current year.

The valuation of artwork was completed by Christopher Moore Gallery on 12 August 2015. The valuer is completely independent and not associated with Te Kura in any way.

21. Intangible Assets

2015

	Acquisition Cost 1/01/15	Accumulated amortisation 1/01/15	Carrying amount 1/01/15	Current year additions	Current year disposals	Disposal amortisation in period	Current year amortisation	Cost 31/12/15	Accumulated amortisation 31/12/15	Carrying amount 31/12/15
Intangibles - Acquired	1,636	(1,515)	122	275	(272)	216	(67)	1,639	(1,366)	273
Intangibles - Internally generated	17,782	(8,100)	9,682	752	0	0	(1,316)	18,534	(9,416)	9,118
	19,418	(9,615)	9,804	1,027	(272)	216	(1,383)	20,173	(10,782)	9,391
Work in progress										1,060
Total Intangibles										10,451

2014

	Acquisition Cost 1/01/14	Accumulated amortisation 1/01/14	Carrying amount 1/01/14	Current year additions	Current year disposals	Disposal amortisation in period	Current year amortisation	Cost 31/12/14	Accumulated amortisation 31/12/14	Carrying amount 31/12/14
Intangibles - Acquired	1,629	(1,425)	204	7	0	0	(90)	1,636	(1,515)	122
Intangibles - Internally generated	17,782	(6,831)	10,951	0	0	0	(1,269)	17,782	(8,100)	9,682
	19,411	(8,256)	11,155	7	0	0	(1,359)	19,418	(9,615)	9,804
Work in progress										1,378
Total Intangibles										11,182

No impairment of intangibles assets has been recognised in the current year.

	Notes	2015 Actual \$000's	2014 Actual \$000's
22. Money Held in Trust			
Receipts			
Interest		1	1
		1	1
Payments			
Prizes		1	1
		1	1
Excess of Receipts Over Payments		0	0
Movement Summary			
Balance at 1 January 2015		49	49
Plus excess of receipts over payments		0	0
Balance at 31 December 2015		49	49
Represented by:			
Cash and Cash Equivalents	13	49	49
		49	49

23. Equity

	Retained Earnings	Money Held in Trust	Asset Revaluation	Total Equity
Balance at 1 January 2015	21,961	49	10	22,020
Surplus for the year	2,667	0	0	2,667
Transfer of funds to Retained Earnings	1	(1)	0	0
Transfer of funds to Money Held in Trust	(1)	1	0	0
Increase/(decrease) in art revaluation	0	0	8	8
Total recognised revenues & expenses	2,667	0	8	2,675
Balance at 31 December 2015	24,628	49	18	24,695

Notes	2015	2014
	Actual \$000's	Actual \$000's

24. Reconciliation of net surplus/(deficit) to net cashflow from operating activities

Net Surplus/(Deficit)	2,667	2,285
Add/(less) Non-Cash Items		
Depreciation & amortisation expense	2,088	2,426
Discount unwind on provisions	(18)	20
Provision for doubtful debts	(8)	(27)
Loss on sale of assets	107	1
Inventory write off/(write back)	208	246
Total Non-Cash Items	5,044	4,951
Movement in Working Capital		
Decrease/(Increase) in Assets		
Accounts Receivable	453	(169)
Prepayments	(124)	25
Inventory	135	118
Increase/(Decrease) in Liabilities		
GST Payable	(87)	86
Long service leave and retirement leave	(4)	(3)
Creditors & Other Payables	372	14
Employee Entitlements	198	174
Ministry of Education Payables	241	664
Provisions	0	0
Revenue in Advance	(231)	233
Total Movement in Working Capital	953	1,142
Items Classified as Investing Activities		
(Gain)/loss on sale of assets	0	0
Net Cash from Operating Activities	5,997	6,093

2015 Actual \$000's	2014 Actual \$000's
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25. Board of Trustees Remuneration

K Sewell (chairperson, re-appointed Sep 15)	29	29
J Sproat (appointed Jun 12)	6	19
P Adams (re-appointed Sep 15)	15	15
J Chemis (appointed Sep 15)	4	0
G Heald (re-appointed Sep 15)	15	15
S Middleton (appointed May 14)	15	7
M Moana-Tuwhangai (re-appointed Jun 15)	15	15
L Rajasingham (appointed May 14)	15	7
Total Board of Trustees Remuneration	114	107

Remuneration

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

2015 Actual	2014 Actual
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26. Key Management Personnel Remuneration

Board Members:		
Remuneration	\$113,898	\$107,000
Full-Time Equivalent Members	0.83	0.80
Leadership Team:		
Remuneration	\$859,808	\$689,785
Full-Time Equivalent Members	3.80	3.40
Total Key Management Personnel Remuneration	\$973,706	\$796,785
Total Full-Time Equivalent Personnel	4.63	4.20

Key Management Personnel

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

	Salary \$000's	Benefits \$000's	Actual Severance \$000's
Principal's Remuneration (CE)			
Year 2015			
Principal	310 - 320	0	0
Year 2014			
Principal	280 - 290	0	0

Principal's Remuneration in 2015 included backpay relating to 2014.

27. Employees over \$100,000 Remuneration

Excluding Principal's remuneration

Number of employees in \$100,000 - \$110,000
 Number of employees in \$110,000 - \$120,000
 Number of employees in \$120,000 - \$130,000
 Number of employees in \$130,000 - \$140,000
 Number of employees in \$140,000 - \$150,000
 Number of employees in \$150,000 - \$160,000
 Number of employees in \$160,000 - \$170,000
 Number of employees in \$170,000 - \$180,000
 Number of employees in \$180,000 - \$190,001
 Number of employees in \$190,000 - \$200,000
 Number of employees in \$200,000 - \$210,000
 Number of employees in \$210,000 - \$220,000
 Number of employees in \$220,000 - \$230,000

Total Value of Remuneration

	2015 Actual	2014 Actual
	3	4
	2	0
	3	6
	5	4
	3	0
	1	2
	0	0
	0	0
	0	0
	0	1
	0	0
	1	0
	1	0
	\$2,614,444	\$2,208,917

28. 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 member, 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:

	2015 Actual	2014 Actual
Total	\$0	\$32,000
Number of people	0	1

29. Explanation of Major Variances Against Budget

Explanations for major variances from Te Kura's budgeted figures for 2015 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 2015 were 7,482, Budget 7,303 - an increase of 2.5%.

Actual \$44.848m, Budget \$44.184m.

Finance Income was higher than budget for the year due to higher than anticipated cash reserves and a surplus position at year end.

Actual \$0.559m, Budget \$0.397m.

Personnel costs were lower than budget due to vacancies held or delay in appointment of staff, lower than budgeted expenditure on contractors, travel and learning and development.

Actual \$36.651m, Budget \$38.546m.

Operating costs were lower than budget due to the impact of moving to the delivery of online courses for 000 subjects, later than budgeted securing of office premises and professional services expenditure lower than budget.

Actual \$9.836m, Budget \$11.871m.

Depreciation was lower than budget due to the deferral of some capital projects.

Actual \$2.088m, Budget \$2.351m.

Statement of Financial Position

There was a lower than expected cash & cash equivalents balance and a higher than expected other financial assets balance due to lower expenditure than budgeted enabling funds to be invested in short term deposits. In 2015 the budget described other financial assets and cash and cash equivalents as one total.

Actual cash and cash equivalents \$7.452m, Actual other financial assets \$9,182, Budget \$10.160m.

Creditors & Other payables were lower than budget due to a decrease in creditors and accruals resulting from reduced expenditure throughout the year.

Actual \$4.298m, Budget \$4.631m.

Employee entitlements were lower than budget. A decrease in personnel costs has meant lower accruals at the end of 2015.

Actual \$3.158m, budget \$3.462m.

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

Actual \$12.578m, Budget \$15.382m

Statement of Changes in Net Assets/Equity

The major variation occurred due to the surplus for the year.

30. Adjustments Arising on Transition to the New PBE Accounting Standards

These financial statements are the first financial statements presented in accordance with the new PBE accounting standards.

The financial statements comply with PBE accounting standards.

Other than changes in terminology and presentation to the financial statements, there have been no material adjustments arising on transition to the new PBE accounting standards.

31. Related Party Transactions

Te Kura o Te Kura Pounamu ("Te Kura") is a New Zealand domiciled state school within the meaning ascribed to that term by the Education Act 1989. 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.

32. 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:

	2015 Actual \$000's	2014 Actual \$000's
Loans and Receivables		
Cash and cash equivalents	7,452	8,348
Accounts Receivable	1,375	1,810
Other Financial Assets	9,182	4,055
Total Loans and Receivables	18,009	14,213
Financial Liabilities Measured at Amortised Cost		
Creditors and Payables (excluding income in advance, taxes payable and grants received subject to conditions)	4,298	3,855
Total Financial Liabilities Measured at Amortised Cost:	4,298	3,855

Liquidity Risk Management

Ultimate responsibility for liquidity risk management rests with the Board of Trustees, 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.

33. Events After the Balance Date

There have been no significant events after the balance date.

10i Independent Auditor's Report

For the Year Ended 31 December 2015



To the readers of Te Aho o Te Kura Pounamu's financial statements for the year ended 31 December 2015

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

Opinion

We have audited the financial statements of Te Kura on pages 49 to 78, that comprise the statement of financial position as at 31 December 2015, the statement of comprehensive revenue and expense, statement of changes in net assets/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 aspects:
 - its financial position as at 31 December 2015; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with Public Benefit Entity Standards.

Our audit was completed on 19 May 2016. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of Te Kura's financial statements 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.

As part of our audit, we assessed 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.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;
- the adequacy of the disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. Also, we did not evaluate the security and controls over the electronic publication of the financial statements.

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

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for the preparation and fair presentation of financial statements for Te Kura that comply with generally accepted accounting practice in New Zealand.

The Board of Trustees' responsibilities arise from the Education Act 1989.

The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. The Board of Trustees is also responsible for the publication of the financial statements, whether in printed or electronic form.

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from the Public Audit Act 2001.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

In addition to the audit we have carried out assignments in the areas of accounting advice, which are compatible with those independence requirements. Other than the audit and these assignments, we have no relationship with or interests in Te Kura.

Dave Shadwell
Deloitte
On behalf of the Auditor-General
Wellington, New Zealand

This audit report relates to the financial statements of Te Aho o Te Kura Pounamu for the year ended 31 December 2015 included on Te Aho o Te Kura Pounamu's website. The Board is responsible for the maintenance and integrity of the entity's website. We have not been engaged to report on the integrity of the entity'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 19 May 2016 to confirm the information included in the audited financial statements presented on this website. Legislation in New Zealand governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

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