

TE AHO O TE KURA POUNAMU 2026 ANNUAL IMPLEMENTATION PLAN

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

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

Throughout this document you will see:

ākonga	student/s
hāpori	community
hauora	wellbeing
huinga ako	learning advisory/group meeting (face to face or online)
kaiāwhina	ākonga support
kaimahi	staff
kaiako	teacher/s
kaimanaaki	learning advisor/s
kaitiakitanga	guardianship
kirirarau	citizen
mātāpono	principles
motu	country
reorua	bilingual
tino rangatiratanga	Māori self-determination
whānau	family

Tirohanga whānui nā te Heamana Poari me te Tumu Whakarae

Overview from Chief Executive

Kei aku rahi, kei aku nui. Nei rā te mihi kau ake i roto i ngā āhuatanga o te wā.

At Te Kura, ākonga sit at the centre of all that we do. Each year, more than 30,000 learners study with Te Aho o Te Kura Pounamu. They choose Te Kura because it provides learning that responds to their circumstances, honours their individual pathways, and offers the flexibility to balance education alongside other commitments and responsibilities.

For some, that flexibility sustains connection to learning during periods of transition. For others, it creates space to pursue aspirations in ways that reflect who they are and how they learn best. In many cases, it reignites confidence and reconnects ākonga with their potential and sense of purpose.

At a fundamental level, our purpose is to enable the transformation of ākonga through their connection with education so they can thrive and contribute to their whānau, communities, Aotearoa and the wider world. Human connection sits at the heart of this purpose. Evidence consistently shows that strong relationships and a sense of belonging are key drivers of engagement, persistence and long-term success. For a national distance school, connection must be intentionally designed into our systems, practice and priorities.

Our responsibility extends beyond access. We ensure that flexibility delivers sustained engagement, measurable progress, and strong learning outcomes. Flexibility is deliberate, structured, and anchored in high expectations so that every ākonga is supported to achieve success in ways that fit their world.

The 2026 Annual Implementation Plan builds on foundations strengthened in 2025. Over the past year, we refreshed key digital systems as part of a multi-year programme, improved onboarding processes, clarified performance expectations, and strengthened consistency in teaching and achievement tracking. Enrolments continued to grow, including an increasing number of learners whose needs have not been met elsewhere in the education system. We maintained access at scale while strengthening operational discipline and organisational coherence.

This Implementation Plan is also informed by the findings of the Education Review Office. Our 2025 ERO school review report highlighted areas of progress and identified opportunities to strengthen consistency, oversight and measurable impact. In response, this plan sharpens expectations, clarifies accountability and strengthens system coherence so that improvement is sustained and visible.

In 2026, our focus shifts from strengthening foundations to lifting performance with discipline and clarity. We recognise that not every good idea can be pursued at once. Prioritisation will be deliberate. Every initiative, except where required by legislative or policy change, must demonstrate how it strengthens the aho – the connection between ākonga and their learning at Te Kura – and how its implementation reflects our values.

Driving Excellence and Opportunity

Our focus is clear: high-quality teaching, explicit expectations, strong human connection and responsive support. Personalised and flexible education must also deliver reliable and equitable achievement. We are preparing ākonga for further study, training and employment, while strengthening their wellbeing and confidence.

Our key areas of focus for 2026 are to:

- Lift teaching quality and ensure consistent practice
- Track engagement and achievement earlier and intervene sooner
- Align curriculum and assessment to enable clearer progression
- Strengthen oversight for learners with complex needs
- Use reliable data to guide decisions and report transparently.

Accountability and Results

We are strengthening how we measure progress in engagement, wellbeing and achievement. Clear indicators and regular reporting will support transparency and continuous improvement. Public investment must deliver measurable results. Our systems are designed to demonstrate where progress is being made, how connection is being strengthened, and where further effort is required.

A Shared Commitment to Success

Putting ākonga at the centre means designing learning around their needs and ensuring they are supported to remain meaningfully connected to learning. It means monitoring progress closely and intervening early when support is required. Flexibility does not mean lowering standards; it means providing the right support at the right time to enable success.

Our implementation approach will be guided by our values of tika, manaaki and whanaungatanga. These values shape how we practise, how we show up for ākonga and whānau, and how we work together as kaimahi. We do not compromise on these commitments.

Te Kura remains committed to equitable access, strong partnerships and our obligations under Te Tiriti o Waitangi. At the same time, we are strengthening performance and accountability so that we continue to deliver enduring value for ākonga and for Aotearoa New Zealand, strengthening the contribution our ākonga make to our communities and our future.

Ngā mihi, nā

Te Rina Leonard
Tumu Whakarae | Chief Executive

Ko wai mātou | Who we are

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

With over 30,000 enrolments a year, we are strongly connected to many diverse communities throughout New Zealand. We have full-time, young adult and adult learners, and we provide dual tuition to ākonga enrolled with other education providers.

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

Our regionalised structure allows us to deliver education to our ākonga across New Zealand with locations in major centres (Auckland, Hamilton, Hastings, Wellington, Christchurch and Dunedin) and smaller offices across the motu from Whangārei to Invercargill. Being located within communities means our kaimahi can work alongside ākonga and their whānau; they also work closely with local schools/kura, agencies and community groups which support learning. Each region personalises their approach depending on the needs of their ākonga and whānau.

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

Our Vision

Ki te tī, ki te tā, ki te katoa

Anytime, anywhere, anyone

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

Our Beliefs

Living Te Tiriti o Waitangi | The Treaty of Waitangi

Te Kura acknowledges Te Tiriti o Waitangi as Aotearoa New Zealand's founding document and the basis of a mutually beneficial relationship between Māori and the Crown. We place our work in the context of the Treaty principles.

Ensuring ākongā are at the centre of everything we do

This is the theme connecting every aspect of our planning. Because Te Kura is free from some of the constraints of a face-to-face school, such as managing classes and timetables, learning focused on ‘one ākongā at a time’ remains the starting point for our relationship with every ākongā.

Delivering high-quality, future-focused teaching and learning

This is our core role. We are part of an educational system working to strengthen systems, structures and practices to address and support learning needs for all ākongā in the 21st century.

Ngā Uara o Te Aho o Te Kura Pounamu (Te Kura) | Our Te Kura Values

For over a century, Te Kura has been a dynamic part of New Zealand's education landscape, evolving from delivering lessons on horseback to the modern approaches of huinga ako—both face-to-face and online.

Through all these changes, our guiding principle has remained the same - our ākongā are always at the centre of what we do. As we strive to care for all and act with integrity our three values of Manaaki, Whanaungatanga and Tika are what guide us in everything we do, every day. This is how we make sure that everyone in the Te Kura community feels like they matter – that you're being listened to and supported.



- **Manaaki** – how we show up (showing respect, generosity, and care)
- **Whanaungatanga** – how we team (building relationships and belonging)
- **Tika** – how we practise (acting fairly and honestly)
- **Ākongā at the centre** – guiding every decision we make

Our aim is for our school community to feel like these values are being prioritised in every interaction with Te Kura.

Our Role in The Education System

Te Kura is funded by the Ministry of Education to deliver three primary functions. These are intended to provide equity of access to education:

1. Provide a full-time education to ākongā under the age of 16 who are legally required to be in school and who have not had their needs met elsewhere in the system. These ākongā have Te Kura as their only school and enrolment is controlled by criteria set by the Ministry of Education in Te Kura's enrolment policy. Most of these ākongā are referred to Te Kura by the Ministry.
2. Provide a full-time education to ākongā over the age of 16 and under the age of 19 who are no longer required to be at school but are still entitled to a free state education. These ākongā have Te Kura as their only school and choose to enrol through the Young Adult gateway in Te Kura's enrolment policy because their previous school was unable to meet their needs.
3. Provide supplementary tuition to ākongā enrolled in another school where that school can't provide a full and balanced curriculum, or the required specialist programming or curriculum adaptation.

Te Kura also provides early childhood education, adult education and has some fee-paying enrolments.

As a distance school Te Kura is a leader in digital innovation in education in New Zealand. Because we are free from many of the constraints that face-to-face schools operate under we already offer a flexible, personalised education to those ākongā who can access it. We believe Te Kura, and the approach to education that we provide, is an under-utilised asset within the education system and have advocated for many years for easier and broader access to our offerings. However, under the current settings the reality is that many ākongā and whānau don't know what Te Kura can offer and/or don't have the choice to enrol. Most of our current full-time role have been referred to Te Kura by the Ministry of Education because the rest of the system has already failed to meet their needs, and often only after long and unnecessary periods of disengagement from education.

The scale of the challenge that Te Kura, our ākongā and their whānau face is compounded by very clear equity issues across the system which are reflected in Te Kura's Equity Index rating and the composition of our roll. Over 40% of Te Kura's full-time roll are Māori which is just one of the reasons why we take our obligations under Te Tiriti o Waitangi so seriously.

At the core of Te Kura's strategy is our aspiration to offer our ākongā something that they have not experienced before and that leans into the natural advantages of distance education – a truly personalised, flexible, authentic, inclusive education that places them at the centre, meets them where they are and respects their mana. We hope that by being culturally responsive, supporting their wellbeing and building a learning programme around their passions and interests they can fully engage with education and progress towards their goals.

Some of the challenges facing Te Kura, our ākonga and their whānau are significant however:

- The New Zealand education system is geared towards face-to-face classroom learning of subjects in cohorts determined by age. There is very little real flexibility in this ‘one size fits all’ approach which doesn’t meet the needs of a significant number of New Zealand’s rangatahi. Te Kura will not replicate in a distance setting the same approaches that have not worked for our ākonga elsewhere. However, the type of learning model we offer is often not considered in policy and funding discussions and is not prioritised, which creates strategic misalignment and a natural tension with the rest of the system.
- Te Kura is increasingly seeing the negative impacts of a lack of equity in the system and being expected to respond. Ministry of Education referrals to Te Kura have doubled over a five-year period and Māori are disproportionately represented.
- Like many other kura across the motu Te Kura is fully committed to upholding our obligations under Te Tiriti o Waitangi despite current and future challenges about its place in the education system and wider society.
- Due to a failure to meet their needs in other settings Te Kura ākonga may have been disengaged from education for some time and/or experienced negative impacts on their wellbeing. They and their whānau may initially find a more flexible and personalised approach to learning quite different to the more structured approaches they have experienced before and need time and support to adapt. They may also need support around wellbeing before they can fully engage with learning. Many of our ākonga have also faced equity issues and a lack of cultural responsiveness in other settings.
- It takes time and care to recruit and develop kaimahi who are capable of delivering a fundamentally different approach to learning than is delivered in most other settings, including the level of cultural responsiveness required.
- Developing and implementing systems to support flexible, personalised learning takes time and money when those systems are not what the New Zealand market is set up to provide and integration with a more structured approach across the rest of the education system can be difficult.
- Te Kura must deliver the New Zealand Curriculum and National Certificate of Educational Achievement, but these frameworks have been designed specifically for delivery in the same settings that have already failed to deliver positive outcomes for some Te Kura ākonga. Flexibility is now being deliberately reduced in these frameworks creating even greater barriers to Te Kura’s approach. A centralised desire for greater standardisation and consistency in curriculum and assessment creates conflicts with a personalised and flexible approach to learning.
- The distinctiveness of Te Kura’s learning model means brand recognition and public perception are mixed. Many ākonga and whānau who could benefit from Te Kura’s approach do not know about us, hold outdated views about us or are unable to access our services. What success looks like in a highly personalised model also looks fundamentally different from the rest of the system and is not easily compared to the rest of the system. Success at Te Kura also needs to be viewed through a lens that recognises the rest of the system has already failed to meet the needs of our ākonga.

How Te Kura is addressing these challenges is covered in the following sections.

Ā Mātou Kaupapa Rautaki Matua

Our strategic priorities

The Board of Trustees for Te Kura is currently working on a new strategic plan to cover the period from 2026-2029 and beyond. This work will be completed during 2026 and is one of the key deliverables from this Annual Implementation Plan.

In the meantime, we have rationalised the strategic priorities in our 2023-2025 plan down to the key priorities, and they guide our annual planning for 2026. These priorities provide continuity from the 2023-2025 plan and provide the foundation for our new strategic plan. What remains at the centre of it all is Te Ara Pounamu, our Big Picture inspired approach to personalised, flexible, authentic and inclusive learning that ensures we put ākonga at the centre of everything we do. All of our strategic priorities and their supporting workstreams ultimately contribute to Te Ara Pounamu.

Our strategic priorities reflect that:

We are a **Te Tiriti o Waitangi led** organisation, which includes:

- Recognising **tinō rangatiratanga**
- A focus on **equity** and delivering equitable outcomes across all aspects of our work
- Promoting **kaitiakitanga** through both our teaching and our operations
- Creating a foundation of **hauora** for our ākonga, their whānau and our kaimahi
- Promoting **reorua** as part of strengthening ākonga connection to learning

We put ākonga at the centre of everything we do by **delivering personalised, flexible, authentic and inclusive learning**, which includes:

- **Focusing on creating human relationships and connections** in everything else that we do
- **Retaining as much personalisation and flexibility as we can** in our implementation of the replacement of NCEA and revised New Zealand Curriculum
- **Recruiting and developing kaimahi** who can deliver personalised, flexible learning with high levels of cultural competency
- **Supporting whānau** to support their ākonga to engage with personalised, flexible learning
- **Developing and implementing systems** that enable personalised, flexible learning and the monitoring and reporting that allows us understand our ākonga, support their wellbeing and progress them towards their educational goals
- **Telling our story and engaging with stakeholders** to reposition Te Kura as national leader in equity, innovation and personalised, flexible learning

Our strategic priorities for 2026

In 2026 our focus is on strengthening the connection between every ākonga and their learning at Te Kura and ensuring that everything we do reflects our values of tika, manaaki, whanaungatanga and keeping ākonga at the centre. These priorities represent the areas of work that will have the greatest impact on learner connection, engagement and progress and are essential to delivering on our mission and responding to sector requirements. They provide clear direction for where we will concentrate our collective effort this year, ensuring that our work is purposeful, aligned and achievable.

Strengthen the connection between ākonga and their learning at Te Kura

Our core priority is to ensure that every initiative we progress meaningfully enhances the connection between ākonga, their learning and Te Kura. This remains the foundation of our mission and guides all decision making for 2026.

Improve teaching quality and learner experience

We will strengthen pedagogy through structured literacy and numeracy, consistent online teaching practice, meaningful Personalised Learning Plans (PLPs) and progress updates, and improved curriculum materials providing ākonga with engaging, high quality learning experiences.

Enhance ākonga wellbeing, engagement and pastoral care

A focus on early, effective support will drive improvements in counselling, safeguarding, attendance/engagement responses and a refreshed referral and intervention framework to remove barriers to learning and support sustained engagement.

Strengthen parent, whānau and supervisor support

We will build parent, whānau and supervisor confidence and capability to support ākonga by providing more consistent guidance, resources, training and creating opportunities for peer connection.

Implement key digital and data system improvements

Major digital developments will strengthen personalised learning, streamline ākonga pathways and improve the quality and accessibility of information.

Build kaimahi capability, leadership and cultural competence

We will strengthen workforce systems, leadership development and cultural competency to ensure kaimahi are well supported, confident and equipped to deliver equitable, high-quality learning and uphold our values in practice.

Improve data, insights and reporting across the school

The development of dashboards, a refreshed reporting framework and clearer internal reporting will enhance our ability to measure progress, understand impact and communicate effectively with ākonga, whānau and stakeholders.

Strengthen governance

We will strengthen governance by improving oversight of leadership and school performance, ensuring clarity of roles and delegations, ensuring legislative compliance and strengthening proactive identification and management of material strategic and operational risks. We will also develop and implement a new strategic plan.

ANNUAL IMPLEMENTATION PLAN –DETAILED WORK PLAN

The detailed work plan shows how we intend to progress the strategic priorities identified above during 2026. These activities are also reflected in the Chief Executive’s performance agreement and wāhanga and team annual plans across the school.

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
Strengthen the connection between ākongā and their learning at Te Kura	Learning Delivery	<p>Strengthen personalised learning pathways using Te Ara Pounamu for every ākongā</p> <ul style="list-style-type: none"> • Learning Guidelines for Ākongā Success set out a clear pathway for ākongā from Early Childhood to Y11-13 • Each ākongā completes a clear, personalised learning plan that reflects their goals, passions, and any learning supports needed. • Ākongā and their whānau receive timely feedback and feedforward on their progress and next steps. 	Addresses 2025 ERO recommendation 1
Strengthen the connection between ākongā and their learning at Te Kura	Learning Delivery	<p>Development of aligned learning guidelines for ākongā and whānau which are supported by</p> <ul style="list-style-type: none"> • Matching kaiako/kaimanaaki expectations • Shared engagement practices • Clear routines for communication, feedback, and online participation • Authentic data is used to track progress for engagement and achievement 	Addresses 2025 ERO recommendation 1
Strengthen the connection between ākongā and their learning at Te Kura	Learning Delivery	<p>Continue to strengthen onboarding processes for ākongā and whānau that facilitate early engagement in learning, including working with external stakeholders:</p> <ul style="list-style-type: none"> • Deliver Onboarding Tool training to Ministry regional teams to ensure timely and detailed information gathered at enrolment • Support dual providers to use Te Pou dual registration tool and ensure timely and detailed information gathered at enrolment 	Addresses 2025 ERO recommendation 6

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
Strengthen the connection between ākonga and their learning at Te Kura	Learning Delivery	Ensure Teacher Aide support reaches ākonga and whānau in a timely and effective way by developing and implementing an ORS Teacher Aide funding distribution model, including guidance to ensure consistent and sustainable support.	Addresses 2025 ERO recommendation 2
Strengthen the connection between ākonga and their learning at Te Kura	Learning Delivery	Enhance ākonga access to Education Outside the Classroom by strengthening EOTC systems and processes, including: <ul style="list-style-type: none"> • Implement updated EOTC Hātepe Kaimahi and kaimahi guidance • Support kaimahi to deliver safe, effective EOTC that enhances ākonga wellbeing, engagement and achievement 	Legislative requirement
Strengthen the connection between ākonga and their learning at Te Kura	CE Office	Continue strengthening Te Tiriti o Waitangi and bilingual practice in organisational delivery, including: <ul style="list-style-type: none"> • Integrating ongoing implementation of Te Rautaki Reorua priorities within operational planning • Monitoring and reporting on progress in Te Reo Māori capability development among kaimahi • Ensuring refreshed strategic priorities reflect commitment to Te Tiriti and equitable outcomes for Māori ākonga 	Legislative requirement
Strengthen the connection between ākonga and their learning at Te Kura	Information, Cyber and Technologies	Aligned with our Onboarding initiative and our digital strategy: <ul style="list-style-type: none"> • Provide a unique, re-usable identity for each ākonga, consistent across all systems. • Integrate with the Ministry’s new identity (Learner Identity Broker) and academic record (Te Rito) platforms. 	Addresses 2025 ERO recommendation 1 and 4
Strengthen the connection between ākonga and their learning at Te Kura	Information, Cyber and Technologies	Investigate potential extension to our Laptop & Connectivity programme – offering broadband options to whānau	Addresses 2025 ERO recommendation 2 and 3

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
Strengthen parent, whānau and supervisor support	Curriculum	Review our continuous reporting framework to enable reporting to parents and whānau twice a year (mid-year and end of year) for Years 0–10 in reading, writing, and mathematics, including: <ul style="list-style-type: none"> • Establish cross-wāhanga group to design the internal systems and processes needed for this reporting • Secure resource to develop supporting documentation that will help reduce kaiako workload • Strengthen current practice for evidence gathering and moderation, using the Reporting to Parents and Whānau Years 0-10 Guidance for Teachers 	Legislative requirement Addresses 2025 ERO recommendation 1 and 3
Strengthen parent, whānau and supervisor support	Learning Delivery	Provide dedicated access to learning information for parents, whānau and supervisors <ul style="list-style-type: none"> • Learning Guidelines for Ākonga Success provide parents, whānau and supervisors with clarity and consistency about what learning opportunities they can expect for their ākonga • Additional regional roles (Kaituitui and Liaison Teachers) provide in person support to identified parents, whānau and supervisors • Development of parent and supervisor sign-ons to enable system access to view and participate in PLPs, assessment and reporting information 	Addresses 2025 ERO recommendation 1 and 3
Strengthen parent, whānau and supervisor support	Information, Cyber and Technologies	Extend on existing communication channels, including: <ul style="list-style-type: none"> • Extension of our access to My Te Kura for parents, whānau and supervisors. • Adoption of an omnichannel (voice, mail, chat) platform in replacement of our current contact centre. 	Addresses 2025 ERO recommendation 3
Improve teaching quality and learner experience	Learning Delivery	Lift teaching practice through Professional Growth Cycle alignment, restorative practice and innovation in He Hononga Aho (HHA). This will be done by:	Addresses 2025 ERO recommendation 2

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
		<ul style="list-style-type: none"> • Update and implement Professional Growth Cycle processes to match He Hononga Aho • Embed restorative practice expectations and routines • Run and evaluate innovation pilots to identify teaching practices that improve ākonga outcomes • Build kaiako capability through targeted PLD and coaching linked to HHA priorities 	
Improve teaching quality and learner experience	Curriculum	Development of consistent teaching guidance for kaimahi. This involves a coherent suite of kaiako guidance covering: <ul style="list-style-type: none"> • Structured literacy and numeracy approaches • Expectations for high-quality synchronous (online) ako • Exemplars, models, shared lesson structures • Coaching and PLD aligned to practice. 	Addresses 2025 ERO recommendation 1 and 2
Improve teaching quality and learner experience	Curriculum	Embedding a coherent aro framework to ensure consistent PLPs, reporting, assessment practice and smooth transitions for ākonga. This will be done by: <ul style="list-style-type: none"> • Develop a refreshed PLP system and process and provide kaimahi guidance and PLD • Provide reporting guidance for kaimahi which is meaningful and consistent • Establish shared assessment and portfolio practice expectations across teams • Develop an outcome framework to evaluate the impact of curriculum interventions on learner progress. 	Addresses 2025 ERO recommendation 1 and 2
Enhance ākonga wellbeing, pastoral care and engagement	Ākonga Hauora	Develop a two-year programme of work which outlines the design, development and implementation activities and timings of the outputs below.	Addresses 2025 ERO recommendation 1 and 2
Enhance ākonga wellbeing, pastoral care and engagement	Ākonga Hauora	Design, develop and implement a delivery model for the Engagement and Wellbeing gateway which is whānau-centred, collective and community based across a range of	Addresses 2025 ERO recommendation 1 and 2

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
		<p>wellbeing and engagement activities, services and supports. This includes:</p> <ul style="list-style-type: none"> • Increasing capacity and capability across Te Kura wāhanga to deliver wellbeing and engagement supports direct to ākongā and whānau where they are and where they spend time. • Providing for robust feedback loops to ensure ākongā and whānau voices and lived experiences are centred in the design and development of engagement and wellbeing supports and services. • Designing, trialling and piloting specific projects to address core wellbeing dimensions including strengthening ākongā and whānau connection to Te Kura, increasing social and emotional learning opportunities addressing core barriers to sustained engagement in learning. 	
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	Integrating across the suite of wellbeing and engagement supports and systems design and implement an effective triage and referral process to ensure ākongā and whānau can effectively pathway to appropriate internal or external services.	Addresses 2025 ERO recommendation 1
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	Design and implement a monitoring system and reporting framework to ensure ākongā are supported through their wellbeing and engagement services and effective risk and escalation processes can be actioned in a timely manner.	Addresses 2025 ERO recommendation 1
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	Develop a programme of professional and practice learning for kaimahi in support of the Delivery Model, and supporting processes such as triage and referral, monitoring and progression and systems developments.	Addresses 2025 ERO recommendation 1 and 2

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	Design and implement a Counselling Service Model and Integration Framework to ensure that: <ul style="list-style-type: none"> • Counselling services are aligned with wider health and wellbeing supports and services across Te Kura. • Proactive early detection, notification and referral processes are embedded across wāhanga. • Kaimahi are supported with clear and accessible policies, processes and guidance to ensure a proactive referral service, including pathways to specialist services and interventions where needed • Key dimensions of referrals, wait times and outcomes are monitored and reported 	Addresses 2025 ERO recommendation 1
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	Undertake a comprehensive review of all policies, procedures and guidance across the operational frameworks of Safeguarding, Digital Safety, Pastoral Care, Health and Wellbeing, Counselling Services, AWARE, Trauma Informed Practice, Wellbeing and Early Intervention strategies. Informed by this review, begin to design and create an implementation plan for: <ul style="list-style-type: none"> • A Capability Framework and ongoing PLD Programme to ensure kaimahi are confident and consistent in their collective practice and service responses. • An updated suite of policies, procedures, guidance and monitoring and reporting requirements. 	Addresses 2025 ERO recommendation 2
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	Establish dedicated Safeguarding Children workforce resources and expertise to: <ul style="list-style-type: none"> • Review and begin to design and implement effective safeguarding practices and associated PLD for kaimahi 	Addresses 2025 ERO recommendation 2

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
		<ul style="list-style-type: none"> Review and begin to develop policy and processes that ensure early detection and prevention protocols are in place and understood by kaimahi Establish strategic partnerships with external partners to strengthen system alignment 	
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	<p>Undertake a full review of all current AWARE systems and practices and begin further development to:</p> <ul style="list-style-type: none"> Strengthen the active noticing of wellbeing risks by developing kaimahi capabilities through effective PLD, policies and processes Create an integrated schoolwide framework that aligns effective tiered support pathways with targeted and specialist interventions Strengthen coordination across inter-agency supports and services 	Addresses 2025 ERO recommendation 2
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	<p>Identify and begin to establish partnerships with health service providers to:</p> <ul style="list-style-type: none"> Identify and reduce barriers to health services for ākongā and whānau Ensure ākongā and whānau have equitable access to community-based, local and relevant services to meet health service needs 	Addresses 2025 ERO recommendation 1 and 3
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	<p>Review the current Digital Safety and Wellness operational framework and identify areas requiring improvement to:</p> <ul style="list-style-type: none"> Strengthen processes for identifying, reporting and responding to digital safety concerns. Strengthen and further develop clear escalation pathways and reporting for kaimahi to follow. Ensure all operational policies, processes and guidance are fit for purpose. 	Addresses 2025 ERO recommendation 2

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
Enhance ākongā wellbeing, pastoral care and engagement	Ākongā Hauora	Review the current components of pastoral care provision and practices and identify areas requiring improvement considering: <ul style="list-style-type: none"> • Ākongā and whānau voice and lived experience • Current effective practice models in distance learning and hybrid contexts • Kaupapa Māori informed models and approaches • Evidence based effective practice 	Addresses 2025 ERO recommendation 2
Implement key digital and data system improvements	Information, Cyber and Technologies	Improve document and data management systems, providing consistency across regions, practice and projects.	Addresses 2025 ERO recommendation 1 and 4
Implement key digital and data system improvements	Information, Cyber and Technologies	Expand the use of the datalake to democratise data and ensure data quality is improved.	Addresses 2025 ERO recommendation 1 and 4
Implement key digital and data system improvements	Information, Cyber and Technologies	Support responsible adoption of AI, including GenAI in data management practice and analysis	Addresses 2025 ERO recommendation 1 and 4
Implement key digital and data system improvements	Information, Cyber and Technologies	Review 2 core systems (Learning Management System and Student Management System) in conjunction with our Curriculum and Learning Delivery needs: <ul style="list-style-type: none"> • Business capability-led approach to reviewing our current SMS, scouting the market for SaaS solutions, and identify gaps in CRM-like capabilities • Current use of LMS to identify potential optimisation and challenge current solution by also evaluating other players. • Changes to regional names implemented across all Te Kura's systems. 	Addresses 2025 ERO recommendation 1 and 2
Implement key digital and data system improvements	Information, Cyber and Technologies	Enhanced support function capabilities (HR management systems, Contract Management System, contact centre	BAU maintenance

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
		systems) in support to other strategic actions highlighted in this plan.	
Implement key digital and data system improvements	Information, Cyber and Technologies	Network and cybersecurity improvements including: <ul style="list-style-type: none"> • Migrate all sites' internet access from Spark to 2Degrees. • Improve visibility on information classification for cybersecurity response through the use of Microsoft Purview. 	BAU maintenance
Implement key digital and data system improvements	People & Capability	Strengthen our people systems by: <ul style="list-style-type: none"> • Conducting a review of current HRIS/H&S system(s) needs • Undertaking market assessment and procurement processes • Adopting an integrated, fit-for-purpose HRIS/H&S system(s) that is user-friendly, accurate, and supports robust reporting and compliance. 	Addresses 2025 ERO recommendation 4 and 5
Implement key digital and data system improvements	Finance	Implement a new centralised Contract Management System to manage the end-to-end Procurement process including monitoring obligations, track compliance and provide assurance to the Board	Addresses 2025 ERO recommendation 4 and 5
Implement key digital and data system improvements	Finance	Implement the Adaptive Planning & Financial Reporting budgeting, forecasting, and reporting tool	Addresses 2025 ERO recommendation 4 and 5
Implement key digital and data system improvements	Finance	Implement a new Purchase Card and Expense Claim System	Addresses 2025 ERO recommendation 5
Build kaimahi capability, leadership and cultural competence	People & Capability	Review and refresh position descriptions to ensure they: <ul style="list-style-type: none"> • Provide clear role expectations • Align with our values and bilingual strategy • Are available in Te Reo Māori. 	Addresses 2025 ERO recommendation 4 and 5
Build kaimahi capability, leadership and cultural competence	People & Capability	Deliver a clear and adaptable leadership framework by: <ul style="list-style-type: none"> • Assessing current capability and needs 	Addresses 2025 ERO recommendation 4

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
		<ul style="list-style-type: none"> • Developing supporting resources to equip current and emerging leaders for our unique environment • Clear succession planning • Developing a mechanism to track implementation and effectiveness. 	
Build kaimahi capability, leadership and cultural competence	People & Capability	<p>Develop a fit-for-purpose cultural competency framework that is aligned to Te Rautaki Reorua and integrated into people programmes including:</p> <ul style="list-style-type: none"> • Developing Te Reo capability and education programmes • Strengthening our recruitment and selection strategy • Aligning position descriptions to our bilingual strategy • Developing accessible, meaningful resources that build cultural understanding and confidence for all kaimahi. 	Addresses 2025 ERO recommendation 2
Build kaimahi capability, leadership and cultural competence	People & Capability	<p>Develop a workforce management/planning strategy that flexibly informs, allocates, and places kaimahi to meet ākonga needs including:</p> <ul style="list-style-type: none"> • Seeking a review of current practice • Planning and implementing organisational change to support recommendations • Embedding effective cross-Wāhanga forecasting to inform a fit-for-purpose recruitment approach • Identifying learning and development needs. 	Addresses 2025 ERO recommendation 2
Build kaimahi capability, leadership and cultural competence	People & Capability	Deliver a Hauora programme that helps kaimahi thrive through accessible resources, informative webinars, and school-wide wellbeing initiatives aligned to our values.	
Build kaimahi capability, leadership and cultural competence	People & Capability	Gather kaimahi voice through the Kaimahi Survey and use their feedback to guide future people programmes.	

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
Improve data, insights and reporting across the school	CE Office	<p>Review and refresh Te Kura’s reporting framework to ensure sufficient and appropriate data is gathered, analysed and used to drive decision-making at all levels. This includes:</p> <ul style="list-style-type: none"> • Confirming and documenting measurable success indicators for strategic priorities • Establishing clear processes that link learner engagement, achievement and wellbeing to strategic priorities • Designing an outcome framework that strengthens governance and leadership, understanding of the impact of interventions and programmes on learner progress and achievement • Continuing development of PowerBI data dashboards that support timely and effective decision making at all levels 	Addresses 2025 ERO recommendation 1 and 4
Improve data, insights and reporting across the school	Finance	Develop new Finance monthly reports and dashboards for Board, SLT and Kainga centre managers	Addresses 2025 ERO recommendation 4 and 5
Improve data, insights and reporting across the school	Finance	<p>Progress towards Carbon Neutral Te Kura by</p> <ul style="list-style-type: none"> • Measuring and benchmarking Te Kura carbon emissions. • Defining emission reduction targets together with how carbon credits fit in the overall strategy. 	Addresses 2025 ERO recommendation 4 and 5
Strengthen governance	CE Office	<p>Work with the Board to strengthen clarity of roles and proportionate oversight, including:</p> <ul style="list-style-type: none"> • Confirming key delegations and thresholds • Refining governance touchpoints and clarifying expectations • Ensuring reporting reflects appropriate levels of visibility • Confirming escalation thresholds 	Addresses 2025 ERO recommendation 5
Strengthen governance	CE Office	Development and alignment of new strategic priorities and strategic plan, including:	Addresses 2025 ERO recommendation 5

Strategic priority	Lead Wāhanga	Key activities and outputs during 2026	Notes
		<ul style="list-style-type: none"> • Ensuring new strategy translated into clear operational planning and reporting • Confirming alignment between strategic priorities, performance indicators and resources allocation • Providing the Board with a summary of how strategic priorities are reflected in operational planning and delivery 	
Strengthen governance	CE Office	Ensure that meeting our Te Tiriti o Waitangi obligations includes exploring what that means with our Te Tiriti partners, including: <ul style="list-style-type: none"> • Creating a Te Tiriti o Waitangi engagement plan 	Addresses 2025 ERO recommendation 5
Strengthen governance	CE Office	Strengthen proactive identification and management of material risks, including: <ul style="list-style-type: none"> • Fiscal scenario modelling for material employment or regulatory risks • Ensuring material risks to strategic priorities are reflected in the risk register • Providing structured updates to the Board on mitigations and changes in status 	Addresses 2025 ERO recommendation 5
Strengthen governance	CE Office	Further embed structured review and feedback into organisational decision-making, including: <ul style="list-style-type: none"> • Review internal audit and assurance needs and establish framework • Undertake at least two structured internal reviews aligned to strategic priorities • Document clear findings and recommendations from reviews including identifies gaps and risks 	Addresses 2025 ERO recommendation 5

Ngā Tōtohu Kauneke | Progress Indicators

Te Kura has a diverse roll, with ākonga who come from a wide range of backgrounds, enrol with us for varying lengths of time and bring individual goals and reasons for learning with Te Kura.

Our focus is on ensuring we understand and support each ākonga to make meaningful progress towards their goals. To monitor the impact of our key work programmes and development actions, we use progress indicators that focus on outcomes for ākonga specifically engagement, wellbeing and achievement. These indicators are monitored across all ākonga, as well as for ākonga Māori, Pacific ākonga and Young Adults. School-level data and analysis will be provided monthly to the Board, while Regional Managers and kaimahi receive daily data that can be disaggregated to support monitoring of regional, team and individual goals.

One of the key activities in our annual planning for 2026 is to review and refresh Te Kura's reporting framework to ensure sufficient and appropriate data is gathered, analysed and used to drive decision-making at all levels.

Engagement in a learning programme in My Te Kura

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

In 2025, an average of 76.9% of Y1–13 Full-Time ākonga and Y11–13 Young Adult ākonga logged in to My Te Kura monthly and an average of 54.2% of Y1–13 Full-Time ākonga and Y11–13 Young Adult ākonga submitted work each month or had an 'Engage' item completed by their kaiako.

In 2026, we are working towards an increase in the percentage of online presence and work submission of ākonga in My Te Kura.

Achievement at NCEA

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

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

In 2025, our average rate of NCEA standard achievement for Full-Time and Young Adult ākonga was 95.7%.

42.6% of Full-Time ākonga and 33.6% of Young Adults achieved Te Kura assessed NCEA standards (ākonga who were enrolled in one or more NCEA subjects).

In 2025, we want to maintain our high NCEA standard achievement rate and increase the percentage of ākonga who achieve NCEA standards.

Curriculum planning and learning delivery takes account of Te Mātaiaho, the New Zealand Curriculum (2007) and the NCEA change programme, alongside Te Ara Pounamu, our local curriculum. All focus on the importance of foundational skills in literacy and numeracy which support the learning across the curriculum that cannot be left to chance.

In 2025, 43.9% of Full-Time ākonga and 80.2% of Young Adult ākonga met NCEA Literacy requirements and 41.0% of Full-Time ākonga and 77.8% of Young Adult ākonga met Numeracy requirements (ākonga who were enrolled in years 11+ and one or more NCEA subjects).

In 2026 we are working towards an increase in the percentage of ākonga who meet the NCEA Literacy and Numeracy requirements.