

Briefing to Incoming Minister
from
Te Aho o Te Kura Pounamu Board of Trustees

December 2023

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

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

Throughout this document you will see:

ākonga	student/s
whānau	family, extended family
kaimahi	staff
kaiako	teacher/s
kaimanaaki	learning advisor/s
kaupapa	approach/purpose
kirirarau	citizens
huinga ako	learning advisory/group or individual ākonga meeting (face-to-face or online)
mātāpono	principles
whakapapa	genealogy

1. Introduction

This Briefing to the Incoming Minister outlines Te Kura’s strategic direction, highlights our current state and areas of focus with the Ministry of Education, and identifies opportunities for Te Kura to make a greater contribution to the education sector.

2. Executive Summary

- The 2021 Education Review Office review of Te Kura was generally positive and found that Te Kura continues to deliver good results in engagement, wellbeing and achievement for our full-time and dual-registered ākonga.
- The review noted that “Te Kura is now playing a significant and increased role in the education of at-risk and disengaged ākonga, many of whom are Māori. At the core of this shift are rising rates of student disengagement and alienation from our education system. Education agencies are placing greater reliance on Te Kura as a place of enrolment for non-enrolled and high needs ākonga whose needs are not being met elsewhere”.
- The review also noted that “current policy and system settings do not adequately reflect the changing composition of the roll and/or the learning needs of [Te Kura’s] students” and “current funding rates are not sufficient or sustainable for what is needed by Te Kura to meet the diverse needs of this growing roll”.
- The review made several recommendations for Te Kura and the Ministry of Education including reviewing Te Kura’s funding as a matter of priority and providing “greater clarity and direction on the long-term role expected of Te Kura as a national education provider and its contribution to the wider education system. This includes developing greater sector understanding and visibility of the support that Te Kura can provide to the rest of the system, such as in times of crisis, its responses for at-risk learners, and in leveraging its experience in curriculum and digital and distance education more broadly”. This work is yet to be undertaken.
- Post COVID-19 we believe that it is now even more relevant and important that Te Kura’s role and funding be reviewed. The pandemic has highlighted education system resiliency issues, the inequitable impact on those most vulnerable in the system (many of whom enrol with Te Kura) and the need for more flexibility in general about where, when and how ākonga learn.
- Te Kura noted the June 2023 ERO review into Alternative Education but was disappointed that there was no substantive discussion of Te Kura’s extensive existing support for Alternative Education providers or the opportunity for Te Kura to leverage that support even further.
- Te Kura believes there is significant convergence between our strategic approach to engaging ākonga whose needs are not being met elsewhere and existing alternative education provision. We think Te Kura has the scale and expertise to potentially deliver improved wellbeing, engagement and achievement outcomes in the Alternative Education space.
- Te Kura has a ministerially appointed Board of Trustees. There are four terms due to expire in June 2024 that will require re-appointments or new appointments by the Minister.

3. Strategic direction

Te Kura's Board of Trustees has identified five strategic whenu (strands) that represent what we want to achieve from 2023-2025. Within each whenu we have identified strategic aho (focus) that explain how we intend to do this. At the centre of it all is Te Ara Pounamu, our Big Picture learning¹ inspired approach to authentic, inclusive and personalised learning that ensures we put ākonga at the centre of everything we do. All of our strategic priorities and their supporting workstreams ultimately contribute to Te Ara Pounamu. Our strategic whenu and aho are summarised below

POIPOI – NURTURE

Nurturing climate-conscious kirirarau of a bicultural Aotearoa New Zealand

- **Becoming a bilingual school**
This supports our aim of living Te Tiriti o Waitangi and being able to provide services in Te Reo Māori and English, reflecting our ākonga demographics.
- **Becoming a climate conscious school**
Becoming a carbon neutral organisation and making sure that the curriculum we teach is up to date and relevant to the challenge of climate change.

KAUAWHI – INCLUDE

Including all ākonga in Te Kura's kaupapa

- **Focusing on Young Adults and ākonga not in employment, education, or training (NEET)**
Ākonga over the age of 16 can choose to enrol at Te Kura so we want to make sure they know about us and that we can support them to re-engage with their learning.
- **Advocating for a more open and flexible enrolment policy**
Advocating for more ākonga to have access to the flexibility and personalisation that Te Kura has to offer.
- **Advocating for greater access to learning support**
We want ākonga enrolled at Te Kura to have fair and equitable access to the learning support that their peers in face-to-face schools get.

TĀUTEUTE – ENGAGE

Engaging ākonga through authentic personalised learning

- **Embedding Te Ara Pounamu, our Big Picture inspired approach to authentic, inclusive, personalised learning**
Building a learning programme around ākonga passions and interests, focusing on wellbeing, and providing opportunities to connect learning to the local, national and global contexts.

¹ [Big Picture learning at Te Kura](#)

PŪNAHA AUAHA – INNOVATE

Innovating digitally to support ākonga and kaimahi

- **Building our systems and capability**
We want to keep up with and make the best use of systems and technology for the benefit of our ākonga, whānau and kaimahi.
- **Ensuring our systems enable the delivery of Te Ara Pounamu**
Ensuring our systems are flexible, safe and designed to enable authentic, inclusive and personalised learning.

ARAHI – LEAD

Leading and influencing within the education eco-system

- **Knowing and sharing our whakapapa as part of telling our story**
We want to make sure more people know about Te Kura, understand our kaupapa and know what we can do. We want to be seen as leaders in flexible learning.
- **Making Te Kura a great place to work**
Making sure we have the kind of culture, facilities and systems that attracts great people to work at Te Kura.
- **Recruiting and developing kamahi to deliver Te Ara Pounamu**
When we recruit kaimahi we want people who have the right skills and expertise to deliver our Big Picture inspired approach to authentic, inclusive, personalised learning and put ākonga at the centre of everything we do.

4. Current state

a. Overall performance

- The 2021 Education Review Office review² of Te Kura was generally positive and found that Te Kura continues to deliver good results in engagement, wellbeing and achievement for our full-time and dual-registered ākonga - many of whom are vulnerable and at-risk of dis-engaging from education entirely after being referred to Te Kura by the Ministry of Education because they have suffered poor experiences elsewhere in the system.
- The review noted that “at the centre of Te Kura’s provision for its ākonga is personalised learning and a curriculum that is tailored to their pace, interests, and readiness to learn. It has sound pedagogy and digital teaching capability. Te Kura has continued to diversify and improve its curriculum, its digital platforms and student support capacity and capability. Its delivery systems are agile and respond quickly to rapid shifts in enrolments. It is an improvement-focused organisation and is self-aware”.
- The review highlighted that “a school-wide priority focuses on engaging ākonga back into education and responding to their individual wellbeing needs. Te Kura can show

² [Te Aho o Te Kura Pounamu Education Review Report November 2021](#)

ongoing gains in student engagement levels across the school, and in NCEA achievement at all levels for its full-time ākongā”.

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

b. COVID-19 impact and recovery

- Prior to the COVID-19 pandemic Te Kura was already progressing towards more flexible working and remote working and so was relatively well-prepared around that aspect of the pandemic response.
- The nature of Te Kura's role as a distance education provider also meant that most of Te Kura's ākongā experienced largely uninterrupted provision of their education. That is not to say that our ākongā did not experience severe COVID related shocks in their lives but they did have relative stability and continuity in their access to education, especially compared to their peers in face-to-face schooling. Only our face-to-face provision in the community, including Huinga Ako (learning advisories), Trades Academy/Gateway placements and Teacher Aide/Additional Teacher home visits, were temporarily postponed and/or moved online.
- Over the course of the pandemic Te Kura did see a significant increase in enrolments, including in the 'at-risk'³ enrolment gateways. Enrolments had been trending upwards before the pandemic but the increase was notably sharper during the pandemic.
- The “ongoing gains in student engagement levels across the school, and in NCEA achievement at all levels for its full-time ākongā” that were noted by ERO as already occurring prior to the pandemic were largely maintained during the pandemic.
- Te Kura worked with the Ministry on some significant initiatives during the pandemic including setting up temporary enrolment gateways to support ākongā impacted by COVID-19 in various ways, the implementation of the Enhanced Wellbeing Fund, and interventions to support Auckland NCEA students, all of which were relatively successful.
- When ERO reviewed the Auckland interventions in 2021⁴ they found that Te Kura's TK400 programme to re-engage ākongā who were disengaged or at risk of disengaging from schools was particularly successful at improving wellbeing, achievement and engagement. Te Kura's Summer School programme (which has been part of our business-as-usual provision for several years) also played a crucial role in supporting ākongā who needed to gain additional NCEA credits and reducing their anxiety.
- Te Kura is a contributor to the Royal Commission into COVID-19 Lessons Learned via the Ministry of Education who are facilitating the education workstream. Some of our key lessons learned are noted under Opportunities below.

³ Ākongā in the Non-enrolled, Psychological/Psycho-social, Exclusion/Expulsion, Oranga Tamariki and Teen Parent enrolment gateways are considered most at-risk of disengagement from education

⁴ [Responding to the Covid-19 crisis: Supporting Auckland NCEA students August 2021](#)

c. Te Kura's role and funding

- A significant negative impact on Te Kura of the COVID-19 pandemic has been through delays to Ministry of Education work programmes around Te Kura's role and funding.
- The 2019 review of Tomorrow's Schools⁵ included a recommendation that "the roles of Te Kura, the Virtual Learning Network (VLN) and specialist schools and kura are reviewed with the aim of developing a more cohesive national approach to flexible learning and specialist provision". This review is yet to be undertaken.
- Later in 2019⁶ the Minister of Education also noted that Te Kura had identified some issues with its funding model, which has been in place since the 2007 school year and agreed that the Ministry of Education should undertake a review of funding for Te Kura, "which reflects the ongoing work to redesign alternative education and to investigate the potential of online learning, as well as the recommendation of the 2019 Review of Tomorrow's Schools". This review is also yet to be undertaken.
- In 2020 the Secretary for Education agreed to an interim review of Te Kura's current cost pressures while the wider work is being completed and implemented. As a result of that review Te Kura's funding pressures have been eased but not fully resolved by:
 - Funding in Budget 2022 to scale up our support for at-risk ākonga, in line with our 'Big Picture' approach. This impacts approximately 25% of our full-time (under 16 years) and young adult (over 16 years) enrolments. This funding will ramp up over 4 years and not be fully implemented until 2026.
 - Inclusion in the Equity Index. Te Kura did not previously receive decile funding.
 - Inclusion in the School Donations scheme, which Te Kura was initially excluded from.
- Without addressing the underlying fundamentals of Te Kura's funding model the school's ability to deliver continues to be exposed to sector changes and new initiatives where the impact on Te Kura's operations has not been fully considered. A recent example of this is Common Assessment Activities, which Te Kura supports but which we estimate could take hundreds of thousands of dollars per annum to implement in a distance context. Without additional funding this will simply compound the inequities that our ākonga already face compared with ākonga in other settings.
- The 2021 ERO review recognised this issue and noted that "current policy and system settings do not adequately reflect the changing composition of the roll and/or the learning needs of [Te Kura's] students" and "current funding rates are not sufficient or sustainable for what is needed by Te Kura to meet the diverse needs of this growing roll".
- The ERO review made several recommendations for Te Kura and the Ministry of Education including reviewing Te Kura's funding as a matter of priority and providing "greater clarity and direction on the long-term role expected of Te Kura as a national education provider and its contribution to the wider education system. This includes developing greater sector understanding and visibility of the support that Te Kura can provide to the rest of the system, such as in times of crisis, its responses for at-risk learners, and in leveraging its experience in curriculum and digital and distance education more broadly".

⁵ [Full report: Supporting all schools to succeed: Reform of Tomorrow's Schools system](#)

⁶ Education Report: Funding for Te Aho o Te Kura Pounamu METIS 1205000

- While the additional support in Budget 2022 has been gratefully received, we are still anxious that a full review of Te Kura’s role and funding needs to be completed in the context of a more cohesive national approach to flexible learning, as first identified by the Tomorrow’s Schools review in 2019 and endorsed by ERO in 2021.

5. Opportunities

a. COVID-19 lessons learned

- Post COVID-19 we believe that it is now even more relevant and important that Te Kura’s role and funding be reviewed than when identified by the Tomorrow’s Schools Review in 2019. In the interim the pandemic has highlighted education system resiliency issues, the inequitable impact on those most vulnerable in the system (many of whom enrol with Te Kura) and the need for more flexibility in general about where, when and how ākonga learn.
- Te Kura believes that one of the key lessons to be learned from the COVID-19 pandemic is that the education sector needs to be much better prepared to take advantage of its existing distance education capability as well as developing better, broader and deeper distance education capability, and that this would have benefits beyond just the system’s resilience to future shocks, such as a pandemic or severe weather events.
- Te Kura also believes the sector needs to pivot to a 'digital first' strategy for accessing learning, where every learner in Aotearoa New Zealand has the use of a device and the connectivity required to access their learning programme online anytime, anywhere, including in the face-to-face classroom, *but not limited to it*.
- Te Kura suggests that the scope of the review recommended by the Tomorrow’s Schools review could be broadened from focusing on the roles of current providers of distance and specialist education to examining the entire system’s distance education capability and the provision of flexible learning in general.

b. Alternative education review

- Te Kura noted the June 2023 ERO review into Alternative Education⁷ but was disappointed that there was no substantive discussion of Te Kura’s extensive existing support for Alternative Education providers or the opportunity for Te Kura to leverage that support even further.
- In recent years Te Kura has typically dual-registered for tuition over 850 of the 2,000 ākonga in Alternative Education, from the vast majority of Alternative Education providers. This means that Te Kura is already providing some subject teaching and resources to nearly half of all ākonga in the Alternative Education system.
- Te Ara Pounamu, our Big Picture inspired approach to authentic, inclusive, personalised learning includes an emphasis on face-to-face provision in the community, including Huinga Ako (learning advisories) which operate in a broadly similar way to Alternative Education centres. At any one-time Te Kura is offering Huinga Ako in approximately 200 locations around the country.

⁷ [An Alternative Education? Support for our most disengaged young people](#)

- Te Kura believes there is significant convergence between our strategic approach to engaging ākonga whose needs are not being met elsewhere and existing alternative education provision. We think Te Kura has the scale and expertise to potentially deliver improved wellbeing, engagement and achievement outcomes in the Alternative Education space.
- Te Kura also notes that the Minister of Education’s 2019 request that the Ministry of Education should undertake a review of funding for Te Kura specifically included “the ongoing work to redesign alternative education” in the scope.

c. Ka Hikitia and Tau Mai Te Reo

- Te Kura has a large number of ākonga Māori – approximately 20% of early childhood enrolments, 40% of Full-time year 1 to 6 enrolments and 45% of Full-time year 7 to 13 enrolments, and there is significant alignment between Te Kura’s strategic direction and the key principles and aims of Ka Hikitia and Tau Mai Te Reo.
- Te Rautaki Reorua, our bilingual strategy, is committed to the revitalisation of te reo Māori me ngā Tikanga, so that it remains a vibrant and living language of Aotearoa New Zealand. In 2022 we also adopted the framework for Te Mana Ōrite mō te Mātauranga Māori.
- Since 2021, we have been working to increase our provision of bilingual and immersion learning in te reo Māori through our Reorua project. In 2022 hui began with key stakeholders (Kura Kaupapa Māori and Kura-a-iwi) which included internal planning and adapting our current systems to capture linguistic information about all ākonga at enrolment to inform onboarding and teaching allocation.
- In 2022, the Reorua project continued to grow, with 96 Fulltime ākonga enrolling in 2022 who had some or all of their learning delivered in te reo Māori. The Reorua project supported over 200 Wharekura and Kura Kaupapa dual registrations through allocations and support of systems with Māori speaking kaimahi assisting with requests. The data for Reorua ākonga showed high engagement.
- In 2023, we have created a new service called Te Aka Taumatua, with staffing and a national leadership role in place to support bilingual and immersion provision.
- We believe that with our scale and national coverage there is an opportunity for Te Kura to play a much greater role in the implementation of Ka Hikitia and Tau Mai Te Reo.

6. Te Kura Board of Trustees

- Te Kura has a ministerially appointed Board of Trustees. There are four terms due to expire in June 2024 that will require re-appointments or new appointments by the Minister. Ruma Karaitiana and Mele Wendt were first appointed in April 2017 and July 2017 respectively. Simon Heath and Barbara Cavanagh were first appointed in June 2021.
- The Board of Te Kura would appreciate the opportunity to meet with the Minister in the near future and establish an ongoing relationship with regular contact where the Minister can discuss expectations and also be updated on Te Kura’s strategic direction, challenges and opportunities.

Appendix 1

Organisational overview

About Te Kura

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

With nearly 30,000 enrolments in 2023, 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 25 ākonga living in remote areas. By the end of the first year, there were 327 ākonga. 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, among ākonga themselves and our vision for their achievement.

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

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

Our learning design for full-time ākonga is called Te Ara Pounamu. It is based on a Big Picture approach which places ākonga and their whānau at the centre of our practice. Ākonga have a personalised programme based on their interests, needs and aspirations.

We partner with schools and other education providers, including those in the Realm countries of Tokelau, Niue and the Cook Islands, to offer dual tuition in a range of subjects. Ākonga remain on the roll of their school and are supported by Te Kura kaiako.

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 values

At Te Kura we demonstrate by our actions that we:

- put the success of our ākonga at the forefront of everything we do
- respect each other, ākonga, their whānau and our partner organisations
- see strength in diversity
- celebrate innovation and success
- communicate openly and honestly.

Our beliefs

Our strategic planning is guided by three core beliefs:

Living Te Tiriti o Waitangi | The Treaty of Waitangi

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

Ensuring ākonga are at the centre of everything we do

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

Delivering high-quality, future-focused teaching and learning

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

Our Board

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

Board Member

Nicola Ngarewa (Chair) – appointed September 2022
Ruma Karaitiana - reappointed June 2021
Mele Wendt - reappointed June 2021
Barbara Cavanagh - appointed June 2021

Term expiry date

September 2025
June 2024
June 2024
June 2024

Simon Heath - appointed June 2021	June 2024
Hinerangi Edwards – appointed October 2022	October 2025
Will Flavell – appointed November 2022	November 2025
Christine Te Kiri (Staff representative) - elected July 2022	July 2025
Fleur Wainohu (Future Director Diversity Programme)	June 2024

Our staff

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

Te Kura is organised into four wāhanga (areas):

- Chief Executive’s Office
- Curriculum- including our Creative Services team
- Learning Delivery- with Regional Managers for our Southern, Central South, Central North, Northern, and Overseas and Early Childhood regions, our Youth Transitions team and Te Aka Taumatua our immersion and bilingual provision.
- Systems and Support- including Ākonga and Whānau Support, our Information Resourcing Group, Finance, Facilities and Procurement, and Human Resources.

As at December 2023, Te Kura employed 930 kaimahi, permanent and fixed-term, covering the equivalent of approximately 749 full-time positions. This included 180 teacher aides and 14 additional teachers. Over half of our kaimahi were based in regional offices outside Wellington.

Our students

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

Student roll

In the 2023 calendar year Te Kura had a cumulative roll of 28,538 with approximately 15,100 ākonga enrolled at any one time. Te Kura’s roll is diverse. We have ākonga who are geographically isolated, itinerant or living overseas. Our Full-Time ākonga also include those who have been alienated or excluded from a face-to-face school, those who have been referred by Ministry of Education Learning Support and Oranga Tamariki, and young parents.

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

Te Kura has a large number of ākonga Māori – approximately 20% of the early childhood, 42% of the Full-Time year 1 to 6 roll and 44% of Full-Time year 7 to 13 enrolments. Pacific

enrolments are approximately 6% of the Full-Time roll. Our roll also includes ākongā who identify as being from a wide range of other ethnic groups.

Early childhood

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

Years 1 to 6

In 2023, ākongā in years 1 to 6 made up approximately 13% of our Full-Time roll. We also deliver dual-registered curriculum services to a significant number of primary-aged ākongā.

Years 7 to 10

In 2023, ākongā in years 7 to 10 made up approximately 47% of our Full-Time roll. These ākongā generally enrol in Te Ara Hou, an integrated programme of work. Kaimanaaki ensure each ākongā covers all the curriculum areas and that they are ready for NCEA level courses in year 11.

Years 11 to 13

In 2023, ākongā in years 11 to 13 made up approximately 39% of our Full-time roll. We deliver dual-registered curriculum services to a substantial number of secondary ākongā to provide for curriculum access, adaptation or capability. Te Kura also provides secondary education to ākongā enrolled at attached units (including alternative education providers, teen parent units and activity centres), as well as ākongā with learning support needs (including through learning support and gifted gateways, regional health schools and specialist schools). Our years 11 to 13 roll includes a large number of young adults – aged 16 or over - who left the schooling system but have since chosen to return to school to gain specific credits or qualifications.

Summer School

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

Adults

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

Enrolment numbers at 04 December 2023¹

Enrolment type	2023 actual cumulative enrolments – All ¹	2023 actual cumulative enrolments – Māori	2023 actual cumulative enrolments – Pacific ²
Full-Time	7931	3498	470
Adults ³	2229	783	158
Young Adults	6991	1585	582
Fee-payers	208	16	8
Dual Year 1-8	357	79	7
Dual Year 9-13 ⁴	10189	3159	1066
Early Childhood	633	127	19
Total	28538	9238	2310

1. These figures represent the total number of enrolments throughout the year, not a count of ākonga.
2. We use total response ethnicity for this breakdown: Pacific ākonga numbers include ākonga who may also identify as Māori, thus are counted in both columns.
3. Adult ākonga numbers include adult enrolments from the Department of Corrections.
4. Dual Year 9-13 actual enrolment numbers for 2023 were made up of approximately:
 - 28% Subject not available
 - 13% Attached units (includes alternative education, teen parent units and activity centres)
 - 28% Learning support needs (includes regional health schools, gifted, specialist schools and exchange students)
 - 12% Small class sizes
 - 19% Other reasons (includes emergency staffing, psychological/psycho-social, reintegration).