
TE PŪRONGO Ā-TAU 2025 2025 ANNUAL REPORT

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Presented to the Ministry of Education.

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Leadership reflections

Te Pūrongo a te Heamana Poari - Board Chair's Report

Te Pūrongo a te Tumu Whakarae - Chief Executive's Report

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

“Kia mate ururoa, kei mate wheke.”

Fight like a shark, do not give up like an octopus.

This whakataukī reflects the resilience and determination required to navigate a changing education landscape. It speaks to the importance of remaining steadfast, adaptable, and focused on what matters most, achieving the best possible outcomes for our ākonga.

In 2025, Te Kura has continued to play a critical role within Aotearoa New Zealand's education system. Demand for flexible, personalised learning remains strong, with more than 30,000 enrolments across the year. This reflects both the changing and increasingly complex needs of learners, and the growing recognition of distance education as a vital and credible pathway within the wider education system.

I would like to acknowledge and sincerely thank our outgoing Board Chair, Nicola Ngarewa, for her leadership and service to Te Kura. Her commitment to ensuring ākonga remained at the centre of decision-making, alongside her strong advocacy for flexible and accessible education, has helped strengthen Te Kura's position within the sector. We appreciate our ongoing relationship with Nicola as principal of Spotswood College and governor within Ngāti Ruanui and the Taranaki community. E te mareikura, ka nui te mihi.

The Board remains focused on providing strong governance and clear strategic direction during a period of ongoing change across the education sector. Our role is to ensure Te Kura is well positioned to respond to these shifts, while maintaining a clear and consistent focus on learner outcomes, equity, and long-term sustainability.

This year has seen continued progress in strengthening the school's foundations. Improvements in data, reporting, and performance frameworks are providing greater visibility of learner engagement and achievement. This enables more informed decision-making at both an operational and governance level and supports stronger accountability for outcomes.

We have also seen significant progress in how Te Kura tells its story. Increased visibility across media and digital platforms is helping to build a clearer understanding of the value Te Kura provides, particularly for learners who require a more flexible or supported approach to education. This is critical in shifting perceptions and reinforcing Te Kura's role within the wider system.

As a Board, we have continued to engage closely with the Ministry of Education and other system partners. This includes contributing to policy discussions where it's important that the realities of distance education are well understood and reflected in future settings. Ensuring equitable access to learning remains a key priority.

Looking ahead, the transition to a new strategic direction from 2026 provides an important opportunity to build on this progress. The Board is focused on ensuring that Te Kura continues to

deliver high-quality, future-focused education while remaining responsive to the diverse needs of its learners.

We will continue to prioritise:

- Demonstrable improvements in our systems and tools so ākongā and their whānau, and kaimahi thrive
- Advocacy for distance education as a recognised and valued part of the education system
- Sustainable growth, with a clear focus on quality, equity, and learner success.
- Being a well-run, Te Tiriti centred Te Kura in support of all communities we serve in Aotearoa and the Pacific including Tokelau and supporting students internationally.

On behalf of the Board, I would like to acknowledge the commitment and work of our kaimahi. Their mahi ensures Te Kura continues to deliver for learners across Aotearoa, often in complex and challenging circumstances.

It is a privilege to serve alongside a Board and leadership team who are deeply committed to the future of education and to the success of every ākongā.

Nāku anō i roto i ngā mihi, nā



Hinerangi Edwards, ONZM
Toihau | Chairperson, Presiding Member

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

“Whaia te iti kahurangi, ki te tuohu koe me he maunga teitei.”

Pursue excellence; if you must bow, let it be to a lofty mountain.

Every ākonga has their own pathway, and our role is to support them to achieve success in a way that works for them.

2025 has been a year of strengthening performance, deepening our understanding of impact, and continuing to evolve how we support learners across Aotearoa New Zealand.

Te Kura continues to support more than 30,000 enrolments annually, with learners ranging from early childhood through to NCEA Level 3, as well as adult education. Demand remains particularly strong in areas such as engagement and wellbeing, alternative education, and summer school provision. This reflects both the complexity of learner need, and the unique role Te Kura plays within the education system.

At the centre of our work are our ākonga. Our focus has been on ensuring they have the flexibility, support, and quality teaching required to succeed. This includes strengthening teaching practice, improving access to learning resources, and ensuring clearer pathways for progression and achievement.

A key area of progress this year has been in strengthening our evidence base. The development of improved data, analytics, and reporting has provided greater insight into learner engagement and outcomes. This enables earlier intervention, more targeted support, and clearer visibility of performance across the organisation.

We have also continued to invest in the systems and tools that support learning. Progress in digital platforms, alongside improvements to the user experience of our website and online environments, is helping to make it easier for ākonga and whānau to access and engage with learning.

Our communications and engagement work has played an important role in strengthening connection with communities. Increased reach across digital channels and a stronger focus on authentic storytelling have helped to better reflect the experiences of our learners and the impact of our work.

At the same time, we recognise that there is more to do. The scale and complexity of our growing school require us to strengthen consistency in teaching practice, improve tracking of learner progress, and ensure that systems and processes support timely and effective responses when learners need additional support.

Our kaimahi remain central to this work. Across the motu, teams continue to demonstrate a strong commitment to supporting learners, often working in complex environments. Their ability to build relationships, respond to need, and maintain a focus on learner success is a defining strength of Te Kura.

During 2025 the Education Review Office (ERO) conducted a regular school review of Te Kura. The report was published in February 2026. Key messages from the report were:

- ERO recognised the progress we have made since the previous review. This reflects the dedication and the collective focus of kaimahi on doing what is right for ākongā.
- ERO also identified areas where we need to strengthen our practice. We welcome these insights, and many of these priorities are reflected in our 2026 annual plan and the next phase of our strategic plan.
- ERO has confirmed that our next review is scheduled within four years, which reflects the confidence they have in our kura.

As we look ahead to 2026 and the implementation of a new strategic direction, our focus will be on lifting organisational performance while staying grounded in our purpose.

This includes:

- Strengthening consistency and quality of teaching and learning
- Improving real-time visibility of learner engagement and achievement
- Ensuring stronger alignment between curriculum, assessment, and outcomes
- Enhancing support for learners with complex and diverse needs
- Continuing to use data and evidence to inform decision-making and track progress.

Te Kura is well positioned to continue evolving in response to the changing education landscape. Our role remains clear: to provide learning that fits the lives of our ākongā, while maintaining high expectations for success.

I would like to acknowledge the Board for their ongoing support and guidance, and to thank all kaimahi for their dedication and commitment throughout the year.

Together, we continue to build a system that works for learners, wherever they are, and whatever their pathway.

Ngā manaakitanga,



Te Rina Leonard
Tumu Whakarae | Chief Executive

Our identity and culture

Ko wai mātou - Who we are

Tō mātou wawata, ō mātou uara, ō mātou whakapono - Vision, values and beliefs

Ā Mātou Kaimahi - Our Staff

Ā Mātou Ākonga - Our Students

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.

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, camps, internships 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 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, learning focused on ‘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.

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 ākonga 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 you feel like you 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)
- **Ākonga 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.

Ā Mātou Kaimahi | Our Staff

The Senior Leadership Team has responsibility for the overall leadership and strategic direction of the school, and during 2025 comprised the Chief Executive (CE), Deputy Chief Executive (DCE) Curriculum, DCE Learning Delivery, DCE Systems and Support (SAS) and the Chief Advisor Strategy.

During 2025 Te Kura was organised into four wāhanga (areas):

Chief Executives Office

Curriculum

Learning Delivery

Systems and Support (SAS)

Late in 2025 the Senior Leadership Team was reorganised to comprise the Chief Executive (CE), Deputy Chief Executive (DCE) Curriculum, DCE Learning Delivery, Chief Advisor Strategy, Chief Financial Officer, Chief People Officer and Chief Information Officer.

Ā Mātou Ākonga | Our Students

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

Student roll

In the 2025 calendar year Te Kura had a cumulative roll of 31,168 with approximately 16,000 ākonga enrolled at any one time. Te Kura's roll is diverse. Among our ākonga are those who are geographically isolated, itinerant, or living overseas. Our Full-Time ākonga also include those who are non-enrolled or excluded from a face-to-face school, those who have been referred by the Ministry of Education 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 and kura who are enrolled for curriculum access, adaptation or extension. Through these enrolments, Te Kura has developed productive working relationships with these primary and secondary schools and kura. 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 28% of the early childhood, 46% of the Full-Time year 1 to 6 roll and 45% of Full-Time year 7 to 13 enrolments. Pacific enrolments

are at 6%, unchanged from 2024. 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 84% 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 2025, ākongā in years 1 to 6 made up approximately 6% 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 2025, ākongā in years 7 to 10 made up approximately 48% 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 2025, ākongā in years 11 to 13 made up approximately 46% 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 have left the schooling system but have since chosen to return to school to gain specific credits or qualifications. In 2025, young adults comprised 40% of our years 11 – 13 roll, in comparison to 19% of Full-time ākongā and 31% secondary dual ākongā.

Summer School

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

Adults

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

Our strategic path

Ā mātou kaupapa matua rautaki | Strategic Priorities

Ā mātou kaupapa matua rautaki | Strategic Priorities

The Board of Trustees for Te Kura identified five strategic whenu (strands) to guide our direction from 2023-2025. Each whenu was supported by a set of strategic priorities (ako) outlining how we would progress this work, alongside key workstreams contributing to the achievement of each priority. Many workstreams contributed to more than one strategic ako, just as some ako aligned with multiple whenu.

At the centre of the 2023–2025 strategy was Te Ara Pounamu - our Big Picture–inspired approach to authentic, inclusive and personalised learning that ensures ākonga remain at the heart of everything we do. All strategic priorities and workstreams ultimately supported and strengthened Te Ara Pounamu.

With the 2023-2025 strategic cycle now completed, Te Kura will implement a new strategic direction from 2026.



Progress towards Strategic objectives

Chief Executives Office

Curriculum

Learning Delivery

Systems and Support (SAS)

Progress towards Strategic Objectives

During 2025 Te Kura delivered progress towards its Strategic Objectives through its wāhanga, which bring together different areas of expertise to support progress across our priorities. Although responsibilities sit across different parts of the organisation, delivery reflects shared planning and collaboration across Te Kura rather than separate areas working independently. The following section outlines the role of each wāhanga and how they contribute to the school's work.

Chief Executive's Office

The Chief Executive's Office provides strategic advice and oversight across core functions that support Te Kura's long-term direction and organisational performance. The team supported the Chief Executive and Board on policy, system change, legislative compliance and emerging risks while also maintaining key assurance responsibilities, including privacy. Leadership of communications, data and analytics, planning and reporting, and policy functions ensures these areas operate in a connected, strategic, and future-focused way.

Curriculum

Curriculum plays a central role in shaping high-quality learning across Te Kura. The team provides expert guidance in curriculum design, resource development and assessment practice, ensuring all programmes align with Te Whāriki, Te Marautanga o Aotearoa, The New Zealand Curriculum and the National Qualifications Framework. In 2025 work continued to embed Te Kura's Big Picture principles in learning design and to strengthen the visibility and enactment of Te Tiriti o Waitangi commitments across resources and practice.

Learning Delivery

Learning Delivery is the front line wāhanga that enables ākonga across Aotearoa to access high quality, personalised and culturally grounded learning. Through Learning Delivery working directly with ākonga and whānau, the wāhanga focused in 2025 on strengthening equity, engagement and consistent practice across regions.

Systems and Support (SAS)

The Systems and Support wāhanga, known in late 2025 as SAS, played a central role in ensuring Te Kura has the people, systems, technology and organisational infrastructure needed to deliver high quality, flexible learning to ākonga across Aotearoa. Our mahi spans the People and Capability function, the Information Resource Group and Finance, each contributing specialist capability that enables kaimahi to focus on supporting ākonga to thrive.

As we look ahead to 2026, the SAS wāhanga will transition to a new leadership model under three senior roles: Chief People Officer, Chief Information Officer and Chief Financial Officer. This shift reflects the scale and importance of these functions and positions Te Kura well for the future.

The following sections describe progress during 2025 against our Strategic Objectives. Progress across these areas reflects coordinated activity across the organisation, with different wāhanga contributing in complementary ways to support shared priorities and outcomes for ākonga and the wider system. Together, these sections present a collective picture of delivery across the school during the year.

STRATEGIC OBJECTIVE: POIPOI | NURTURE climate conscious kirirarau of a bicultural Aotearoa New Zealand

Strategic Aho (Focus): Becoming a Bilingual School

Te Kura made steady and coordinated progress toward becoming a bilingual school, with activity across curriculum design, learning delivery and organisational practice aligning to strengthen the consistent use of te reo Māori and tikanga. This work focused on building staff capability, growing high-quality bilingual learning pathways and normalising te reo Māori across everyday interactions with ākonga, whānau and communities.

Early in the year, a Cultural Capabilities development team was established with support from a National Leader of Learning for Te Marautanga o Aotearoa. This enabled a more deliberate and joined-up approach to bilingual development across the kura. Resources were drafted to support kaimahi to confidently integrate te reo Māori and tikanga into daily practice, reinforcing shared expectations and consistent language use across teaching and organisational communication.

Development of Te Marautanga o Aotearoa learning pathways continued to progress. The Te Reo Rangatira module moved into final refinement, supporting the growth of high-quality bilingual opportunities for ākonga. New reo and tikanga rich materials were shared through school-wide forums, strengthening collective understanding and uptake. To support consistency, a refreshed Te Kura kuputaka was introduced as a common reference for reo Māori used across learning, communications and engagement.

Professional learning and practice took place nationally and regionally, ensuring this work was embedded across the organisation rather than confined to individual teams. Practice sessions, mihi whakatau development and targeted professional goals supported growing confidence in te reo Māori throughout the motu. Mihi whakatau became routine practice across tari, helping to normalise tikanga-based processes in everyday operations.

A significant milestone was the delivery of the first kura reo for kaimahi Māori. This kaupapa attracted strong participation and was widely valued as a practical step in supporting reo reclamation. Participants reported increased confidence and a strengthened sense of connection, contributing to a deeper organisational capability over time.

Translation work advanced at pace, with over sixty learning modules translated into te reo Māori and prepared for future development. This collective effort across curriculum and delivery

signalled a clear organisational shift toward bilingual provision and laid foundations for expanded pathways in the coming years.

School-wide celebrations played an important role in embedding bilingual practice. Matariki and Te Wiki o te Reo Māori were marked across regions through locally led activities. These events reinforced everyday use of te reo Māori and strengthened engagement with whānau and communities. Participation in Te Matatini further supported this goal, with a cross-regional presence showcasing Te Kura services and deepening community connections.

Capability building remained central throughout the year. Recruitment and retention of kaimahi with Te Marautanga o Aotearoa expertise ensured bilingual and immersion content could be developed in-house and sustained over time.

The introduction of the D2L te reo Māori language pack into My Te Kura provided a more culturally aligned digital environment, supporting both bilingual aspirations and a sense of belonging for ākongā.

Together, these actions reflect a coordinated organisational effort to advance bilingualism. Progress in 2025 shows growing confidence, strengthened systems and shared practice across Te Kura, positioning the organisation well to continue embedding te reo Māori and tikanga as normal, visible and valued parts of learning and work.

Strategic Aho: Becoming a Climate Conscious School

During 2025, Te Kura progressed its commitment to becoming a climate conscious school through coordinated action across curriculum, operations and system-wide monitoring. Work focused on reducing environmental impact, strengthening sustainability within learning and building a clearer organisational understanding of carbon emissions to support long-term behaviour change.

Curriculum activity supported this direction by reviewing physical learning materials to reduce waste and improve efficiency. Detailed reviews of Early Childhood, Primary, Learning Support, Visual Arts and Science learning kits ensured ākongā received only items that were necessary for learning. This reduced surplus materials while maintaining learning quality. Alongside this, the continued shift toward digital-first design reduced reliance on printing and distribution, contributing to lower material and transport impacts.

Sustainability concepts were embedded more deliberately into refreshed learning materials during the year. This work increased the visibility of environmental themes for ākongā and created stronger alignment with Te Kura's climate objective. Preparatory work also began on a broader audit to identify opportunities to further strengthen the inclusion of mātauranga Māori and climate-related concepts across learning areas in 2026.

Systematic measurement and analysis of carbon emissions strengthened Te Kura's ability to understand and manage its environmental footprint. Carbon emissions for the 2024 calendar year were calculated early in 2025, showing a 12.14 percent increase from 2023. Throughout

2025, quarterly calculations were extended across both 2024 and 2025, generating improved insights into emissions per kaimahi and per ākonga and establishing a more reliable baseline for ongoing monitoring.

By mid-2025, total emissions for the first half of the year were 161 tonnes. This represented a 10 percent reduction compared with the same period in 2024 and indicated early progress toward reducing organisational emissions. Analysis also explored the potential use and cost of carbon credits and identified practical reduction initiatives. These included transitioning the vehicle fleet to hybrid options, prioritising hybrid or electric rental vehicles and reducing air travel where possible.

Te Kura's climate leadership was also shared beyond the organisation. At the ICDE World Conference in Wellington, a presentation highlighted the environmental impact of the Laptop and Connectivity programme. This initiative has avoided an estimated 900 to 1800 tonnes of scope 3 emissions and diverted more than 24 tonnes of waste from landfill, demonstrating how digital equity initiatives can deliver significant environmental benefits alongside educational outcomes.

Kaimahi voice remained an important part of understanding organisational progress. The annual Kaimahi Survey continued to gather staff perspectives on Te Kura's climate conscious goal, providing year-to-year insight into experiences, awareness and opportunities to strengthen practice.

Together, these actions show a joined-up organisational approach to climate consciousness in 2025. Progress reflected improved measurement, early reductions in emissions and more sustainable learning design, positioning Te Kura to continue reducing its environmental impact while supporting climate-aware learning and decision-making.

STRATEGIC OBJECTIVE 2: KAUAWHI | INCLUDE all ākonga in Te Kura's kaupapa

Strategic Aho: Focusing on Young Adults and NEET

In 2025 we strengthened our focus on young adults and ākonga not in employment, education or training through coordinated curriculum, delivery and system support. Activity centred on improving engagement, accelerating progress in literacy and numeracy, strengthening wellbeing support and reducing barriers to participation.

Targeted curriculum initiatives played a key role in supporting this aho. The Senior Acceleration Plan in literacy and numeracy advanced across the year, building on learning from Accelerated Literacy Learning pilots. This work focused on supporting senior ākonga who required additional help to meet NCEA co-requisite requirements, with an emphasis on practical pathways to achievement.

Partnerships with Alternative Education providers deepened significantly. Integrated bundles of learning were developed to combine literacy, numeracy, foundational work skills and financial capability. These resources were created through the ConnectED approach and trialled across

multiple sites. Early results showed strong engagement, with learners responding positively to contextualised materials that reflected their environments, experiences and aspirations.

As the pilots progressed, Alternative Education providers contributed directly to the design and delivery of learning resources. This collaboration strengthened relationships and ensured learning was grounded in local knowledge and learner need. The work evolved into the Te Tohu initiative, establishing a platform for wider implementation in 2026.

The Summer School programme was another important feature of delivery in 2025. Te Kura delivered its most subscribed Summer School to date, with more than 3,500 enrolments. Coordinated preparation ensured kaiako induction, learning materials and student support processes were in place to meet the diverse needs of participating ākonga.

Wellbeing support for young adults and NEET learners continued to grow. The rollout of Youth Mental Health First Aid training began during the year, helping build staff confidence and capability to respond effectively to wellbeing concerns for this cohort. Planning ensured this capability development aligned with areas of greatest learner need.

Learning delivery systems and supports were strengthened alongside curriculum initiatives. Preparation and induction for Summer School kaimahi ensured clear expectations, effective communication and consistent student support approaches. Ongoing work with Alternative Education providers included regular engagement with the AE Consortium, use of co-designed PDF resources and readiness activities for the Te Tohu microcredential pathway.

Enabling system improvements supported participation and equity. Work continued to enhance digital access for young adults and NEET learners through the Laptop and Connectivity programme, including exploration of new device and connectivity options. Qualifications processes were also simplified to reduce complexity and improve learner experience. This work was supported by detailed analysis and management of operational pressures during periods of industrial action.

Together, these actions demonstrate a coordinated organisational response to supporting young adults and NEET ākonga in 2025. Progress reflected stronger partnerships, improved engagement, enhanced wellbeing capability and reduced barriers to access, positioning Te Kura to continue expanding effective pathways for this group.

Strategic Aho: Advocating for a more open and flexible enrolment policy

Advocacy throughout 2025 focused on ensuring equitable access to distance learning within the settings of current government policy.

Throughout the year the Te Kura maintained a consistent focus on ensuring Te Kura's voice is represented in policy settings that affect access, participation and learner engagement. While major changes to enrolment policy are not anticipated in the immediate future, tactical opportunities to improve flexibility and responsiveness continue to be actively pursued.

Strategic Aho: Advocating for Greater Access to Learning Support

Te Kura made strong progress in advocating for greater access to learning support, strengthening how support is coordinated, funded and delivered for ākongā with additional needs. Work across the school focused on improving consistency, clarity and equity within national policy settings, while building practical capability to better respond to learners and whānau.

A significant focus was embedding the updated Ongoing Resource Scheme funding model. National and regional teams worked closely with the Ministry of Education to improve onboarding processes, eligibility clarity and funding pathways. Over the year, processes became more reliable, regional communication strengthened and an internal allocation approach was established to distribute teacher aide support more effectively to ākongā. For ākongā and their whānau, this work has supported greater consistency and clarity in how support is planned and accessed, helping ensure resourcing is better aligned to identified learning needs over time. This work established a stronger foundation for equitable access and will be reviewed jointly with the Ministry in early 2026.

Sustained advocacy with the Ministry also delivered tangible system-level gains. Te Kura was included in the first tranche of government-funded Learning Support Coordinator roles, marking a significant step toward more consistent and coordinated support, particularly for learners in Years 1 to 8. Early planning during 2025 focused on readiness for these roles to maximise their impact once implemented.

Alongside funding and policy advocacy, investment in workforce insight and capability was a major focus. Two national Learning Support Kaimahi surveys gathered high levels of participation and provided valuable insight into resourcing, communication, access to information, leadership and wellbeing. A targeted whānau kaimahi survey added further depth. Findings highlighted strong commitment to ākongā wellbeing and are now informing workforce planning, guidance and system improvements across the organisation.

Curriculum, Learning Delivery and SAS teams worked together to strengthen practical access to learning support. Curriculum moderation of new learning modules for neurodiverse learners progressed, ensuring quality and consistency. A central Learning Support SharePoint portal was established to give kaimahi clear access to guidance, expectations and resources. Work also advanced to simplify qualification pathways, enabling ākongā to more easily access courses, content and learning support.

Through this coordinated approach, Te Kura improved the reliability of learning support processes, strengthened national consistency and secured important system levers to support long-term equity. Collectively, these actions represent meaningful progress toward ensuring learning support is more accessible, responsive and sustainable for ākongā who need it most.

STRATEGIC OBJECTIVE 3: TĀUTEUTE | ENGAGE ākonga through personalised learning

Strategic Aho: Embedding Te Ara Pounamu – Personalised and Localised Learning

Te Ara Pounamu continued to mature as a whole-of-school approach to personalised and localised learning. Progress across the year reflected deliberate coordination between curriculum design, learning delivery, system improvements and culturally grounded practice. Together, these shifts strengthened engagement, clarified learning pathways and improved the experience of ākonga and whānau across diverse contexts.

Work across Te Ara Pounamu advanced alongside improvements to the student journey, wellbeing systems and targeted success for Māori and Pacific learners. The result was a more coherent learning and support environment that better responds to individual strengths, identities and aspirations.

Te Ara Pounamu curriculum pathways

EXPlore project-based learning materials for Years 0 to 10 were piloted in close partnership with regions, with structured feedback used to refine content and design throughout the year. This iterative approach strengthened the quality and usability of materials, ensuring they were engaging, responsive to local contexts and aligned to consistent expectations for high-quality learning.

ConnectED reached a key milestone with Phase 5+ submitting its first online module for development. This represented an important step in building integrated and coherent learning pathways and closely aligned with work in Alternative Education, where bundled and contextualised programmes supported improved engagement and achievement.

Discipline Thinking pathways continued to mature, with updates focused on alignment to refreshed curriculum areas and preparation for upcoming national curriculum changes. Progress was also made in assessment design, personalised learning plans and early guidance on the safe and effective use of AI in teaching and learning. Together, these developments reinforced more flexible and future-focused pathways while maintaining academic clarity and integrity.

Student journey

Significant progress was made in improving how ākonga and whānau begin their learning journey. Enhancements to the Onboarding Tool streamlined enrolment processes and reduced administrative burden. New functionality, including bulk email capability, enabled faster communication and more responsive support. In April, onboarding for full-time ākonga was extended to overseas families, simplifying access and enabling direct submissions from whānau.

Engagement with Ministry of Education regional offices strengthened referral pathways, supported by demonstrations of onboarding tools that improved shared understanding across agencies. The Dual Providers Tool, Te Pou Tautoko Ākonga Paparua, progressed from design

through user testing to full implementation in November. Feedback from providers was consistently positive, highlighting the clarity of processes and the value of te reo Māori language options.

The Welcome to Te Kura and Tell Our Story project also advanced steadily. Writing, design and filming drew on contributions from across regions to ensure authentic learner experiences were represented. Development began on the learning experience that will introduce new ākonga and whānau to Te Kura's systems, expectations and ways of learning.

Hauora and wellbeing

Strengthening wellbeing support remained a core focus in 2025. During the year a new DCE Ākonga Hauora role was established and recruited. By introducing the role of DCE Ākonga Hauora to our Senior Leadership Team from January 2026, we aim to bring strong, strategic, and centralised leadership to this critical area of work, enhancing our ability to respond to the needs of our most vulnerable and underserved ākonga.

The AWARE process became more deeply embedded, with weekly national hui providing oversight of trends and coordinated responses to complex cases. Regional AWARE hui were strengthened and became more consistent, supporting earlier intervention and shared practice across the motu.

The Counselling Service continued to grow in response to increasing and more complex needs. A review of the service was completed, leading to refinements in systems and the introduction of a Team Leader role. Recruitment progressed toward the end of the year, positioning the service for greater sustainability and impact.

Alongside these system level improvements, Te Kura made a significant investment in workforce capability through the rollout of Youth Mental Health First Aid training to kaimahi. This training strengthened confidence and consistency in recognising and responding to mental health needs, and supported a shared, preventative approach to hauora across learning and support settings.

Māori success

Throughout 2025, Māori success was supported through culturally sustaining practice, capability building and locally led initiatives. Reo and tikanga-rich learning materials continued to be developed and used to strengthen cultural identity within learning pathways.

Several regions initiated Impact Projects focused on improving engagement and outcomes for ākonga Māori which included support for disengaged learners which showed early promise, with strategies closely monitored to identify barriers and effective approaches. These initiatives reinforced the importance of local context and whānau relationships in supporting success.

Our immersion provision, Te Aka Taumatua, continued to thrive in 2025, with growth in both ākonga participation and kaupapa Māori teaching capability. As learner numbers increased, teams expanded to sustain high quality Māori medium learning and maintain strong

relationships with ākongā and whānau. Te Aka Taumatua also strengthened wider organisational confidence in Māori medium practice across Te Kura.

Pacific success

Pacific success initiatives expanded and became more visible during the year. Culturally affirming spaces such as Talanoa Pasifika in Auckland and the Whānau Group in Christchurch strengthened connection and belonging for Pacific ākongā. Fautua Pasifika played a key role in supporting onboarding processes, helping to ensure strong early engagement with students and whānau.

The Tokelau partnership remained a notable strength. Joint planning supported access to appropriate resources, assessment support and devices, while delivery practices and support for local kaiako continued to strengthen. The 2025 Memorandum of Agreement was confirmed, and an interagency visit recognised Te Kura as a key partner. The Ministry of Foreign Affairs confirmed a further four years of funding, providing stability and confidence for future planning.

Progress also continued in expanding Pacific learning pathways. Work advanced on a new Pacific Studies course and a pre-NCEA Samoan course, alongside support for language weeks and planning for regular online fono in 2026. Preparation for Polyfest 2026 further signalled growing celebration of Pacific cultures and learner identity.

Learning support

Learning support remained a critical component of personalised learning in 2025. Te Kura continued to support ākongā with funded learning support needs, including those with ORS, while also responding to increasing numbers of learners with identified but unfunded needs. Enrolments of ākongā with ORS continued to rise, requiring close collaboration with the Ministry and whānau to clarify expectations and ensure safe and appropriate provision.

Collaboration across teams contributed to the development of new Learning Support modules and the Flourish pathway, ensuring learning materials were accessible, inclusive and responsive to a wide range of needs. This work strengthened Te Kura's ability to support engagement and progress for learners with complex profiles.

Across 2025, delivery against Te Ara Pounamu reflected a coordinated organisational effort to strengthen engagement through personalised, culturally grounded and inclusive learning. Progress across curriculum pathways, student systems, wellbeing and targeted success initiatives laid a strong foundation for the next phase of work. As Te Kura prepares for curriculum change and future strategic shifts, the developments achieved this year position the school to continue supporting equitable outcomes and meaningful learning journeys for all ākongā.

STRATEGIC OBJECTIVE 4: PŪNAHA AUAHA | INNOVATE *digitally to support ākonga and kaimahi*

Strategic Aho: Building Our Systems Capability

During 2025, focused investment in cybersecurity, infrastructure modernisation and digital system improvements strengthened the reliability, safety and effectiveness of Te Kura's digital environment. Ongoing investment in a modern cybersecurity suite, alongside the rollout of centrally managed devices, ensured that digital tāonga were protected and that security practices were consistent across the organisation.

Several significant initiatives progressed during the year. A review of the organisation's data lake began, alongside development of streamlined onboarding processes for domestic, dual, fee-paying and overseas ākonga. Secure integration between My Te Kura and Class for Teams was completed, improving alignment between teaching platforms. Additional enhancements were initiated, including the development of digital processes to support period product ordering. Work also began on an automatic device provisioning system to support secure reuse of devices across Huinga Ako.

Connectivity remained a priority. In partnership with Network for Learning, a project to replace Te Kura's internet access commenced in late 2025. This work will enable more resilient site-to-site connectivity and faster establishment of new learning spaces, with migration planned across Term 1 of 2026.

Ongoing improvement of internal applications, data platforms and system connectivity with the Ministry of Education and NZQA enabled more seamless, near-real-time data exchange. These improvements supported stronger reporting, system reliability and information flow across the organisation.

Strategic Aho: Ensuring Systems Enable the Delivery of Te Ara Pounamu

Progress also continued on ensuring digital systems effectively enable delivery of Te Ara Pounamu. The Digital Strategy refresh advanced steadily, with drafts reviewed through systems governance and senior leadership processes. Work continued on API integration with NZQA, enhancements to My Te Kura's integration with Microsoft Teams and onboarding of additional technical capability to support delivery.

System enhancements and cross-team planning supported the Welcome to Te Kura and Tell Our Story initiatives, helping ensure ākonga experience a clear, connected start to their learning journey. Attendance at D2L Connections and Fusion conferences informed future development of My Te Kura, including exploration of automation tools, improved analytics and more responsive design approaches.

Across the year, targeted systems improvements strengthened the foundations for Te Ara Pounamu by enabling smoother onboarding, more cohesive digital experiences and more effective use of data to support learning and engagement.

STRATEGIC OBJECTIVE 5: ĀRAHI | LEAD *and influence within the education eco-system*

Strategic Aho: Knowing and sharing our whakapapa

Strategic Aho: Telling our story

During 2025, Te Kura made strong progress in strengthening its visibility, credibility and public understanding, delivering a more coordinated and authentic organisational story across Aotearoa. A clear focus on ākonga centred storytelling, regional perspectives and community connection ensured that Te Kura's kaupapa was communicated consistently and meaningfully across multiple channels. National and regional media coverage increased throughout the year, with positive stories highlighting learner success, flexible learning pathways and community impact. Media engagement peaked at key points through proactive relationship building and a deliberate approach to elevating ākonga voices and local experiences.

Digital engagement grew significantly, with expanded reach across Facebook and Instagram and the launch of new TikTok and YouTube channels to better connect with ākonga and whānau. Content focused on regional events, cultural celebrations, partnerships and community activity, particularly those involving Māori and Pacific learners. Pacific Language Weeks provided important opportunities to celebrate culture and identity, with Samoan, Cook Islands and Niuean Language Week activations delivered in partnership with local communities, schools, churches and kaimahi. These initiatives reinforced culturally grounded engagement and strengthened relationships with Pacific ākonga and whānau. The Pacific Kaimahi Fono further supported shared learning and connection across the workforce, contributing to a more cohesive organisational narrative.

Significant foundations were also laid for future storytelling and engagement. A five part ākonga video series was developed to deepen emotional connection with Te Kura and bring learner experiences to life. Filming and production progressed steadily, with release planned for late 2025 as part of a broader digital rollout. Work continued on the redevelopment of the Te Kura website, including user testing, improved accessibility and refreshed content, ensuring it better reflects the diversity of learners and the realities of learning with Te Kura. Internal communications were strengthened through regular, consistent channels, supporting alignment and shared understanding across the organisation. Planning began for Te Kura's presence at major events in 2026, building momentum for continued growth in brand visibility and community connection.

Across the year, Te Kura strengthened its strategic positioning and public presence within a changing education system. Ongoing advocacy for flexible access to distance learning, combined with clearer policy settings and improved evidence to inform decision making, ensured the organisation remained credible and forward looking. Together, these efforts resulted in a more visible, authentic and learner centred organisational story, providing a strong foundation for future strategic planning and delivery.

Strategic Aho: Making Te Kura a Great Place to Work

Te Kura progressed a coordinated programme of work to strengthen the employee experience, leadership capability and organisational culture. This strategic aho focused on ensuring kaimahi feel valued, supported and connected, while building the systems and practices needed to sustain a high performing and inclusive workplace.

Work to refresh Te Kura's values continued throughout the year, with a focus on ensuring they are clearly articulated and embedded in everyday practice. Planning advanced for a wider organisational launch, and the integration of refreshed values into the Te Kura Mihi app supported more consistent, values based recognition across the workforce. Recognition remained a key priority, with the successful launch of Ngā Whetū o Matariki, a new Matariki values based awards programme. Introduced in Term 2, the awards attracted more than 250 nominations and complemented existing service recognition, reinforcing a culture of appreciation, belonging and shared purpose.

Induction and onboarding processes were strengthened to improve early connection and clarity for new kaimahi. Termly Welcome Events were introduced and increasingly well attended, providing opportunities for relationship building and orientation to Te Kura's kaupapa. Induction modules were also developed specifically for Learning Support kaimahi, with ongoing attention to accessibility and inclusion to reflect the diverse nature of work across the organisation.

The annual Matariki Kaimahi Survey continued to provide valuable insight into kaimahi experience and engagement. Participation rates increased again in 2025, and results showed improvement across nearly all baseline questions compared with the previous year. Leadership and communication emerged as key focus areas, directly informing initiatives and contributing evidence to the development of the 2026 Annual Implementation Plan. A structured approach to leadership development was endorsed, with phased delivery commencing and an initial focus on strengthening support for Team Leaders.

Wellbeing and hauora were further prioritised as foundations for a sustainable and supportive workplace. Two hauora focused webinars were delivered during the year, including a well received session on menopause awareness and another addressing nutrition, sleep and end of year wellbeing. Planning began for a broader hauora programme in 2026, with a focus on wāhine and tāne health, physical activity and a wider range of wellbeing supports.

Together, these initiatives contributed to a more connected, responsive and values led workplace. Through steady progress in recognition, induction, leadership development and wellbeing, Te Kura strengthened its foundations as a great place to work and reinforced the conditions needed for kaimahi to support learner success across Aotearoa.

Strategic Aho: Recruiting and developing kaimahi to deliver Te Ara Pounamu

Te Kura progressed a significant and coordinated programme of workforce management to ensure the organisation has the right capability, capacity and structures to deliver Te Ara

Pounamu and respond to future learner growth. This work focused on strengthening workforce sustainability, improving recruitment effectiveness and laying stronger foundations for long term planning.

A major milestone was the advancement of the review of the ongoing permanent establishment. Through detailed data analysis, consultation and decision making, approval was given for the permanent establishment of 67 roles, with a further 14 roles identified by the end of the year. This work strengthened workforce stability and provided greater certainty for kaimahi, while ensuring resourcing better aligns with delivery priorities. Recruitment activity continued at pace throughout the year to support these changes and meet operational demand. To manage high volumes and enable a more strategic approach to hiring, additional recruitment coordination capacity was introduced through fixed term roles, improving responsiveness and consistency across recruitment activity.

Workforce capability and capacity were strengthened to sustain delivery. A dedicated recruitment resourcing team was established to respond to increased recruitment across permanent roles, fixed-term renewals and business-as-usual hiring. This improved end-to-end recruitment processes and supported more strategic workforce planning.

Collective bargaining remained a significant area of focus within a complex sector wide context. Te Kura supported negotiations for teaching, specialist, support staff and early childhood collective agreements, while closely monitoring industrial action across the education system. Internal work strengthened understanding of Te Kura specific provisions, supporting effective engagement in the current bargaining round and improving readiness for future negotiations.

Workforce planning became an increasing priority as the year progressed. An independent review of workforce planning systems, structures and future needs commenced late in 2025, recognising the importance of aligning capability, roles and workforce design with Te Ara Pounamu and anticipated changes in learner demand. This work began to build a clearer picture of future workforce requirements and the systems needed to support informed decision making.

Alongside these initiatives, enabling functions continued to play a critical role in strengthening organisational capability. Support for digital innovation, environmental performance, people systems and major strategic initiatives helped create the conditions for kaimahi to deliver high quality learning experiences. Through strong collaboration across the organisation, this work contributed to a more resilient and future focused Te Kura, well positioned to meet the needs of ākongā and whānau across Aotearoa.

ERO review

During 2025 ERO conducted its regular school review of Te Kura. The report was published in February 2026. Key messages from the report were:

- ERO recognised the progress we have made since the previous review. This reflects the dedication and the collective focus of kaimahi on doing what is right for ākonga.
- ERO also identified areas where we need to strengthen our practice. We welcome these insights, and many of these priorities are reflected in our 2026 annual plan and the next phase of our strategic plan.
- ERO confirmed that our next review is scheduled within four years, which reflects the confidence they have in our kura.

The review focused on outcomes for learners in the Engagement and Wellbeing gateway. It also examined the effectiveness of Leaving to Learn | He Whai Taumaruru and the Structured Literacy programme. Progress against previous ERO recommendations and regulatory compliance were also reviewed.

ERO recognised strengths in flexible and personalised learning. Learners and whānau value learning at their own pace. Many ākonga and whānau reported reduced anxiety when learning from home. Pastoral support and regular check-ins were highlighted as important strengths.

The report also acknowledged the embedding of te ao Māori across the curriculum. It noted the continued growth of Te Aka Taumatua. Real-world learning opportunities through Leaving to Learn | He Whai Taumaruru were also recognised.

Governance and leadership were found to have clear strategic intent. Equity, engagement, and wellbeing remain strong priorities. Additional funding for learners at-risk of disengagement has supported increased staffing and improved access to devices. It has expanded Education Outside the Classroom opportunities. It has also supported improvements to onboarding processes.

The report also identifies areas needing sustained focus. Achievement outcomes remain inconsistent. This includes literacy, numeracy, and NCEA attainment. In 2024, only a small majority of school leavers achieved NCEA Level 1 or above. Nearly half left without a qualification. Many learners in the Engagement and Wellbeing gateway leave without meeting their qualification goals.

ERO noted variation in teaching quality across regions. Engagement expectations are not consistent. Current engagement measures do not always reflect meaningful learning. Stronger systems are needed. Engagement, wellbeing, and achievement data need to be better linked. This will support clearer decision-making and accountability.

The report makes clear recommendations that we will be addressing in our strategic and annual planning. These include stronger data-informed practice. Improving teaching quality and

consistency will be a focus. Structured literacy needs to be extended across year levels. Support for parents, whānau, and supervisors must be strengthened. Leadership consistency remains a focus. Closer work with the Ministry of Education is needed to improve referrals and information-sharing.

The Board has confirmed that all areas of non-compliance identified during the review have been addressed. The next public ERO report for Te Kura is due within the next four years.

The findings reflect the complexity of Te Kura and reinforce its importance in the education system. The report provides a clear foundation for ongoing improvement.

Legislative requirements

Te Tauāki Whakatutukitanga ā-Ratonga | Statement of Service Performance

He tauāki whakaaetanga e here ana hei kaiwhakawhiwhi mahi pai | Statement of compliance with requirements to be a good employer

Te Tauākī Whakatutukitanga ā-Ratonga | Statement of Service

Performance

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

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

According to the Resourcing Notice, the services comprise:

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

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 ākonga	Te Whāriki programmes delivered to: 731 early childhood enrolments , of whom 202 (28%) were Māori and 12 (2%) were Pacific.
2. Adult and young adult ākonga	Deliver education services	Programmes offered according to the New Zealand Curriculum Framework and the school curriculum delivered to: 11 452 adult enrolments , of whom 9 127 (80%) were young adult enrolments, of whom 2 225 (24%) were Māori and 656 (7%) were Pacific.
3. Years 1 to 13 full-time education services	Deliver full-time education services to years 1 to 8 ākonga	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 2 039 full-time enrolments at primary level , of whom 747 (37%) were access enrolments 1 292 (63%) were referral enrolments 943 (46%) were Māori and 86 (4%) were Pacific.

Outputs	Performance targets	Service delivered
	Deliver full-time education services to years 9 to 13 ākongā	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 7 163 full-time enrolments at secondary level , of whom 1 258 (18%) were access enrolments 5 905 (82%) were referral enrolments 3 192 (45%) were Māori and 268 (4%) were Pacific.
4. Years 1 to 13 dual enrolment education services	Deliver dual registration curriculum services to years 1 to 8 ākongā	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 325 registrations from years 1 to 8 ākongā enrolled at other primary schools , of whom 88 (27%) were Māori and 10 (3%) were Pacific 146 (45%) were provided a specialist programme to assist with their learning support needs 83 (26%) were gifted and talented 24 (7%) were enrolled at a Health School 11 (3%) received tuition in Te Reo Māori.
	Deliver dual registration curriculum services to years 9 to 13 ākongā	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 9 211 registrations from years 9 to 13 ākongā enrolled at other secondary schools , of whom 2 857 (31%) were Māori and 763 (8%) were Pacific 5 773 (63%) enjoyed tuition in a subject that their school is unable to offer 1 612 (18%) were enrolled at a Health School 652 (7%) took part in Te Kura's Summer School 478 (5%) were enrolled due to an emergency staff vacancy at their school.
5. Years 1 to 13, 0.1/0.2 ORS supplement	Deliver supplementary 0.1/0.2 services for full-time years 1 to 13 ORS-verified ākongā	Supplementary services delivered to: 278 ORS-verified ākongā, comprising 191 ORS high needs or ORS extension (0.1) 87 ORS very high needs (0.2).

Outputs	Performance targets	Service delivered																		
6. On-payment of the supervisors' allowance to eligible supervisors of the school's full-time ākongā	<p>Make on-payments and reconciliations that are correct, to time and within agreed criteria.</p> <p>Provide to the Ministry a verified student roll and supervisor eligibility return. The July payment can be against a projected roll and eligibility return. The December return must fully reconcile projected and actual results for that school year.</p>	<p>The school paid the supervisors' allowance to supervisors on behalf of the Ministry. Forecasts and reports were provided to the Ministry as required.</p> <table border="1" data-bbox="715 506 1179 909"> <thead> <tr> <th></th> <th>No. of payments made</th> <th>Costs (\$000)</th> </tr> </thead> <tbody> <tr> <td>July</td> <td>3,382</td> <td>1,309</td> </tr> <tr> <td>December</td> <td>3,720</td> <td>1,439</td> </tr> <tr> <td>Sub total</td> <td>7,102</td> <td>2,747</td> </tr> <tr> <td>Prior year payments</td> <td>68</td> <td>27</td> </tr> <tr> <td>Total</td> <td>7,170</td> <td>2,774</td> </tr> </tbody> </table>		No. of payments made	Costs (\$000)	July	3,382	1,309	December	3,720	1,439	Sub total	7,102	2,747	Prior year payments	68	27	Total	7,170	2,774
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Kiwisport funding

The Ministry of Education provide Kiwisport funding that covers the cost of sport activities to increase student participation in organised sport. It is offered to all school levels from Year 1 to 13. In 2025, Te Kura received a total of \$209,155.28 (excluding GST) in Kiwisport funding from the Ministry of Education.

The funding was allocated to individual and group organised sport activities for ākongā, sporting equipment hire, release time for regional Kiwisport coordinators and delivered Aotearoa wide waka experiences in various locations that was culturally and environmentally engaging and thought-provoking. The funding enabled ākongā to participate in organised sporting activities across a range of codes.

He tauāki whakaaetanga e here ana hei kaiwhakawhiwhi mahi pai

Statement of compliance with requirements to be a good employer

For the year ending 31 December 2025 the Te Aho o Te Kura Pounamu Board:

Has revised, developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment in line with employment and health and safety legislative requirements;

Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice;

Is a good employer and complies with the conditions contained in the employment agreements of all employees employed by the Board;

Ensures all employees and applications for employment are treated according to their skills, qualifications and abilities, without bias or discrimination;

Meets all Equal Employment Opportunities requirements; and

Ensures people policies and procedures align with Te Kura's obligations and commitments to Te Tiriti o Waitangi.

Statement of variance

Tauākī Tihoinga | Statement of Variance

Statement of Variance against the goals in Te Kura’s 2025 Annual Implementation Plan

This dashboard report provides an overview of the progress towards achievement of goals in Te Kura’s 2025 Annual Implementation Plan, as well as a high-level analysis of variance. Unless otherwise indicated, all progress is as of 31 December 2025. Where available, baseline figures have been recalculated for the 2024 year to allow for a more granular month-by-month and/or regional comparison. Note that in some tables, subtotals may not add up to grand totals / 100% due to rounding and/or the omission of datapoints with very small numbers.

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

■ Achieved
 ■ Achieved for certain groups
 ■ Not achieved

Overview

No.	Goal	Outcome
1. Engagement in a learning programme in My Te Kura		
1.1	Increase in the percentage of online presence and work submission of ākonga in My Te Kura	Achieved
2. Wellbeing		
2.1	Increase in the percentage of ākonga who complete the survey at least once during the year	Achieved
2.2	Increase in the percentage of completed Wellbeing surveys with Kaimanaaki feedback	Not achieved
2.3	Increase in the percentage of ākonga who receive feedback against Ngā Mātāpono, the principles of Te Ara Pounamu	Achieved for certain groups
3. Achievement at NCEA		
3.1	Maintain our high NCEA standard achievement rate	Achieved
3.2	Increase the percentage of ākonga who achieve Te Kura assessed NCEA standards	Achieved
3.3	Increase the percentage of ākonga who meet NCEA Level 1 Literacy requirements	Achieved
3.4	Increase the percentage of ākonga who meet NCEA Level 1 Numeracy requirements	Achieved for certain groups

Goal	Progress	Comments																																																																																																																																																																																																																	
1. Engagement in a learning programme in My Te Kura																																																																																																																																																																																																																			
1.1 Increase in the percentage of online presence (sessions) and work submission (dropbox/engage items/check-in) of ākonga in My Te Kura (2024 Full Year Baseline: FT Presence 77.4%; FT Work Return 54.6%, YA Presence 74.3%, YA Work Return 47.2%)																																																																																																																																																																																																																			
	<p>Full Time MTK Engagement – all ethnicities</p> <table border="1"> <thead> <tr> <th rowspan="2">Month</th> <th colspan="2">Sessions</th> <th colspan="2">Dropbox</th> <th colspan="2">Variance</th> </tr> <tr> <th>2025</th> <th>2024</th> <th>2025</th> <th>2024</th> <th>Sessions</th> <th>Dropbox</th> </tr> </thead> <tbody> <tr><td>January</td><td>48.3%</td><td>42.8%</td><td>11.8%</td><td>4.1%</td><td>+5.4%</td><td>+7.7%</td></tr> <tr><td>February</td><td>78.4%</td><td>76.2%</td><td>56.4%</td><td>55.7%</td><td>+2.2%</td><td>+0.7%</td></tr> <tr><td>March</td><td>86.8%</td><td>83.2%</td><td>71.6%</td><td>64.4%</td><td>+3.6%</td><td>+7.2%</td></tr> <tr><td>April</td><td>83.7%</td><td>82.1%</td><td>61.2%</td><td>57.3%</td><td>+1.6%</td><td>+3.8%</td></tr> <tr><td>May</td><td>86.2%</td><td>84.9%</td><td>67.7%</td><td>67.1%</td><td>+1.3%</td><td>+0.6%</td></tr> <tr><td>June</td><td>86.0%</td><td>84.0%</td><td>67.9%</td><td>65.0%</td><td>+2.0%</td><td>+2.9%</td></tr> <tr><td>July</td><td>85.9%</td><td>82.4%</td><td>66.6%</td><td>59.7%</td><td>+3.5%</td><td>+7.0%</td></tr> <tr><td>August</td><td>86.6%</td><td>83.9%</td><td>72.0%</td><td>64.1%</td><td>+2.7%</td><td>+7.8%</td></tr> <tr><td>September</td><td>83.8%</td><td>83.8%</td><td>66.3%</td><td>61.8%</td><td>+0.0%</td><td>+4.5%</td></tr> <tr><td>October</td><td>85.4%</td><td>81.9%</td><td>67.4%</td><td>60.2%</td><td>+3.4%</td><td>+7.2%</td></tr> <tr><td>November</td><td>85.0%</td><td>84.0%</td><td>68.3%</td><td>67.8%</td><td>+1.1%</td><td>+0.5%</td></tr> <tr><td>December</td><td>51.5%</td><td>58.1%</td><td>22.8%</td><td>24.9%</td><td>-6.6%</td><td>-2.1%</td></tr> <tr><td>Total</td><td>79.1%</td><td>77.4%</td><td>58.6%</td><td>54.6%</td><td>+1.7%</td><td>+4.0%</td></tr> </tbody> 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to 2024. Pacific Full Time ākonga show more month-on-month variance but over the year to December have improved over 2024.</p> <p>Young Adult ākonga overall show mostly negative month-on-month variance for Sessions except for March, where My Te Kura access was buoyed by strong engagement in Summer School. In the full year to December Young Adults have seen a small decrease over 2024.</p> <p>Work return rates (Dropbox, Engage Items, Check-ins) have improved over 2024, across all priority groups, particularly for Māori Full Time ākonga, as well as for Full Time and Young Adult ākonga overall.</p>
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January	37.7%	35.9%	7.2%	2.1%	+1.9%	+5.1%																																																																																																																																																																																																													
February	71.6%	69.7%	47.3%	49.3%	+1.9%	-2.0%																																																																																																																																																																																																													
March	83.4%	77.1%	66.3%	57.7%	+6.3%	+8.6%																																																																																																																																																																																																													
April	78.8%	77.2%	55.1%	52.5%	+1.7%	+2.6%																																																																																																																																																																																																													
May	82.6%	80.6%	62.0%	62.4%	+2.0%	-0.4%																																																																																																																																																																																																													
June	82.5%	78.2%	64.1%	57.5%	+4.4%	+6.6%																																																																																																																																																																																																													
July	82.6%	76.1%	62.2%	53.9%	+6.5%	+8.3%																																																																																																																																																																																																													
August	82.9%	78.7%	66.5%	57.3%	+4.1%	+9.2%																																																																																																																																																																																																													
September	80.6%	78.4%	63.0%	56.9%	+2.2%	+6.1%																																																																																																																																																																																																													
October	82.0%	77.3%	62.8%	56.2%	+4.7%	+6.5%																																																																																																																																																																																																													
November	81.4%	77.8%	63.8%	60.7%	+3.6%	+3.1%																																																																																																																																																																																																													
December	45.2%	51.9%	21.3%	21.1%	-6.7%	+0.2%																																																																																																																																																																																																													
Total	74.5%	71.7%	53.8%	49.2%	+2.8%	+4.6%																																																																																																																																																																																																													
Month	Sessions		Dropbox		Variance																																																																																																																																																																																																														
	2025	2024	2025	2024	Sessions	Dropbox																																																																																																																																																																																																													
January	55.6%	56.4%	17.6%	15.5%	-0.9%	+2.1%																																																																																																																																																																																																													
February	63.2%	68.3%	37.8%	38.2%	-5.1%	-0.4%																																																																																																																																																																																																													
March	75.2%	68.8%	50.5%	38.7%	+6.4%	+11.8%																																																																																																																																																																																																													
April	75.4%	77.4%	43.3%	48.3%	-2.0%	-5.0%																																																																																																																																																																																																													
May	78.3%	77.3%	53.1%	51.4%	+1.0%	+1.7%																																																																																																																																																																																																													
June	77.8%	74.1%	53.0%	44.1%	+3.7%	+8.9%																																																																																																																																																																																																													
July	75.2%	74.2%	50.8%	44.9%	+1.1%	+5.9%																																																																																																																																																																																																													
August	78.4%	76.3%	53.9%	52.7%	+2.0%	+1.2%																																																																																																																																																																																																													
September	78.5%	75.8%	54.0%	50.3%	+2.8%	+3.7%																																																																																																																																																																																																													
October	74.8%	69.5%	50.2%	45.3%	+5.2%	+5.0%																																																																																																																																																																																																													
November	69.6%	70.1%	47.0%	47.1%	-0.5%	-0.1%																																																																																																																																																																																																													
December	35.1%	42.2%	13.6%	17.9%	-7.1%	-4.3%																																																																																																																																																																																																													
Total	70.2%	69.6%	44.1%	41.6%	+0.6%	+2.5%																																																																																																																																																																																																													

1. Engagement in a learning programme in My Te Kura (continued)

1.1 Increase in the percentage of online presence (sessions) and work submission (dropbox/engage items/check-in) of ākonga in My Te Kura

(2024 Full Year Baseline: FT Presence 77.4%; FT Work Return 54.6%, YA Presence 74.3%, YA Work Return 47.2%)

Full Time MTK Engagement – Pacific

Month	Sessions		Dropbox		Variance	
	2025	2024	2025	2024	Sessions	Dropbox
January	47.4%	43.6%	9.3%	3.1%	+3.9%	+6.2%
February	76.1%	75.8%	54.6%	56.4%	+0.3%	-1.7%
March	82.7%	84.5%	68.4%	62.7%	-1.8%	+5.6%
April	83.3%	82.5%	56.8%	51.8%	+0.8%	+5.0%
May	84.5%	87.8%	63.4%	69.5%	-3.3%	-6.1%
June	84.2%	87.3%	58.7%	70.3%	-3.1%	-11.6%
July	82.8%	89.5%	60.6%	61.0%	-6.8%	-0.5%
August	88.8%	89.7%	72.8%	67.4%	-0.8%	+5.4%
September	84.5%	85.9%	60.9%	57.1%	-1.3%	+3.8%
October	88.6%	79.9%	63.0%	57.8%	+8.7%	+5.2%
November	90.3%	86.9%	66.7%	67.0%	+3.4%	-0.3%
December	57.5%	56.9%	25.5%	25.2%	+0.6%	+0.3%
Total	79.4%	79.2%	55.2%	54.1%	+0.2%	+1.1%

Young Adult MTK Engagement – Pacific

Month	Sessions		Dropbox		Variance	
	2025	2024	2025	2024	Sessions	Dropbox
January	65.1%	71.7%	28.6%	26.2%	-6.6%	+2.4%
February	51.5%	54.7%	28.5%	27.3%	-3.2%	+1.1%
March	76.0%	46.9%	39.1%	23.5%	+29.0%	+15.6%
April	76.2%	78.7%	37.9%	41.0%	-2.5%	-3.1%
May	74.8%	78.4%	45.8%	45.3%	-3.7%	+0.5%
June	71.6%	77.3%	41.2%	51.0%	-5.8%	-9.9%
July	69.7%	79.6%	42.2%	44.9%	-9.9%	-2.7%
August	71.2%	78.8%	47.1%	48.1%	-7.7%	-1.0%
September	72.1%	81.5%	42.6%	52.2%	-9.4%	-9.6%
October	70.1%	78.2%	40.1%	47.7%	-8.1%	-7.6%
November	73.5%	75.1%	45.8%	41.2%	-1.6%	+4.5%
December	47.3%	51.5%	16.7%	19.8%	-4.2%	-3.1%
Total	67.0%	69.2%	36.8%	37.2%	-2.2%	-0.4%

For Pacific Young Adult ākonga there has been mostly negative month-on-month variance and a small drop in both Presence in My Te Kura and Work Return in the year to December, compared to 2024.

2. Wellbeing

2.1 Increase in the percentage of ākonga who complete the Wellbeing Survey at least once during the year

(2024 Full Year Baseline: Y11-13: 19.6%, Y7-10: 30.1%, Y0-6: 14.9%, Māori: 20.6%, Pacific: 23.5%, Non-Māori/Non-Pacific: 22.4%, Total: 21.8%)

Wellbeing Survey Engagement (Years 0-13, proportion of cumulative Full Time & Young Adult roll, excluding Summer School):

Region	Y11-13			Y7-10			Y0-6			Learning Support		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	28.1%	26.6%	+1.4%	49.5%	36.6%	+12.8%	34.8%	26.8%	+8.0%	8.1%	2.7%	+5.4%
Te Kāhui Hauāuru	11.5%	9.7%	+1.8%	29.8%	19.0%	+10.7%	26.0%	9.3%	+16.7%	10.3%	2.3%	+7.9%
Te Kāhui Rāwhiti	16.4%	25.5%	-9.1%	33.2%	35.8%	-2.6%	18.3%	21.4%	-3.1%	10.0%	8.1%	+1.9%
Central South	14.0%	17.6%	-3.6%	27.5%	30.4%	-2.9%	18.4%	5.6%	+12.8%	16.7%	7.8%	+8.8%
Southern	19.3%	19.1%	+0.2%	28.8%	27.8%	+1.1%	22.9%	17.3%	+5.6%	5.4%	2.2%	+3.2%
Overseas Students	28.7%	16.3%	+12.4%	38.1%	36.0%	+2.1%	15.3%	10.8%	+4.5%	0.0%	0.0%	0%
Te Aka Taumatua	10.0%	10.7%	-0.7%	27.5%	25.8%	+1.7%	11.6%	14.3%	-2.7%	19.2%	33.3%	-14.1%
Total	18.8%	19.6%	-0.8%	33.3%	30.1%	+3.2%	21.7%	14.9%	+6.8%	11.2%	5.6%	+5.6%

Goal 2.1 has been achieved.

The Wellbeing Survey is part of Kotahitanga – Wellbeing in My Korowai and consists of 18 questions relating to ākonga wellbeing, health, community and social connectedness as well as learning dispositions.

2. Wellbeing (continued)

2.1 Increase in the percentage of ākonga who complete the Wellbeing Survey at least once during the year

(2024 Full Year Baseline: Y11-13: 19.6%, Y7-10: 30.1%, Y0-6: 14.9%, Māori: 20.6%, Pacific: 23.5%, Non-Māori/Non-Pacific: 22.4%, Total: 21.8%)

Wellbeing Survey Engagement (Years 0-13, proportion of cumulative Full Time & Young Adult roll, excluding Summer School):

Region	Māori			Pacific			Non-Māori/Pacific			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	30.4%	24.9%	+5.4%	36.0%	27.2%	+8.9%	32.0%	30.3%	+1.6%	31.9%	28.2%	+3.6%
Te Kāhui Hauāuru	19.5%	12.4%	+7.1%	13.8%	17.9%	-4.2%	16.4%	11.8%	+4.7%	17.7%	12.2%	+5.5%
Te Kāhui Rāwhiti	21.2%	28.0%	-6.9%	42.9%	18.2%	+24.7%	22.3%	29.3%	-7.0%	21.8%	28.4%	-6.6%
Central South	16.3%	20.5%	-4.2%	17.6%	22.0%	-4.3%	17.9%	19.9%	-1.9%	17.3%	20.1%	-2.8%
Southern	19.1%	18.5%	+0.6%	18.8%	18.2%	+0.7%	22.3%	21.4%	+0.9%	21.4%	20.6%	+0.8%
Overseas Students	22.5%	14.0%	+8.5%	34.5%	21.1%	+13.4%	29.0%	21.8%	+7.2%	28.4%	21.1%	+7.3%
Te Aka Taumatua	16.7%	17.5%	-0.8%	13.3%	8.3%	+5.0%	22.2%	11.8%	+10.5%	16.7%	17.1%	-0.3%
Total	20.8%	20.6%	+0.2%	28.2%	23.5%	+4.8%	23.2%	22.4%	+0.7%	22.5%	21.8%	+0.7%

With few regional exceptions, response rates to the Wellbeing Survey have increased in 2025 across all year groups except Y11-13 and increased across all ethnicities.

2.2 Increase in the percentage of completed Wellbeing surveys with Kaimanaaki feedback

(2024 Full Year Baseline: Y11-13: 56.4%, Y7-10: 62.6%, Y0-6: 60.9%, Māori: 60.2%, Pacific: 43.0%, Non-Māori/Non-Pacific: 59.4%, Total: 59.0%)

Wellbeing Survey Kaimanaaki Feedback (Years 0-13, YTD %):

Region	Y11-13			Y7-10			Y0-6		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	15.0%	60.5%	-45.4%	2.6%	72.4%	-69.8%	0.0%	74.5%	-74.5%
Te Kāhui Hauāuru	13.5%	26.7%	-13.2%	18.8%	41.7%	-23.0%	11.6%	60.0%	-48.4%
Te Kāhui Rāwhiti	15.2%	68.5%	-53.3%	12.7%	75.7%	-63.0%	4.3%	65.2%	-60.9%
Central South	15.7%	47.1%	-31.4%	8.9%	66.1%	-57.2%	40.9%	33.3%	+7.6%
Southern	7.3%	57.7%	-50.4%	22.4%	48.2%	-25.8%	5.7%	62.5%	-56.8%
Overseas	17.9%	62.5%	-44.6%	25.3%	35.4%	-10.1%	0.0%	15.0%	-15.0%
Te Aka Taumatua	9.5%	53.2%	-43.7%	28.6%	54.7%	-26.1%	15.4%	78.6%	-63.2%
Total	13.3%	56.4%	-43.1%	13.5%	62.6%	-49.1%	8.2%	60.9%	-52.7%

Region	Māori			Pacific			Non-Māori/Pacific			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	13.5%	66.5%	-53.0%	9.7%	36.8%	-27.2%	9.3%	67.3%	-58.0%	10.6%	64.7%	-54.1%
Te Kāhui Hauāuru	17.3%	33.9%	-16.6%	11.1%	55.6%	-44.4%	14.9%	35.7%	-20.8%	16.0%	35.6%	-19.6%
Te Kāhui Rāwhiti	12.6%	69.4%	-56.8%	14.3%	71.4%	-57.1%	14.3%	74.3%	-60.0%	13.3%	71.5%	-58.2%
Central South	14.6%	59.0%	-44.4%	26.3%	36.4%	-10.0%	13.2%	53.8%	-40.6%	14.1%	55.2%	-41.1%
Southern	16.2%	47.8%	-31.6%	14.3%	75.0%	-60.7%	10.2%	56.5%	-46.3%	11.6%	55.2%	-43.6%
Overseas	5.6%	50.0%	-44.4%	10.0%	50.0%	-40.0%	21.0%	38.7%	-17.6%	18.9%	40.3%	-21.4%
Te Aka Taumatua	20.9%	58.0%	-37.0%	100.0%	0.0%	+100.0%	12.5%	0.0%	+12.5%	21.0%	56.2%	-35.2%
Total	15.2%	60.2%	-45.0%	12.1%	43.0%	-30.9%	11.9%	59.4%	-47.5%	13.1%	59.0%	-45.9%

Goal 2.2 has not been achieved.

Kaimanaaki are required to provide feedback on ākonga responses to the Wellbeing Survey.

Feedback rates have declined significantly over 2024 across all year groups and for all ethnicities.

The wellbeing survey response rates reflect a transition period between the existing survey and the development and implementation of a new wellbeing pulse check tool. This shift will introduce a more accessible and developmentally appropriate mechanism for ākonga, providing real-time indicators for both ākonga and kaimahi.

2. Wellbeing (continued)

2.3 Increase in the percentage of ākonga who receive feedback against Ngā Mātāpono, the principles of Te Ara Pounamu

(2024 Full Year Baseline: Y11-13: 45.9%, Y7-10: 62.3%, Y0-6: 53.7%, LS:37.1%, Māori: 50.1%, Pacific: 47.4%, Non-Māori/Non-Pacific: 50.7%, Total: 50.3%)

Ngā Mātāpono Feedback received (Years 0-13, proportion of cumulative Full Time & Young Adult roll, excluding Summer School):

Region	Y11-13			Y7-10			Y0-6			Learning Support		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	36.2%	45.3%	-9.1%	78.7%	73.1%	+5.6%	78.0%	60.7%	+17.3%	7.8%	29.1%	-21.3%
Te Kāhui Hauāuru	39.8%	45.3%	-5.5%	71.2%	76.9%	-5.7%	79.3%	78.9%	+0.4%	69.4%	60.5%	+8.9%
Te Kāhui Rāwhiti	67.4%	73.5%	-6.1%	83.6%	80.0%	+3.6%	84.9%	81.3%	+3.6%	87.0%	75.0%	+12.0%
Central South	62.8%	61.8%	+1.0%	67.8%	53.2%	+14.7%	83.6%	69.5%	+14.1%	41.6%	30.9%	+10.7%
Southern	6.4%	22.7%	-16.4%	64.8%	62.6%	+2.1%	78.7%	63.7%	+15.0%	18.6%	20.0%	-1.4%
Overseas	60.4%	49.3%	+11.1%	27.5%	27.7%	-0.1%	12.4%	11.9%	+0.5%	0.0%	16.7%	-16.7%
Te Aka Taumatua	12.0%	10.2%	+1.9%	29.0%	23.3%	+5.7%	39.4%	21.1%	+18.3%	3.3%	15.0%	-11.7%
Total	38.8%	45.9%	-7.1%	65.9%	62.3%	+3.7%	64.0%	53.7%	+10.4%	37.4%	37.1%	+0.3%

Region	Māori			Pacific			Non-Māori/Pacific			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	48.1%	51.7%	-3.6%	40.1%	45.3%	-5.2%	43.1%	51.3%	-8.2%	44.3%	50.9%	-6.6%
Te Kāhui Hauāuru	49.3%	54.0%	-4.8%	54.9%	56.3%	-1.3%	53.3%	57.9%	-4.6%	51.7%	56.3%	-4.6%
Te Kāhui Rāwhiti	76.1%	77.8%	-1.7%	58.8%	83.3%	-24.5%	72.1%	74.0%	-1.9%	74.3%	76.3%	-2.0%
Central South	64.1%	57.5%	+6.6%	55.1%	62.2%	-7.1%	64.7%	60.2%	+4.5%	64.2%	59.4%	+4.8%
Southern	24.4%	31.5%	-7.1%	24.4%	35.4%	-11.0%	23.0%	35.5%	-12.5%	23.4%	34.6%	-11.2%
Overseas	40.9%	41.0%	-0.1%	44.7%	26.8%	+17.9%	38.4%	31.6%	+6.8%	39.1%	32.1%	+7.0%
Te Aka Taumatua	20.7%	16.5%	+4.2%	20.0%	6.7%	+13.3%	33.3%	13.9%	+19.4%	20.9%	16.2%	+4.7%
Total	48.2%	50.1%	-1.9%	42.6%	47.4%	-4.8%	46.1%	50.7%	-4.5%	46.8%	50.3%	-3.6%

Goal 2.3 has been achieved for certain groups.

While this goal has not been achieved overall, there was significant positive variance for Year 0-6 ākonga and Year 7-10 ākonga.

Positive variance can also be observed for ākonga in the Central South and Overseas regions, and for ākonga in Te Aka Taumatua.

3. Achievement at NCEA

3.1 Maintain our high NCEA standard achievement rate

(2024 Full Year Baseline: All Ethnicities 95.0%, Māori 95.0%, Pacific 87.4%, All FT 96.2%, Māori FT 96.1%, Pacific FT 95.8%, All YA 95.7%, Māori YA 94.3%, Pacific YA 94.4%)

NCEA Standard Achievement Rate (Cumulative %):

Ethnicity	NCEA Level			Total	Variance over 2024
	1	2	3+		
Māori	96.0%	95.3%	93.3%	95.4%	+0.4%
Pacific	94.1%	94.6%	90.9%	93.5%	+6.0%
Non-Māori/Non-Pacific	95.2%	96.2%	96.4%	96.0%	+0.1%
Total	95.4%	95.9%	95.7%	95.7%	+0.7%
Variance over 2024	+0.1%	+1.6%	+0.1%	+0.7%	

Full Time ākonga

Ethnicity	NCEA Level			Total	Variance over 2024
	1	2	3+		
Māori	94.8%	97.0%	98.5%	95.9%	-0.2%
Pacific	89.2%	100.0%	89.5%	94.1%	-1.7%
Non-Māori/Non-Pacific	93.5%	96.8%	98.3%	95.9%	-0.4%
Total	93.8%	96.9%	98.1%	95.8%	-0.4%
Variance over 2024	-1.3%	+0.5%	-0.9%	-0.4%	

Young Adult ākonga

Ethnicity	NCEA Level			Total	Variance over 2022
	1	2	3+		
Māori	95.2%	94.6%	93.5%	94.3%	+0.0%
Pacific	85.7%	97.4%	90.4%	91.2%	-3.2%
Non-Māori/Non-Pacific	94.8%	96.3%	95.9%	95.9%	-0.1%
Total	94.4%	96.1%	95.4%	95.5%	-0.2%
Variance over 2022	-0.6%	+0.3%	-0.5%	-0.2%	

Goal 4.1 has been achieved.

Tracking slightly above the 2024 baseline, with small increases at all levels, the overall achievement rate stayed above 95%, marking this goal as achieved.

Both Full Time and Young Adult ākonga saw small decreases in the achievement rate but remained above 95%.

3. Achievement at NCEA (continued)

3.2 Increase proportion of current Full Time and Young adult ākonga with credits from Te Kura assessed NCEA standards

(2024 Full Year Baseline: All FT 35.3%, Māori FT 24.2%, Pacific FT 25.6%, All YA 32.5%, Māori YA 22.0%, Pacific YA 26.4%)

All ethnicities

Month	Full Time			Young Adult			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
January	1.9%	1.9%	-0.1%	6.4%	7.5%	-1.1%	4.7%	5.4%	-0.7%
February	5.7%	6.6%	-0.9%	18.6%	19.8%	-1.2%	13.9%	15.1%	-1.2%
March	10.9%	11.6%	-0.8%	33.8%	23.1%	+10.7%	23.2%	19.2%	+4.0%
April	14.6%	14.3%	+0.3%	37.1%	36.7%	+0.5%	26.7%	27.0%	-0.2%
May	29.8%	18.8%	+11.0%	44.4%	40.2%	+4.1%	37.7%	31.1%	+6.6%
June	32.7%	22.3%	+10.4%	48.0%	44.5%	+3.5%	41.1%	35.2%	+5.9%
July	35.0%	25.1%	+9.9%	49.5%	46.7%	+2.7%	43.0%	37.9%	+5.2%
August	38.3%	28.5%	+9.8%	52.9%	48.1%	+4.8%	46.4%	40.2%	+6.3%
September	51.0%	32.1%	+18.9%	61.0%	53.3%	+7.7%	56.5%	44.8%	+11.8%
October	54.3%	35.2%	+19.1%	66.3%	56.7%	+9.6%	60.9%	48.0%	+12.9%
November	60.0%	41.2%	+18.8%	76.7%	65.6%	+11.1%	69.1%	55.7%	+13.4%
December	64.5%	57.1%	+7.4%	88.4%	78.4%	+10.0%	77.0%	69.5%	+7.6%
Total	41.3%	35.3%	+6.0%	31.7%	31.2%	+0.5%	34.9%	32.5%	+2.4%

Māori ākonga

Month	Full Time			Young Adult			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
January	0.6%	0.9%	-0.3%	2.9%	3.4%	-0.5%	1.6%	2.0%	-0.4%
February	2.2%	4.1%	-1.9%	9.9%	11.6%	-1.7%	5.9%	7.8%	-1.9%
March	6.5%	8.1%	-1.6%	14.3%	14.0%	+0.3%	9.9%	11.1%	-1.2%
April	9.0%	9.1%	-0.1%	16.0%	18.7%	-2.6%	12.1%	13.5%	-1.4%
May	21.8%	12.2%	+9.6%	22.4%	21.5%	+0.9%	22.1%	16.5%	+5.5%
June	23.7%	15.8%	+7.9%	24.3%	24.5%	-0.1%	24.0%	20.0%	+4.0%
July	25.0%	17.9%	+7.2%	25.1%	25.7%	-0.6%	25.1%	21.8%	+3.3%
August	27.2%	19.9%	+7.3%	26.4%	25.9%	+0.6%	26.8%	22.9%	+3.9%
September	36.7%	22.6%	+14.1%	33.2%	29.7%	+3.5%	35.1%	26.2%	+8.8%
October	39.5%	25.2%	+14.4%	36.5%	31.2%	+5.2%	38.1%	28.3%	+9.8%
November	44.8%	29.8%	+15.0%	43.2%	38.1%	+5.1%	44.1%	34.0%	+10.0%
December	48.8%	43.0%	+5.8%	50.7%	47.7%	+3.0%	49.7%	45.3%	+4.3%
Total	29.2%	24.2%	+5.1%	20.6%	20.4%	+0.2%	24.6%	22.0%	+2.6%

NB Monthly figures in these tables evaluate if ākonga were enrolled by the respective month, while the total is cumulative for the whole year, counts each ākonga once, and is not a sum of each month.

Goal 4.2 has been achieved.

With exceptions of the first three months of 2025, the monthly breakdowns show positive variances throughout the year for Full Time ākonga overall.

Māori Full Time ākonga show positive variance year-on-year from May, and Pacific Full Time ākonga have improved every single month of the year.

Young Adult ākonga overall saw similar positive variances each month bar January and February over the prior year

Māori Young Adult ākonga showed small negative variances in January, February, April, June and July but were up overall.

Pacific Young Adult are the only group with negative variance for the whole year, but showed positive year-on-year variance for March, June, and from September to December.

3. Achievement at NCEA (continued)

3.2 Increase proportion of current Full Time and Young adult ākonga with credits from Te Kura assessed NCEA standards

(2024 Full Year Baseline: All FT 35.3%, Māori FT 24.2%, Pacific FT 25.6%, All YA 32.5%, Māori YA 22.0%, Pacific YA 26.4%)

Pacific ākonga

Month	Full Time			Young Adult			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
January	2.7%	0.0%	+2.7%	6.3%	11.0%	-4.7%	5.5%	8.7%	-3.2%
February	5.2%	3.4%	+1.8%	17.2%	22.8%	-5.7%	14.8%	19.1%	-4.3%
March	10.2%	8.1%	+2.0%	36.9%	22.5%	+14.4%	28.4%	19.9%	+8.5%
April	11.3%	9.8%	+1.6%	43.9%	50.0%	-6.1%	33.1%	37.5%	-4.4%
May	19.6%	12.2%	+7.4%	48.1%	51.6%	-3.5%	38.9%	39.6%	-0.7%
June	24.5%	16.5%	+8.0%	54.9%	54.4%	+0.5%	45.0%	43.4%	+1.7%
July	25.3%	17.5%	+7.8%	54.0%	55.9%	-1.9%	44.8%	44.7%	+0.1%
August	26.3%	19.8%	+6.5%	56.3%	57.5%	-1.2%	46.6%	46.9%	-0.3%
September	45.3%	22.2%	+23.0%	65.5%	59.3%	+6.2%	58.9%	48.8%	+10.1%
October	51.5%	22.2%	+29.3%	70.6%	66.3%	+4.2%	64.3%	53.4%	+10.9%
November	57.6%	25.3%	+32.3%	86.7%	76.7%	+10.0%	76.4%	60.8%	+15.6%
December	58.9%	41.6%	+17.3%	98.7%	85.5%	+13.1%	83.8%	71.6%	+12.1%
Total	34.9%	25.6%	+9.2%	24.3%	26.6%	-2.3%	26.5%	26.4%	+0.1%

NB Monthly figures in this table evaluate if ākonga were enrolled by the respective month, while the total is cumulative for the whole year, counts each ākonga once, and is not a sum of each month.

2024 baselines were recalculated to incorporate updated data from NZQA.

3. Achievement at NCEA (continued)

3.3 Increase proportion of Full Time and Young adult ākonga who meet Literacy requirements

(2024 Baseline Literacy: All FT 45.8%, Māori FT 32.1%, Pacific FT 38.6%. All YA 79.9%, Māori YA 68.5%, Pacific YA 86.2%)

Cumulative Literacy Achievement – all ethnicities

Region	Full Time			Young Adults			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	48.5%	41.6%	+6.8%	83.5%	83.7%	-0.1%	76.3%	75.4%	+0.9%
Te Kāhui Hauāuru	39.4%	43.2%	-3.7%	79.7%	76.0%	+3.7%	67.9%	67.5%	+0.3%
Te Kāhui Rāwhiti	38.5%	38.7%	-0.2%	76.3%	79.6%	-3.4%	58.3%	59.4%	-1.2%
Central South	45.4%	46.4%	-1.0%	80.6%	81.0%	-0.4%	70.9%	71.4%	-0.5%
Southern	41.9%	43.5%	-1.6%	78.9%	77.0%	+1.8%	68.2%	68.3%	-0.0%
Overseas Students	86.9%	84.5%	+2.4%	88.0%	77.3%	+10.7%	87.0%	84.0%	+3.0%
Te Aka Taumatua	29.3%	19.0%	+10.3%	58.2%	63.7%	-5.5%	42.9%	46.5%	-3.5%
Total	46.4%	45.8%	+0.6%	80.4%	79.9%	+0.5%	70.1%	70.1%	0.0%

Cumulative Literacy Achievement – Māori

Region	Full Time			Young Adults			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	36.3%	28.1%	+8.2%	69.8%	70.9%	-1.2%	58.2%	56.1%	+2.1%
Te Kāhui Hauāuru	26.8%	32.5%	-5.8%	67.7%	64.6%	+3.1%	51.6%	53.6%	-2.0%
Te Kāhui Rāwhiti	30.3%	27.9%	+2.4%	70.4%	70.3%	+0.1%	47.5%	45.4%	+2.0%
Central South	35.2%	40.0%	-4.8%	67.0%	71.6%	-4.7%	54.7%	58.4%	-3.7%
Southern	30.6%	33.6%	-3.0%	68.2%	67.2%	+1.1%	55.1%	57.3%	-2.1%
Overseas Students	84.4%	74.2%	+10.3%	100.0%	0.0%	+100.0%	86.0%	71.9%	+14.1%
Te Aka Taumatua	28.3%	19.4%	+8.9%	57.6%	63.1%	-5.5%	42.2%	45.5%	-3.3%
Total	33.2%	32.1%	+1.2%	67.5%	68.5%	-1.0%	53.1%	53.9%	-0.9%

Cumulative Literacy Achievement – Pacific

Region	Full Time			Young Adults			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	42.6%	25.6%	+17.0%	89.6%	89.2%	+0.4%	83.3%	82.7%	+0.7%
Te Kāhui Hauāuru	14.3%	57.1%	-42.9%	86.3%	82.4%	+3.9%	77.6%	78.0%	-0.5%
Te Kāhui Rāwhiti	25.0%	57.1%	-32.1%	100.0%	88.9%	+11.1%	62.5%	75.0%	-12.5%
Central South	37.0%	36.4%	+0.7%	87.2%	84.3%	+2.8%	77.2%	75.8%	+1.4%
Southern	26.3%	6.7%	+19.6%	86.4%	70.3%	+16.2%	71.8%	51.9%	+19.9%
Overseas Students	84.2%	93.8%	-9.5%	0.0%			80.0%	93.8%	-13.8%
Te Aka Taumatua	60.0%	25.0%	+35.0%	50.0%	40.0%	+10.0%	57.1%	33.3%	+23.8%
Total	43.7%	38.6%	+5.1%	88.4%	86.2%	+2.2%	80.1%	78.2%	+1.9%

Goal 3.3 has been achieved.

This goal has been achieved overall, with a small increase over 2024 in the proportion of Full Time and Young Adult ākonga who meet the requirements for Level 1 Literacy.

Māori Full Time ākonga saw a small increase over 2024 in the proportion of ākonga who meet requirements. Māori Young Adult ākonga saw a small negative variance in Literacy year-on-year.

Pacific Full Time ākonga saw a significant increase over 2024 in the proportion of ākonga who meet Literacy requirements. Pacific Young Adult ākonga saw a small increase in Literacy achievement year-on-year.

2024 baselines were recalculated to incorporate updated data from NZQA.

3. Achievement at NCEA (continued)

3.4 Increase proportion of Full Time and Young adult ākonga who meet Numeracy requirements

(2024 Baseline Numeracy: All FT 43.0%, Māori FT 27.0%, Pacific FT 38.6%. All YA 78.3%, Māori YA 65.0%, Pacific YA 83.5%)

Cumulative Numeracy Achievement – all ethnicities

Region	Full Time			Young Adults			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	41.6%	37.5%	+4.1%	82.0%	82.4%	-0.4%	73.7%	73.6%	+0.1%
Te Kāhui Hauāuru	37.6%	38.0%	-0.4%	76.0%	73.1%	+2.9%	64.7%	64.0%	+0.7%
Te Kāhui Rāwhiti	33.7%	34.6%	-0.9%	69.4%	76.3%	-6.8%	52.4%	55.7%	-3.3%
Central South	40.6%	42.9%	-2.2%	79.8%	80.7%	-0.9%	69.1%	70.3%	-1.2%
Southern	41.0%	43.7%	-2.7%	77.0%	75.9%	+1.0%	66.6%	67.5%	-0.9%
Overseas Students	87.2%	86.8%	+0.4%	92.0%	81.8%	+10.2%	87.6%	86.5%	+1.1%
Te Aka Taumatua	20.3%	15.5%	+4.8%	45.0%	55.8%	-10.8%	32.0%	40.2%	-8.2%
Total	42.4%	43.0%	-0.6%	78.0%	78.3%	-0.3%	67.3%	68.2%	-0.9%

Cumulative Numeracy Achievement – Māori

Region	Full Time			Young Adults			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	27.7%	23.7%	+4.0%	66.3%	67.6%	-1.3%	52.9%	52.4%	+0.6%
Te Kāhui Hauāuru	23.0%	25.4%	-2.5%	63.0%	59.7%	+3.4%	47.3%	48.0%	-0.7%
Te Kāhui Rāwhiti	24.7%	22.5%	+2.2%	60.1%	66.9%	-6.8%	39.9%	40.9%	-1.0%
Central South	33.0%	34.6%	-1.7%	65.8%	71.1%	-5.3%	53.1%	55.8%	-2.8%
Southern	25.9%	27.3%	-1.4%	65.7%	64.5%	+1.2%	51.8%	53.5%	-1.7%
Overseas Students	82.2%	80.6%	+1.6%	100.0%	100.0%	0%	84.0%	81.3%	+2.8%
Te Aka Taumatua	19.3%	14.9%	+4.4%	44.3%	53.5%	-9.2%	31.2%	38.0%	-6.8%
Total	27.6%	27.0%	+0.6%	62.8%	65.0%	-2.2%	47.9%	49.8%	-1.8%

Cumulative Numeracy Achievement – Pacific

Region	Full Time			Young Adults			Total		
	2025	2024	Variance	2025	2024	Variance	2025	2024	Variance
Northern	29.5%	27.9%	+1.6%	86.6%	86.6%	+0.0%	78.9%	80.5%	-1.5%
Te Kāhui Hauāuru	28.6%	42.9%	-14.3%	78.4%	85.3%	-6.9%	72.4%	78.0%	-5.6%
Te Kāhui Rāwhiti	25.0%	57.1%	-32.1%	100.0%	66.7%	+33.3%	62.5%	62.5%	0.0%
Central South	29.6%	50.0%	-20.4%	82.6%	82.4%	+0.2%	72.1%	76.6%	-4.6%
Southern	31.6%	6.7%	+24.9%	83.1%	64.9%	+18.2%	70.5%	48.1%	+22.4%
Overseas Students	78.9%	75.0%	+3.9%	0.0%			75.0%	75.0%	0.0%
Te Aka Taumatua	60.0%	25.0%	+35.0%	50.0%	40.0%	+10.0%	57.1%	33.3%	+23.8%
Total	37.3%	38.6%	-1.3%	84.7%	83.5%	+1.2%	75.9%	75.9%	0.0%

Goal 4.4 has been achieved for certain groups.

This goal has not been achieved overall, with a small decrease over 2024 in the proportion of Full Time and Young Adult ākonga who meet the requirements for Level 1 Numeracy.

Māori Full Time ākonga saw a small increase over 2024 in the proportion of ākonga who meet the requirements. Māori Young Adult ākonga saw a small negative variance in Numeracy year-on-year.

Pacific Full Time ākonga saw a small decrease over 2024 in the proportion of ākonga who meet Numeracy requirements. Pacific Young Adult ākonga saw a small increase in Numeracy achievement year-on-year.

2024 baselines were recalculated to incorporate updated data from NZQA.

2025 NCEA BY THE NUMBERS

Te Kura awarded **37,234** standards, worth **136,361** credits.



of NCEA students are **dual enrolled**.

793 standards offered at NCEA level 1, 2 and 3, in 106 subjects across 45 subject areas.



Achievement rate Endorsed with merit Endorsed with excellence



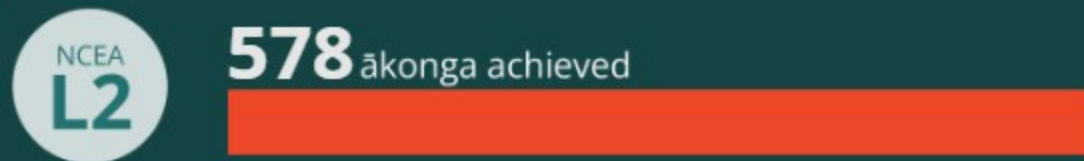
schools and education providers have **dual-enrolled** students with Te Kura.

21,523 ākonga enrolled in

65,613 NCEA subjects.

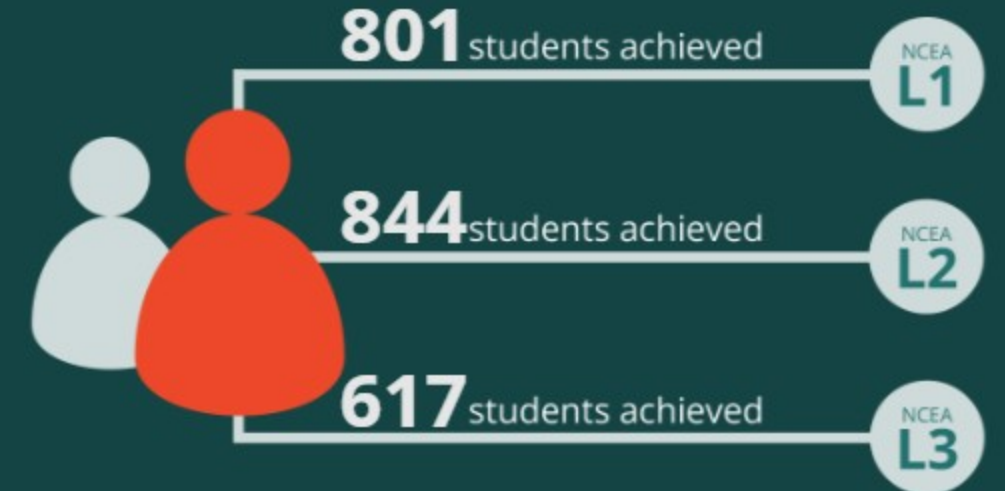
Te Kura students successfully gain **scholarships** in

Japanese, Classical Studies



Te Kura contributed **42,872** credits to dual students' NCEA achievement.

Dual students enrolled at Te Kura that **achieved NCEA**



Financial Statements for the Year Ended 31 December 2025

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Te Tauākī Haepapatanga

Statement of Responsibility for the Year Ended 31 December 2025

The Board accept responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Chief Executive Officer and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of Te Kura's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of Te Kura. The 2025 financial statements are authorised for issue by the Board.



Hinerangi Edwards
Presiding Member
22 May 2026



Te Rina Leonard
Chief Executive Officer
22 May 2026

Te Aho o Te Kura Pounamu

Te Tauākī o ngā Whiwhinga Moni Whānui

Statement of Comprehensive Revenue and Expense for the Year Ended 31 December 2025

	Notes	Actual 2025 \$000	Budget 2025 \$000	Actual 2024 \$000
Revenue				
MoE EFTS and At Risk Funding		94,890	89,511	83,129
Other Revenue		23,627	19,277	20,084
Total Revenue	2	118,517	108,788	103,213
Expenditure				
Personnel Costs	3	86,762	90,721	76,499
Operating Costs	4	16,339	14,964	13,890
Depreciation & Amortisation	8, 9	1,883	2,130	1,871
Total Expenditure		104,984	107,815	92,260
Net Surplus for the Year		13,533	973	10,953
Total Comprehensive Income for the year		13,533	973	10,953

The Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Aho o Te Kura Pounamu
Te Tauākī Tūnga Pūtea
Statement of Financial Position as at 31 December 2025

	Notes	Actual 2025 \$000	Budget 2025 \$000	Actual 2024 \$000
Assets				
Current Assets				
Cash & Cash Equivalents	5	9,131	14,227	6,415
Accounts Receivable	6	4,151	3,636	3,722
Prepayments		2,561	2,421	1,298
Other Financial Assets	7	61,000	45,400	49,700
Total Current Assets		76,843	65,684	61,135
Non-Current Assets				
Property, Plant and Equipment	8	2,242	3,743	2,890
Intangible Assets	9	4,424	4,283	4,455
Total Non-Current Assets		6,666	8,026	7,345
Total Assets		83,509	73,710	68,480
Liabilities				
Current Liabilities				
Creditors & Other Payables	10	4,832	7,040	4,035
Revenue in Advance		85	89	124
Employee Entitlements	11	7,621	7,764	6,890
Provisions	12	84	234	193
Total Current Liabilities		12,622	15,127	11,242
Non-Current Liabilities				
Employee Entitlements	11	53	51	51
Provisions	12	249	107	135
Total Non-Current Liabilities		302	158	186
Total Liabilities		12,924	15,285	11,428
Net Assets		70,585	58,425	57,052
Equity				
Retained Earnings		70,404	58,254	56,875
Other Reserves		181	171	177
Total Equity	14	70,585	58,425	57,052

The Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Aho o Te Kura Pounamu
Te Tauākī Nekeneke Tutanga
Statement of Changes in Equity for the Year Ended 31 December 2025

	Note	Actual 2025 \$000	Budget 2025 \$000	Actual 2024 \$000
Balance at 1 January				
Restricted Reserve		138	138	132
Asset Revaluation Reserve		39	39	39
Retained Earnings		56,875	57,275	45,928
Balance at 1 January		57,052	57,452	46,099
Add				
Movement in Restricted Reserve		4	-	6
Movement in Retained Earnings		(4)	-	(6)
Total Comprehensive Revenue and Expense for the year		13,533	973	10,953
Balance at 31 December	14	70,585	58,425	57,052

The Statement of Changes in Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Aho o Te Kura Pounamu
Te Tauākī Kapewhiti
Statement of Cash Flows for the Year Ended 31 December 2025

	Note	Actual 2025 \$000	Budget 2025 \$000	Actual 2024 \$000
Cash Flows from Operating Activities				
Receipts from Government Funded Tuition		95,756	92,342	83,258
Receipts from Other Revenue		18,139	15,841	17,990
Interest Received		3,161	1,772	2,730
Receipts from Tuition Fees		749	599	465
Payments to Employees		(80,600)	(82,913)	(70,935)
Payments to Suppliers		(21,892)	(22,100)	(18,312)
Net GST Paid *		(93)	(113)	(192)
Net Cash Flow from Operating Activities		15,220	5,428	15,004
Cash Flows from Investing Activities				
Purchase of Other Financial Assets		(33,000)	-	(43,000)
Receipts from the sale of Other Financial Assets		21,700	-	22,700
Purchase of Intangible Assets		(734)	(918)	(1,129)
Purchase of Property, Plant and Equipment		(470)	(1,720)	(1,597)
Net Cash Flow used in Investing Activities		(12,504)	(2,638)	(23,026)
Net Increase/(Decrease) in Cash and Cash Equivalents		2,716	2,790	(8,022)
Cash and Cash Equivalents at the Beginning of the Year	5	6,415	11,437	14,437
Cash and Cash Equivalents at the End of the Year		9,131	14,227	6,415

*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 Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Aho o Te Kura Pounamu
Te Tauāki Kapewhiti
Statement of Cash Flows for the Year Ended 31 December 2025 (cont)
Reconciliation of Net Surplus to Net Cash Flow from Operating Activities

	Notes	Actual 2025 \$000	Actual 2024 \$000
Net Surplus		13,533	10,953
Add/(less) Non-Cash Items			
Depreciation & amortisation expense	8,9	1,883	1,871
Discount unwind on provisions	12	10	11
Provision for doubtful debts expense	4	(31)	-
Total Non-Cash Items		15,395	12,835
Movement in Working Capital			
Decrease/(Increase) in Assets			
Prepayments		(1,263)	(229)
Accounts Receivable		(398)	1,806
Increase/(Decrease) in Liabilities			
Employee Entitlements		731	779
Ministry of Education Payables		582	433
Creditors & Other Payables		263	(497)
Provisions		7	10
Long service leave and retirement leave		2	-
GST Payable		(93)	(192)
Revenue in Advance		(39)	47
Total Movement in Working Capital		(208)	2,157
Items Classified as Investing Activities			
Loss on sale of assets		33	12
Net Cash from Operating Activities		15,220	15,004

The Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Aho o Te Kura Pounamu

Ngā Whakamārama mō ngā Tauākī Pūtea

Notes to the Financial Statements for the Year Ended 31 December 2025

1 Statement of Accounting Policies

Reporting entity

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

Te Kura is a distance school within the meaning ascribed to that term by the Education and Training Act 2020. Te Kura is a Crown entity as specified in the Crown Entities Act 2004.

The relevant legislation governing Te Kura’s operations includes the Education and Training Act 2020, the Crown Entities Act 2004 and the Public Finance Act 1989.

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 sector public benefit entity (PBE) for financial reporting purposes.

Reporting period

The financial statements of Te Kura are for the year ended 31 December 2025 and were approved by the Board on 22 May 2026.

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 and Training Act 2020, 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.

Basis of preparation

The financial statements have been prepared on a going concern basis, and the accounting policies set out below and in the notes to the financial statements have been applied consistently to all periods presented in the financial statements.

These financial statements have been prepared on a historical basis unless otherwise stated. The accrual basis of accounting has been used.

Presentation currency and rounding

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

Budget figures

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

Accounting standards issued and not yet effective

There are no relevant new standards that have been issued but that are not yet effective.

1 Statement of Accounting Policies (cont)

Estimates and judgements

In preparing these financial statements, judgements, estimates and assumptions have been made concerning the future. These judgements, estimates and their associated assumptions may differ from the subsequent actual results. Estimates and assumptions are continually evaluated and are based on experience, including expectations of future events that are believed to be reasonable under the circumstances, and other factors.

The main estimates and judgements that are relevant to Te Kura's financial statements are disclosed in Note 8 (Property, plant and equipment) and Note 9 (Intangible assets).

Significant accounting policies

Significant policies are included in the notes to which they relate. Significant accounting policies that do not relate to a specific note, that materially affect the measurement of financial results and the financial position, are outlined below.

Goods and services tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

2 Revenue

MoE EFTS and At Risk Funding

Te Kura receives funding from the Ministry of Education (MoE or "the Ministry") 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.

Other Revenue

Use of Land and Buildings Grant (notional rent)

One property from which the School operates is owned by the Crown and managed by MoE on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

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 Received

Interest revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

2 Revenue (cont)

Other grants where conditions exist

Other grants are recorded as revenue when Te Kura has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are met.

Other Revenue

	Actual 2025 \$000	Actual 2024 \$000
Government Grants - Ministry of Education		
Learning Support	6,694	4,754
Pay Equity and Collective Settlement Funding	3,843	2,845
Trades Academy	3,399	3,369
Equity Index Funding	2,318	2,053
Donation Scheme	1,374	1,204
Use of Land and Buildings Grant (notional rent)	791	766
Other - Ministry of Education	696	575
Other Government Grants	337	179
Interest Received	2,905	3,282
Tuition Fees	641	587
Other	629	470
Total Other Revenue	23,627	20,084

Revenue received under the various MoE Initiatives is spent in accordance with the rules set by the Ministry 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 individually material.

3 Personnel Costs

	Actual 2025 \$000	Actual 2024 \$000
Salaries and wages	80,327	70,510
Contractors	2,791	3,058
Personnel related	2,749	1,882
Compensation and other benefits upon leaving	144	208
Movement in employee benefits	733	779
Employer contributions to defined contribution plans	18	62
Total Personnel Costs	86,762	76,499

Salaries and wages expenditure is recognised as an expense as employees provide services.

3 Personnel Costs (cont)

Employees over \$100,000 Remuneration

(Excluding Principal's remuneration)	Actual 2025	Actual 2024
Number of employees in \$100,000 - \$110,000	224	84
Number of employees in \$110,000 - \$120,000	88	83
Number of employees in \$120,000 - \$130,000	25	17
Number of employees in \$130,000 - \$140,000	10	14
Number of employees in \$140,000 - \$150,000	7	8
Number of employees in \$150,000 - \$160,000	5	3
Number of employees in \$160,000 - \$170,000	8	4
Number of employees in \$170,000 - \$180,000	2	2
Number of employees in \$180,000 - \$190,000	4	6
Number of employees in \$190,000 - \$200,000	1	-
Number of employees in \$200,000 - \$210,000	3	2
Number of employees in \$210,000 - \$220,000	-	-
Number of employees in \$220,000 - \$230,000	-	-
Number of employees in \$230,000 - \$240,000	-	1
Number of employees in \$240,000 - \$250,000	-	-
Number of employees in \$250,000 - \$260,000	1	-
Number of Employees in \$260,000 - \$270,000	-	1
Number of Employees in \$270,000 - \$280,000	-	-
Number of Employees in \$280,000 - \$290,000	-	-
Number of Employees in \$290,000 - \$300,000	1	-

Compensation and Other Benefits Upon Leaving

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

	Actual 2025	Actual 2024
Total paid \$000	144	208
Number of people	5	5

Principal's Remuneration (CE)

	Actual 2025 \$000	Actual 2024 \$000
Salary	320-330	300-310
Benefits	-	-
Actual Severance	-	-

4 Operating Costs

	Actual 2025 \$000	Actual 2024 \$000
Administration expenses	5,216	4,869
Student expenses	4,872	4,103
Rent	2,053	1,364
Consumables/school costs	1,684	1,108
Other accommodation expenses	887	901
Use of land and buildings	791	766
Materials issued to students	477	481
Board of Trustees remuneration	171	131
Review engagement services (from non-audit firm)	81	32
Finance costs	10	11
Provision for doubtful debts expense	(31)	-
	16,211	13,766
Fees paid to auditors		
Audit and review of the financial statements	128	124
Total Fees paid to auditors	128	124
Total Operating Costs	16,339	13,890

Operating leases

Operating expenses are recognised as an expense in the period to which they relate.

Te Kura leases property in the normal course of business and all leases 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 net 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.

Commitments and Operating Leases

	Actual 2025 \$000	Actual 2024 \$000
Operating lease commitments as lessee as at 31 December 2025		
Total of future minimum lease payments under non-cancellable operating leases		
Not later than one year	1,891	1,628
Later than one year and not later than five years	3,168	3,439
Later than five years	14	-
Total Property Lease Commitments	5,073	5,067

These commitments are long-term non-cancellable accommodation leases for Te Kura's premises at locations throughout New Zealand. The annual lease payments are reviewed regularly, and the amounts disclosed as future commitments are based on current rental rates. Te Kura's non-cancellable operating leases have varying terms and renewal rights. There are no restrictions placed on Te Kura by any of its leasing arrangements.

5 Cash and Cash Equivalents

	Actual 2025 \$000	Actual 2024 \$000
Cash at Bank	9,131	6,415
Total Cash and Cash Equivalents	9,131	6,415

Of the \$9.131 million in Cash and Cash Equivalents as at 31 December 2025, \$354,000 is subject to restrictions. This amount is held by the school on behalf of MoE. The funds have been provided as part of the school's 5 Year Agreement (5YA) Funding and is required to be spent on the school's buildings. Refer to Note 19.

6 Accounts Receivable

	Actual 2025 \$000	Actual 2024 \$000
Gross Receivables	4,154	3,756
Less provision for doubtful debts	(3)	(34)
Total Receivables	4,151	3,722
Total receivables comprises:		
Receivables from exchange transactions	698	1,073
Receivables from non-exchange transactions	3,453	2,649
Total Receivables	4,151	3,722
The ageing profile of gross receivables at year end is:		
Not past due	4,115	3,260
Past due 31 - 60 days	-	99
Past due 61 - 90 days	-	-
Past due > 91 days	39	397
Gross Receivables	4,154	3,756

Receivables are recorded at their face value, less an allowance for doubtful debts. 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.

7 Other Financial Assets

	Actual 2025 \$000	Actual 2024 \$000
Term deposits with maturities of greater than 3 months	61,000	49,700
Total Other Financial Assets	61,000	49,700

Term deposits are held with registered New Zealand Banks.

8 Property, Plant and Equipment

	IT Equipment	Leasehold	Furniture and	Library	Motor	Plant and	Leasehold	Art	Work in	TOTAL
	Improvements	Fittings	Materials	Vehicles	Equipment	Make Good	Art	progress		
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
Cost										
Balance at 1 January 2024	3,930	3,970	2,428	763	570	263	187	64	120	12,295
Additions	840	355	342	-	-	89	-	-	-	1,626
Transfers	94	22	4	-	-	-	-	-	(120)	-
Disposals	(149)	(319)	(13)	-	-	(78)	(9)	-	-	(567)
Balance at 31 December 2024	4,716	4,028	2,761	763	570	274	178	64	-	13,354
Additions	217	78	123	-	-	34	-	-	51	502
Disposals	(98)	(109)	(48)	-	-	-	(8)	-	-	(263)
Balance at 31 December 2025	4,834	3,997	2,836	763	570	308	170	64	51	13,593
Accumulated Depreciation										
Balance at 1 January 2024	(3,126)	(3,455)	(1,829)	(763)	(501)	(230)	(28)	(2)	-	(9,934)
Depreciation charge for the year	(572)	(184)	(227)	-	(51)	(17)	(34)	-	-	(1,085)
Disposals	150	318	13	-	-	76	-	-	-	556
Balance at 31 December 2024	(3,548)	(3,321)	(2,043)	(763)	(552)	(172)	(62)	(2)	-	(10,463)
Depreciation charge for the year	(605)	(204)	(231)	-	(18)	(29)	(31)	-	-	(1,118)
Disposals	98	84	48	-	-	-	-	-	-	230
Balance at 31 December 2025	(4,055)	(3,441)	(2,226)	(763)	(570)	(201)	(93)	(2)	-	(11,351)
Carrying Amounts										
As at 1 January 2024	804	515	599	-	69	33	159	62	120	2,361
As at 31 December 2024	1,168	707	719	-	18	102	116	62	-	2,890
As at 31 December 2025	779	556	610	-	-	107	76	62	51	2,242

8 Property, Plant and Equipment (cont)

Te Kura's operational property, plant and equipment consists of the following asset classes recorded at cost: IT equipment, leasehold improvements, furniture and fittings, library materials, motor vehicles, plant and equipment, leasehold make good and art.

The capitalisation thresholds are \$5,000 for leasehold assets and \$700 for all other classes.

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.

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

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

The costs of day-to-day servicing of property, plant and equipment are recognised in the net 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
Leasehold Improvements	5 years
Furniture and fittings	5 years
Library Materials	5 years
Motor Vehicles	5 years
Plant and equipment	10 years
Leasehold Make Good	5 years
Art	Indefinite life and not depreciated

At each balance date, the useful lives of property, plant and equipment 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. Te Kura minimises the risk of this incorrect estimation of useful life by physical inspection of assets, asset replacement programs, review of second hand market process for similar assets, and analysis of prior asset sales.

Work in progress is recognised at cost less impairment and is not depreciated. The total cost of a capital project is transferred to the appropriate asset class on its completion and then depreciated.

8 Property, Plant and Equipment (cont)

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).

Revaluations

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

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 net surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value recognises in the net surplus or deficit will be recognised first in the net surplus or deficit up to the amount previously expensed and then recognised in other comprehensive revenue and expense.

Impairment

Assets (including assets under construction) are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable and are also reviewed annually for indicators of impairment at each balance date.

An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is the present value of an asset's remaining service potential and 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 net surplus or deficit. The reversal of an impairment loss is recognised in the net surplus/(deficit).

9 Intangible Assets

	Internally Generated \$000	Acquired \$000	Work in progress \$000	TOTAL \$000
Cost				
Balance at 1 January 2024	17,764	1,179	1,216	20,159
Additions	1,213	-	1,047	2,260
Transfers	1,483		(1,483)	-
Disposals	(6,761)	-	-	(6,761)
Balance at 31 December 2024	13,699	1,179	780	15,658
Additions		-	736	736
Transfers	736		(736)	-
Disposals	(4)	(645)	-	(649)
Balance at 31 December 2025	14,431	534	780	15,745
Accumulated Amortisation				
Balance at 1 January 2024	(16,253)	(924)	-	(17,177)
Amortisation charge for the year	(725)	(61)	-	(786)
Disposals	6,761	-	-	6,761
Balance at 31 December 2024	(10,217)	(985)	-	(11,202)
Amortisation charge for the year	(714)	(51)	-	(765)
Disposals	1	645	-	646
Balance at 31 December 2025	(10,930)	(391)	-	(11,321)
Carrying Amounts				
As at 1 January 2024	1,511	255	1,216	2,982
As at 31 December 2024	3,482	194	780	4,455
As at 31 December 2025	3,501	143	780	4,424

Te Kura's operational intangible assets are computer software (internally generated and acquired), Software-as-a-Service (SaaS) arrangements (acquired) and curriculum resources (internally generated).

Software acquisition and development

Computer software licences are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs that are directly associated with the development of software for internal use are recognised as an intangible asset. Direct costs include software development, employee costs and an appropriate portion of relevant overheads. Costs associated with maintaining computer software and the development and maintenance of Te Kura's website are expensed when incurred.

SaaS arrangements

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

9 Intangibles (cont)

Some of these costs incurred are for the development of software code that enhances or modifies, or creates additional capability to, existing on-premise systems and meets the definition of and recognition criteria for an intangible asset.

Curriculum Refresh (Te Ara Whakamua and Te Marautanga o Aotearoa)

MoE has released a multi-year programme to refresh the New Zealand Curriculum (Te Ara Whakamua) and the Māori-medium National Curriculum (Te Marautanga o Aotearoa). Costs incurred include employee and contractor costs to review and update existing curriculum resources or write new curriculum resources. Costs are capitalised where they meet the requirements under PBE IPSAS 31 Intangible Assets.

Existing curriculum resources are reviewed in line with the new curriculum and an assessment is made as to the percentage of the existing resource that will be reused. Where more than 50% of the existing resource is reused the writing costs will be recognised as an operating cost (2025: \$1,384,000 was recorded in Salaries and wages, 2024: \$1,382,000). Where less than 50% of the existing resource is reused, backfilled employee writing costs and contractor costs incurred will be recognised as an intangible asset where the time is directly attributable to the development of new curriculum resources.

For new curriculum resources, all backfilled employee costs and any other costs associated with their development will be recognised as an intangible asset where they are directly attributable to the development of new curriculum resources.

Amortisation and estimating useful lives of intangible assets

Amortisation begins when the asset is available for use and ceases at the date that the asset is derecognised. The amortisation charge for each financial year is expensed in the net surplus or deficit. The useful lives and associated amortisation rates of major classes of intangible assets have been estimated as follows:

Internally generated software (including curriculum resources)	3-10 years
Acquired software	3-10 years

The carrying value of an intangible asset with a finite life is amortised on a straight-line basis over its useful life. The useful lives of assets are reviewed at the end of each financial year and adjusted, if required.

In assessing the useful lives of software and curriculum assets, a number of factors are considered, including: the period of time the asset is intended to be in use; the effect of technological change on systems and platforms, or government curriculum changes; and the expected timeframe for the development of replacement systems, platforms or curriculum changes.

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

Impairment

Intangible assets (including assets under construction) are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable, and are also reviewed annually for indicators of impairment at each balance date.

For further details, refer to the policy for impairment of Property, plant and equipment in Note 8. The same approach applies to the impairment of intangible assets.

10 Creditors and Other Payables

	Actual 2025 \$000	Actual 2024 \$000
Payables Under Exchange Transactions		
Other accruals	838	388
Suppliers	314	512
Salary related liabilities	179	143
Students	45	58
Total Payables Under Exchange Transactions	1,376	1,101
Payables Under Non-Exchange Transactions		
Ministry of Education (EFTS)	2,060	1,193
Ministry of Education (Other)	1,010	1,198
Salary related liabilities	33	-
Total Payables Under Non-Exchange Transactions	3,103	2,391
Payables Under Agency Transactions		
Ministry of Education (Other)	213	310
GST payable	114	207
Other accruals	26	26
Total Payables Under Agency Transactions	353	543
Total Creditors and Other Payables - Current	4,832	4,035

Creditors and other payables are normally settled on 30-day terms. Therefore, the carrying value of creditors and other payables approximates to their fair value.

11 Employee Entitlements

	Actual 2025 \$000	Actual 2024 \$000
Current Entitlements		
Accrued pay and annual leave	7,621	6,890
Total Current Entitlements	7,621	6,890
Non-Current Entitlements		
Retirement leave	53	51
Total Non-Current Entitlements	53	51
Total Employee Entitlements	7,674	6,941

Current employee entitlements are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned but not yet taken at balance date.

Retiring leave, a non-current entitlement, is expected to be settled beyond 12 months has been calculated based on the contractual entitlement.

12 Provisions

	Actual 2025 \$000	Actual 2024 \$000
Current Provisions		
Reinstatement	5	62
Contractual	79	131
Total Current Provisions	84	193
Non-Current Provisions		
Reinstatement	198	135
Contractual	51	-
Total Non-Current Provisions	249	135
Total Provisions	333	328

Te Kura recognises a provision for future payments of uncertain amounts or timing where there is a present obligation (either legal or constructive) as a result of a past event, and it is probable that a payment 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 reported as Finance costs in Note 4.

	Reinstatement \$000	Contractual \$000	Total \$000
Balance at 1 January 2024	195	123	318
Additional Provisions made	-	40	40
Amounts used	(9)	(32)	(41)
Discount Unwind	11	-	11
Balance at 31 December 2024	197	131	328
Additional Provisions made	4	39	43
Amounts used	(8)	(40)	(48)
Discount Unwind	10	-	10
Balance at 31 December 2025	203	130	333

Reinstatement provision

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

Contractual provision

Te Kura has entered into lease agreements which contain rent holiday arrangements. The liability for the rent is based on the value of the rent payments not required to be paid, spread over the term of the lease.

13 Contingent Assets & Liabilities

Contingent Liabilities

Holiday Act Compliance – Schools Payroll

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

MoE continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. MoE is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Employment agreement dispute

In December 2025, the Employment Relations Authority issued a determination on the contractual interpretation dispute between Post Primary Teachers' Association and Te Kura (and the Secretary for Education) about hours of work for Te Kura kaimahi employed under the Secondary Teacher's Collective Agreement. Te Kura and the Secretary have filed a challenge (appeal) to that determination in the Employment Court. The appeal is going to be heard by the Court in July 2026 and the outcome of the Court process remains uncertain.

14 Equity

	Actual 2025 \$000	Actual 2024 \$000
Retained Earnings		
Balance at 1 January	56,875	45,928
Surplus for the Year	13,533	10,953
Transfer of funds to Money Held in Trust	(4)	(6)
Retained Earnings Balance at 31 December	70,404	56,875
Money Held in Trust		
Balance at 1 January	138	132
Transfer of funds from Retained Earnings	4	6
Money Held in Trust Balance at 31 December	142	138
Asset Revaluation		
Balance at 1 January	39	39
Asset Revaluation Balance at 31 December	39	39
Total Equity at 31 December	70,585	57,052

The asset revaluation reserve relates to the revaluation of Art to fair value. The monies held in trust relates to the restricted reserve.

15 Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more favourable than those that it is reasonable to expect Te Kura would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions. Te Kura has no related party transactions that are required to be disclosed in 2025 (2024: nil).

16 Key Management Personnel Remuneration

	Actual 2025	Actual 2024
Board Members:		
Remuneration \$000	171	131
Full-Time Equivalent Members	1.00	1.00
Leadership Team:		
Remuneration \$000	1,411	1,219
Full-Time Equivalent Members	5.27	5.00
Total Key Management Personnel Remuneration \$000	1,582	1,350
Total Full-Time Equivalent Personnel	6.27	6.00

Key management personnel remuneration includes total remuneration for the Board, Chief Executive Officer, and the Senior Leadership Team. The number of Senior Leadership Team (SLT) positions increased from 5 to 8 in November 2025.

There are 8 members of the Board. The Board has held 8 full meetings of the Board in the year. The Board also has an Employer Committee (4 members) and a Risk and Assurance Committee (4 members) that meet periodically. As well as these regular meetings, the Board members have been involved in other adhoc issues.

The SLT has an Academic Committee (13 members), which comprises some of SLT as well as, other senior kaimahi.

17 Board Remuneration

	Actual 2025 \$000	Actual 2024 \$000
H Edwards	29	15
N Ngarewa	22	30
A Atkinson	21	3
D Tuato'o	21	3
W Flavell	21	15
A Jones	18	-
G Wall	17	-
M Tuu'u	12	-
F Wainohu	4	8
B Cavanagh	3	15
M Wendt	3	16
N Karaitiana	-	13
S Heath	-	13
Total Board Remuneration	171	131

Board remuneration is the total value (other than reimbursement of expenses) paid or payable to members of the Board for the financial year.

18 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 MoE 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.

18 Financial Instruments Risk (cont)

In the normal course of its business, credit risk arises from debtors and deposits with banks. 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 registered banks that satisfy the relevant credit-rating requirements of the Crown Entities Act 2004, section 158.

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

	Actual 2025 \$000	Actual 2024 \$000
Financial Assets Measured at Amortised Cost		
Cash and Cash equivalents	9,131	6,415
Accounts Receivable	4,151	3,722
Other Financial Assets	61,000	49,700
Total Financial Assets Measured at Amortised Cost	74,282	59,837
Financial Liabilities Measured at Amortised Cost		
Creditors and Payables (excluding income in advance, taxes payable and grants received subject to conditions)	3,180	2,640
	3,180	2,640

Liquidity Risk Management

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

Capital Management

Te Kura assesses the availability of accumulated surplus and the funding provided by MoE 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.

19 Funds held for Capital Works Projects

During the year Te Kura received funding for the following capital works projects as part of the 5YA plan. The amount of cash held on behalf of the Ministry, for Capital works projects, is included under Cash and Cash Equivalents in Note 5.

2025	Balance at 1 January 2025	Receipts from MOE	Payments	Board Contributions / Transfers	Balance at 31 December 2025
	\$000	\$000	\$000	\$000	\$000
BMS, HVAC Upgrade: Design Work	58	203	(44)	0	217
BMS, HVAC Upgrade: Seismic Works	0	345	(223)	0	122
BMS and HVAC Upgrade Stage 1: PAC units	26	0	(11)	0	15
Total Funds Held for Capital Works Projects	84	548	(278)	0	354

Represented by:

Funds Held on Behalf of the Ministry of Education \$000	354
Funds Receivable from the Ministry of Education \$000	-

2024	Balance at 1 January 2024	Receipts from MOE	Payments	Board Contributions / Transfers	Balance at 31 December 2024
	\$000	\$000	\$000	\$000	\$000
BMS, HVAC Upgrade: Design Work	95	267	(304)	0	58
BMS and HVAC Upgrade Stage 1: PAC units	0	104	(78)	0	26
Stormwater Repairs	0	17	(17)	0	0
Total Funds Held for Capital Works Projects	95	388	(399)	0	84

Represented by:

Funds Held on Behalf of the Ministry of Education \$000	84
Funds Receivable from the Ministry of Education \$000	-

Note: BMS = Building Management System, HVAC = Heating, Ventilation, and Air Conditioning.

20 Events after the Balance Date

There were no significant events after the balance date.

21 Explanations of Major Variances Against Budget

Explanations for major variances from Te Kura's budgeted figures for 2025 are as follows:

Statement of Comprehensive Revenue and Expense

MoE EFTS and At Risk Gateway Funding was higher than budget for the year due to a higher than budgeted number of Equivalent Full-time Students (EFTS) that is the basis for the Government Funded Tuition and a higher than budgeted funding rate.

Total Equivalent Full-time Students (Number) Actual 12,216, Budget 11,605.

Actual \$94.890 million, Budget \$89.511 million.

Other Revenue was higher than budget due to higher than budgeted Government Grants from the Ministry of Education for Learning Support funding, Pay Equity and Collective Settlement Funding, and Trades Academy mainly due to more other STP trades placements and Transport Funding. Interest received was higher than budget due to higher than budgeted interest rates and term deposit balances (Other Financial Assets, being term deposits with maturities of greater than 3 months).

Actual \$23.627 million, Budget \$19.277 million.

Personnel Costs were lower than budget due to the timing of recruitment and filling vacancies compared to budget.

Actual \$86.762 million, Budget \$90.721 million.

Operating Costs were higher than budget with increases compared to budget in Rent and Other accommodation expenses; Student expenses due to increase in laptop and connectivity assistance for eligible ākonga; and Administrative Expenses due to increase in professional services, minor office equipment purchases and computer accessories and consumables. This was offset by lower than budgeted spend in Materials issued to students.

Actual \$16.339 million, Budget \$14.964 million.

Depreciation and Amortisation costs were lower than budget due to the deferral of planned capital purchases that did not occur in 2025.

Actual \$1.883 million, Budget \$2.130 million.

Statement of Financial Position

The current asset balance is higher than budget mainly due to a net increase in cash and cash equivalents and other financial assets (term deposits with maturities of greater than three months). Higher revenue and lower expenditure compared to budget enabled funds to be invested in term deposits.

Cash and Cash Equivalents Actual \$9.131 million; Budget \$14.227 million.

Other Financial Assets Actual \$61.000 million; Budget \$45.400 million.

Non-Current Assets are lower than budget mainly due to deferral of planned capital purchases.

Actual \$6.666 million, Budget \$8.026 million.

Statement of Changes in Equity

Total comprehensive revenue and expense for the year is higher than budget due to an increase in net surplus for the year.

Actual \$13.533 million, Budget \$0.973 million.

Te Pūrongo a te Kaitātari Kaute Motuhake
Auditor's report

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE AHO O TE KURA POUNAMU'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Te Aho o Te Kura Pounamu ('Te Kura' or the 'School'). The Auditor-General has appointed me, Hamish Anton, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of Te Kura on pages 51 to 74, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - the school's financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity International Public Sector Accounting Standards ('PBE IPSAS').

Our audit was completed on 22 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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



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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report is the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

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

Te reo Māori glossary

Ākonga - learners or students

Ako - learning and teaching

Hauora - wellbeing; holistic health

Hui - meeting or gathering

Huinga ako - learning gatherings; group learning sessions

Iwi - tribe; extended kinship group

Kaimahi - staff; workers

Kaimanaaki - learning mentor or pastoral support person

Kaiako - teacher or educator

Kaupapa - purpose; guiding principle; programme

Kura - school

Kura reo - language learning programme focused on te reo Māori

Mātauranga Māori - Māori knowledge systems and ways of knowing

Mahi - work; activity

Mana - authority, dignity, integrity

Manaaki - showing care, respect and kindness

Matariki - Māori New Year (the rising of the Matariki star cluster)

Mihi - greeting or acknowledgement

Mihi whakatau - formal welcome or greeting process

Motu - country; islands

Poumatua - senior leader or head of a function

Rangatira - leader; person of authority

Reo - language

Tāonga - treasured resources or assets

Tāne - men

Te Ao Māori - the Māori worldview

Wāhanga - area; function; division

Waka - canoe

Wawata - aspiration

Wāhine - women

Whakapapa - origins; genealogy; lineage

Whakatauki - proverb

Whānau - family; extended family

Whenua - land