



# **Te Pūrongo ā-Tau 2024**

## **2024 Annual Report**

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Presented to the Ministry of Education.

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

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

Throughout this document you will see:

ākonga	student/s
akiaki	encourage/urge
hapori	community
hauora	health
hoamahi	colleague
hui	meeting/gathering
kaiāwhina	ākonga support
kaimahi	staff
kaiako	teacher/s
kaimanaaki	learning advisor/s
kaupapa	values
kirirarau	citizens
huinga ako	learning advisory/group meeting (face to face or online)
manaaki	support
mātāpono	principles
mātauranga	knowledge

matua	adult
motu	island
tika	fair/correct/direct
rangatahi	youth
whānau	family/extended family
whanaugataga	kinship
wharekura	house of learning
whenu	strands

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

## He Kupu nā te Toihau | Foreword from the Board Chair

"Mā te rongo, ka mōhio; mā te mōhio, ka mārama; mā te mārama, ka mātau; mā te mātau, ka ora."

Mā te kaha o te mana whakahaere ka noho takatū, ka urupare hoki a Te Kura ki ngā hiahia kumeroa o ngā ākongā.

I te mea kei te tipu tonu te hiahia ki te ako ngāwari, takitahi hoki, kei te Poari tētahi tūranga tino nui ki te whakarato i te aronga rautaki, ki te pupuri i te noho haepapa, me te ārahi i a Te Kura ki te toitūtanga mō te wā roa hei kaiwhakarato kounga o te mātauranga tawhiti.

Kua whakapūmau te tau 2024/25 i te hiranga o te ako tawhiti i roto i tā tātou pūnaha mātauranga.

Kei te arotahi tonu te Poari ki:

- Te whakapakari i tō mātou tūranga i roto i te rāngai mātauranga, kia mōhiohia ai ō mātou pūkenga i roto i te whakaahua i te āpōpō o te kura.
- Te tiaki i te toitūtanga mō te wā roa, kia whai a Te Kura i te aronga rautaki, te rangatiratanga, me ngā rauemi kia tino whai hua ai.
- Te whakahaere i te auahatanga matihiko me ngā tauira mātauranga tino pai hei tautoko i te ako takitahi me te angitū o ngā ākongā.

## Te Mihi ki te Ratonga me te Pōwhiri ki te Rangatiratanga Hou

Kei te hiahia ahau ki te mihi me te whakawhetai ki a Ruma Karaitiana, ki a Simon Heath, ki a Barbara Cavanagh, me Mele Wendt, e wehe ana i te Poari.

He tino nui te wāriu o ō rātou tirohanga rautaki me te ū ki te whakaahua i te aronga me te mana whakahaere o Te Kura.

Ka whakatau hoki mātou i a Danny Tuato'o me Andree Atkinson, i tohua e te Minita Mātauranga.

Ka noho ō rātou pūkenga hei taputapu nui ki te whakapakari i tā mātou mahi whakahaere me te noho takatū mō te āpōpō i Te Kura.

## Te Titiro Whakamua

Hei kaitiaki, ka whakarato mātou i te tirohanga rautaki kia noho urupare tonu a Te Kura ki ngā hiahia kumeroa o ā mātou ākongā kanorau me ngā kaimahi.

I te tau 2024, neke atu i te 30,000 ngā rēhitatanga, ā i tautokohia e ngā kaimahi 900 te nui.

Ko te mana whakahaere kaha te tūāpapa o te rangatiratanga whai hua me te tohatoha rauemi, me te noho ā-rohe e whakaū ana i te tautoko ā-rohe me te whakapakari i tō mātou ū ki te mātauranga kounga, wātea puta noa i Aotearoa.

I te hurihanga o te mātauranga, me māia, me whai whakaaro whakamua, me ū tonu a Te Kura ki tōna aupapa ki te angitū o ngā ākongā.

Ka haere tonu te Poari ki te:

- Whakarato i te mana whakahaere kaha, arotahi ki te anamata kia whai manawaroa, whai hua hoki.
- Kōkiri i te mātauranga tawhiti hei ara ako e mōhiohia ana, e kounga ana.
- Whakarite i te tipu toitū me te aro tonu ki te hiranga.

Ka hiahia ahau ki te mihi ki ōku hoa aupapa tō rātou ū me ā rātou ārahi.

He mana nui te mahi tahi me tētahi rōpū e noho pūmau ana ki te āpōpō o te mātauranga i Aotearoa.

He manawa piharau – ma te manawaroa me te manawanui, ka haere tonu mātou ki te whakatere i ngā wero me te awhi i ngā huarahi, kia noho ū tonu a Te Kura ki tōna aupapa ki ngā ākonga, ki ngā whānau, me ngā hāpori puta noa i Aotearoa.

Noho iho mai rā i ngā manaakitanga o te wā



Nicola Ngarewa

Toihau | Board Chair

Te Poari Kaitiaki o Te Kura

"Mā te rongo, ka mōhio; mā te mōhio, ka mārama; mā te mārama, ka mātau; mā te mātau, ka ora."

*(Through listening comes knowledge, through knowledge comes understanding, through understanding comes wisdom, through wisdom comes wellbeing.)*

Strong governance ensures Te Kura remains adaptable and responsive to the evolving needs of ākonga. As demand for flexible, personalised learning continues to grow, the Board plays a critical role in providing strategic direction, upholding accountability, and guiding Te Kura towards long-term sustainability as a quality provider of distance education.

The 2024/25 year has reinforced the importance of distance learning within our education system. The Board remains focused on:

- Strengthening our position within the education sector, ensuring our expertise is recognised in shaping the future of schooling.
- Overseeing long-term sustainability, ensuring Te Kura has the strategic direction, leadership, and resources to thrive.
- Driving digital innovation and best-practice education models to support personalised learning and student success.

### **Acknowledging Service and Welcoming New Leadership**

I would like to acknowledge and thank Ruma Karaitiana, Simon Heath, Barbara Cavanagh, and Mele Wendt, who are retiring from the Board. Their strategic insight and commitment have been invaluable in shaping Te Kura's direction and governance.

We also welcome Danny Tuato'o and Andree Atkinson, appointed by the Minister of Education. Their expertise will be instrumental in strengthening our governance practice and future readiness at Te Kura.

### **Looking Ahead**

As governors, we provide strategic oversight to ensure Te Kura remains responsive to the evolving needs of our diverse ākonga and kaimahi. In 2024, enrolments exceeded 30,000, supported by 900 kaimahi. Strong governance underpins effective leadership and resource allocation, with a regional presence ensuring localised support and reinforcing our commitment to accessible, high-quality education across Aotearoa.

As education evolves, Te Kura must be bold, forward-thinking, and steadfast in its commitment to ākonga success.

The Board will continue to:

- Provide strong, future-focused governance to ensure resilience and effectiveness.
- Advocate for distance education as a recognised, high-quality learning pathway.
- Ensure sustainable growth while maintaining a focus on excellence.

I would like to thank my Board colleagues for their dedication and guidance. It is a privilege to work alongside a team so deeply committed to the future of education in New Zealand.

He manawa piharau – with resilience and determination, we continue to navigate challenges and embrace opportunities, ensuring Te Kura remains steadfast in its commitment to ākonga, whānau, and communities across Aotearoa.

Noho iho mai rā i ngā manaakitanga o te wā



Nicola Ngarewa  
Toihau | Board Chair  
Te Kura Board of Trustees

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

## He Kupu nā te Tumu Whakarae | Foreword from the Chief Executive

"E koekoe te tūi, e ketekete te kākā, e kūkū te kererū."- He reo ahurei ano o ia manu.

I Te Kura, ka mōhio mātou he kaha motuhake, he wawata motuhake, he huarahi motuhake ki te angitū tō ia ākonga.

Ka whakaatu tēnei whakataukī i tō mātou manawanui ki te whakarato i te mātauranga ngāwari, whaiaro hoki e whakamana ana i ia ākonga kia puāwai i tōna ake huarahi.

I a mātou e huritao ana ki te tau kua hipa, e titiro whakamua ana hoki, kei te tipu tonu te hiahia mō te mātauranga tawhiti—i Aotearoa me te ao whānui.

## He Tau o te Tipu me te Whakapakari Rangatiratanga

He tohu te Pūrongo ā-Tau 2024/25 o te kokenga, te auahatanga, me te ū tonu ki te tuku mātauranga kounga.

I Te Kura, kei te pūtake o ā mātou mahi katoa ko ngā ākonga — e whakarite ana kia whai rātou i te ngāwaritanga, ngā rauemi, me te tautoko ki te whakahaere i ō rātou ako mo te anamata.

E ārahina ana e te whanaungatanga (tā mātou mahi ā-rōpū), te tika (tā mātou mahi), me te manaaki (tā mātou whakaatu), ka ārahi ēnei uara i tō mātou ahurea, whakatau tikanga, me te whai wāhi ki ngā whānau, ngā kura, me ngā kaiwhaipānga.

Ko ngā rēhitatanga neke atu i te 30,000 puta noa i Aotearoa, ka noho tonu a Te Kura hei wāhanga matua ki te whakarato i te mātauranga ngāwari, whaiaro mai i te kōhungahunga ki te Taumata 3 o NCEA—ahakoa te wā, ahakoa te wāhi, mō ngā tangata katoa.

Kei te tipu tonu te hiahia, ina koa i te Mātauranga Rerekē, ngā kura hauora, me te Kura Raumati, kua eke ngā rēhitatanga ki ngā taumata teitei rawa.

Ko te tuku i tēnei whānuitanga ka hiahia ki te rangatiratanga kaha, te haepapa, me te arotahi ki ngā hua.

Ma tētahi ohu mahi neke atu i te 900 kaimahi, neke atu i te haurua kei waho o Te Whanganui-a-Tara, puta noa i ngā tari ā-rohe 15 tae atu ki ngā wāhi huinga ako 200, ka haere tonu nga mahi pai a Te Kura me te pupuri i ngā ākonga ki te ngākau o ia whakatau.

I tēnei tau, i whakapakari mātou i tō mātou rōpū rangatiratanga me te kopounga o Puti Gardiner hei Tumu Whakarae Tuarua, Tuku Akoranga, e whakapakari ana i tō mātou arotahi ki te mātauranga ārahi-putanga me te aronga rautaki.

I Te Kura, e ū ana mātou ki te whakarite kia angitū ia ākonga, ahakoa mā te mātauranga tāpiri, ngā huarahi mahi, te kuhu atu rānei ki te ohu mahi.

Mā te whakapakari i te haepapa whaiaro, te urutau, me te rangatiratanga, ka whakamana mātou i ngā ākonga ki te hanga i ō rātou ake anamata.

## Te Mātauranga Tawhiti: Te Panonitanga o te Horanuku

Kei te huri te mātauranga puta noa i te ao, kei te tokomaha ake ngā whānau e kōwhiri ana i ngā kōwhiringa rerekē ki te kura tūturu mō te ngāwaritanga me te ako whaiaro.

Ko te kaiwhakarato nui rawa o te mātauranga tawhiti i Aotearoa, kei te pūtake o tēnei huringa a Te Kura.



Heoi, ma te tipu ka puta mai te haepapa — me pupuri mātou i ngā tūmanako teitei me te haepapa ki te tuku i ngā putanga ākongā kaha.

### Ngā Wero Matua me ngā Huarahi

Kia noho tonu hei kaiwhakarato ōrite i te mātauranga ngāwari, kounga hoki, kei te arotahi mātou ki ngā wāhanga e toru:

- Te Haepapa me te Hiranga - Te whakatū me te pupuri i ngā paerewa teitei kia angitū ai ia ākongā mā te whakaako auaha, whakaako kounga nui.
- Te Kaha o te Ohu Mahi me te Auahatanga - Ko te haumi ki te whakangungu, ki ngā taputapu matihiko, me te whanaketanga ngaio kia whai ngā kaimahi i ngā pūkenga e hiahiatia ana i tētahi ao matihiko-tuatahi.
- Te Tōkeke me te Wāteatanga - Te whakatau i ngā ārai pēnei i te wāteatanga o ngā taputapu me te hononga ipurangi kia whai ngā ākongā katoa i ngā taputapu me te tautoko kia angitū ai.

### Te Titiro ki Anamata

I a mātou e neke whakamua ana, me haere tonu a Te Kura ki te ārahi, ki te auaha, ki te whakatakoto i te tohu taumata mō te mātauranga tawhiti.

Kei te whakapakari mātou i ngā tātaritanga raraunga ki te aroturuki i te whai wāhi me te angitū o ngā ākongā, me te hāngai ki ngā tikanga pai o te ao, me te haumi i te whanaketanga rangatiratanga me te ohu mahi kia whakatutuki, kia pupuri hoki i ngā paerewa teitei.

Ko te mea nui, kei te pūtake o ā mātou mahi katoa ko ngā ākongā.

Ko tō rātou angitū ko tō mātou angitū, ā, ko a mātou whakatau hei mahi i taua whāinga.

Ka hiahia ahau ki te mihi me te whakawhetai ki ā mātou kaimahi mō tō rātou ū tonu, ngaioatanga, me te kaupapa ki te tautoko i ā mātou ākongā.

Ka whai rerekētanga tūturu tō koutou mahi i ngā oranga o ngā ākongā me ō rātou whānau.

Ki a Nicola, tō mātou Toihau, me ō mātou mema poari, tēnā koutou mō tō koutou mana whakahaere, māramatanga, me te rangatiratanga kia pai tonu te puāwai o Te Kura.

Ka neke atu mātou ki te tau e whai ake nei me te whakapono, te māramatanga, me te ū tonu ki te hiranga, te auahatanga, me te huarahi mō ā mātou ākongā katoa.

Ngā manaakitanga,



Te Rina Leonard

Tumu Whakarae

"E koekoe te tūi, e ketekete te kākā, e kūkū te kererū."

*(The tūi sings, the kākā chatters, the kererū coos—each bird has its own unique voice.)*

At Te Kura, we recognise that every learner has unique strengths, aspirations, and pathways to success. This whakataukī (proverb) reflects our commitment to providing flexible, personalised education that empowers every ākongā to thrive in their own way. As we reflect on the past year and look ahead, the demand for distance education continues to grow—both in Aotearoa New Zealand and globally.

## **A Year of Growth and Strengthened Leadership**

The 2024/25 Annual Report is a testament to progress, innovation, and the unwavering commitment to delivering high-quality education. At Te Kura, ākonga are at the centre of everything we do — ensuring they have the flexibility, resources, and support to take charge of their learning and future.

Guided by whanaungatanga (how we team), tika (how we practice), and manaaki (how we show up), these values drive our culture, decision-making, and engagement with whānau, schools, and stakeholders.

With over 30,000 enrolments across Aotearoa, Te Kura remains essential in providing flexible, personalised education from early childhood to NCEA Level 3—anytime, anywhere, for anyone. Demand continues to grow, particularly in Alternative Education, health schools, and Summer School, where enrolments have reached record levels.

Delivering at this scale requires strong leadership, accountability, and a focus on results. With a workforce of over 900 kaimahi, more than half based outside Wellington, across 15 regional offices and up to 200 huinga ako locations, Te Kura continues to operate efficiently while keeping ākonga at the heart of every decision.

This year, we strengthened our leadership team with the appointment of Puti Gardiner as Deputy Chief Executive, Learning Delivery, reinforcing our focus on outcomes-driven education and strategic direction.

At Te Kura, we are committed to ensuring every ākonga can succeed—whether through further education, vocational pathways, or entering the workforce. By fostering personal responsibility, adaptability, and self-determination, we empower ākonga to shape their own futures.

## **Distance Education: The Changing Landscape**

Education is transforming globally, with more whānau choosing alternatives to traditional schooling for greater flexibility and personalised learning. As the largest provider of distance education in Aotearoa, Te Kura is at the centre of this shift. However, with growth comes responsibility — we must maintain high expectations and accountability to deliver strong student outcomes.

## **Key Challenges and Opportunities**

To remain a consistent provider in flexible and quality education, we are focusing on three areas:

- **Accountability and Excellence** – Setting and maintaining high standards to ensure every ākonga achieves success through innovative, high-quality teaching.
- **Workforce Capability and Innovation** – Investing in training, digital tools, and professional development to equip kaimahi with the skills needed in a digital-first world.
- **Equity and Access** – Addressing barriers such as device access and internet connectivity to ensure all students have the tools and support to succeed.

## **Looking to the Future**

As we move forward, Te Kura must continue to lead, innovate, and set the benchmark for distance education. We are strengthening data analytics to track student engagement and achievement, aligning with international best practices, and investing in leadership and workforce development to achieve and sustain high standards.

Most importantly, ākonga remain at the centre of everything we do. Their success is our success, and every decision we make must serve that goal.

I want to acknowledge and thank our kaimahi for their unwavering dedication, professionalism, and commitment to supporting our ākonga. Your mahi makes a real difference in the lives of students and

their whānau. To Nicola, our Board Chair, and our board members, thank you for your governance, insight, and leadership in ensuring that Te Kura continues to thrive.

We move into the next year with confidence, clarity, and a steadfast commitment to excellence, innovation, and opportunity for all our ākonga.

Ngā manaakitanga,

A handwritten signature in blue ink, appearing to read 'Rina', with a stylized flourish at the end.

Te Rina Leonard  
Tumu Whakarae | Chief Executive

# KO WAI MĀTOU | WHO WE ARE

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

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 through seven regions: Northern – main office in Auckland, Te Kāhui Hauāuru - Hamilton, Te Kāhui Rāwhiti - Hastings, Central South - Wellington, Southern - Christchurch, Overseas and Early Childhood-Wellington, and Te Aka Taumatua Immersion and Bilingual Provision across the motu. We also have smaller offices in Whangārei, Tauranga, Rotorua, Gisborne, Wairoa, New Plymouth, Palmerston North, Masterton, Nelson, Dunedin, Invercargill and Queenstown. Being located within communities means our kaimahi can work alongside ākonga and their whānau; they also work closely with local schools/kura, agencies and community groups which support learning. Each region personalises their approach depending on the needs of their ākonga and whānau.

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

## Our Vision

*Ki te tī ki te tā, ki te katoa*

*Anytime, anywhere, anyone*

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

## Our Values

Te Kura has been a part of the wider education ecosystem for over 100 years, with huge changes in our delivery and engagement from horseback delivery to huinga ako - face to face and online. Throughout this time our Te Kura touchstones continue to place the ākonga at the centre, caring for all and doing the right thing. We acknowledge those who have contributed before us and those who will continue with us and after us. Our Values aim to reflect the way we deliver across the diverse nature of our ākonga, whānau, kaimahi and the wider external relationships we form, all of which are core to ensuring ākonga success.

### Manaaki

#### *How we Show Up*

To manaaki is to akiaki the mana of ourselves and others. This means that we show respect, generosity and care.

### Whanaungatanga

#### *How we Team*

Whanaungatanga is a relationship through shared experiences and working together which provides people with a sense of belonging. This means we work together as a whānau.

### Tika

#### *How we Practice*

Tika is about being just, being fair, being direct and so much more. This means we are truthful and appropriate with what we do.



## Our Beliefs

Our strategic planning is guided by three core beliefs:

### **Living Te Tiriti o Waitangi | The Treaty of Waitangi**

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

### **Ensuring ākonga are at the centre of everything we do**

This is the theme connecting every aspect of our planning. As Te Kura is free from some of the constraints of a face-to-face school, such as managing classes and timetables, 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 21<sup>st</sup> century.



## Ā Mātou Kaimahi | Our Staff

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

Te Kura is organised into four wāhanga (areas):

- CE's Office.
- Curriculum – including our Creative Services team.
- Learning Delivery – with Regional Managers for our Northern, Te Kāhui Hauāuru, Te Kāhui Rāwhiti, Central South, Southern, Overseas and Early Childhood and Te Aka Taumatua (Immersion and Bilingual Provision) teams, our National Leads for Youth Transitions, Leaving to Learn and Learning Support and our Programme Manager Student Journey.
- Systems and Support – including Ākonga and Whānau Support, our Information Resourcing Group, Finance, Procurement and Human Resources.

## Tō Mātou Poari | Our Board

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

<u>Board Member</u>	<u>Term expiry date</u>
Nicola Ngarewa (Chair) – appointed September 2022	September 2025
Christine Te Kiri (Staff representative) – elected July 2022	July 2025
Ruma Karaitiana – reappointed June 2021	October 2024
Mele Wendt – reappointed June 2021	February 2025
Barbara Cavanagh – appointed June 2021	February 2025
Simon Heath – appointed June 2021	October 2024
Hinerangi Edwards – appointed October 2022	October 2025
Will Flavell – appointed November 2022	November 2025
Andrée Atkinson – appointed October 2024	October 2027
Danny Tuato'o – appointed October 2024	October 2027
Fleur Wainohu – Future Director Diversity Programme	June 2025

## 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.

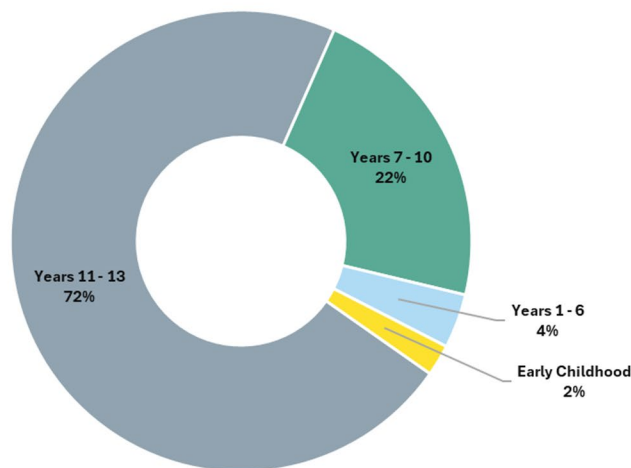
### Student roll

In the 2024 calendar year Te Kura had a cumulative roll of 30,981 with approximately 16,000 ākonga enrolled at any one time. Te Kura's roll is diverse. We have ākonga who are geographically isolated, itinerant or living overseas. Our Full-Time ākonga also include those who 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 solid working relationships with many of the country's 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.

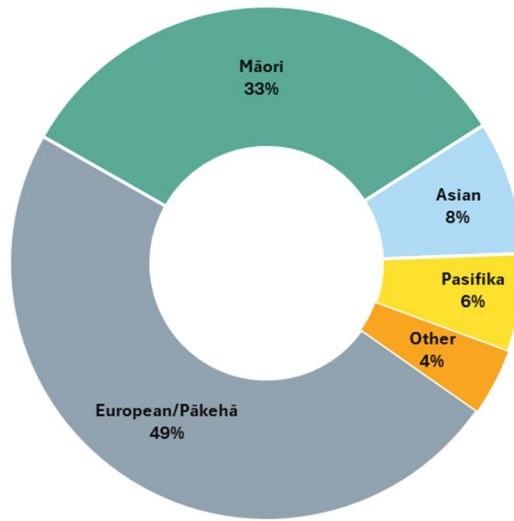
Te Kura has a large number of ākonga Māori – approximately 24% of the early childhood, 43% of the Full-Time year 1 to 6 roll and 44% of Full-Time year 7 to 13 enrolments. Pacific enrolments have risen slightly from 2023 (4%) to 6% for 2024. Our roll also includes ākonga who identify as being from a wide range of other ethnic groups.

Te Aho O Te Kura Pounamu, 2024 Enrolments, All Year Levels

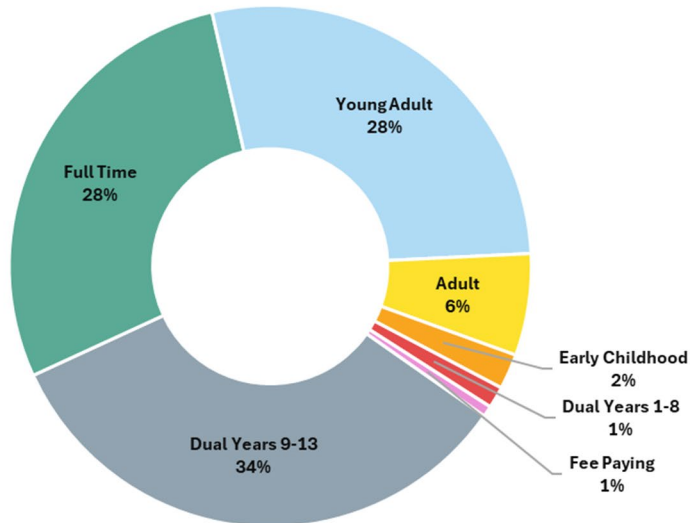




### Te Aho O Te Kura Pounamu, 2024 Enrolments, All Ethnicities



### Te Aho O Te Kura Pounamu, 2024 Enrolments, All Offering Types



#### Early childhood

Our early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds. Approximately 86% of early childhood ākonga are from rural areas. Most go on to attend their local primary school. As part of the Ministry of Education (MoE) programme to increase participation in early childhood education, children who are ineligible under any other early childhood gateway may enrol at Te Kura with a Ministry referral. The MoE and Te Kura also provide a service of mentoring and resourcing to MoE-supported playgroups.

### Years 1 to 6

In 2024, ākonga in years 1 to 6 made up approximately 12% of our Full-Time roll. We also deliver dual-registered curriculum services to a significant number of primary-aged ākonga.

### Years 7 to 10

In 2024, ākonga in years 7 to 10 made up approximately 46% of our Full-Time roll. These ākonga generally enrol in Te Ara Hou, an integrated programme of work. Kaimanaaki ensure each ākonga covers all the curriculum areas and that they are ready for NCEA level courses in year 11.

### Years 11 to 13

In 2024, ākonga in years 11 to 13 made up approximately 42% of our Full-time roll. We deliver dual-registered curriculum services to a substantial number of secondary ākonga to provide for curriculum access, adaptation or capability. Te Kura also provides secondary education to ākonga enrolled at attached units (including alternative education providers, teen parent units and activity centres), as well as ākonga with learning support needs (including through learning support and gifted gateways, regional health schools and specialist schools).

Our years 11 to 13 roll includes a large number of young adults – aged 16 or over – who left the schooling system but have since chosen to return to school to gain specific credits or qualifications. In 2024, young adults comprised 39% of our years 11 – 13 roll, in comparison to 17% of Full-time ākonga and 35% secondary dual ākonga.

### Summer School

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

### Adults

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

# Ā MĀTOU KAUPAPA MATUA RAUTAKI

## OUR STRATEGIC PRIORITIES

The Board of Trustees for Te Kura identified five strategic whenu (strands) that represent what we want to achieve from 2023–2025. Within each whenu we have identified strategic priorities (ako) which explain how we intend to do this and the key workstreams that contribute to the achievement of each priority. Some workstreams contribute to more than one strategic ako just as some ako may contribute to more than one whenu. However, at the centre of it all is Te Ara Pounamu, our Big Picture inspired approach to authentic, inclusive and personalised learning that ensures we put ākonga at the centre of everything we do. All of our strategic priorities and their supporting workstreams ultimately contribute to Te Ara Pounamu.



# POIPOI | NUTURE

## NURTURING CLIMATE-CONSCIOUS KIRIRARAU OF A BICULTURAL AOTEAROA NEW ZEALAND

### Becoming a bilingual school

Moving towards becoming a bilingual school is one of the key ways in which Te Kura can give effect to the principles of Te Tiriti o Waitangi. Te Rautaki Reorua is Te Kura's bilingual strategy which is committed to the revitalisation of te reo Māori me ngā Tikanga so that it remains a vibrant and living language of Aotearoa. We are committed to delivering Te Rautaki Reorua, our Bilingual Strategy. The public sector also has obligations under Te Ture mō Te Reo Māori 2016 to deliver the Maihi Karauna strategy for Māori Language Revitalisation.

Te Rautaki Reorua has four pou (pillars):

#### **Uaratanga | Value**

Te Reo Māori is embraced, valued and supported across Te Kura

#### **Ariā o te reo | Visibility**

Te Reo Māori is seen and heard across Te Kura

#### **Āhuatanga mahi | Participation**

Te Kura kaimahi participate in, and are supported in, activities that use te reo Māori

#### **Nekenekehanga | Progress**

Te Kura kaimahi plan their te reo Māori goals and can track and monitor their progress.

In 2024, Te Kura advanced its commitment to normalising the use of te reo Māori through the creation and implementation of a comprehensive language plan. With guidance from Te Taura Whiri i te Reo Māori, we focused on revitalising te reo Māori, starting with Te Aka Taumatua, our bilingual and immersion provision for full-time, Young Adult, and dual-registered ākonga.

A strategic plan, Te Rautaki Reorua, was refreshed to support this initiative. As part of this strategy, te reo Māori sessions were conducted across various offices nationwide, empowering kaimahi to build confidence in speaking te reo Māori. Additionally, significant progress was made in translating ākonga-facing materials and communications into te reo Māori, enhancing accessibility and engagement.

We also saw increased ākonga engagement with te reo Māori curriculum materials, reflecting the growing normalisation and acceptance of te reo Māori within our community. To further support this cultural shift, we are developing an in-house training module for cultural competencies and actively recruiting staff with te reo Māori and tikanga skills. In 2024 this included positions in the Senior Leadership Team and the Chief Executive's Office.

Building on these foundations, in 2025, Te Kura is further addressing te reo Māori capability and growth with kaimahi Māori through targeted kura reo initiatives. We are expanding the development of mātauranga Māori curriculum materials to ensure our educational resources reflect and celebrate Māori knowledge and perspectives. Additionally, we are enhancing cultural competencies development for all kaimahi, fostering an inclusive and supportive environment that values and integrates te reo Māori and tikanga. These efforts are pivotal in our ongoing commitment to revitalising te reo Māori and embedding it within our educational practices and community engagement. As part of this commitment, we are

evaluating Te Rautaki Reorua to assess its impact and effectiveness, ensuring our strategic goals continue to align with the revitalisation and normalisation of te reo Māori.

## Becoming a climate-conscious school

Te Kura has been focusing on building knowledge about climate change, designing and implementing a climate conscious curriculum, reviewing our school operations, and reducing our carbon footprint. These focus areas involve all aspects of our school, our ākonga and whānau, and our local partnerships. Te Kura also acknowledges and accepts its responsibilities as a School Board of Trustees under the Government's Carbon Neutral Programme.

Developing a climate conscious curriculum will involve addressing climate and sustainability education through all learning areas and at all levels of the curriculum, teaching for the development of critical, creative and futures thinking, and strengthening te reo Māori and mātauranga Māori within place-based and localised curriculum design.

In 2024, Te Kura used the Government's Climate Action Toolbox to find ways to reduce emissions. This tool helped measure carbon footprints and provided a plan with steps to follow. There were two main focus areas - travel and office operations. Data was also collected from travel, power companies, and vehicle partners to calculate the total emissions for 2023. With this information, a baseline was set and a plan was created for 2024 and beyond.

Te Kura also prioritised climate considerations in our Regional Boundaries Review and new office openings by considering the most climate-friendly options available.

The curriculum for Years 1-10 also included more information about the environment and sustainability and during the year we continued to review the physical resources and materials we send to ākonga to ensure they are as climate friendly as possible. At the beginning of 2024 we concluded a review of our Science leaning kits before moving on to other areas of the curriculum.

A kaimahi survey in 2024 showed a strong interest in the school's carbon footprint. These steps have aimed to build on the progress made in 2023 and to continue Te Kura's commitment to sustainability and climate-friendly decisions.



# KAUAWHI | INCLUDE

## INCLUDING ALL ĀKONGA IN TE KURA'S KAUPAPA

### Focusing on Young Adults and ākonga not in employment, education, or training (NEET)

About 74,000 New Zealanders aged 15–24 years are not in employment, education, or training (NEET). As at June 2022, those aged 15–24 who were not in NEET rose to 12.1 percent, up from 11.6 percent compared to the previous quarter. Any young New Zealander who is between 16 and 19 years of age and not in employment, education, or training can choose to enrol with Te Kura for free so there is the opportunity to have a positive impact on a large number of young adults.

Our focus on this cohort includes ensuring that any young adults for whom Te Kura would be a good option know about us, that young adults who enrol with us have a good 'onboarding' experience, and that our programmes meet the needs of young adults who enrol with us.

In 2024, Te Kura focused on Young Adults as a key group for Learning Delivery, planning and reporting through He Oranga Mahuru. Key actions were identified to enhance engagement and the quality of provision for Young Adults. Work was also completed to ensure all Young Adult ākonga had opportunities for job shadowing, internships, STAR, and Gateway courses. Reports showed significant participation of Young Adults in these programs. Efforts to engage Young Adults in Leaving to Learn activities resulted in high participation rates. Curriculum booklets in Numeracy and Literacy were developed to support readiness and success.

A significant strategic shift over the past few years has been the increasing development of the Kaiāwhina role as the Kaimanaaki support for Young Adults, and we continued to develop this model during 2024.

The introduction of the Onboarding Tool has also been particularly relevant for Young Adults who can choose to enrol at Te Kura when they turn 16. Historically this has meant having limited information about them at the time of enrolment but the Onboarding Tool is helping to address these gaps and provide a much faster path to re-engaging with their studies.

Te Kura runs Summer School at the end of each school year, 2024/2025 was our ninth year running Summer School. In 2024/2025 Te Kura enrolled a record number of ākonga in Summer School at 3,299 which was a 48% increase from the previous year and 75% increase since 2022/23 at the start of the current strategic cycle. Te Kura's Summer School is now a vital part of the Aotearoa New Zealand education system which gives Young Adults a second-chance at earning NCEA credits they need to move on to their next destination. There was a 14% increase in NCEA credits achieved during the 2024/25 Summer School against the previous year.

These achievements underscore Te Kura's unwavering commitment to supporting Young Adult ākonga and enhancing their learning experiences. In 2025, we are further improving our offerings for Young Adults through curriculum partnerships and reimagined bundles of learning. A comprehensive review of how we pastorally support ākonga is also set to take place, ensuring that our support systems continue to meet their evolving needs.

## Advocating for a more open and flexible enrolment policy

Currently ākonga can enrol at Te Kura if they meet the criteria set by the Ministry of Education (MoE) in its Te Kura Enrolment and dual tuition policy. Te Kura's Board would like more ākonga to benefit from the opportunities Te Kura has to offer through flexibility and personalisation. The Board will continue to advocate with the Ministry of Education for future changes to access to Te Kura.

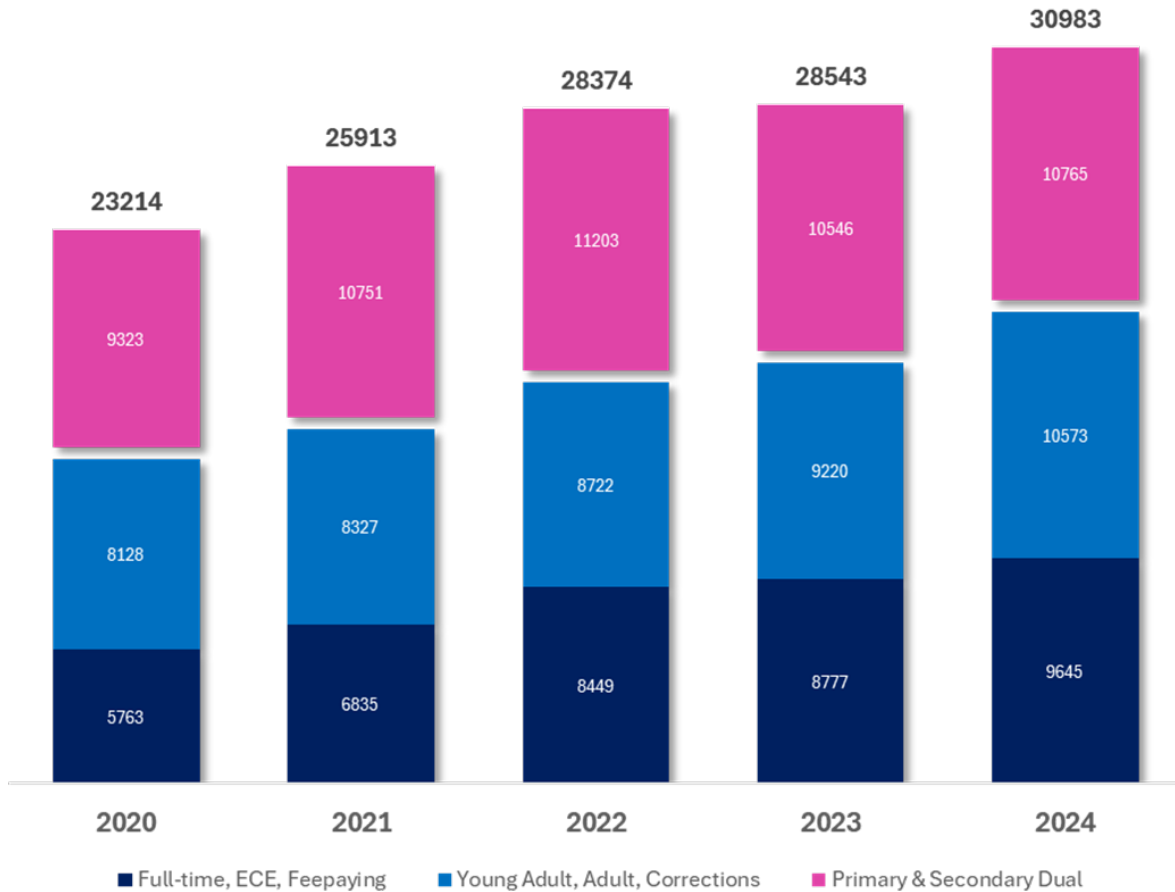
The Te Kura Board still believes that there needs to be more flexibility in general in the New Zealand education system about where, when and how ākonga learn. One of the key lessons to be learned from the COVID-19 pandemic is that the education sector needs to be much better prepared to take advantage of its existing distance education capability as well as developing better, broader and deeper distance education capability. This would have benefits far beyond the system's resilience to future shocks, such as a pandemic or severe weather events.

However, over the first two years of this strategic plan cycle there has been relatively little appetite externally to discuss any expansion of Te Kura's current enrolment settings or role in the system. Part of the explanation for this may be that even within the current settings Te Kura's roll has grown significantly and key stakeholders such as the Ministry of Education, schools and ākonga and whanau themselves are turning to Te Kura for support more than ever before. Ministry referrals to Te Kura for full-time enrolment have actually doubled over the past 5 years from around 3,400 per annum to 6,500.

The graph below shows the growth in Te Kura enrolments over the last five years across the three main sources of enrolments:

- Full-time. These are mostly ākonga under the age 16 who are legally required to be enrolled at a school. These ākonga must meet the criteria in Te Kura's enrolment policy to be enrolled.
- Young Adults. These are ākonga over the age of 16 who can legally leave school and have chosen to enrol at Te Kura.
- Dual registrations. These are ākonga who remain enrolled at their own school but are typically doing one or two subjects with Te Kura that their school doesn't offer for some reason.

## 2020 - 2024 Te Kura Cumulative Roll



As a result, over the current strategic cycle Te Kura’s focus has turned towards making sure we can deliver a good service to the significantly higher numbers of ākonga enrolling under the current settings, rather than advocating for an expansion to the settings. However, we remain concerned that the journey that many ākonga take before enrolling at Te Kura is far too long and damaging. In the short-term we will continue to advocate for more ākonga-focused and mana-enhancing systems and processes under the current enrolment policy settings. In the medium to long term our position remains that more openness and flexibility in Te Kura’s enrolment policy will produce much better outcomes for ākonga, whānau and Aotearoa New Zealand as a whole.



## Advocating for greater access to learning support

We want ākonga enrolled at Te Kura to have fair and equitable access to the learning support that their peers in face-to-face schools get. We are working with the Ministry of Education to enable Te Kura ākonga to have access to the full range of Ministry learning support, and to improve the current systems and processes so that learning support can be accessed in a timely way.

Over the first two years of this strategic cycle progress against this strategic priority has been slow and there are still equity issues for Te Kura ākonga with learning support needs. This reflects long-standing and sector-wide learning support policy settings and funding mechanisms that will require significant work to change.

However, in 2024, following discussions with the Ministry of Education, Te Kura successfully secured national bulk funding for the Teacher Aide component of the Ongoing Resourcing Scheme (ORS) due to the high number of ākonga with ORS funding at Te Kura. An internal working group was formed to set up internal distribution systems and processes, aiming to provide quicker access to Teacher Aides (TAs) for individual ākonga and greater consistency in TA employment. We continued discussions with the Ministry of Education about ensuring that Te Kura ākonga with ORS are able to access appropriate Ministry of Education specialist services.

# TĀUTEUTE | ENGAGE

## ENGAGING ĀKONGA THROUGH AUTHENTIC PERSONALISED LEARNING

### Embedding Te Ara Pounamu, our Big Picture inspired approach to authentic, inclusive, personalised learning

Big Picture learning is a pedagogical approach to teaching and learning that places ākonga and their whānau at the centre of our practice. Te Kura ran a successful 4-year Big Picture pilot funded by the Ministry of Education. The Education Review Office's 2017 Report on the pilot and 2021 review of Te Kura showed that Big Picture learning can significantly improve ākonga engagement, achievement and wellbeing.

Te Ara Pounamu is the new name of Te Kura Big Picture in recognition of the uniqueness of our kura, Te Aho o Te Kura Pounamu, and the ākonga, whānau and hāpori we serve. It is the conceptual framework that guides learning design at Te Kura. Te Ara Pounamu sets out the elements of our local curriculum and ensures learning design and delivery are consistent and coherent, and underpinned by our shared principles. Te Ara Pounamu is our statement on what matters for our ākonga.

Te Ara Pounamu incorporates Te Whāriki (The Early Childhood Curriculum), the New Zealand Curriculum, and Te Marautanga o Aotearoa, and takes account of National Education and Learning Priorities (NELPs).

Te Ara Pounamu comprises three interdependent elements, aligned with the head, heart and hand of Big Picture practice:

- **Ngā Mātāpono** – the guiding philosophy and principles on which we base all learning conversations and decision making.
- **Ngā Āheinga** – skills, attitudes, dispositions and values for living, wellbeing, and lifelong learning.
- **Ara Ako** – diverse, personalised contexts for active learning.

Te Ara Pounamu provides ākonga with:

- A kaimanaaki who is their first point of contact and who is responsible for the development, overview and coherence of their learning programme.
- A learning programme that is personalised, strengths based and has direct links between their life goals, needs, interests and aspirations.
- Online and face-to-face Huinga Ako with kaiako and kaimanaaki.
- Leaving to learn activities (virtual and face-to-face) including Informational interviews, Internships, Job Shadowing, Careers Exploration, Gateway, STAR and Trades Academy.
- Opportunities to actively reflect on their learning, hauora and achievement.

In Budget 2022 Te Kura received additional funding to support ākonga who are at-risk of disengaging from education. These are largely ākonga who have been referred to Te Kura by the Ministry of Education for reasons of engagement and wellbeing. The additional funding ramps up over a four-year period and in 2024 we continued to operationalise this funding through the ongoing development of services such as

counselling and expanding our He Whai Taumuru (Leaving to Learn) opportunities. During 2025 we will continue to work through the impacts on our operating model to ensure that when the full funding is implemented in 2026 it is fully aligned with the delivery of Te Ara Pounamu, which is at the centre of our strategic plan.

### **Te Ara Whakamua**

Te Ara Whakamua is Te Kura's curriculum and assessment refresh and review project. In 2024, Te Kura continued developing Te Ara Whakamua with new NCEA Level 1 courses available for ākonga in all Achievement Standard subjects. These courses included FUNDamentals modules for key skills and new content modules. The project also focused on selected learning areas and Learning Support across all levels. Kaimahi participated in walk-through sessions to understand new developments, curriculum shifts, and the NCEA change package, sharing successes and addressing challenges together.

Following the national curriculum changes announced on 13 June, adjustments were made to Te Ara Whakamua's planning and budget. Despite these changes, writing and development for 2024 continued.

Nearly two-thirds of the module development due in Term 2 was submitted for online conversion, with most modules going live as planned. Staffing needs were discussed, and expressions of interest for the 2025 development were planned for Term 3. Some risks to achieving planned outcomes were identified, and interventions were introduced to address these issues.

In 2024, Te Kura established a working group to develop processes and practices for supporting ākonga in the Literacy and Numeracy Common Assessment Activity (CAA). Four fixed-term roles were created to provide tailored support for ākonga preparing for CAA.

### **He Oranga Mahuru**

He Oranga Mahuru encapsulates the concept of a life of wellbeing and was our 2024 learning delivery approach focusing on engagement and the wellbeing of ākonga. In 2024, the key development areas were Hauora, He Whai Taumaru, Student Journey, Literacy and Numeracy, Young Adults, Pacific Success, and Data and Evaluation. The oversight of these operational priorities was maintained through fortnightly updates and reporting.

### **Learning Support**

In 2024, we created a new role of National Lead Learning Support, complementing the existing regional leadership roles. The new role provides school-wide leadership to build systems, processes and practice to support inclusive teaching and learning and ākonga engagement. The role will have oversight of the provision of Ministry funded learning supports and the development of kaimahi capability in identifying and responding to ākonga learning support needs.

### **Ākonga Māori Success**

In 2024, Te Kura refreshed its ākonga Māori success plan, introducing new strategies for future years. Our immersion and bilingual provision and newest region, Te Aka Taumatua, saw significant growth, with over 700 enrolments over the year. Te Aka Taumatua also supported a wharekura to submit their dual ākonga learning for assessment in te reo Māori. Due to demand, enrolments in Te Aka Taumatua were capped in Term 3 of 2024.

Te Kura entered into a partnership with Ngati Toa Rangatira and the Ministry of Education to provide learning to fulltime ākonga within their iwi context. This initiative is continuing into 2025 and is being supported by Te Aka Taumatua.

Huinga Ako held on marae provided ākonga Māori with culturally relevant opportunities. In addition, there was high participation of ākonga Māori in Leaving to Learn activities, including internships, Trades Academy courses and Gateway courses.

The Kaihāpai team has been instrumental in fostering the success of ākonga Māori across various regions. Their dedicated efforts include supporting the development of te reo Māori among kaimahi, providing advice and guidance on cultural matters, and actively promoting and making Māori events visible within the community. The Kaihāpai are also strong advocates for two pivotal strategies: Te Rautaki Reorua, which aims to enhance bilingual capabilities, and the Māori Student Success Framework, which focuses on improving educational outcomes for Māori students. Through their commitment, the Kaihāpai are making significant strides in creating an inclusive and supportive environment for Māori learners and staff.

In 2025, our efforts will be dedicated to ensuring that partnerships are further strengthened to support the success of ākonga Māori. We are actively exploring new opportunities to enhance educational outcomes and cultural engagement. Our support for regional initiatives is being led through close consultation with kaimahi, ensuring that ākonga are central to our strategies. By fostering these collaborations, we aim to create a more inclusive and empowering environment for ākonga Māori, enabling them to thrive academically and culturally.

### **Pacific Ākonga Success**

In 2024, Te Kura made significant strides in supporting Pacific ākonga by establishing a national Pacific Success Lead role, held jointly by two kaimahi, alongside the previously established regional Fautua Pasifika role based in Tāmaki Makaurau.

The Leads supported the development of an onboarding process alerting Pacific Success Leads when a Pacific ākonga enrolled, ensuring early engagement and support. Regular Talanoa Pasifika and Whānau Groups were established in Tāmaki Makaurau and Ōtautahi and preparation was completed for entering 2025 Polyfest included sourcing tutors and preparing online videos to support practices. These ākonga centred developments fostered the establishment of strong community relationships and support systems for Pacific ākonga.

Monthly Tautai Pasifika meetings provided a platform for Pacific kaimahi to discuss issues and developments, fostering a strong community.

In 2024, we continued our work supporting ākonga in Tokelau to achieve at NCEA and supporting Tokelau kaiako in their journey to become accredited to provide NCEA themselves. Te Kura also reached a verbal agreement with the Tokelau Department of Education for 2025 delivery and resourcing, including the development of a specialist kaiako role to support Tokelau ākonga at NCEA Levels 2 and 3.

### **He Whai Taumuru**

In 2024, Te Kura achieved significant milestones in its Leaving to Learn program. From Term 1, there were 301 referrals and 401 opportunities, marking a 7% increase. A total of 165 ākonga completed shadowing and internship opportunities.

Te Kura offered diverse opportunities, including Ngā Rōpū Ngahau interest groups, 3D Printing workshops, and the Digital Navigators program in te reo Māori. Successes were celebrated, with 186 shadowing and internship opportunities, 16 3D Printing workshops, and 520 ākonga participating in Kiwisport activities. The Tahatū Career Navigator pilot program received positive feedback.

Kaiwhakatere roles were advertised for the 2025 implementation phase, and a Career Working Group was approved to review and develop career provisions. The Year 10 transition program and Leaving to Learn activities were well received by ākonga and whānau, both online and in person.

These achievements highlighted Te Kura's commitment to providing valuable real-life learning experiences and supporting ākonga success.

### **Hauora**

In 2024, Te Kura made strides in supporting ākonga wellbeing. Kaiārahi Toiora (regional leaders for ākonga wellbeing) led the strengthening of kaimahi confidence and capability in identifying and responding to ākonga wellbeing concerns.

Our Counselling Service continued to support ākonga referred by their kaimanaaki. A new database system was set up to capture referral information, helping to understand ākonga needs and balance counsellor workloads. Our current limited capacity will be expanded in future, as funding allows, including a new leadership role. These achievements highlighted Te Kura's dedication to enhancing ākonga wellbeing and providing access to support services.

### **Student Journey**

In 2024, Te Kura made notable advancements with the development and implementation of the Student Journey Onboarding Tool and the Learning Outcomes Tool. These tools were introduced to kaimahi through a nationwide roadshow, receiving positive feedback for their potential to enhance kaimahi workload management and focus on ākonga. The Onboarding Tool was also presented to the Ministry of Education, which began using it for referrals. Additionally, Te Kura worked on refining the Early Childhood and Dual Providers onboarding tools, with plans for full release in 2025. Continuous improvements were made to support systems, including secure bank account portals and automation rules for assigning ākonga. These efforts underscored Te Kura's commitment to improving educational tools and processes for better ākonga support.

# PŪNAHA AUAHA – INNOVATE

## INNOVATING DIGITALLY TO SUPPORT ĀKONGA AND KAIMAHI

### Building our systems and capability

Te Kura is an online, digitally oriented organisation. We want to keep up with, and make best use of, systems and technology for the benefit of our ākonga, whānau and kaimahi. Our key digital principles are designed to support Tō Mātou Wawata and include:

- Ākonga data at the centre
- Ease of use, fit for purpose solutions for ākonga and kaimahi alike
- Cyber-safety, cyber-resilience and the protection of our digital taonga
- Scalable, modular and dynamic platforms to anticipate future disruptions.

Over time we have made the transition from paper-based to online delivery of teaching and learning. The main platforms used by ākonga, whānau and kaimahi are My Korowai and My Te Kura. We have also developed internal ICT systems to support enrolment, teaching and learning, and our other support systems such as Finance and HR.

In 2024, Te Kura successfully launched the upgraded Student Management System (SMS 4.1) in June. Work continued on the datalake to support financial reporting and operational needs, with plans for further development. Additionally, ongoing projects such as Summer School and Onboarding Tool were prioritized, ensuring smooth end-of-year activities. Cybersecurity was enhanced to include mobile device protection and deploy a monitoring system with advanced capabilities (SIEM – Security Information and Event Management). Obsolete physical assets have been decommissioned – either virtualised or fully moved to the cloud – reducing Te Kura’s dependency on its Wellington-based data centre. 2024 also marks the last year of the original 3-year digital strategy plan and will lead to development of a new plan for 2025 and beyond.

Following a presentation at the User Group Conference of our Student Management System vendor Adapt IT in South Africa where Senior Leadership attended, Te Kura received a 10-year loyalty award. In parallel, new internally developed integration capabilities with our Student Management System allowed us to progress on our Onboarding tool. The tool offers advanced customisation capabilities to add new admission gateways or optimise existing ones. It offers advanced automatic allocation capabilities. Plan for 2025 is to extend the tool to dual ākonga and later Summer School ākonga.

### Ensuring our systems enable the delivery of Te Ara Pounamu

In order to deliver Te Ara Pounamu, our local curriculum, we need to ensure our systems are flexible, safe and designed to enable authentic, inclusive and personalised learning. We are focused on ensuring regular updates to our learning management system (My Te Kura) and our student management system are actioned, to provide accessible platforms for our diverse learners and for our kaimahi.

New connections to Ministry of Education (MOE) and New Zealand Qualifications Authority (NZQA) services were rolled out across various applications, chiefly the Onboarding project. This particular project

focused on new allocation rules, dual ākonga, and Te Aka Taumatua, with SMS integration. A collection of secure APIs (Application Programming Interface) was developed to allow access to external and internal datapoints. This includes registration information, grades, biographical information and information from other education providers. We also engaged with the technical teams at NZQA and the MOE to understand their development roadmaps and ensure that Te Kura's specificities are taken into consideration. Further work is planned for 2025.

The datalake was extended to support financial reporting and operational needs, as well as connections to the Onboarding Tool, the current HR system, and external sources.

# ARAHĪ – LEAD

## LEADING AND INFLUENCING WITHIN THE EDUCATION ECO-SYSTEM

### Knowing and sharing our whakapapa as part of telling our story

We are aware that people do not always have a clear and up to date understanding of what Te Kura has to offer. An important part of telling our story, is knowing where we have come from (our whakapapa) and understanding the impact we have had on New Zealand society as part of the education system.

We want to make sure that we engage with young people, their whānau, other educational institutions, and community organisations so that they have the information they need about Te Kura as an educational option. We continue to build our presence and engagement on social media and at community events.

In addition to good stakeholder engagement, telling our story will involve enabling our kaimahi to promote Te Kura through their daily work and the many contacts they have with ākonga, whānau and the community. We will continue to support kaimahi to attend and present at conferences that have relevance to our work.

Te Kura has made significant progress towards the goal of more effectively telling our story over the past three years. In 2022, immediately prior to the start of the current strategic cycle, we celebrated our centenary with a wide range of events that attracted both local and national attention. During 2023 we sought to capitalise on that attention through a more proactive, story-telling approach to media and social media, and improving our stakeholder engagement.

In 2024, as we near the end of this strategic cycle Te Kura completed the recruitment of a new Communications Manager. During the year the Communications team played a crucial role in reviewing the Bilingual Strategy, Rautaki Reorua, and developing a new Communications Strategy for 2025 onwards. As the strategy begins to be implemented, we are already seeing strong growth in our social media engagement and have plans to engage with media more proactively and more often, with a focus on story-telling.

Additionally, during 2024 the team had to quickly pivot to managing responses to seismic testing in our Wellington site - Portland Crescent. We also prepared for various activities, including end-of-year/start-of-year processes, Summer School 2024/25, and Te Matatini 2025. Regular updates were provided to kaimahi ensure a smooth start for ākonga in Term 1. These efforts highlighted Te Kura's commitment to effective communication, strategic planning, and supporting ākonga and staff through various initiatives.



## Making Te Kura a great place to work

Our Ngā Huarahi Mahi (Ways of Working Project) has been reviewing Te Kura's existing workplace environment and the ways we work across Te Kura.

The aim of the project is to develop a set of principles to inform a school-wide workplace strategy. It is intended that the workplace strategy articulates a clear vision of the future, Te Kura's future focussed organisational culture, and the values and principles which underpin it. In our work together we will maintain a shared focus on the following five goals:

- Improving our delivery to ākonga
- Improving our productivity (working smarter)
- Improving our collective kaimahi wellbeing and happiness
- Improving our property utilisation
- Reducing the impact we have on the environment.

We will work together to respect the diversity of views across Te Kura, acknowledging we may not always agree with one another.

Ngā Huarahi Mahi will be subject to ongoing review. It is envisioned that the continuous improvement will apply as the ways of working become business as usual and Te Kura and its kaimahi continue to evolve meeting ākonga needs in an ever-changing education environment.

In 2024, Te Kura made significant strides in embedding its values across the organisation. All kaimahi participated in discussions about the values and their implications for individuals, wāhanga teams, and the wider organisation. Feedback was continuously sought to deepen the understanding of these values. Values sessions were delivered online to new kaimahi throughout the year, and managers received resources to support team development around living the values. The 2024 kaimahi survey sought feedback on the progress of values implementation and their visibility in action.

As part of our commitment to continuous improvement Te Kura has been reviewing our workplace environment and the ways we work across our offices and as part of our workplace strategy which has evolved out of the Nga Huarahi Mahi project. Seven new Te Kura sites were opened in Invercargill, Queenstown, Masterton, New Plymouth, Hastings, Rotorua and Wairoa. This significant increase in new sites was needed to support Te Kura kaimahi based in locations where we now have a significant number of ākonga. Each of the new sites have been set up to make use of multifunctional workspaces that promote collaboration and a flexible working environment for kaimahi. Each of the new sites also host huinga ako.

The annual kaimahi survey, which took place during Matariki, aimed to check overall wellbeing and gather feedback on values, recognition, and belonging. Planned actions for 2025 include launching the values to external stakeholders and implementing people-related initiatives based on insights from the survey.

Flexible working arrangements were also reviewed, with surveys conducted with both leaders and kaimahi to understand what was working well and what needed improvement. This was done to inform the next iteration of the flexible working Hātepe Kaimahi (Staff Procedures). New induction tools and processes were developed to support new kaimahi.

Cultural competency projects were advanced, with roles for 2025 being advertised to support this mahi.

The first stage of our updated kaimahi induction was delivered which sought to provide greater

standardisation of the experience for kaimahi and to ensure kaimahi are receiving the right information when they commence with Te Kura. The induction project continues with a phased approach to the delivery of induction outcomes to continue in 2025.

Finally, there has been an increased programme of work to support kaimahi wellbeing including the introduction of a group health insurance programme and promoting causes such as Mental Health Awareness week and money month.

### **Recruiting and developing kamahi to deliver Te Ara Pounamu**

At Te Kura we are committed to attracting people to help us deliver top quality learning opportunities and support services to deliver the principles of Te Ara Pounamu. Learning and development reinforce Te Kura's focus on continuous improvement of organisational and individual capability, with the overall aim of strengthening our organisational infrastructure, improving our efficiency and effectiveness, and our ability to deliver positive outcomes for ākonga.

Te Kura's leadership team attended a Wayfinding Leadership workshop. This workshop, based on traditional Polynesian navigation, emphasises leadership based on a combination of mindfulness and environmental awareness, helping leaders to see the bigger picture and discern details. The learnings from the workshop have been used to support the development of tools and further kōrero to support Te Kura leadership.

Living and embedding our values have been integrated into recruitment practices as we seek and recruit kaimahi that bring their skills, capability and experience that align to our Te Kura values.

Initial scoping, analysis and stakeholder engagement commenced to support the review of Te Kura's Human Resources Information System (HRIS) requirements.

Preparation for end-of-year processes included communication of timelines for fixed-term kaimahi about employment status which commenced earlier than in previous years. In alignment with this mahi and the annual ratio review, a budget decision was agreed to staff-up to Term 3 and Term 4 levels in 2025 for Secondary and Primary respectively from the beginning of the 2025 financial year. This is intended to provide a much more proactive response to increasing ākonga numbers.

360 leadership surveys were undertaken with Tier 1, 2, and 3 leaders. The results of the survey supported individual development plans for our leaders in 2024.

# 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: <b>677 early childhood enrolments</b> , of whom 159 (23%) were Māori and 9 (1%) 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: <b>10 572 adult enrolments</b> , of whom 8 617 (82%) were young adult enrolments, of whom 2 100 (24%) were Māori and 388 (5%) 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: <b>2 035 full-time enrolments at primary level</b> , of whom 791 (39%) were access enrolments 1 244 (61%) were referral enrolments 901 (44%) were Māori and 78 (4%) were Pacific.

Outputs	Performance targets	Service delivered
	Deliver full-time education services to years 9 to 13 ākonga	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: <b>6 721 full-time enrolments at secondary level</b> , of whom 1 228 (18%) were access enrolments 5 493 (82%) were referral enrolments 2 974 (44%) were Māori and 242 (4%) were Pacific.
4. Years 1 to 13 dual enrolment education services	Deliver dual registration curriculum 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: <b>414 registrations from years 1 to 8 ākonga enrolled at other primary schools</b> , of whom 104 (25%) were Māori and 12 (3%) were Pacific 151 (36%) were provided a specialist programme to assist with their learning support needs 103 (25%) received tuition in Te Reo Māori 74 (18%) were gifted and talented 23 (6%) were enrolled at a Health School.
	Deliver dual registration curriculum services to years 9 to 13 ākonga	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: <b>10 351 registrations from years 9 to 13 ākonga enrolled at other secondary schools</b> , of whom 3 230 (31%) were Māori and 861 (8%) were Pacific 6 158 (59%) enjoyed tuition in a subject that their school is unable to offer 1 673 (16%) were enrolled at a Health School 1 079 (10%) were enrolled due to an emergency staff vacancy at their school 583 (6%) took part in Te Kura's Summer 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 ākonga	Supplementary services delivered to: 278 ORS-verified ākonga, 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 ākonga	Make on-payments and reconciliations that are correct, to time and within agreed criteria.	The school paid the supervisors' allowance to supervisors on behalf of the Ministry. Forecasts and reports were provided to the Ministry as required.		
	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.			
			No. of payments made	Costs (\$000)
		July	2,597	1,004
		December	2,902	1,121
		<b>Sub total</b>	<b>5,499</b>	<b>2,125</b>
		Prior year payments	55	14
		<b>Total</b>	<b>5,554</b>	<b>2,145</b>

### 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 2024, Te Kura received a total of \$178,492.61 (excluding GST) in Kiwisport funding from the Ministry of Education.

The funding was allocated to individual and group organised sport activities for ākonga, sporting equipment hire, release time for regional Kiwisport coordinators, and subsidising some ākonga travel costs. The funding enabled ākonga 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 2024 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 against the goals in Te Kura's 2024 Charter and Annual Plan

This dashboard report provides an overview of the progress towards achievement of goals in Te Kura's 2024 Charter and Annual Plan, as well as a high-level analysis of variance. Unless otherwise indicated, all progress is as of 31 December 2024. Where available, baseline figures have been recalculated for the 2023 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
<b>1. Engagement in a learning programme in My Te Kura</b>		
1.1	Increase in the percentage of online presence and work submission of ākonga in My Te Kura	Achieved
<b>2. Wellbeing</b>		
2.1	Increase in the percentage of ākonga who complete the survey at least once during the year	Not Achieved
2.2	Increase in the percentage of completed Wellbeing surveys with kaimanaaki feedback	Not Achieved
<b>3. Achievement at NCEA</b>		
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 for certain groups
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

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 (2023 Full Year Baseline: FT Presence 67.9%; FT Work Return 51.0%, YA Presence 63.4%, YA Work Return 43.3%)																																																																																																																																																																																																																																
	Full Time MTK Engagement – all ethnicities							Young Adult MTK Engagement – all ethnicities						Goal 2 has been achieved.  My Te Kura presence (Sessions) is up over 2023 for priority groups and has been with few exceptions each month for Full Time ākonga overall. Ethnicity breakdowns show only few instances of negative month-on-month variance for Māori and Pacific Full Time ākonga, and over the year to December both ethnicities have improved over 2023, Māori and Pacific ākonga notably more than the school average.  Young Adult ākonga also show only few instances of negative month-on-month variance for sessions overall, and over the full year to December have improved over 2023.  Work return rates (Dropbox, Engage Items, Check-ins) have improved over 2023, across all priority groups, particularly for Pacific ākonga, and for both Full Time and Young Adult ākonga.																																																																																																																																																																																																																		
	<table><tr><th></th><th colspan="2">Sessions</th><th colspan="2">Dropbox</th><th colspan="2">Variance</th></tr><tr><th>Month</th><th>2024</th><th>2023</th><th>2024</th><th>2023</th><th>Sessions</th><th>Dropbox</th></tr><tr><td>January</td><td>30.1%</td><td>22.4%</td><td>4.1%</td><td>3.9%</td><td>+7.7%</td><td>+0.2%</td></tr><tr><td>February</td><td>73.6%</td><td>64.0%</td><td>55.7%</td><td>40.6%</td><td>+9.6%</td><td>+15.1%</td></tr><tr><td>March</td><td>81.2%</td><td>74.7%</td><td>64.4%</td><td>58.7%</td><td>+6.5%</td><td>+5.7%</td></tr><tr><td>April</td><td>78.6%</td><td>67.8%</td><td>57.3%</td><td>46.5%</td><td>+10.7%</td><td>+10.9%</td></tr><tr><td>May</td><td>83.1%</td><td>77.9%</td><td>67.1%</td><td>64.5%</td><td>+5.2%</td><td>+2.6%</td></tr><tr><td>June</td><td>81.5%</td><td>77.4%</td><td>65.0%</td><td>64.2%</td><td>+4.1%</td><td>+0.8%</td></tr><tr><td>July</td><td>79.1%</td><td>71.0%</td><td>59.7%</td><td>54.4%</td><td>+8.1%</td><td>+5.3%</td></tr><tr><td>August</td><td>81.1%</td><td>75.6%</td><td>64.1%</td><td>60.6%</td><td>+5.5%</td><td>+3.6%</td></tr><tr><td>September</td><td>81.0%</td><td>73.1%</td><td>61.8%</td><td>55.9%</td><td>+7.9%</td><td>+5.9%</td></tr><tr><td>October</td><td>78.6%</td><td>76.5%</td><td>60.2%</td><td>59.3%</td><td>+2.1%</td><td>+0.9%</td></tr><tr><td>November</td><td>81.3%</td><td>81.7%</td><td>67.8%</td><td>69.3%</td><td>-0.4%</td><td>-1.5%</td></tr><tr><td>December</td><td>49.0%</td><td>49.9%</td><td>24.9%</td><td>31.3%</td><td>-0.9%</td><td>-6.4%</td></tr><tr><td>Total</td><td>73.4%</td><td>67.9%</td><td>54.6%</td><td>51.0%</td><td>+5.5%</td><td>+3.6%</td></tr></table>								Sessions		Dropbox		Variance		Month	2024	2023	2024	2023	Sessions	Dropbox	January	30.1%	22.4%	4.1%	3.9%	+7.7%	+0.2%	February	73.6%	64.0%	55.7%	40.6%	+9.6%	+15.1%	March	81.2%	74.7%	64.4%	58.7%	+6.5%	+5.7%	April	78.6%	67.8%	57.3%	46.5%	+10.7%	+10.9%	May	83.1%	77.9%	67.1%	64.5%	+5.2%	+2.6%	June	81.5%	77.4%	65.0%	64.2%	+4.1%	+0.8%	July	79.1%	71.0%	59.7%	54.4%	+8.1%	+5.3%	August	81.1%	75.6%	64.1%	60.6%	+5.5%	+3.6%	September	81.0%	73.1%	61.8%	55.9%	+7.9%	+5.9%	October	78.6%	76.5%	60.2%	59.3%	+2.1%	+0.9%	November	81.3%	81.7%	67.8%	69.3%	-0.4%	-1.5%	December	49.0%	49.9%	24.9%	31.3%	-0.9%	-6.4%	Total	73.4%	67.9%	54.6%	51.0%	+5.5%	+3.6%	<table><tr><th></th><th colspan="2">Sessions</th><th colspan="2">Dropbox</th><th colspan="2">Variance</th></tr><tr><th>Month</th><th>2024</th><th>2023</th><th>2024</th><th>2023</th><th>Sessions</th><th>Dropbox</th></tr><tr><td>January</td><td>61.0%</td><td>51.2%</td><td>26.2%</td><td>20.5%</td><td>+9.9%</td><td>+5.7%</td></tr><tr><td>February</td><td>63.8%</td><td>58.7%</td><td>42.7%</td><td>37.5%</td><td>+5.1%</td><td>+5.3%</td></tr><tr><td>March</td><td>60.7%</td><td>51.4%</td><td>39.7%</td><td>36.2%</td><td>+9.3%</td><td>+3.5%</td></tr><tr><td>April</td><td>75.5%</td><td>63.1%</td><td>52.7%</td><td>41.0%</td><td>+12.4%</td><td>+11.7%</td></tr><tr><td>May</td><td>78.8%</td><td>71.3%</td><td>58.5%</td><td>53.8%</td><td>+7.5%</td><td>+4.7%</td></tr><tr><td>June</td><td>75.3%</td><td>70.1%</td><td>52.7%</td><td>52.1%</td><td>+5.1%</td><td>+0.6%</td></tr><tr><td>July</td><td>74.9%</td><td>66.1%</td><td>53.4%</td><td>46.5%</td><td>+8.9%</td><td>+6.9%</td></tr><tr><td>August</td><td>76.5%</td><td>73.8%</td><td>57.7%</td><td>55.1%</td><td>+2.8%</td><td>+2.5%</td></tr><tr><td>September</td><td>77.1%</td><td>71.0%</td><td>58.6%</td><td>49.6%</td><td>+6.1%</td><td>+8.9%</td></tr><tr><td>October</td><td>72.6%</td><td>74.0%</td><td>53.7%</td><td>53.6%</td><td>-1.4%</td><td>+0.1%</td></tr><tr><td>November</td><td>71.2%</td><td>71.7%</td><td>54.5%</td><td>54.5%</td><td>-0.5%</td><td>+0.0%</td></tr><tr><td>December</td><td>42.7%</td><td>44.7%</td><td>20.2%</td><td>28.1%</td><td>-2.0%</td><td>-7.8%</td></tr><tr><td>Total</td><td>69.1%</td><td>63.4%</td><td>47.2%</td><td>43.3%</td><td>+5.6%</td><td>+3.9%</td></tr></table>							Sessions		Dropbox		Variance		Month	2024	2023	2024	2023	Sessions	Dropbox	January	61.0%	51.2%	26.2%	20.5%	+9.9%	+5.7%	February	63.8%	58.7%	42.7%	37.5%	+5.1%	+5.3%	March	60.7%	51.4%	39.7%	36.2%	+9.3%	+3.5%	April	75.5%	63.1%	52.7%	41.0%	+12.4%	+11.7%	May	78.8%	71.3%	58.5%	53.8%	+7.5%	+4.7%	June	75.3%	70.1%	52.7%	52.1%	+5.1%	+0.6%	July	74.9%	66.1%	53.4%	46.5%	+8.9%	+6.9%	August	76.5%	73.8%	57.7%	55.1%	+2.8%	+2.5%	September	77.1%	71.0%	58.6%	49.6%	+6.1%	+8.9%	October	72.6%	74.0%	53.7%	53.6%	-1.4%	+0.1%	November	71.2%	71.7%	54.5%	54.5%	-0.5%	+0.0%	December	42.7%	44.7%	20.2%	28.1%	-2.0%	-7.8%	Total	69.1%	63.4%	47.2%	43.3%	+5.6%	+3.9%	
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## 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 (2023 Full Year Baseline: FT Presence 67.9%; FT Work Return 51.0%, YA Presence 63.4%, YA Work Return 43.3%)

### Full Time MTK Engagement – Pacific

Month	Sessions		Dropbox		Variance	
	2024	2023	2024	2023	Sessions	Dropbox
January	25.2%	16.5%	3.1%	1.2%	+8.7%	+1.9%
February	75.2%	62.2%	56.4%	45.3%	+12.9%	+11.0%
March	83.2%	70.1%	62.7%	53.7%	+13.1%	+9.1%
April	78.9%	65.0%	51.8%	43.3%	+13.9%	+8.5%
May	86.6%	74.5%	69.5%	62.1%	+12.1%	+7.4%
June	86.7%	73.1%	70.3%	62.5%	+13.5%	+7.8%
July	89.0%	67.1%	61.0%	50.0%	+21.9%	+11.0%
August	87.5%	75.9%	67.4%	59.8%	+11.6%	+7.6%
September	81.7%	77.0%	57.1%	51.1%	+4.7%	+5.9%
October	78.9%	78.6%	57.8%	57.8%	+0.3%	+0.0%
November	85.4%	85.6%	67.0%	68.3%	-0.2%	-1.3%
December	48.5%	55.9%	25.2%	29.6%	-7.4%	-4.4%
YTD Total	75.6%	66.9%	54.1%	48.8%	+8.7%	+5.3%

### Young Adult MTK Engagement – Pacific

Month	Sessions		Dropbox		Variance	
	2024	2023	2024	2023	Sessions	Dropbox
January	64.9%	60.1%	26.2%	22.3%	+4.8%	+3.9%
February	50.7%	51.7%	27.3%	28.5%	-1.0%	-1.2%
March	45.0%	37.4%	23.5%	23.2%	+7.6%	+0.3%
April	71.6%	60.4%	41.0%	31.1%	+11.2%	+9.9%
May	71.6%	61.2%	45.3%	38.2%	+10.4%	+7.0%
June	70.6%	63.4%	51.0%	37.9%	+7.3%	+13.1%
July	73.0%	57.6%	44.9%	34.5%	+15.4%	+10.4%
August	72.1%	72.1%	48.1%	48.1%	+0.0%	+0.0%
September	77.1%	62.2%	52.2%	36.5%	+14.9%	+15.7%
October	74.1%	73.1%	47.7%	51.0%	+1.0%	-3.3%
November	63.8%	68.5%	41.2%	39.2%	-4.6%	+2.0%
December	43.1%	44.6%	19.8%	25.0%	-1.5%	-5.2%
YTD Total	63.3%	57.7%	37.2%	32.9%	+5.6%	+4.3%

## 2. Wellbeing

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

(2023 Full Year Baseline: Y11-13: 21.1%, Y7-10: 31.7%, Y0-6: 20.2%, Māori: 21.3%, Pacific: 29.5%, Non-Māori/Non-Pacific: 24.6%, Total: 23.6%)

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		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	26.6%	26.2%	+0.4%	36.6%	43.8%	-7.1%	26.8%	36.8%	-10.0%	2.7%	5.7%	-3.0%
Te Kāhui Hauāuru	9.7%	13.7%	-4.0%	19.0%	25.4%	-6.3%	9.3%	10.3%	-0.9%	2.3%	4.7%	-2.3%
Te Kāhui Rāwhiti	25.5%	23.4%	+2.1%	35.8%	30.4%	+5.4%	21.4%	20.6%	+0.9%	8.1%	6.3%	+1.9%
Central South	17.6%	19.3%	-1.6%	30.4%	32.5%	-2.1%	5.6%	21.1%	-15.5%	7.8%	2.0%	+5.8%
Southern	19.1%	20.5%	-1.5%	27.8%	32.3%	-4.5%	17.3%	20.1%	-2.8%	2.2%	2.3%	-0.1%
Overseas Students	16.3%	30.3%	-14.0%	36.0%	41.1%	-5.1%	10.8%	19.0%	-8.2%	0.0%	0.0%	0%
Te Aka Taumatua*	10.7%			25.8%			14.3%			33.3%		
<b>Total</b>	<b>19.6%</b>	<b>21.1%</b>	<b>-1.5%</b>	<b>30.1%</b>	<b>31.7%</b>	<b>-1.6%</b>	<b>14.9%</b>	<b>20.2%</b>	<b>-5.3%</b>	<b>5.6%</b>	<b>4.1%</b>	<b>+1.5%</b>

\* No 2023 baseline available for Te Aka Taumatua

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

Region	Māori			Pacific			Non-Māori/Pacific			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	24.9%	29.8%	-4.8%	27.2%	33.6%	-6.4%	30.3%	29.5%	+0.8%	28.2%	29.9%	-1.7%
Te Kāhui Hauāuru	12.4%	17.5%	-5.0%	17.9%	27.9%	-10.0%	11.8%	15.3%	-3.5%	12.2%	16.5%	-4.3%
Te Kāhui Rāwhiti	28.0%	24.5%	+3.6%	18.2%	41.4%	-23.2%	29.3%	26.5%	+2.8%	28.4%	25.6%	+2.8%
Central South	20.5%	20.1%	+0.3%	22.0%	21.4%	+0.5%	19.9%	23.5%	-3.6%	20.1%	22.3%	-2.1%
Southern	18.5%	20.6%	-2.1%	18.2%	21.4%	-3.2%	21.4%	23.7%	-2.3%	20.6%	22.9%	-2.3%
Overseas Students	14.0%	34.3%	-20.3%	21.1%	33.3%	-12.3%	21.8%	29.9%	-8.1%	21.1%	30.6%	-9.5%
Te Aka Taumatua	17.5%			8.3%			11.8%			17.1%		
<b>Total</b>	<b>20.6%</b>	<b>21.3%</b>	<b>-0.6%</b>	<b>23.5%</b>	<b>29.5%</b>	<b>-6.1%</b>	<b>22.4%</b>	<b>24.6%</b>	<b>-2.2%</b>	<b>21.8%</b>	<b>23.6%</b>	<b>-1.8%</b>

\* No 2023 baseline available for Te Aka Taumatua

**Goal 2.1 has not 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.

With few regional exceptions, response rates to the Wellbeing Survey have declined in 2024 across all year groups, and all ethnicities.

We changed the questions in the wellbeing survey in January 2024 following feedback from kaimahi working with ākonga who complete the survey.

## 2. Wellbeing (continued)

### 2.2 Increase in the percentage of completed Wellbeing surveys with kaimanaaki feedback

(2023 Full Year Baseline: Y11-13: 77.5%, Y7-10: 87.6%, Y0-6: 83.2%, Māori: 85.1%, Pacific: 73.0%, Non-Māori/Non-Pacific: 80.8%, Total: 81.8%)

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

Region	Y11-13			Y7-10			Y0-6		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	60.5%	76.0%	-15.5%	72.4%	97.4%	-25.0%	74.5%	98.9%	-24.4%
Te Kāhui Hauāuru	26.7%	70.6%	-44.0%	41.7%	85.0%	-43.3%	60.0%	64.3%	-4.3%
Te Kāhui Rāwhiti	68.5%	92.8%	-24.3%	76.1%	88.2%	-12.1%	65.2%	90.3%	-25.1%
Central South	47.1%	82.6%	-35.6%	66.1%	92.5%	-26.5%	33.3%	100.0%	-66.7%
Southern	58.4%	72.3%	-13.8%	48.2%	81.6%	-33.4%	62.5%	86.8%	-24.3%
Overseas	62.5%	72.5%	-10.0%	35.4%	51.3%	-15.8%	15.0%	31.4%	-16.4%
<b>Total</b>	<b>56.6%</b>	<b>77.5%</b>	<b>-20.9%</b>	<b>62.7%</b>	<b>87.6%</b>	<b>-25.0%</b>	<b>60.9%</b>	<b>83.2%</b>	<b>-22.3%</b>

Region	Māori			Pacific			Non-Māori/Pacific			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	66.5%	88.1%	-21.6%	36.8%	73.0%	-36.1%	67.3%	86.1%	-18.7%	64.7%	85.6%	-20.8%
Te Kāhui Hauāuru	33.9%	78.3%	-44.4%	55.6%	46.7%	+8.9%	35.7%	77.8%	-42.1%	35.6%	76.6%	-41.0%
Te Kāhui Rāwhiti	69.8%	90.7%	-21.0%	71.4%	93.8%	-22.3%	74.3%	89.2%	-14.9%	71.7%	90.3%	-18.6%
Central South	59.0%	83.4%	-24.4%	36.4%	89.5%	-53.1%	53.8%	88.4%	-34.6%	55.2%	86.7%	-31.5%
Southern	49.6%	76.1%	-26.5%	75.0%	70.6%	+4.4%	56.7%	76.8%	-20.1%	55.7%	76.5%	-20.8%
Overseas	50.0%	81.0%	-31.0%	50.0%	54.5%	-4.5%	38.7%	48.2%	-9.6%	40.3%	54.8%	-14.5%
<b>Total</b>	<b>60.4%</b>	<b>85.1%</b>	<b>-24.7%</b>	<b>43.0%</b>	<b>73.0%</b>	<b>-30.0%</b>	<b>59.5%</b>	<b>80.8%</b>	<b>-21.3%</b>	<b>59.1%</b>	<b>81.8%</b>	<b>-22.8%</b>

**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 2023 across all year groups and for all ethnicities.

In 2024, our Onboarding Tool and process went live for full-time ākonga. The Onboarding Tool and the process for kaimanaaki to contact ākonga in their rōpū Manaaki have provided a wider range of information about each ākonga to support their learning and pastoral care.

In 2024, we also updated our AWARE processes to identify concerns about and provide support for ākonga wellbeing.

In 2025, we will continue to review the format and use of the Wellbeing Survey alongside other processes which support discussions on ākonga wellbeing, including Onboarding, AWARE, and kaimanaaki being in regular contact with their rōpū manaaki.

### 3. Achievement at NCEA

#### 3.1 Maintain our high NCEA standard achievement rate

(2023 Full Year Baseline: All Ethnicities 97.0%, Māori 97.4%, Pacific 96.9%, All FT 97.4%, Māori FT 97.7%, Pacific FT 95.9%, All YA 96.6%, Māori YA 96.9%, Pacific YA 97.8%)

NCEA Standard Achievement Rate (Cumulative %):

Ethnicity	NCEA Level			Total	Variance over 2023
	1	2	3+		
Māori	95.4%	94.1%	96.0%	95.0%	-2.4%
Pacific	90.3%	99.2%	93.9%	94.9%	-2.0%
Non-Māori/Non-Pacific	94.8%	96.1%	96.6%	96.0%	-1.0%
<b>Total</b>	<b>94.8%</b>	<b>95.9%</b>	<b>96.4%</b>	<b>95.8%</b>	<b>-1.3%</b>
Variance over 2023	-2.7%	-0.9%	+0.6%	-1.3%	

Full Time ākonga

Ethnicity	NCEA Level			Total	Variance over 2023
	1	2	3+		
Māori	95.0%	95.9%	100%	95.5%	-2.2%
Pacific	88.5%	100%	100%	95.8%	-0.1%
Non-Māori/Non-Pacific	95.0%	96.1%	98.8%	96.1%	-1.4%
<b>Total</b>	<b>94.9%</b>	<b>96.1%</b>	<b>98.9%</b>	<b>95.9%</b>	<b>-1.5%</b>
Variance over 2023	-2.7%	+0.1%	-0.1%	-1.5%	

Young Adult ākonga

Ethnicity	NCEA Level			Total	Variance over 2022
	1	2	3+		
Māori	96.5%	92.6%	95.6%	94.5%	-2.4%
Pacific	91.3%	98.8%	93.6%	94.6%	-3.1%
Non-Māori/Non-Pacific	94.5%	96.2%	96.2%	95.9%	-0.7%
<b>Total</b>	<b>94.8%</b>	<b>95.7%</b>	<b>96.0%</b>	<b>95.7%</b>	<b>-1.0%</b>
Variance over 2022	-2.8%	-1.5%	+0.8%	-1.0%	

**Goal 3.1 has been achieved.**

While we are tracking slightly below the 2023 baseline overall, with small decreases at NCEA levels 1 and 2, and a small increase at NCEA level 3, the overall achievement rate stayed above 95% overall, marking this goal as achieved.

### 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  
(2023 Full Year Baseline: All FT 41.5%, Māori FT 31.8%, Pacific FT 30.1%, All YA 36.5%, Māori YA 23.1%, Pacific YA 20.1%)

All ethnicities

Month	Full Time			Young Adult			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
January	2.2%	1.1%	+1.1%	7.5%	5.9%	+1.6%	5.6%	4.1%	+1.5%
February	7.3%	5.1%	+2.2%	19.5%	18.6%	+0.9%	15.5%	13.9%	+1.6%
March	11.7%	13.1%	-1.4%	21.4%	21.9%	-0.5%	18.3%	18.9%	-0.6%
April	13.7%	16.4%	-2.7%	21.7%	23.1%	-1.3%	19.2%	20.8%	-1.6%
May	17.6%	23.7%	-6.2%	23.5%	25.6%	-2.1%	21.7%	25.0%	-3.3%
June	19.7%	27.8%	-8.1%	24.5%	27.6%	-3.1%	23.0%	27.7%	-4.6%
July	21.3%	29.8%	-8.4%	24.8%	27.6%	-2.8%	23.8%	28.3%	-4.6%
August	23.3%	32.6%	-9.3%	25.1%	28.8%	-3.7%	24.6%	30.0%	-5.4%
September	25.0%	34.6%	-9.6%	26.3%	29.6%	-3.3%	25.9%	31.1%	-5.3%
October	26.1%	36.2%	-10.1%	26.8%	30.2%	-3.4%	26.6%	32.1%	-5.4%
November	28.8%	39.5%	-10.7%	28.9%	33.3%	-4.4%	28.9%	35.2%	-6.3%
December	30.0%	41.1%	-11.1%	29.8%	34.9%	-5.1%	29.9%	36.8%	-6.9%
<b>Total</b>	<b>30.3%</b>	<b>41.5%</b>	<b>-11.2%</b>	<b>30.2%</b>	<b>35.5%</b>	<b>-5.3%</b>	<b>30.3%</b>	<b>37.4%</b>	<b>-7.1%</b>

Māori ākonga

Month	Full Time			Young Adult			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
January	1.1%	0.6%	+0.4%	3.2%	3.7%	-0.5%	2.1%	2.0%	+0.0%
February	4.4%	3.7%	+0.7%	11.5%	12.9%	-1.4%	8.1%	8.2%	-0.1%
March	7.8%	8.1%	-0.3%	12.9%	14.8%	-1.9%	10.5%	11.5%	-1.0%
April	8.2%	11.1%	-2.9%	12.7%	14.7%	-2.0%	10.6%	13.0%	-2.3%
May	11.0%	15.2%	-4.2%	14.3%	16.9%	-2.7%	12.8%	16.1%	-3.3%
June	13.2%	17.7%	-4.5%	15.3%	18.9%	-3.6%	14.4%	18.3%	-4.0%
July	14.0%	19.5%	-5.5%	15.2%	19.0%	-3.8%	14.7%	19.2%	-4.5%
August	15.2%	22.0%	-6.8%	15.0%	20.2%	-5.2%	15.1%	21.0%	-5.9%
September	16.5%	24.1%	-7.6%	16.3%	20.9%	-4.6%	16.4%	22.3%	-5.9%
October	17.4%	26.2%	-8.8%	16.5%	21.4%	-4.9%	16.9%	23.5%	-6.6%
November	19.3%	30.5%	-11.3%	18.3%	24.8%	-6.5%	18.7%	27.3%	-8.6%
December	20.4%	31.6%	-11.2%	19.3%	25.9%	-6.6%	19.7%	28.3%	-8.6%
<b>Total</b>	<b>20.4%</b>	<b>31.8%</b>	<b>-11.4%</b>	<b>19.6%</b>	<b>26.4%</b>	<b>-6.8%</b>	<b>19.9%</b>	<b>28.7%</b>	<b>-8.8%</b>

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

**Goal 3.2 has achieved.**

Changes to the NCEA Level 1 Literacy and Numeracy requirements in 2024, i.e. the introduction of externally assessed co-requisite standards and the usage restrictions of the core generic standards (commonly referred to as the 266 series of standards) resulted in a significant reduction of Te Kura's internal NCEA standard results, which in turn lead to a drop in the proportion of ākonga with NCEA standard results, as measured in this goal.

With exceptions of the first two months of 2024, the monthly breakdowns show increasing negative variances throughout the year for Full Time ākonga overall as well Māori and Pacific Full Time ākonga.

Young Adult ākonga overall saw similar negative variances each month over the prior year, particularly for Māori Young Adult ākonga.

Pacific Young Adult are the only group with positive variance each month of the year.

### 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  
(2023 Full Year Baseline: All FT 41.5%, Māori FT 31.8%, Pacific FT 30.1%, All YA 36.5%, Māori YA 23.1%, Pacific YA 20.1%)

#### Pacific ākonga

Month	Full Time			Young Adult			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
January	0.0%	1.2%	-1.2%	10.3%	5.4%	+4.9%	8.3%	4.3%	+4.0%
February	2.5%	3.4%	-1.0%	22.4%	19.2%	+3.3%	18.6%	15.2%	+3.4%
March	7.0%	10.0%	-3.0%	21.1%	18.4%	+2.7%	18.5%	16.4%	+2.1%
April	7.9%	9.9%	-2.0%	21.2%	19.4%	+1.8%	18.7%	17.2%	+1.5%
May	10.1%	14.7%	-4.6%	21.6%	20.3%	+1.3%	19.6%	19.0%	+0.5%
June	12.9%	18.8%	-5.8%	21.8%	20.7%	+1.1%	20.3%	20.3%	+0.0%
July	12.2%	20.8%	-8.6%	21.9%	20.8%	+1.0%	20.2%	20.8%	-0.6%
August	13.7%	22.4%	-8.7%	22.8%	20.7%	+2.1%	21.2%	21.1%	+0.2%
September	15.1%	25.0%	-9.9%	22.6%	21.4%	+1.1%	21.3%	22.2%	-0.9%
October	15.0%	25.2%	-10.3%	23.9%	21.0%	+3.0%	22.4%	21.8%	+0.5%
November	16.5%	28.2%	-11.6%	24.9%	22.2%	+2.7%	23.4%	23.4%	-0.0%
December	18.3%	30.1%	-11.7%	25.4%	22.4%	+3.0%	24.2%	24.0%	+0.2%
<b>Total</b>	<b>18.3%</b>	<b>30.1%</b>	<b>-11.7%</b>	<b>26.0%</b>	<b>23.7%</b>	<b>+2.3%</b>	<b>24.7%</b>	<b>25.0%</b>	<b>-0.3%</b>

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

2023 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  
(2023 Baseline Literacy: All FT 46.5%, Māori FT 35.9%, Pacific FT 32.0%. All YA 80.3%, Māori YA 70.9%, Pacific YA 87.7%)

Cumulative Literacy Achievement – all ethnicities

Region	Full Time			Young Adults			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	41.9%	40.8%	+1.1%	83.7%	82.6%	+1.1%	75.5%	72.6%	+2.8%
Te Kāhui Hauāuru	42.8%	40.3%	+2.5%	76.4%	78.6%	-2.2%	67.6%	68.5%	-0.9%
Te Kāhui Rāwhiti	38.3%	39.4%	-1.1%	79.5%	79.8%	-0.3%	59.4%	58.8%	+0.6%
Central South	46.0%	51.6%	-5.6%	80.9%	82.1%	-1.2%	71.2%	72.8%	-1.7%
Southern	42.9%	39.3%	+3.6%	77.4%	76.4%	+1.0%	68.3%	66.1%	+2.2%
Overseas	85.3%	85.5%	-0.2%			0%	85.1%	85.8%	-0.6%
<b>Total</b>	<b>45.7%</b>	<b>46.5%</b>	<b>-0.8%</b>	<b>80.0%</b>	<b>80.3%</b>	<b>-0.3%</b>	<b>70.1%</b>	<b>69.9%</b>	<b>+0.1%</b>

Cumulative Literacy Achievement – Māori

Region	Full Time			Young Adults			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	29.0%	28.9%	+0.2%	70.8%	71.1%	-0.2%	56.6%	54.7%	+1.9%
Te Kāhui Hauāuru	33.1%	29.1%	+4.0%	64.3%	68.5%	-4.2%	53.3%	54.2%	-1.0%
Te Kāhui Rāwhiti	27.2%	32.2%	-5.0%	71.5%	75.2%	-3.7%	45.8%	49.4%	-3.6%
Central South	40.4%	51.7%	-11.3%	71.4%	69.8%	+1.6%	58.1%	61.6%	-3.6%
Southern	34.0%	25.5%	+8.4%	67.3%	72.3%	-4.9%	57.3%	55.2%	+2.1%
Overseas	81.5%	81.3%	+0.2%			0%	81.5%	81.8%	-0.3%
<b>Total</b>	<b>32.6%</b>	<b>35.9%</b>	<b>-3.3%</b>	<b>68.6%</b>	<b>70.9%</b>	<b>-2.2%</b>	<b>54.1%</b>	<b>55.8%</b>	<b>-1.7%</b>

Cumulative Literacy Achievement – Pacific

Region	Full Time			Young Adults			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	25.0%	25.0%	0%	88.7%	91.3%	-2.6%	82.1%	81.1%	+1.0%
Te Kāhui Hauāuru	57.1%	50.0%	+7.1%	80.6%	81.8%	-1.2%	76.3%	75.6%	+0.7%
Te Kāhui Rāwhiti	57.1%	40.0%	+17.1%	88.9%	37.5%	+51.4%	75.0%	38.9%	+36.1%
Central South	33.3%	35.3%	-2.0%	83.9%	87.1%	-3.2%	74.6%	75.9%	-1.4%
Southern	7.1%	11.1%	-4.0%	75.0%	82.7%	-7.7%	54.3%	64.3%	-9.9%
Overseas	93.8%	100%	-6.3%			0%	93.8%	100%	-6.3%
<b>Total</b>	<b>38.5%</b>	<b>32.0%</b>	<b>+6.5%</b>	<b>86.2%</b>	<b>87.7%</b>	<b>-1.4%</b>	<b>77.9%</b>	<b>76.2%</b>	<b>+1.7%</b>

**Goal 3.3 has been achieved.**

This goal has been achieved overall by the smallest possible margin, with a small increase over 2023 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 decrease over 2023 in the proportion of ākonga who meet requirements. Māori Young Adult ākonga also saw a small negative variance in Literacy year-on-year.

Pacific Full Time ākonga saw a significant increase over 2023 in the proportion of ākonga who meet Literacy requirements. Pacific Young Adult ākonga saw a small drop in Literacy achievement year-on-year.

2023 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

(2022 Baseline Numeracy: All FT 36.3%, Māori FT 25.7%, Pacific FT 16.5%. All YA 76.6%, Māori YA 67.5%, Pacific YA 85.1%)

##### Cumulative Numeracy Achievement – all ethnicities

Region	Full Time			Young Adults			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	37.5%	36.8%	+0.7%	82.3%	79.7%	+2.6%	73.5%	69.5%	+4.0%
Te Kāhui Hauāuru	37.6%	35.6%	+2.0%	73.6%	74.3%	-0.6%	64.2%	64.1%	+0.1%
Te Kāhui Rāwhiti	35.1%	35.1%	-0.1%	76.0%	75.5%	+0.5%	56.0%	54.5%	+1.6%
Central South	42.4%	50.0%	-7.6%	80.8%	82.2%	-1.4%	70.1%	72.5%	-2.3%
Southern	43.3%	37.9%	+5.4%	76.3%	75.1%	+1.2%	67.6%	64.8%	+2.8%
Overseas	88.1%	82.3%	+5.8%			0%	87.9%	82.6%	+5.3%
<b>Total</b>	<b>43.1%</b>	<b>43.4%</b>	<b>-0.4%</b>	<b>78.5%</b>	<b>78.1%</b>	<b>+0.4%</b>	<b>68.2%</b>	<b>67.5%</b>	<b>+0.8%</b>

##### Cumulative Numeracy Achievement – Māori

Region	Full Time			Young Adults			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	23.8%	28.9%	-5.1%	67.7%	65.8%	+1.9%	52.7%	51.5%	+1.2%
Te Kāhui Hauāuru	26.4%	22.9%	+3.5%	59.6%	64.6%	-5.0%	47.8%	49.5%	-1.7%
Te Kāhui Rāwhiti	22.8%	29.3%	-6.5%	66.7%	70.1%	-3.4%	41.2%	45.6%	-4.4%
Central South	35.3%	49.2%	-13.9%	71.4%	71.5%	-0.1%	55.9%	61.5%	-5.6%
Southern	27.4%	24.1%	+3.3%	64.5%	67.6%	-3.1%	53.4%	51.7%	+1.7%
Overseas	85.2%	75.0%	+10.2%			0%	85.2%	75.8%	+9.4%
<b>Total</b>	<b>27.6%</b>	<b>33.3%</b>	<b>-5.8%</b>	<b>65.2%</b>	<b>67.5%</b>	<b>-2.3%</b>	<b>50.0%</b>	<b>52.8%</b>	<b>-2.8%</b>

##### Cumulative Numeracy Achievement – Pacific

Region	Full Time			Young Adults			Total		
	2024	2023	Variance	2024	2023	Variance	2024	2023	Variance
Northern	27.5%	11.4%	+16.1%	85.8%	87.6%	-1.8%	79.8%	75.9%	+3.9%
Te Kāhui Hauāuru	42.9%	25.0%	+17.9%	83.9%	81.8%	+2.1%	76.3%	70.7%	+5.6%
Te Kāhui Rāwhiti	57.1%	20.0%	+37.1%	66.7%	25.0%	+41.7%	62.5%	22.2%	+40.3%
Central South	47.6%	58.8%	-11.2%	82.8%	87.1%	-4.3%	76.3%	81.0%	-4.7%
Southern	7.1%	16.7%	-9.5%	68.8%	82.7%	-13.9%	50.0%	65.7%	-15.7%
Overseas	75.0%	66.7%	+8.3%			0%	75.0%	66.7%	+8.3%
<b>Total</b>	<b>38.5%</b>	<b>25.2%</b>	<b>+13.3%</b>	<b>83.5%</b>	<b>85.1%</b>	<b>-1.6%</b>	<b>75.6%</b>	<b>72.8%</b>	<b>+2.8%</b>

#### Goal 3.4 has been achieved.

This goal has been achieved overall, with a small increase over 2023 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 decrease over 2023 in the proportion of ākonga who meet the requirements. Māori Young Adult ākonga also saw a small negative variance in Numeracy year-on-year.

Pacific Full Time ākonga saw a significant increase over 2023 in the proportion of ākonga who meet Numeracy requirements. Pacific Young Adult ākonga saw a small drop in Numeracy achievement year-on-year.

2023 baselines were recalculated to incorporate updated data from NZQA.



## **[8] Ngā Pūrongo Pūtea**

### **Annual Financial Statements for the Year Ended 31 December 2024**

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## Te Tauākī Haepapatanga

### Statement of Responsibility for the Year Ended 31 December 2024

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

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

In the opinion of the Board and management, the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of Te Kura.

The financial statements have been authorised for issue by the Board.



Nicola Ngarewa  
Presiding Member  
15 May 2025



Te Rina Leonard  
Chief Executive Officer  
15 May 2025

## 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 2024

		Actual 2024 \$000	Budget 2024 \$000	Actual 2023 \$000
	Notes			
<b>Revenue</b>				
MoE EFTS and At Risk Funding		83,128	78,780	73,687
Other Revenue	3	20,084	17,744	22,517
<b>Total Revenue</b>		<b>103,212</b>	<b>96,524</b>	<b>96,204</b>
<b>Expenditure</b>				
Personnel Costs	4	76,499	80,788	72,307
Operating Costs	5	13,890	14,615	12,144
Depreciation & Amortisation	9, 10	1,871	2,166	1,914
<b>Total Expenditure</b>		<b>92,259</b>	<b>97,569</b>	<b>86,365</b>
<b>Net Surplus/(Deficit) for the Year</b>		<b>10,953</b>	<b>(1,046)</b>	<b>9,839</b>
Other Comprehensive Income		-	-	21
<b>Total Comprehensive Income/(Expense) for the year</b>		<b>10,953</b>	<b>(1,046)</b>	<b>9,860</b>

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 2024**

		<b>Actual 2024 \$000</b>	<b>Budget 2024 \$000</b>	<b>Actual 2023 \$000</b>
	<b>Notes</b>			
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	6	6,415	8,792	14,437
Accounts Receivable	7	3,722	3,018	5,528
Prepayments		1,298	1,861	1,069
Other Financial Assets	8	49,700	29,400	29,400
<b>Total Current Assets</b>		<b>61,135</b>	<b>43,071</b>	<b>50,434</b>
<b>Non-Current Assets</b>				
Fixed Assets & Work in Progress	9	2,890	4,286	2,480
Intangible Assets & Work in Progress	10	4,455	3,274	4,197
<b>Total Non-Current Assets</b>		<b>7,345</b>	<b>7,560</b>	<b>6,677</b>
<b>Total Assets</b>		<b>68,480</b>	<b>50,631</b>	<b>57,111</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Creditors & Other Payables	11	4,035	3,674	4,456
Revenue in Advance		124	89	77
Employee Entitlements	12	6,890	6,957	6,111
Provisions	13	193	61	169
<b>Total Current Liabilities</b>		<b>11,242</b>	<b>10,781</b>	<b>10,813</b>
<b>Non-Current Liabilities</b>				
Employee Entitlements	12	51	48	51
Provisions	13	135	135	148
<b>Total Non-Current Liabilities</b>		<b>186</b>	<b>183</b>	<b>199</b>
<b>Total Liabilities</b>		<b>11,428</b>	<b>10,964</b>	<b>11,012</b>
<b>Net Assets</b>		<b>57,052</b>	<b>39,667</b>	<b>46,099</b>
<b>Equity</b>				
Retained Earnings Total		56,875	39,519	45,928
Other Reserves		177	148	171
<b>Total Equity</b>	<b>15</b>	<b>57,052</b>	<b>39,667</b>	<b>46,099</b>

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 Nekenekē Tutanga**  
**Statement of Changes in Equity for the Year Ended 31 December 2024**

	Notes	Actual 2024 \$000	Budget 2024 \$000	Actual 2023 \$000
<b>Balance at 1 January</b>				
Restricted Reserve		132	130	130
Asset Revaluation Reserve		39	18	18
Retained Earnings		45,928	40,565	36,092
		<b>46,099</b>	<b>40,713</b>	<b>36,239</b>
<b>Add</b>				
Movement in Restricted Reserve		6	-	2
Movement in Asset Revaluation Reserve		-	-	21
Movement in Retained Earnings		(6)	-	(2)
Total Comprehensive Revenue and Expense for the year		10,953	(1,046)	9,839
<b>Balance at 31 December</b>	<b>15</b>	<b>57,052</b>	<b>39,667</b>	<b>46,099</b>

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 2024

	Actual 2024 \$000	Budget 2024 \$000	Actual 2023 \$000
<b>Cash Flows from Operating Activities</b>			
Receipts from Government Funded Tuition	83,257	76,757	74,980
Receipts from Other Revenue	17,990	14,472	15,919
Receipts from Tuition Fees	465	541	596
Receipts from Finance Income	2,730	1,331	1,672
Payments to Employees	(70,935)	(74,296)	(66,734)
Payments to Suppliers	(18,312)	(19,477)	(15,554)
Net GST Paid *	(192)	73	(70)
<b>Net Cash Flow from/(used in) Operating Activities</b>	<b>15,004</b>	<b>(599)</b>	<b>10,809</b>
<b>Cash Flows from Investing Activities</b>			
Purchase of Investments	(20,300)	-	(6,000)
Purchase of Assets/Work in Progress	(1,597)	(3,446)	(997)
Purchase of Intangible Assets/Work in Progress	(1,129)	(532)	(976)
<b>Net Cash Flow used in Investing Activities</b>	<b>(23,026)</b>	<b>(3,978)</b>	<b>(7,973)</b>
<b>Net (Decrease)/Increase in Cash and Cash Equivalents</b>	<b>(8,023)</b>	<b>(4,577)</b>	<b>2,836</b>
Cash and Cash Equivalents at the Beginning of the Year	14,437	13,369	11,601
<b>Cash and Cash Equivalents at the End of the Year</b>	<b>6,415</b>	<b>8,792</b>	<b>14,437</b>

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

The Statement of 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 Tauākī Kapewhiti**

**Statement of Cash Flows for the Year Ended 31 December 2024 (cont)**

**Reconciliation of Net Surplus to Net Cash Flow from Operating Activities**

	<b>Actual 2024 \$000</b>	<b>Actual 2023 \$000</b>
<b>Net Surplus</b>	10,953	9,839
<b>Add/(less) Non-Cash Items</b>		
Depreciation & amortisation expense	1,871	1,914
Discount unwind on provisions	11	7
Provision for doubtful debts	-	8
<b>Total Non-Cash Items</b>	<b>12,835</b>	<b>11,768</b>
<b>Movement in Working Capital</b>		
<b>Decrease/(Increase) in Assets</b>		
Accounts Receivable	1,806	(3,197)
Prepayments	(229)	52
<b>Increase/(Decrease) in Liabilities</b>		
GST Payable	(192)	(70)
Long service leave and retirement leave	-	3
Creditors & Other Payables	(497)	106
Employee Entitlements	779	1,130
Ministry of Education Payables	433	1,313
Provisions	10	123
Revenue in Advance	47	(432)
<b>Total Movement in Working Capital</b>	<b>2,157</b>	<b>(972)</b>
<b>Items Classified as Investing Activities</b>		
Gain-loss on sale of assets	12	13
<b>Net Cash from Operating Activities</b>	<b>15,004</b>	<b>10,809</b>

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

## Notes to the Financial Statements for the Year Ended 31 December 2024

### 1 General Information

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

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

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

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

The financial statements of Te Kura are for the year ended 31 December 2024 and were approved by the Board on 15 May 2025.

#### Basis of Preparation

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

#### Statement of compliance

The financial statements of Te Kura have been prepared in accordance with the requirements of the Crown Entities Act 2004 and the Education 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.

#### Presentation currency and rounding

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

### 2 Summary of Significant Accounting Policies

#### Revenue

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

##### *MoE EFTS and At Risk Funding*

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

##### *Use of Land and Buildings Grant (notional rent)*

One property from which the School operates is owned by the Crown and managed by the Ministry of Education 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*

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

#### *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.

Te Kura was a recipient of the Thomas George Macarthy Trust – 2024 Library Grant of \$12,700. Te Kura has also applied and received other grants to support ākonga activities.

### **Leases**

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

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

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

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

### **Cash and cash equivalents**

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

### **Receivables**

Short term receivables are recorded at the amount due, less impairment and any provision for expected credit losses.

### **Other Financial Assets**

Other financial assets with banks with maturities of greater than three months.

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

#### *Recorded at cost*

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

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

Any IT equipment, furniture and fittings or plant and equipment with an individual cost value less than \$700 or Leasehold improvements where the total cost value is less than \$5,000 is treated as expenditure rather than as an item of property, plant and equipment.

### *Revaluations*

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

The net revaluation results are credited or debited to other comprehensive revenue and expense and are accumulated to an asset revaluation reserve in equity for that class of asset. Where this would result in a debit balance in the asset revaluation reserve, this balance is not recognised in other comprehensive revenue and expense but is recognised in the surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value recognises in the surplus or deficit will be recognised first in the surplus or deficit up to the amount previously expensed, and then recognised in other comprehensive revenue and expense.

### *Additions*

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

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

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

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

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

### *Disposals*

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

### *Depreciation*

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

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

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

### **Intangible assets**

#### *Software acquisition and development*

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

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

Costs associated with maintaining computer software are expensed when incurred.

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

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

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

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

*Te Ara Whakamua*

The Ministry of Education has released a multi year programme to refresh the New Zealand Curriculum. Costs incurred include employee and contractor costs to review and write new resources or update existing resources. These are capitalised where they meet the requirements under PBE IPSAS 31 Intangible Assets.

Existing curriculum resources:

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.

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.

All existing resources are amortised over the useful life of the resource on a straight-line basis. The useful lives of existing resources are reviewed at the end of each financial year to assess if the existing resources useful life is reduced due to the impact of the curriculum refresh.

*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. All new resources will be amortised over the useful life of the resource on a straight-line basis and will be reviewed at least at the end of each financial year.

*Amortisation*

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

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

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

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

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

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

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

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

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

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

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

## **Payables**

Short term payables are recorded at the amount payable.

## **Employee entitlements**

### *Short term employee entitlements*

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

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

### *Long term employee entitlements*

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

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

## **Superannuation schemes**

### *Defined contribution schemes*

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

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

## **Provisions**

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

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

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

#### *Reinstatement provision*

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

### **Equity**

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

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

#### *Asset revaluation reserve*

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

#### *Restricted reserve*

This reserve relates to monies held in trust.

### **Goods and services tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **Budget figures**

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

### **Accounting estimates and assumptions**

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

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

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

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

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

#### *Estimating useful lives of software and curriculum assets*

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.

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

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

#### **Changes in accounting policies and disclosures**

There have been no changes in the accounting policies in the year ended 31 December 2024 that have had a material impact on these financial statements. All accounting policies and disclosures are consistent with those applied in the previous financial year.

#### **Standards issued and not yet effective are not early adopted:**

There are no new standards, amendments or interpretations that have been issued and not yet applied that are expected to have a material impact on the financial statements.



### 3 Other Revenue

	Actual 2024 \$000	Actual 2023 \$000
Government Grants - Ministry of Education		
Trades Academy	3,369	2,886
Learning Support	4,754	4,137
Pilot Programme	-	640
Enhanced Wellbeing Funding	-	405
Equity Index Funding	2,053	1,781
Pay Equity and Collective Settlement Funding	2,845	7,075
Donation Scheme	1,204	1,081
Other - Ministry of Education	575	621
Use of Land and Buildings Grant (notional rent)	766	834
Other Government Grants	179	152
Tuition Fees	587	544
Finance Income	3,282	1,853
Other	470	508
<b>Total Other Revenue</b>	<b>20,084</b>	<b>22,517</b>

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

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

### 4 Personnel Costs

	Actual 2024 \$000	Actual 2023 \$000
Salaries and wages	70,510	66,177
Contractors	3,058	2,972
Personnel related	1,882	1,817
Restructuring & exit costs	208	127
Movement in employee benefits	779	1,134
Employer contributions to defined contribution plans	62	80
<b>Total Personnel Costs</b>	<b>76,499</b>	<b>72,307</b>

## 4 Personnel Costs (cont)

### Employees over \$100,000 Remuneration

	Actual 2024	Actual 2023
(Excluding Principal's remuneration)		
Number of employees in \$100,000 - \$110,000	84	83
Number of employees in \$110,000 - \$120,000	83	81
Number of employees in \$120,000 - \$130,000	17	14
Number of employees in \$130,000 - \$140,000	14	9
Number of employees in \$140,000 - \$150,000	8	1
Number of employees in \$150,000 - \$160,000	3	4
Number of employees in \$160,000 - \$170,000	4	4
Number of employees in \$170,000 - \$180,000	2	5
Number of employees in \$180,000 - \$190,000	6	2
Number of employees in \$190,000 - \$200,000	0	2
Number of employees in \$200,000 - \$210,000	2	0
Number of employees in \$210,000 - \$220,000	0	1
Number of employees in \$220,000 - \$230,000	0	0
Number of employees in \$230,000 - \$240,000	1	0
Number of employees in \$240,000 - \$250,000	0	0
Number of employees in \$250,000 - \$260,000	0	0
Number of Employees in \$260,000 - \$270,000	1	1
<b>Total Value of Remuneration</b>	<b>\$26,775,956</b>	<b>\$24,290,423</b>

### Compensation and Other Benefits Upon Leaving

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

	Actual 2024	Actual 2023
Total paid	\$207,506	\$127,000
Number of people	5	7

### Principal's Remuneration (CE)

	Actual 2024 \$000	Actual 2023 \$000
Salary	300-310	330-340
Benefits	-	-
Actual Severance	-	-

## 5 Operating Costs

	Actual 2024 \$000	Actual 2023 \$000
Fees to Auditors		
- fees to Auditors for audit of financial statements Current Year	124	116
Consumables/school costs	1,108	1,056
Materials issued to students	481	552
Rent	1,364	1,092
Notional rent	766	834
Other accommodation expenses	901	791
Administration expenses	4,901	4,070
Student expenses	4,103	3,489
Provision for doubtful debts expense	0	9
Board of Trustees remuneration	131	128
Finance costs	11	7
<b>Total Operating Costs</b>	<b>13,890</b>	<b>12,144</b>

## Commitments and Operating Leases

	Actual 2024 \$000	Actual 2023 \$000
<b>Property Lease Commitments</b>		
Not later than one year	1,628	1,369
Later than one year and not later than five years	3,439	3,967
Later than five years	0	0
<b>Total Property Lease Commitments</b>	<b>5,067</b>	<b>5,336</b>

## 6 Cash and Cash Equivalents

	Actual 2024 \$000	Actual 2023 \$000
Cash & Cash Equivalents	6,415	14,437
<b>Total Cash and Cash Equivalents</b>	<b>6,415</b>	<b>14,437</b>

## 7 Accounts Receivable

	Actual 2024 \$000	Actual 2023 \$000
Receivables (gross)	3,756	5,562
Less provision for doubtful debts	(34)	(34)
<b>Total Receivable</b>	<b>3,722</b>	<b>5,528</b>
Total receivables comprises:		
Receivables from exchange transactions	1,073	761
Receivables from non-exchange transactions	2,683	4,801
The ageing profile of receivables at year end is:		
Not past due	3,260	5,464
Past due 31 - 60 days	99	-
Past due 61 - 90 days	-	-
Past due > 91 days	397	98
<b>Total Receivables</b>	<b>3,756</b>	<b>5,562</b>

### *Fair value*

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

## 8 Other Financial Assets

	Actual 2024 \$000	Actual 2023 \$000
Term deposits with maturities of greater than 3 months	49,700	29,400
<b>Total Other Financial Assets</b>	<b>49,700</b>	<b>29,400</b>

## 9 Property, Plant & Equipment

	Cost	Accumulated Depreciation	Carrying Amount	Current Year Additions	Current Year Disposals	Current Year Depreciation	Disposal Depreciation	Cost	Accumulated Depreciation	Carrying Amount
\$000	01/01/2024	01/01/2024	01/01/2024					31/12/2024	31/12/2024	31/12/2024
<b>2024</b>										
IT Equipment	4,024	(3,126)	898	840	(149)	(571)	149	4,715	(3,548)	1,167
Library Materials	763	(763)	-	0	0	0	0	763	(763)	-
Furniture and Fittings	2,432	(1,829)	603	342	(13)	(227)	13	2,761	(2,043)	718
Leasehold Improvements	3,992	(3,455)	537	355	(319)	(184)	318	4,028	(3,321)	707
Leasehold- Make good	187	(28)	159	0	(9)	(34)	0	178	(62)	116
Motor Vehicles	570	(501)	69	0	0	(51)	0	570	(552)	18
Art	64	(2)	62	0	0	0	0	64	(2)	62
Plant & Equipment	263	(230)	33	89	(78)	(17)	76	274	(172)	102
	12,295	(9,934)	2,361	1,626	(568)	(1,084)	556	13,353	(10,463)	2,890
Work in progress										-
<b>Total Property, Plant &amp; Equipment</b>										<b>2,890</b>

	Cost	Accumulated Depreciation	Carrying Amount	Current Year Additions	Current Year Disposals	Current Year Depreciation	Disposal Depreciation	Cost	Accumulated Depreciation	Carrying Amount
\$000	01/01/2023	01/01/2023	01/01/2023					31/12/2023	31/12/2023	31/12/2023
<b>2023</b>										
IT Equipment	3,868	(2,529)	1,339	160	(5)	(602)	5	4,024	(3,126)	898
Library Materials	763	(763)	-	0	0	0	0	763	(763)	-
Furniture and Fittings	2,157	(1,768)	389	426	(151)	(207)	146	2,432	(1,829)	603
Leasehold Improvements	3,632	(3,357)	275	369	(9)	(102)	5	3,992	(3,455)	537
Leasehold- Make good	97	(3)	94	89	0	(24)	0	187	(28)	159
Motor Vehicles	570	(431)	139	0	0	(70)	0	570	(501)	69
Art	42	(2)	40	21	0	-	0	64	(2)	62
Plant & Equipment	272	(259)	13	29	(39)	(6)	35	263	(230)	33
	11,403	(9,114)	2,289	1,095	(204)	(1,012)	191	12,295	(9,934)	2,361
Work in progress										120
<b>Total Property, Plant &amp; Equipment</b>										<b>2,480</b>

## 10 Intangible Assets

	Cost	Accumulated Amortisation	Carrying Amount	Current Year Additions	Current Year Disposals	Current Year Amortisation	Disposal Amortisation	Cost	Accumulated Amortisation	Carrying Amount
	45,292	45,292	45,292					45,657	45,657	45,657
<b>2024</b>										
Acquired	1,179	(924)	255	0	0	(61)	0	1,179	(985)	194
Internally Generated	18,980	(16,253)	2,727	1,483	(6,761)	(725)	6,761	13,702	(10,218)	3,484
	20,159	(17,177)	2,982	1,483	(6,761)	(786)	6,761	14,881	(11,203)	3,678
Work in progress										777
<b>Total Intangible Assets</b>										<b>4,455</b>
	Cost	Accumulated Amortisation	Carrying Amount	Current Year Additions	Current Year Disposals	Current Year Amortisation	Disposal Amortisation	Cost	Accumulated Amortisation	Carrying Amount
	44,927	44,927	44,927					45,291	45,291	45,291
<b>2023</b>										
Acquired	1,179	(859)	320	0	0	(65)	0	1,179	(924)	255
Internally Generated	18,980	(15,416)	3,564	0	0	(837)	0	18,980	(16,253)	2,727
	20,159	(16,275)	3,884	0	0	(902)	0	20,159	(17,177)	2,982
Work in progress										1,216
<b>Total Intangible Assets</b>										<b>4,197</b>

Work in progress is primarily for the Te Ara Whakamua curriculum refresh \$777,000 (2023: \$705,000) where new curriculum resource assets have been created.

## 11 Creditors and Other Payables

	Actual 2024 \$000	Actual 2023 \$000
<b>Payables Under Exchange Transactions</b>		
Suppliers	512	902
Salary related liabilities	143	137
Other accruals	388	639
Students	58	85
<b>Total Payables Under Exchange Transactions</b>	<b>1,101</b>	<b>1,763</b>
<b>Payables Under Non-Exchange Transactions</b>		
Ministry of Education (EFTS)	1,193	1,065
Ministry of Education (Other)	1,198	517
<b>Total Payables Under Non-Exchange Transactions</b>	<b>2,391</b>	<b>1,582</b>
<b>Payables Under Agency Transactions</b>		
GST payable	207	399
Other accruals	26	26
Ministry of Education (Other)	310	686
<b>Total Payables Under Agency Transactions</b>	<b>543</b>	<b>1,111</b>
<b>Total Payables</b>	<b>4,035</b>	<b>4,456</b>

## 12 Employee Entitlements

	Actual 2024 \$000	Actual 2023 \$000
<b>Current Portion</b>		
Accrued pay and annual leave	6,890	6,111
<b>Total Current Portion</b>	<b>6,890</b>	<b>6,111</b>
<b>Non-Current Portion</b>		
Retirement leave	51	51
<b>Total Non-Current Portion</b>	<b>51</b>	<b>51</b>
<b>Total Employee Entitlements</b>	<b>6,941</b>	<b>6,162</b>



### 13 Provisions

	Actual 2024 \$000	Actual 2023 \$000
<b>Current Portion</b>		
Reinstatement	62	46
Contractual	131	123
<b>Total Current Portion</b>	<b>193</b>	<b>169</b>
<b>Non-Current Portion</b>		
Reinstatement	135	148
<b>Total Non-Current Portion</b>	<b>135</b>	<b>148</b>
<b>Total Provisions</b>	<b>327</b>	<b>317</b>

	Reinstatement \$000	Contractual \$000
<b>2024</b>		
Balance at 1 January	194	123
Additional provisions made	-	40
Amounts used	(9)	(32)
Unused amounts reversed during the period	-	-
Discount unwind	11	-
<b>Balance at 31 December</b>	<b>196</b>	<b>131</b>
<b>2023</b>		
Balance at 1 January	97	-
Additional provisions made	100	160
Amounts used	(10)	(37)
Unused amounts reversed during the period	-	-
Discount unwind	7	-
<b>Balance at 31 December</b>	<b>194</b>	<b>123</b>

#### *Reinstatement provision*

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

#### *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.

## 14 Contingent Assets & Liabilities

### Contingent Assets/Liabilities

#### *Pay Equity and Collective Agreement Funding Wash-up*

In 2024 the Ministry of Education provided additional funding for both the Te Aho o Te Kura Pounamu Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

### Contingent Liabilities

#### *Tuition Fees*

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

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

#### *Holiday Act Compliance – Schools Payroll*

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

The Ministry 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. The Ministry 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.

## 15 Equity

	Actual 2024 \$000	Actual 2023 \$000
<b>Retained Earnings</b>		
Balance at 1 January	45,928	36,091
Surplus for the Year	10,953	9,839
Transfer of funds to Money Held in Trust	(6)	(2)
<b>Retained Earnings Balance 31 December</b>	<b>56,875</b>	<b>45,928</b>
<b>Money Held in Trust</b>		
Balance 1 January	132	130
Transfer of funds from Retained Earnings	6	2
<b>Money Held in Trust Balance 31 December</b>	<b>138</b>	<b>132</b>
<b>Asset Revaluation</b>		
Balance 1 January	39	18
Increase/(decrease) in art revaluation	-	21
<b>Asset Revaluation Balance 31 December</b>	<b>39</b>	<b>39</b>
<b>Total Equity 31 December</b>	<b>57,052</b>	<b>46,099</b>

## 16 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.

## 17 Key Management Personnel Remuneration

	Actual 2024	Actual 2023
Board Members:		
Remuneration	131,000	128,088
Full-Time Equivalent Members	1.00	0.80
Leadership Team:		
Remuneration	1,219,342	1,219,692
Full-Time Equivalent Members	5.00	5.00
<b>Total Key Management Personnel Remuneration</b>	<b>1,350,342</b>	<b>1,347,780</b>
<b>Total Full-Time Equivalent Personnel</b>	<b>6.00</b>	<b>5.80</b>

### *Key Management Personnel*

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

## 18 Board Remuneration

	Actual 2024 \$000	Actual 2023 \$000
N Ngarewa (Presiding Member)	30	30
N Karaitiana	13	16
A Atkinson	3	-
B Cavanagh	15	15
H Edwards	15	16
W Flavell	15	16
S Heath	13	15
D Tuota'a	3	-
M Wendt	16	16
F Wainohu (Future Director)	8	4
<b>Total Board Remuneration</b>	<b>131</b>	<b>128</b>

### *Board Remuneration*

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

## 19 Financial Instruments Risk

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

### Currency Risk

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

### Interest Rate Risk

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

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

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

All investments are for less than twelve months.

### Credit Risk

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

In the normal course of its business, credit risk arises from debtors 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:

	<b>Actual 2024 \$000</b>	<b>Actual 2023 \$000</b>
<b>Financial Assets Measured at Amortised Cost</b>		
Cash and Cash equivalents	6,415	14,437
Accounts Receivable	3,722	5,528
Other Financial Assets	49,700	29,400
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>59,837</b>	<b>49,365</b>

	<b>Actual 2024 \$000</b>	<b>Actual 2023 \$000</b>
<b>Financial Liabilities Measured at Amortised Cost</b>		
Creditors and Payables (excluding income in advance, taxes payable and grants received subject to conditions)	2,640	2,955
	<b>2,640</b>	<b>2,955</b>

## **Liquidity Risk Management**

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

## **Capital Management**

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

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

## **20 Events after the Balance Date**

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There were no significant events after the balance date.

## **21 Explanations of Major Variances Against Budget**

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Explanations for major variances from Te Kura's budgeted figures for 2024 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) for whom Government Funded Tuition was received. Total EFTS for 2024 were 11,615, Budget 10,848.

Actual \$83.128m, Budget \$78.780m.

Other Revenue was higher than budget due to higher than budgeted funding received for Finance Income due to higher than budgeted interest rates and Other Financial Assets (term deposits with maturities of greater than 3 months), Trades Academy mainly due to more other STP trades placements, Learning Support, Equity Funding due to a higher than budgeted number of eligible EFTS. Lower than budgeted funding was received for Pay Equity and Collective Agreement Funding Wash-up from 2023 and readjusted estimates being received for 2024 (a contingent asset and liability note is included for this funding in the financial statements).

Actual \$20.084m, Budget \$17.744m.

Personnel costs were lower than budget due to the timing of recruitment and filling vacancies compared to budget, and capitalisation and deferral of some curriculum refresh activities which were budgeted to be expensed.

Actual \$76.499m, Budget \$80.788m.

Operating costs were lower than budget with the major variances sitting in Consumables/school costs (communications related expenditure) and Rent and other accommodation expenses. This was offset by higher than budgeted spend in Administrative Expenses (predominantly Licence/Maintenance Agreements and other ICT support costs).

Actual \$13.890m, Budget \$14.615m

Depreciation and Amortisation costs were lower than budget due to the deferral of some capital projects so the 2024 capital budget was not fully spent.

Actual \$1.871m, Budget \$2.166m.

**Statement of Financial Position**

There was higher than expected other financial assets balance due to higher revenue, and lower expenditure than budgeted enabling funds to be invested in term deposits.

Actual Other Financial Assets \$49.700m, Budget \$29.400m.

Non-Current Assets are lower than budget mainly due to deferral of some capital projects offset by the movement of curriculum refresh activities to capital and work in progress.

Actual \$7.345m, Budget \$7.560m.

**Statement of Changes in Equity**

The major variation occurred due to a net surplus of \$10.953m being achieved compared to the budgeted deficit of \$1.046m.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TE AHO O TE KURA POUNAMU'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

#### Opinion

We have audited the financial statements of Te Kura on pages 51 to 75, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of Te Kura:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity International Public Sector Accounting Standards ('PBE IPSAS').

Our audit was completed on 15 May 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

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

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

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

The Board's responsibilities 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 Te Kura's approved budget.

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

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

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



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

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board is responsible for the other information. The other information obtained at the date of our 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 Te Kura in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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



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