



**TE AHO O TE KURA POUNAMU
ANNUAL IMPLEMENTATION PLAN
2025**

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

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

Throughout this document you will see:

ākonga	student/s
whānau	family, extended family
hāpori	community
kaiāwhina	ākonga support
kaimahi	staff
kaiako	teacher/s
kaimanaaki	learning advisor/s
kirirarau	citizen
huinga ako	learning advisory/group meeting (face to face or online)
mātāpono	principles.

TIROHANGA WHĀNUI NĀ TE HEAMANA POARI ME TE TUMU WHAKARAE OVERVIEW FROM CHIEF EXECUTIVE

E ngā mana, e ngā reo, ngā karangaranga maha o te motu, tēnā koutou katoa

It is with great pride that we present the 2025 Annual Implementation Plan (AIP) for Te Aho o Te Kura Pounamu (Te Kura). This document outlines our focused strategy to deliver results-driven, high-quality education that empowers learners to achieve their goals and contribute to a thriving Aotearoa.

Our work is underpinned by a strong commitment to value for investment, personal accountability, and results that matter. By maintaining a clear focus on outcomes, we continue to adapt our approach to meet the diverse needs of New Zealanders while ensuring resources are used wisely and effectively.

Driving Excellence and Opportunity

The 2025 AIP reinforces our dedication to ensuring that every ākonga | student has access to personalised, flexible education that is aligned with a thriving society and modern economy. Whether supporting young adults preparing to enter the workforce or helping learners develop the skills needed to succeed, we remain focused on outcomes that contribute to personal achievement and national prosperity.

Key Areas of Focus for 2025

- Delivering High-Quality Education – our teaching practices are built on evidence-based approaches that prepare learners for the challenges of tomorrow. We are advancing literacy and numeracy outcomes while integrating future-focused skills to ensure ākonga can meet and exceed national standards.
- Promoting ākonga agency and wellbeing – Te Kura is dedicated to equipping learners with the tools to take ownership of their education and future. By fostering resilience, self-management, and personal accountability, we empower ākonga to realise their potential.

- Strengthening Bicultural and Community Partnerships – respecting the Treaty of Waitangi, we actively support partnerships with Māori and Pacific communities, recognising their vital contributions to New Zealand’s identity and economy.
- Supporting Economic Contribution – with a strong focus on young adults not in employment, education, or training (NEET), we are delivering programmes that connect education to employability, ensuring individuals can step confidently into meaningful roles in society.
- Building Sustainable Systems – by modernising our operations and streamlining processes, we are making Te Kura a leader in education delivery. This includes integrating technology that enhances engagement, improves outcomes, and ensures efficient use of resources.

Accountability and Results


We have identified clear, measurable indicators to track progress in engagement, wellbeing, and achievement. These benchmarks ensure that our initiatives deliver real, tangible outcomes for all ākonga. Regular reporting and data analysis will ensure transparency and drive continual improvement.

A Shared Commitment to Success

The 2025 AIP reflects Te Kura’s commitment to delivering educational excellence that serves both individuals and our nation. By equipping learners with the skills and knowledge needed to contribute to society, we are building a resilient and capable future workforce.

Our focus remains clear: delivering value, driving results, and ensuring that every ākonga is positioned to succeed in their unique journey.

Ngā mihi nui,



Te Rina Leonard

Tumu Whakarae | Chief Executive, Te Aho o Te Kura Pounamu

E ngā mana, e ngā reo, ngā kārangaranga maha o te motu, tēnā koutou katoa

Nō mātau te maringanui me te hōnore ki te whakaatu i te Mahere Whakatutuki ā-Tau 2025 (AIP) mō Te Aho o Te Kura Pounamu (Te Kura).

Kei roto i tēnei tuhinga tā mātou rautaki arotahi ki te tuku mātauranga kounga tiketike e arotahi ana ki ngā hua, e whakamanawa ana i ngā ākongā ki te whakatutuki i ā rātou whāinga, me te whai wāhi ki te whai oranga o Aotearoa.

Kei te tūāpapa o ā mātou mahi te ū kaha ki te whai uara mō ngā haumitanga, te noho haepapa whaiaro, me ngā hua whai tikanga.

Mā te noho arotahi ki ngā hua, ka whai tonu mātou ki te urutau i tō mātou huarahi ki te whakatutuki i ngā hiahia kanorau o ngā tāngata o Aotearoa, me te whakarite kia whakamahia ngā rauemi i runga i te whakaaro nui me te whai hua

Te Whai i te Hiranga me ngā Ara Whakatupu.

Ko te AIP 2025 e whakapakari ana i tō mātou ū ki te whakarite kia whai wāhi ngā ākongā katoa ki te mātauranga whaiaro, ngāwari hoki e hāngai ana ki ngā hiahia o te ōhanga hou.

Ahako te tautoko i ngā taiohi e whakarite ana ki te kuhu ki te ao mahi, te āwhina rānei i ngā ākongā ki te whakawhanake i ngā pūkenga e hiahiatia ana kia angitu, e ū tonu ana tā mātou arotahi ki ngā hua e whai wāhi ana ki te whakatutukitanga whaiaro me te oranga tonutanga o te motu.

Ngā Aronga Matua mo te tau 2025.

- Te Whakatutuki i te Mātauranga Kounga Teitei – e hāngai ana ā mātou tikanga whakaako ki ngā huarahi taunaki, e whakarite ana i ngā ākongā mō ngā wero o āpōpō. E whakatairanga ana mātou i ngā hua o te reo matatini me te pāngarau, me te whakauru hoki i ngā pūkenga arotahi ā-mua kia ū, kia eke ake hoki ngā ākongā ki ngā paerewa ā-motu.
- Te whakatairanga i te mana motuhake me te hauora o ngā ākongā – E ū ana Te Kura ki te whakatau i ngā ākongā ki ngā taputapu e taea ai e rātou te whai rangatiratanga ki tō rātou mātauranga me tō rātou anamata. Mā te poipoi i te manawaroa, te whakahaere whaiaro, me te haepapa takitahi, ka whakakaha mātou i ngā ākongā kia tutuki i a rātou tō rātou pito mata.
- Te Whakakaha ake i te Kanorautanga me ngā Whanaungatanga Hapori -mā te whakaute i te Tiriti o Waitangi, e tautoko ana mātou i ngā whanaungatanga ki waenga i ngā Māori me ngā hapori o Te Moana-nui-ā-Kiwa, e āhukahuka ana i ā rātou tākohā mai ki te tuakiritanga me te ohaohatanga o Aotearoa.

- Te Tautoko i te Whai Wāhi ki te Ōhanga – mā te aro nui ki ngā taiohi kāore i te mahi, i te ako, i te whakangungu rānei (NEET), e whakatinana ana mātou i ngā hōtaka e hono ana i te mātauranga ki te āheinga mahi, kia whai māia ai ngā tāngata ki te kuhu ki ngā tūranga whai tikanga i roto i te hāpori.
- Te Hanga Pūnaha Toitū - Mā te whakahou i ā mātou whakahaere me te whakangāwari i ngā tukanga, e whakarite ana mātou kia noho Te Kura hei kaiārahi ki te tuku mātauranga. Kei roto i tēnei ko te whakauru hangarau e whakarei ana i te whakaurutanga, e whakapai ana i ngā hua, ā, e whakarite ana i te whakamahi tōtika o ngā rauemi.

Te Kawenga Takohanga me ngā Hua

Kua tāutuhia e mātou ngā tohu mārama, ka taea te ine, hei whai i te ahunga whakamua i roto i te whakaurutanga, te oranga, me te whakatutukitanga.

Ko ēnei paearu e whakarite ana i ngā hua tūturu ka tukua, e kitea ai hoki ā mātou kaupapa mō ngā ākonga katoa. Mā te pūrongo auau me te tātaritanga raraunga e whakarite te mārama, me te whakatairanga i te whakapai ake tonutanga.

He Ngākau Tapatahi ki te Angitū

E whakaatu ana te AIP 2025 i te manawanui o Te Kura ki te tuku mātauranga tiketike, e whakaratotia ana ki ngā tāngata takitahi me tō tātou whenua.

Mā te whakatūturu i ngā ākonga ki ngā pūkenga me te mātauranga e hiahiatia ana hei whai wāhi ki te hāpori, e hanga ana mātou i tētahi huinga kaimahi manawaroa, pūkenga hoki mō anamata.

E mārama tonu ana tā mātou arotahinga: ki te whakatutuki uara, te whakatutuki hua, me te whakarite kia whai wāhi ia ākonga e angitu tonu ai tā rātou haerenga ahurei.

Te Rina Leonard



Tumu Whakarae

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 ākongā enrolled with other education providers.

The Correspondence School was set up in 1922 to provide education at primary school level for 83 ākongā living in remote areas. In 1929, it expanded to cater for secondary school ākongā. 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 ākongā with learning. There is a wealth of meaning to the name, reflecting the role we play within the education sector, ākongā themselves and our vision for their achievement.

Our regionalised structure allows us to deliver education to our ākongā across New Zealand with locations in major centres (Auckland, Hamilton, Hastings, Wellington, Christchurch and Dunedin) and smaller offices across the motu from Whangārei to Invercargill. Being located within communities means our kaimahi can work alongside ākongā 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 ākongā and whānau.

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

Our Vision

Ki te tī ki te tā, ki te katoa

Anytime, anywhere, anyone

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

Our Beliefs

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 21st century.

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.

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 (aho) 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 aho just as some aho 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 <i>Climate conscious kirirarau of a bicultural Aotearoa New Zealand</i>		KAUAWHI INCLUDE <i>All ākonga in Te Kura’s kaupapa</i>			TĀUTEUTE ENGAGE <i>Ākonga through authentic, personalised learning</i>
Becoming a bilingual school	Becoming a climate-conscious school	Focusing on Young Adults and ākonga not in employment, education, or training	Advocating for a more open and flexible enrolment policy	Advocating for greater access to learning support	Embedding Te Ara Pounamu
<ul style="list-style-type: none"> • Kaimahi learn and develop Te Reo Māori and cultural competency. • Recruitment enables and supports bilingualism. 	<ul style="list-style-type: none"> • Carbon neutral and carbon emission data is available and monitored. • Governance structures support the achievement of this strategic objective. 	<ul style="list-style-type: none"> • Young Adult data is collected and reported on regularly, including priority groups (Māori, Pacific & Disability) to support an improvement focus on our responsiveness to these priority groups. 	<ul style="list-style-type: none"> • Ākonga and their whānau have successful and positive experiences. • Stakeholders understand and communicate 	<ul style="list-style-type: none"> • Kaimahi successfully develop and deliver learning plans for ākonga with additional learning needs. • Learning Support tools are available, accessible and 	<ul style="list-style-type: none"> • Curriculum and Learning Delivery are up to date with National Curriculum changes and have this training available for kaimahi.

<ul style="list-style-type: none"> • Te Reo Māori competency is monitored and reported. • Te Kura communications are bilingual (external and internal). • Mātauranga Māori is integrated in learning, design, delivery and review. 	<ul style="list-style-type: none"> • Te Kura’s operating model supports the achievement of this strategic objective. • Curriculum offerings are available and supported with training and resources. • Ākonga have climate-conscious project options. • All future changes/initiatives undertaken by Te Kura support the achievement of this objective. • Financial funding and budgeting increases for climate-conscious related work. 	<ul style="list-style-type: none"> • Kaimahi capability to deliver programmes to Young Adult ākonga is strengthened. • Stakeholders who engage with Young Adults know about Te Kura and understand the value of our school. • Young Adults know about Te Kura and choose to enrol. • Feedback and reporting ensure practice and programmes are successful and meet Young Adult needs. • Young Adult programmes are appropriately funded by Te Kura and the Ministry of Education. 	<p>about the value of Te Kura.</p> <ul style="list-style-type: none"> • Enrolment is easier and open to more ākonga. 	<p>people know how to use them.</p> <ul style="list-style-type: none"> • Te Kura becomes a fundholder for Ongoing Resourcing Scheme (ORS) • Te Kura communicates and receives feedback/input from key Learning Support stakeholders incl. ākonga and whānau. • Te Kura is a leader and influences Learning Support policies and initiatives with education partners. 	<ul style="list-style-type: none"> • Ākonga and whānau feel supported and able to provide feedback about learning programmes. • Regional partnerships support and enhance ākonga opportunities in the local educational ecosystem especially for Māori and Pacific. • Curriculum and Learning Delivery practice support Māori, Pacific and ‘At Risk’ ākonga.
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PŪNAHA AUAHA INNOVATE <i>Digitally to support ākonga and kaimahi</i>		ĀRAHI LEAD <i>And influence within the education eco-system</i>		
Building our systems and capability	Ensuring our systems enable the delivery of Te Ara Pounamu	Sharing our whakapapa and telling our story	Making Te Kura a great place to work	Recruiting and developing kaimahi to deliver Te Ara Pounamu
<ul style="list-style-type: none"> • We gather relevant information through enrolment and onboarding to support ākonga starting at Te Kura. • Ākonga can access what they need to for their education. • Te Kura has strong relationships with vendors and stakeholders to ensure systems and software are well supported and up to date. • Kaimahi can access what they need to do their job. • Te Kura has resilient systems that support business continuity in disasters and emergencies. 	<ul style="list-style-type: none"> • User experiences inform system change and purchase. • The systems and technologies used are agile, flexible, and respond to ākonga engagement shifts. 	<ul style="list-style-type: none"> • A consistent story is communicated across a range of channels and events. • Our educational opportunities are understood, supported, and promoted by our partners and stakeholders. • Te Kura has the appropriate tools to maintain and develop our digital presence. • Kaimahi understand and can communicate Te Kura whakapapa and story. 	<ul style="list-style-type: none"> • Kaimahi have PLD options and resources available to upskill them in their current role. • Kaimahi have, and know, the pathways available to progress their career. • Kaimahi have the tools they need to complete their job successfully. • Kaimahi have, and know where to find, important information. • Kaimahi are supported well by consistent leadership that aligns with Te Kura values. 	<ul style="list-style-type: none"> • Kaimahi have a clear line of sight to how their work connects to Te Kura values and strategic objectives. • Te Kura communicates to potential candidates kaimahi experiences and opportunities. • Te Kura has the right staff with the right training in the right places to deliver Te Ara Pounamu. • Kaimahi are trained and supported in building capability in delivering Te Ara Pounamu.

ANNUAL IMPLEMENTATION PLAN 2025

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a bilingual school.	Te Aka Taumatua is structured and resourced/staffed to meet current and future demand.	Te Aka Taumtua National Manager. Implementation Lead. Human Resources and Finance.	Mātauranga Māori is integrated in learning, design, delivery and review.
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a bilingual school.	Increase ākonga course options in Te Reo Māori.	Te Matanga o Te Marau.	
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a bilingual school.	Develop 2 modules in te reo Māori across all wāhanga ako at all levels of offering.	Te Matanga o Te Marau.	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning to achieve developing Te Marautanga o Aotearoa courses and modules to ākonga Māori learning in te reo Māori.
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a bilingual school.	Develop materials for cultural competency and progression in te reo Māori of kaimahi.	Te Matanga o Te Marau. Human Resources.	
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a bilingual school.	Communications in Reo Māori are increased and annual goals are established.	Manager - Communications. Manager - Data and Analytics.	Te Kura communications are bilingual (external and internal).

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a bilingual school.	Implementation of the 5-year Rautaki.	Manager - Communications.	Te Kura has clear goals for the strategy.
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a bilingual school.	Review all of Te Kura position descriptions to reflect bilingualism.	Human Resources. Te Matanga o Te Marau. Deputy Chief Executive (DCE) Curriculum.	Recruitment enables and supports bilingualism.
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a bilingual school.	Provide guidance and training to implement the revised recruitment strategy.	Human Resources.	
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a climate-conscious school.	Provide guidance and training to implement Curriculum resources and deliver ākongā project-based learning developments	Principal Advisor Curriculum. National Leader of Learning - Curriculum. DCE Learning Delivery.	Curriculum offerings are available and supported with training and resources. Ākongā have climate-conscious project options.
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a climate-conscious school.	Establish governance per the KPMG report and provide PLD for Board and SLT.	Chief Advisor – Strategy.	Governance structures support the achievement of this strategic objective.
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a climate-conscious school.	New initiatives and project work are required to include climate-conscious assessment as part of approval process.	Chief Advisor – Strategy.	All future changes/initiatives undertaken by Te Kura support the achievement of this objective.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Poipoi Nuture climate-conscious kirirarau of a bicultural Aotearoa New Zealand.	Becoming a climate-conscious school.	Conduct a review of the current fleet and make recommendations to ensure Te Kura offers fit-for-purpose vehicles as part of its vehicle fleet. Replace fleet vehicles with lower emissions models wherever possible.	Manager – Procurement.	Te Kura’s operating model supports the achievement of this strategic objective.
Kauawhi Include all ākonga in Te Kura’s Kaupapa.	Focusing on Young Adults & ākonga not in employment, education or training.	Continue to meet and build stakeholder relationships regionally and nationally.	DCE Learning Delivery.	Stakeholders who engage with Young Adults know about Te Kura and understand the value of our school.
Kauawhi Include all ākonga in Te Kura’s Kaupapa.	Focusing on Young Adults & ākonga not in employment, education or training.	Continue to monitor and adjust practice and programmes.	DCE Learning Delivery.	Feedback and reporting ensure practice and programmes are successful and meet Young Adult needs.
Kauawhi Include all ākonga in Te Kura’s Kaupapa.	Focusing on Young Adults & ākonga not in employment, education or training.	4 x ConnectED Phase 5 modules are developed for ākonga to access online, in-person or via print possibilities.	National Leader of Learning - Curriculum.	Kaupapa Kōkiri, in particular ConnectED Phase 5, is developed to meet the needs of Young Adult ākonga.
Kauawhi Include all ākonga in Te Kura’s Kaupapa.	Focusing on Young Adults & ākonga not in employment, education or training.	A strengthened strategy is developed with 2 modules being developed across each reo matatini, literacy and pāngarau and numeracy.	National Leader of Learning - Curriculum.	Targeted development of reo matatini, literacy and pāngarau and numeracy materials.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Focusing on Young Adults & ākonga not in employment, education or training.	Understand and establish current data collection for this cohort of ākonga, including priority groups to identify future areas for improvement.	Manager - Data and Analytics.	Young Adult data is collected and reported on regularly, including priority groups (Māori, Pacific & Disability) to support an improvement focus on our responsiveness to these priority groups.
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Focusing on Young Adults & ākonga not in employment, education or training.	Establish clear reporting, monitoring and feedback for this area and how it informs practice and programmes.	Chief Advisor Strategy. Senior Advisors.	Feedback and reporting ensure practice and programmes are successful and meet Young Adult needs.
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for a more open & flexible enrolment policy.	Continue to build strong relationships across the MoE and with the Minister for Education.	Senior Leadership Team	Ākonga and their whānau have successful and positive experiences
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for a more open & flexible enrolment policy.	Continue to regularly seek ākonga and whānau feedback on their experiences at Te Kura to identify future areas for improvement.	Chief Advisor Strategy. Senior Advisors.	Ākonga and their whānau have successful and positive experiences.
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for a more open & flexible enrolment policy.	Share success stories with key stakeholders.	Manager - Communications	Stakeholders understand and communicate about the value of Te Kura.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for a more open & flexible enrolment policy.	Provide feedback into key national initiatives. Agree on the strategic approach to moving towards more open enrolment and develop a plan.	Chief Advisor Strategy.	Enrolment is easier and open to more ākonga.
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for greater access to learning support.	Implement Te Kura delivery model for MOE bulk-funding of ORS TA hours from 2025	DCE Learning Delivery.	Te Kura has a good delivery model for ORS TA hours
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for greater access to learning support.	Plan and implement Learning Support capability building for kaimahi	DCE Learning Delivery.	
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for greater access to learning support.	Plan and implement LS data dashboard	DCE Systems and Support.	Kaimahi successfully develop and deliver learning plans for ākonga with additional learning needs.
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for greater access to learning support.	Develop clear strategies as to how we engage our learning support whānau and ākonga online and at distance.	National Leader of Learning - Curriculum.	
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for greater access to learning support.	Develop clear indicators for ākonga who need targeted support to achieve milestones.	National Leader of Learning - Curriculum.	Online and at distance pedagogies are supported and managed in conjunction with developing practice at ngā huinga.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for greater access to learning support.	Collate and provide key research/feedback papers to education partners.	Chief Advisor Strategy. Senior Advisor Policy and Risk.	Alignment of our aromatawai approach identifies ākonga who need targeted support to achieve milestones.
Kauawhi Include all ākonga in Te Kura's Kaupapa.	Advocating for greater access to learning support.	Provide feedback into key national initiatives.	Chief Advisor Strategy. Senior Advisor Policy and Risk.	Te Kura communicates and receives feedback/input from key Learning Support stakeholders incl. ākonga and whānau.
Tāuteute Engage ākonga through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	Student Journey- Review and refine Onboarding as part of the end to end process of Student Journey.	DCE Learning Delivery.	Te Kura is a leader and influences Learning Support policies and initiatives with education partners.
Tāuteute Engage ākonga through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	Develop Pastoral care overview/proactive approach/guidance. AWARE process PLD and support.	DCE Learning Delivery.	We gather relevant information through enrolment and onboarding to support personalised learning.
Tāuteute Engage ākonga through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	Clear development of teaching and learning programs to support Phase 1 and 2 including aromatawai specifications as stated in foundation curriculum policy	Curriculum. Kirsten Anderson	Ākonga wellbeing is proactively supported and any issues are noticed and responded to.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Tāuteute Engage ākongā through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	Development of indicators and progressions to inform kaimahi practice as to next steps and/or if targeted support is needed.	National Leader of Learning - Curriculum.	Structured literacy and maths are managed to be implemented in a set timeframe.
Tāuteute Engage ākongā through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	Development of targeted teaching and learning programs to support ākongā achievement	National Leader of Learning - Curriculum.	Alignment of our aromatawai approach identifies ākongā who need targeted support to achieve milestones.
Tāuteute Engage ākongā through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	Quality aromatawai information is developed to monitor and evaluate ākongā progress and achievement.	National Leader of Learning - Curriculum.	Structured literacy and maths are managed to be implemented in a set timeframe.
Tāuteute Engage ākongā through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	Strategic implementation and PLD support is provided to kaimahi as changes to practice are developed	National Leader of Learning - Curriculum.	Alignment of our aromatawai approach identifies ākongā who need targeted support to achieve milestones.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Tāuteute Engage ākonga through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	<p>EXPlore goes live and is implemented, and professional learning occurs.</p> <p>Class for Teams goes live and synchronous learning is supported as a significant lever for engagement of ākonga.</p>	National Leader of Learning - Curriculum.	Changes to practice from the new curriculum documents for English, Maths, Pāngarau and Reo Rangatira is managed and supported. Online and at distance pedagogies are supported and managed in conjunction with developing practice at ngā huinga.
Tāuteute Engage ākonga through authentic, personalised learning.	Embedding Te Ara Pounamu , our Big Picture inspired approach to authentic, inclusive, personalised learning.	Development of survey which includes the collection and reporting of ākonga and whānau voice.	Chief Advisor Strategy. Senior Advisors.	
Punaha Auaha Innovate digitally to support ākonga and kaimahi.	Building our systems and capability.	Policies and procedures updated and training for kaimahi is established (e.g. Cyber security).	Chief Advisor Strategy. Senior Advisor Policy and Risk.	Ākonga and whānau feel supported and able to provide feedback about learning programmes.
Punaha Auaha Innovate digitally to support ākonga and kaimahi.	Building our systems and capability.	Kaiako have a (new) collaborative teaching and learning platform, with training and comms to support ākonga success.	Learning Systems Lead – Curriculum.	Te Kura has resilient systems that support business continuity in disasters and emergencies.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Punaha Auaha Innovate digitally to support ākonga and kaimahi.	Building our systems and capability.	Contract Management Solution. Procurement process to secure a contract management system that is fit for purpose. Complete testing, implementation and training as appropriate.	Deputy Chief Executive – Systems and Support. Manager – Procurement. Chief Information Officer.	Online and at distance pedagogy is supported and managed in conjunction with developing systems to improve ākonga outcomes.
Punaha Auaha Innovate digitally to support ākonga and kaimahi.	Ensuring our systems enable the delivery of Te Ara Pounamu.	Ākonga and whānau feedback is incorporated into a cycle.	Chief Advisor Strategy. Senior Advisors.	Kaimahi can access what they need to do their job / Te Kura has strong relationships with vendors and stakeholders to ensure systems and software are well supported and up to date.
Ārahi Lead And influence within the education eco-system.	Sharing our whakapapa and telling our story.	Implement the recommendations of the review of the tools of communication (internal and external).	Manager – Communications.	User experiences inform system change and purchase.
Ārahi Lead And influence within the education eco-system.	Making Te Kura a great place to work.	Picture of a region including personnel & resourcing	DCE Systems and Support.	Te Kura has the appropriate tools to maintain and develop our digital presence.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Ārahi Lead And influence within the education eco-system.	Making Te Kura a great place to work.	Picture of a region. Indicators of growth and expansion, guidance and office protocols and expectations.	DCE Systems and Support.	Recruitment Strategy.
Ārahi Lead And influence within the education eco-system.	Making Te Kura a great place to work.	Developing pathways to leadership within Te Kura.	Manager - Human Resources.	Property strategy.
Ārahi Lead And influence within the education eco-system.	Making Te Kura a great place to work.	Revision of Leadership development framework for current and emerging leaders.	Manager – Human Resources.	Induction, PLD, identified leadership pathways, support resources for Leaders
Ārahi Lead And influence within the education eco-system.	Making Te Kura a great place to work.	Development of Diversity, Equity and Inclusion (DEI) strategy (Belonging @ Te Kura).	Manager – Human Resources.	Kaimahi are supported well by consistent leadership that aligns with Te Kura values.
Ārahi Lead And influence within the education eco-system.	Making Te Kura a great place to work.	Undertaking training needs analysis and development of PLD strategy.	Manager – Human Resources.	Kaimahi have a sense of belonging and connecting with others at Te Kura, and know where to find, important information
Ārahi Lead And influence within the education eco-system.	Making Te Kura a great place to work.	Undertake review of current recognition programmes and develop strategy to recognise kaimahi in alignment with Te Kura values	Manager – Human Resources.	Kaimahi have PLD options and resources available to upskill them in their current role and to build capability with a view to future growth.

Strategic Whenu	Strategic Aho	2025 actions	Lead responsible for action	Outcome Evaluation Indicators
Ārahi Lead And influence within the education eco-system.	Recruiting & developing kaimahi to deliver Te Ara Pounamu.	Kaimahi have a clear line of sight to how their work connects to Te Kura values and strategic objectives.	Manager – Human Resources.	Recognition strategy established, implemented and visible in line with Te Kura values
Ārahi Lead And influence within the education eco-system.	Recruiting & developing kaimahi to deliver Te Ara Pounamu.	Te Kura communicates to potential candidates kaimahi experiences and opportunities.	Manager – Communications.	Position descriptions are reviewed, align with the delivery of Te Ara Pounamu and reflect our bilingual strategy and Te Kura values.
Ārahi Lead And influence within the education eco-system.	Recruiting & developing kaimahi to deliver Te Ara Pounamu.	Everyone knows the ‘story’ of Te Kura and Te Ara Pounamu (internal and external) and how our values reflect the way we work.	Manager – Communications.	External communications featuring kaimahi experience stories are planned and developed. Develop comprehensive Te Kura ‘story’ including whakapapa for all internal and external comms channels.

NGĀ TŌTOHU KAUNEKE | PROGRESS INDICATORS

Te Kura has a diverse and complex school roll. Ākonga enrolled with Te Kura come from a wide range of backgrounds and are enrolled for varying lengths of time. Each ākonga enrolls for a particular reason and has particular goals.

Our strategic priorities have been chosen to ensure we support each ākonga to achieve their goals. To monitor and measure the intended impact of our strategic priorities and key development actions, we have chosen progress indicators which focus on outcomes for ākonga. These indicators cover engagement, wellbeing and achievement and will be monitored for **all ākonga, ākonga Māori, Pacific ākonga and Young Adults**.

School level data and analysis will be provided monthly to the Board. Regional Managers and all kaimahi will receive weekly data which can be disaggregated to support monitoring of regional, team and individual goals.

1. Engagement in a learning programme in My Te Kura

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

In 2023, an average of 54.1% of Y1–13 Full-Time ākonga and Y11–13 Young Adult ākonga logged in to My Te Kura weekly and an average of 28.7% of Y1–13 Full-Time ākonga and Y11–13 Young Adult ākonga submitted work each week or had an ‘Engage’ item completed by their kaiako.

In 2025, we are working towards an increase in the percentage of online presence and work submission of ākonga in My Te Kura.

2. Wellbeing

We want Te Kura to be a good place for all ākonga. We recognise the need to understand the wellbeing of our ākonga and to respond to specific wellbeing concerns and issues.

In 2019, we introduced a voluntary Wellbeing survey as part of My Korowai. We are supporting kaimanaaki to build their knowledge and capability in responding to information ākonga share with them through the survey.

By the end of 2024, 22% of our Y11–13 Full-Time/Young Adult ākonga, 31% of our Y7–10, 16% of our Y0–6 and 5% of our Learning Support ākonga had completed the survey at least once (ākonga who were enrolled as at the end of 2024).

In 2024, 55% of the Wellbeing survey attempts were provided feedback by kaimanaaki.

In 2025, we are working towards an increase in the percentage of ākonga who complete the survey at least once during the year, as well as an increase in the percentage of survey attempts with feedback by kaimanaaki.

In 2021, we introduced continuous reporting by kaimanaaki on ākonga progress against Ngā Mātāpono, the principles of Te Ara Pounamu.

In 2024, 61% of ākonga enrolled in My Korowai were provided feedback for progress against Ngā Mātāpono.

In 2025, we are working towards an increase in the percentage of ākonga who receive feedback against Ngā Mātāpono.

3. Achievement at NCEA

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

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

In 2024, our average rate of NCEA standard achievement for Full-Time and Young Adult ākonga was 95.6%.

29.5% of Full-Time ākonga and 32.6% of Young Adults achieved Te Kura assessed NCEA standards (ākonga who were enrolled in one or more NCEA subjects).

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

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

In 2024, 37.2% of Full-Time ākonga and 70.4% of Young Adult ākonga met NCEA Literacy requirements and 35.8% of Full-Time ākonga and 69.2% of Young Adult ākonga met Numeracy requirements (ākonga who were enrolled in years 11+ and one or more NCEA subjects).

In 2025 we are working towards an increase in the percentage of ākonga who meet the NCEA Literacy and Numeracy requirements.