


A young man with dark hair, wearing large black headphones and a purple hoodie, is sitting on the grass. He is smiling and looking towards the right. He is holding a black laptop. The background consists of a light-colored wooden slat fence and lush green plants. A dark teal diagonal shape is overlaid on the bottom left of the image, containing the text.

# Te Pūrongo ā-Tau 2023 2023 Annual Report



Te Aho o Te Kura Pounamu  
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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:

aho	focus
ākonga	student/s
awhi	embrace
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)
mātāpono	principles
mātauranga	knowledge
matua	adult
motu	island
rangatahi	youth
whānau	family/extended family
wharekura	house of learning
whenu	strands

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

Tēnā koutou katoa

I te mea e whakauru atu ana Te Kura ki tōna kotahi rau mā tahi tau, ka puea ake te whakataukī rongonui nei ki ōku maharatanga.

"Ka pū te ruha – ka hao te rangatahi"

E whakaatu ana tēnei haerenga i tō tātou whakahoutanga me tō tātou whakawhitinga ki anamata. I te tau 2023 i poroporoaki tātou i tō tātou Tumu Whakarae ki a Mike Hollings. Me mihi ka tika ki tēnei kaiārahi rangatira i hoe nei i te waka o Te Kura mō te 17 tau. E tino whakamihī nui ana ki te whakatau mai i a Te Rina Leonard hei Tumu Whakarae hou. E whakauru mai ana a Te Rina ki tēnei tūranga me ōna pūkenga tautōhito me te mārama hoki ki te ahurea o Te Kura. He wahine a Te Rina e ngākau nui ana kia angitū tonu ngā mahi o Te Kura, ā, he whakaaro whakahirahira ōna ki te tautoko i ngā ākonga o Te Kura i Aotearoa puta noa i te ao whānui.



E whakapono ana te Poari Matua o Te Kura kei runga mātou i te huarahi tika. E manawanui ana mātou ka arotahi tonu mātou ki te tautoko kia noho tonu ā mātou ākonga ki te pokapū o ngā akoranga.

E pouheretia ana ēnei kaupapa matua e ā mātou whenu rautaki e rima:

- Poipoi | Te poipoi kirirarau mauri oho ki te taiao kākano rua o Aotearoa
- Kauawhi | Kia kauawhitia katoatia ngā ākonga o Te Kura ki ngā kaupapa o Te Kura
- Tāuteute | Kia whakauruhia ngā ākonga ki ngā akoranga tūturu whaiaro
- Pūnaha auaha | Kia whakapakari i ngā pūkenga matihiko auaha hei tautoko i ngā ākonga me ngā kaimahi

He kanorau, he matatini hoki ngā ākonga o Te Kura. Nō ngā takenga whānui ngā ākonga o Te Kura, ka mutu, i whakauru mai mō ngā wā e hiahia ana rātou.

Tino pārekareka rawa ki ahau te mahi tahi me te Poari, ā, e tino ngākau nui ana ahau ki te whakauru mai i a Fleur Wainohu ki te Poari. Ko ia te tumuaki o Te Kura Kaupapa Maori o Te Wānanga Whare Tapere o Takitimu, ā, i whakaurutia mai ia i runga i te kaupapa a Te Kawa Mataaho ki te whakarato wheako whaiaro kāwanatanga ki te Poari.

E tino hiahia ana ahau ki te whakamihī ki te Poari mō ā rātou tautoko me tō rātou pono ki Te Kura. Me mihi hoki ki a Te Rina me tana tīma whakahaere me ngā kaimahi ringa rehe hoki o Te Kura. Ngā mihi nui ki a koutou mō ā koutou mahi mō te painga o te katoa!

Hei whakakapi ake māku, me mihi ahau ki ngā ākonga me ō rātou whānau. Ko rātou ngā kaiārahi ō āpōpō, e whakaohoho tonu nei i ā tātou ia rā.

Ka nui anō te mihi ki a koutou

A handwritten signature in black ink, reading "Nicola Ngarewa".

Nicola Ngarewa

Tiamana o te paori

Tēnā koutou katoa

As Te Kura enters a new phase of its 101-year history, the well-known whakataukī "Ka pū te ruha – ka hao te rangatahi" comes to mind. This reflects our journey of transition and renewal.

In 2023, we bid farewell to our much-loved and respected Chief Executive, Mike Hollings, after his 17 years of visionary leadership at Te Kura. Now, we are privileged to welcome Te Rina Leonard as our new Chief Executive, stepping into the role with a wealth of experience and a deep understanding of the culture of Te Kura. Te Rina is committed to building upon our successes and has exciting ideas to further support our ākonga throughout Aotearoa, New Zealand and beyond.

The Te Kura Board of Trustees is also confident that we are on the right path, and we are determined that our strategic priorities will continue to focus on and support keeping ākonga at the centre of their learning.

That is underpinned by our five strategic whenu, or strands:

- Poipoi | Nurture climate-conscious kirirarau (citizens) of a bicultural Aotearoa New Zealand
- Kauawhi | Include all ākonga in Te Kura's Kaupapa
- Tāuteute | Engage ākonga through authentic personalised learning
- Pūnaha auaha | Innovate digitally to support ākonga and kaimahi
- Arahi | Lead and influence within the education eco-system.

Te Kura has a diverse and complex school roll. Its ākonga 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.

I have enjoyed working with the Board and I want to especially welcome our Board intern, Fleur Wainohu, principal of Te Kura Kaupapa Māori o Te Wananga Whare Tapere o Takitimu, who sits on our Board as part of a public service initiative to provide governance experience.

And I want to acknowledge the rest of the Board for their support and sincere commitment to Te Kura. A huge mihi to Te Rina and her senior management team, and Te Kura kaimahi, a dedicated and professional workforce, thank you all for the difference you are making!

Finally, thank you to our amazing ākonga and their whānau, our future leaders of tomorrow, who inspire us every day.

Ka nui ano te mihi ki a koutou



Nicola Ngarewa  
Board Chair

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

## 'I oreā te tuatara ka patu ki waho'

Ka whakatutukia he raru mā te kimi otinga tonu. E kōrero ana tēnei whakataukī mō te auaha o te whakaaro, mō te urutau me te manawaroa anō hoki. Mai i te wā i tīmata ahau hei Tumu whakarae, e ono marama ki muri, kua tino mārakerake te kite ko ēnei ngā taikahatanga e hiahiatia ana mō tētahi rōpū kia whakawhanake tonu, kia anga whakamua. Ko tētahi o āku mahi tuatahi hei Tumu Whakarae he tū ki mua i te Tiringa Kōmihana Whakatewhatewha i roto i te urupare KOWHEORI – 19 o Aotearoa. Ka hoki taunoa te oranga whai muri mai i te Kowheori, he māmā noa kia wareware ki ngā rāhui, ki ngā hui tuku aw hikiri me ngā mōreareatanga o tērā wā. Mō Te Kura, ko tō mātou āhei ki te urutau me te haukōri. I whakamātauhia a Te Kura i te wā i whakawhirinaki mai ngā kura ki a mātou hei kura mātanga whakaako ā-ipurangi. He mea āwhina i ngā kura ki te kimi huarahi e ako tonu ai ngā ākongā ahakoa ngā kino o te Kōwheori.



I te pā kinotanga, ohoreretanga mai o huripara Gabrielle, he wā uaua taua wā mō ngā ākongā me ngā kaimahi kei ngā rohe o te Raki me Waenganui o Te Ika-a-Māui. Ko tētahi āhuetanga i tino kitea e au ko te tere āwhina ā ngā kaimahi i ō rātou hoa i taua wā tonu. Kua taka te kapa, i konei i Te Kura, ahakoa ko ngā ākongā te mātāmua o ā mātou mahi katoa me manaaki anō hoki mātou i ā mātou kaimahi.

I roto i ngā marama e ono kua pahure, i kaha taku whai whakaaro mō ngā mātāpono o Te Kura. He aha ngā mātāpono e ārahi ana i a mātou kia whakatutuki i ō mātou whāinga? He mea nui ngā mātāpono o Te Kura i ngā wā katoa. He mīharo katoa ngā kaiako tuatahi o Te Kura. Ko te kaiako tuatahi ko Janet MacKenzie, nāna i whakaako ngā akoranga motuhake mō ngahurutau i mua tonu i te tapanga mai o tērā kīanga. Ā, e hoki atu ana 102 tau ki muri, kua āhukahuka mātou ki ngā āhuetanga tūhāhā o ā mātou ākongā. Ko tēnei āhukahuka mō te āhuetanga tūhāhā o ā mātou ākongā te pūtaka o ā mātou mahi. Koia te poutokomanawa o ā mātou mātāpono, he tūhono, he tīaroaro, he āwhina anō hoki i roto i ā mātou mahi katoa.

He mahi āwhina hoki hei ārahi i a tātou ki te:

- mahitahi ki ngā ākongā mengā whānau
- whakawhanake me te whakapuaki i ā mātou mahere rautaki me ngā mahere ā-tau.
- pāhekoheko tahi me ō mātou kiripānga me te ratonga tūmatanui.

E ai ki tāku tuhipokatanga, ēhara ngā mātāpono i te āhuetanga hou ki Te Kura engari, neke atu i te 100 tau e whai wāhi atu ana ki te ao o te mātauranga. E kitea ana, he nui ngā panonitanga i roto i tā mātou whakawhanaunga me ngā ākongā. Hei tīmatanga, kua huri mai i te whakataka mahi mā runga hōiho ki te ako kanohi ki te kanohi (huinga ako), ki te ako hoki mā runga tuihono! Ko tāku e tino whai nei ko te whakapūmāutanga o te kotahitanga o Te Kura. Ko tā mātou hātepe tuatahi he tirohanga tauanga mō ngā kaimahi kātahi ka waihanga i ō mātou mātāpono mā ngā hui tuihono puta noa i ngā rohe katoa. He maha ngā whakahoki kōrero, ko ētahi he urutau me ngā urupare hoki ki ngā whakahoki kōrero. I te pito whakamutunga o te tau, i āhei au ki te haere ki te Poari me te kōrero mō ā mātou mātāpono.

E hono ana ngā mātāpono ki ngā uara motuhake pēnei i te pono, te whakapono, te ngākau pai, te orangatonutanga, te koronga, te atawhai me te kōrero anō hoki. E aro atu ana hoki ka pēwhea te whakanui i te mana o ētahi atu. Kia angitū ai te ākongā me pai tōna taiao, e whiwhi ai ia i te āwhina, te aroha me te manaaki anō hoki. Engari, ka pēhea mātou e mōhio ai e whai hua ana ā mātou mahi?

I te tau 2023, he tino nui ngā mahi i oti i a mātou i roto i te hopu, i te tātari raraunga me te whakamahi hoki i ērā ki te hopu i te manawa ū, i te oranga tonutanga me ngā tutukinga o ngā ākongā. He wāhanga matua tō te tātaringa raraunga ki te whakapai ake i ā mātou whakahaeretanga me ā mātou mahi katoa puta noa i Te Kura. E whakapono nui ana ahau e whakarite ana mātou i tēnei taonga ki te whakaū i te tika o ā mātou mahi. He tino motuhake tēnei i te wā ka kite mātou i tētahi pikinga tauhou ki ngā

rārangi ingoa i te wā e piki haere ana te tokomaha o ngā ākonga e puta ana i ngā kura ka whakaako kanohi ki te kanohi.

E mihi nui ana ki ā mātou kaimahi katoa e kaha whakapau kaha ana ki te whakatutuki i ērā whāinga. He tino mīharo ahau ki ā koutou mahi. He mihi nui hoki ki a koe Nicola, ki te tiamana o tō mātou Poari me te poari hoki mō ā koutou whakamānawa, ārahitanga, tautoko hoki.

Ngā Manaakitanga



**Te Rina Leonard**

Kaiwhakahaere Matua

### **'I oreā te tuatara ka patu ki waho' | 'When poked out the tuatara emerges.'**

A problem is solved by continuing to find solutions. This proverb refers to the need for creative thinking, adaptability, and perseverance. Since becoming Chief Executive six months ago, it has become increasingly clear that these are the strengths needed for an organisation to continually make progress and move forward. One of my first tasks as CE was to appear before the Royal Commission of Inquiry into New Zealand's COVID-19 response. With life getting back to normal post Covid, it's easy to forget about lock downs, immunisation schedules and how much disruption that caused. For Te Kura, our ability to adapt and move swiftly was tested when schools looked to us as the country's expert online educator to help navigate through school closures due to Covid and to keep students learning.

We were again under the spotlight with Cyclone Gabrielle which caused havoc and was extremely challenging for our ākonga and kamahi in the Northern and Central North regions. What stood out for me was how many of our kaimahi immediately stepped in to help their colleagues. It also brought home to me that at Te Kura, while we put the ākonga at the centre of everything we do, we also have to look after our kaimahi.

Over the past six months, I have spent quite a bit of that time thinking about what our values are at Te Kura. What are our values that guide us and help us to meet our goals? This has always been a place where values have been important. We had some wonderful founding educators, including of course, our first teacher, Janet MacKenzie, who was practising personalised learning decades before the expression was even coined. And, even going back 102 years there has been a recognition of the unique nature of our ākonga. This recognising of the unique nature of our ākonga remains our touchstone. It is the centre piece of our values, which will connect, align and support us across all aspects of our mahi.

This includes guiding us in how we:

- engage with our ākonga and whānau
- develop and deliver to our strategic and annual plans
- interact with our stakeholders and the public service.

As I have noted, values are nothing new for Te Kura, which has been part of the wider education ecosystem for over 100 years. Clearly, there have been huge changes in how we have engaged with ākonga. For a start we have gone from horseback delivery to face-to-face huinga ako, and to being online! What was really important to me, was to ensure that at Te Kura we were all on the same page. Our first step was a survey of kaimahi, and then through a series of online sessions across all our regions, we developed our values. There was further feedback, some adapting, and response to that feedback. Towards the end of the year, I was able to go to the Board and talk about our values.

Our values also include such important principles as integrity, trust, honesty, wellbeing, purpose, kindness and communication. It is also about how we recognise the mana of others. To succeed



ākonga need an environment where they receive awahi, aroha and manaaki. But how do we ensure that what we are doing translates to effectiveness?

During 2023 we made significant progress in the way we capture and analyse data and use it to track ākonga engagement, achievement and wellbeing. Data analytics are becoming an essential part of improving our practice and adding value to what we do, right across Te Kura. I believe we are developing the tools to ensure we keep on top of our game. This is essential at a time when we are seeing unprecedented growth in our roll and when increasing numbers of ākonga are opting out of face-to-face schooling.

A big thank you to all our kaimahi who continually go the extra mile to meet those needs. I am in awe of the work you do. And I must also extend my gratitude to Nicola, our Board Chair and our board members for their support and encouragement, and the deep thought they give to their role.

Ngā Manaakitanga



**Te Rina Leonard**

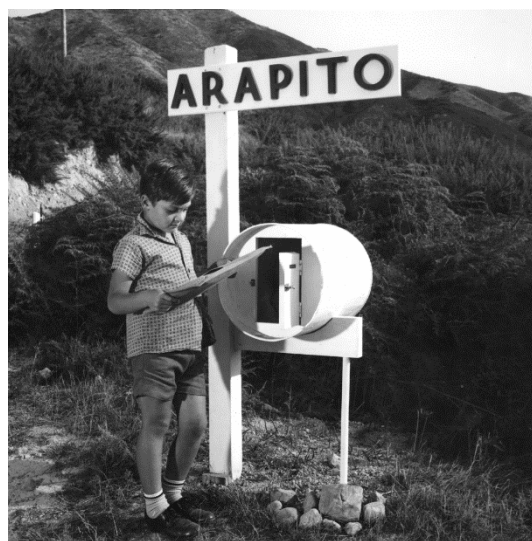
Chief Executive Officer

# 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 well over 25,000 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 four regional offices (Northern – Auckland, Central North – Hamilton, Central South – Wellington and Southern – Christchurch) and some smaller offices, including Whangarei, Hastings and Nelson. Being located within communities means our kaimahi can work alongside ākonga and their whānau; they also work closely with local schools/kura, agencies and community groups which support learning. Each region 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 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

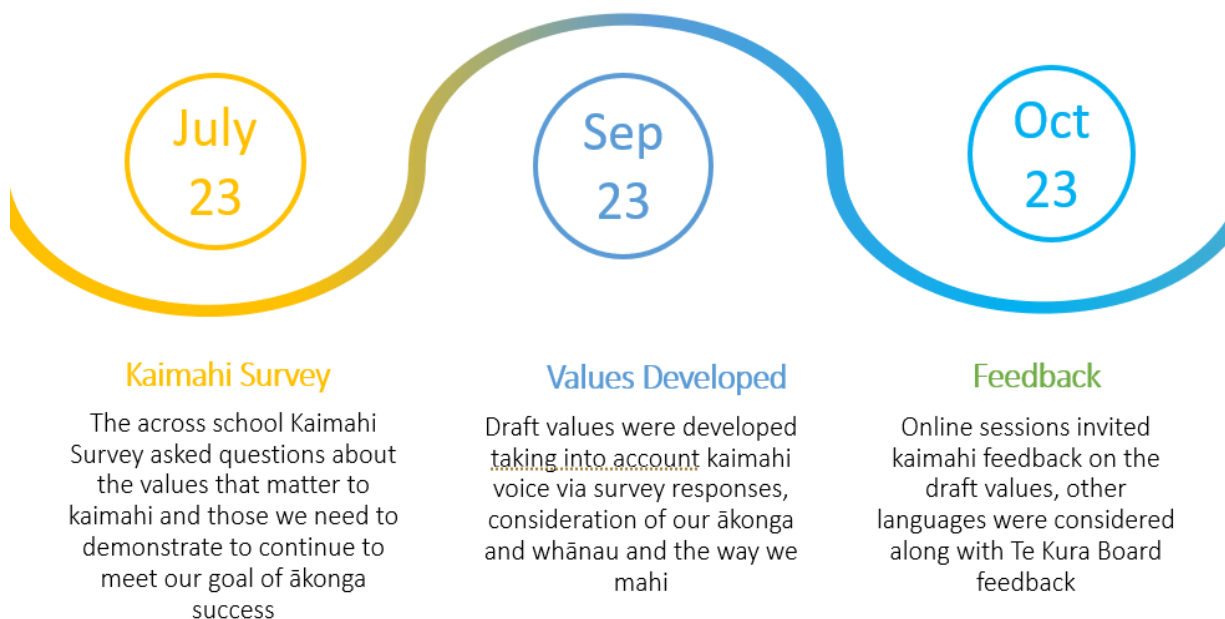
This is the theme connecting every aspect of our planning. As Te Kura is free from some of the constraints of a face-to-face school, such as managing classes and timetables, learning focused on 'one ākonga at a time' remains the starting point for our relationship with every ākonga.

### 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.

## Our Values

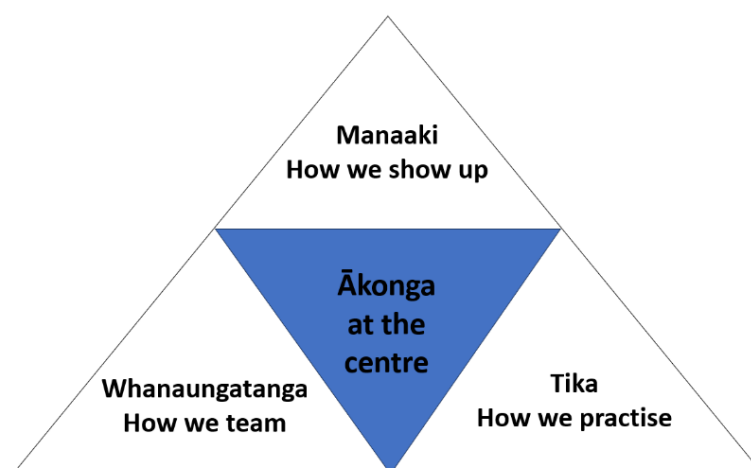
During 2023 Te Kura undertook the process of refreshing our values.



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.



Chief Executive Te Rina Leonard with kaiāwhina Hōhepa Horlock and Patrick Sefo-Cloughey at a blessing for the opening of our new office in Ōtepoti.



### **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 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 Southern, Central South, Central North, Northern, and Overseas and Early Childhood regions, Youth Transitions and our Te Aka Taumatua teams.
- Systems and Support – including Ākonga and Whānau Support, our Information Resourcing Group, Finance, 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 end 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	June 2024
Mele Wendt – reappointed June 2021	June 2024
Barbara Cavanagh – appointed June 2021	June 2024
Simon Heath – appointed June 2021	June 2024
Fleur Wainohu – future director diversity programme	June 2024
Hinerangi Edwards – appointed October 2022	October 2025
Will Flavell – appointed November 2022	November 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.

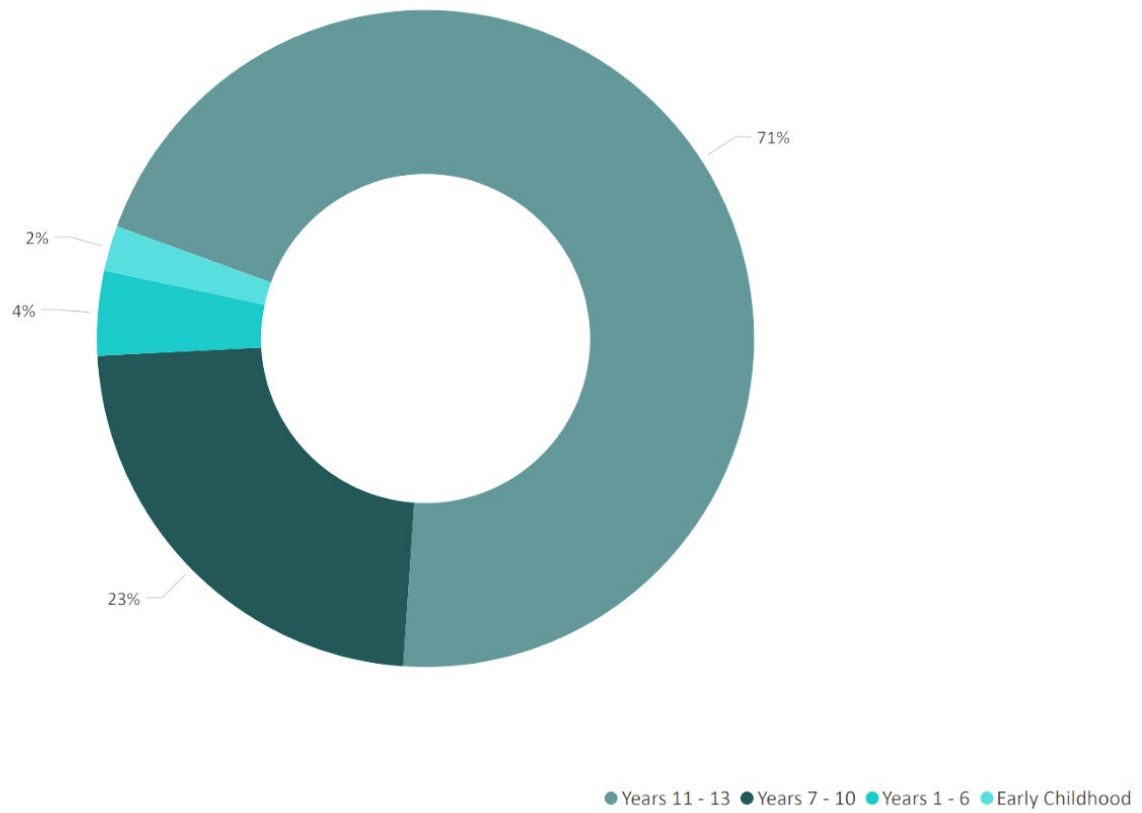
### **Student roll**

In the 2023 calendar year Te Kura had a cumulative roll of 28,538 with approximately 15,100 ākonga enrolled at any one time. Te Kura's roll is diverse. We have ākonga who are geographically isolated, itinerant or living overseas. Our Full-Time ākonga also include those who 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.

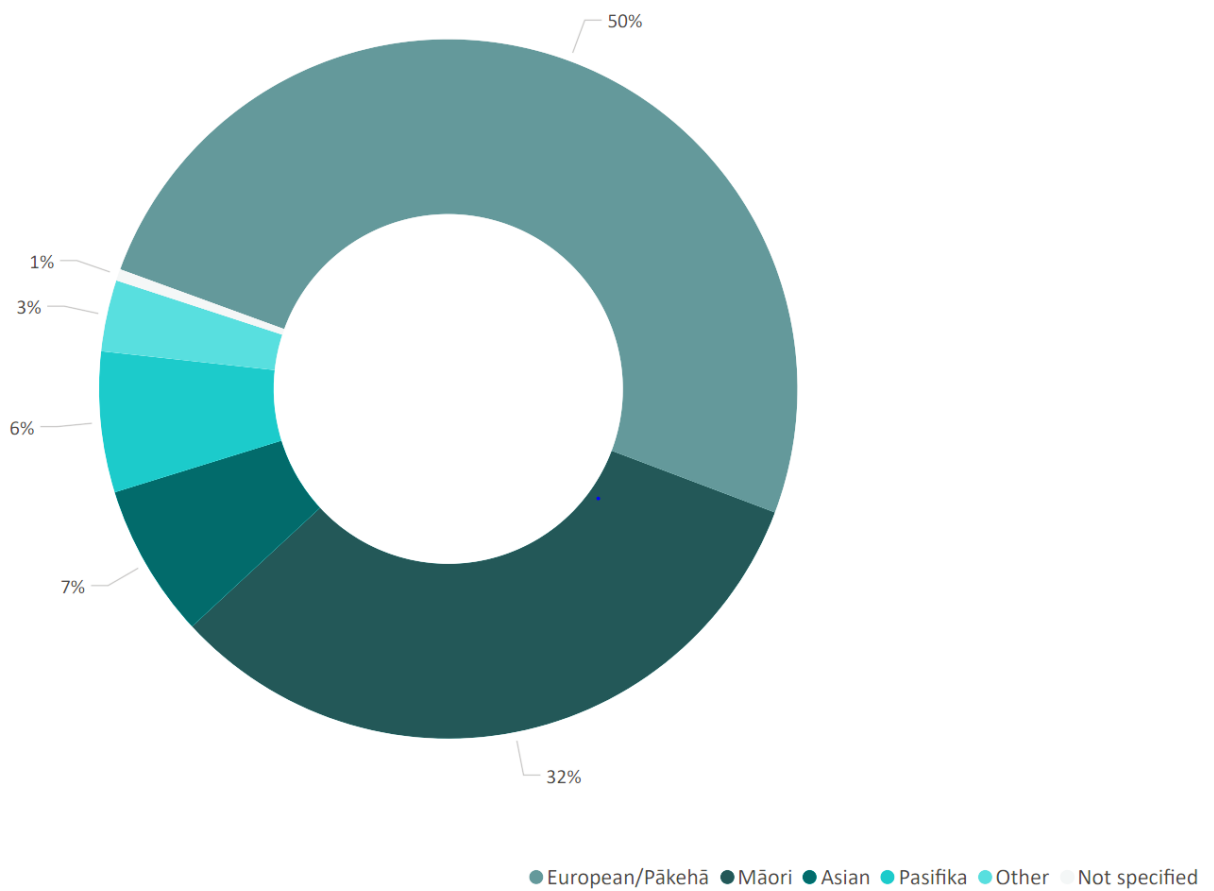
The majority of Te Kura ākonga are of secondary school age. They include young adults (aged 16 to 19) as well as adult ākonga from all parts of New Zealand. Te Kura has a substantial number of dual-registered ākonga from primary and secondary schools and kura who are enrolled for curriculum access, adaptation 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 20% of the early childhood, 42% of the Full-Time year 1 to 6 roll and 44% of Full-Time year 7 to 13 enrolments. Pacific enrolments have dropped slightly from 2022 (6%) to 4% for 2023. Our roll also includes ākonga who identify as being from a wide range of other ethnic groups.

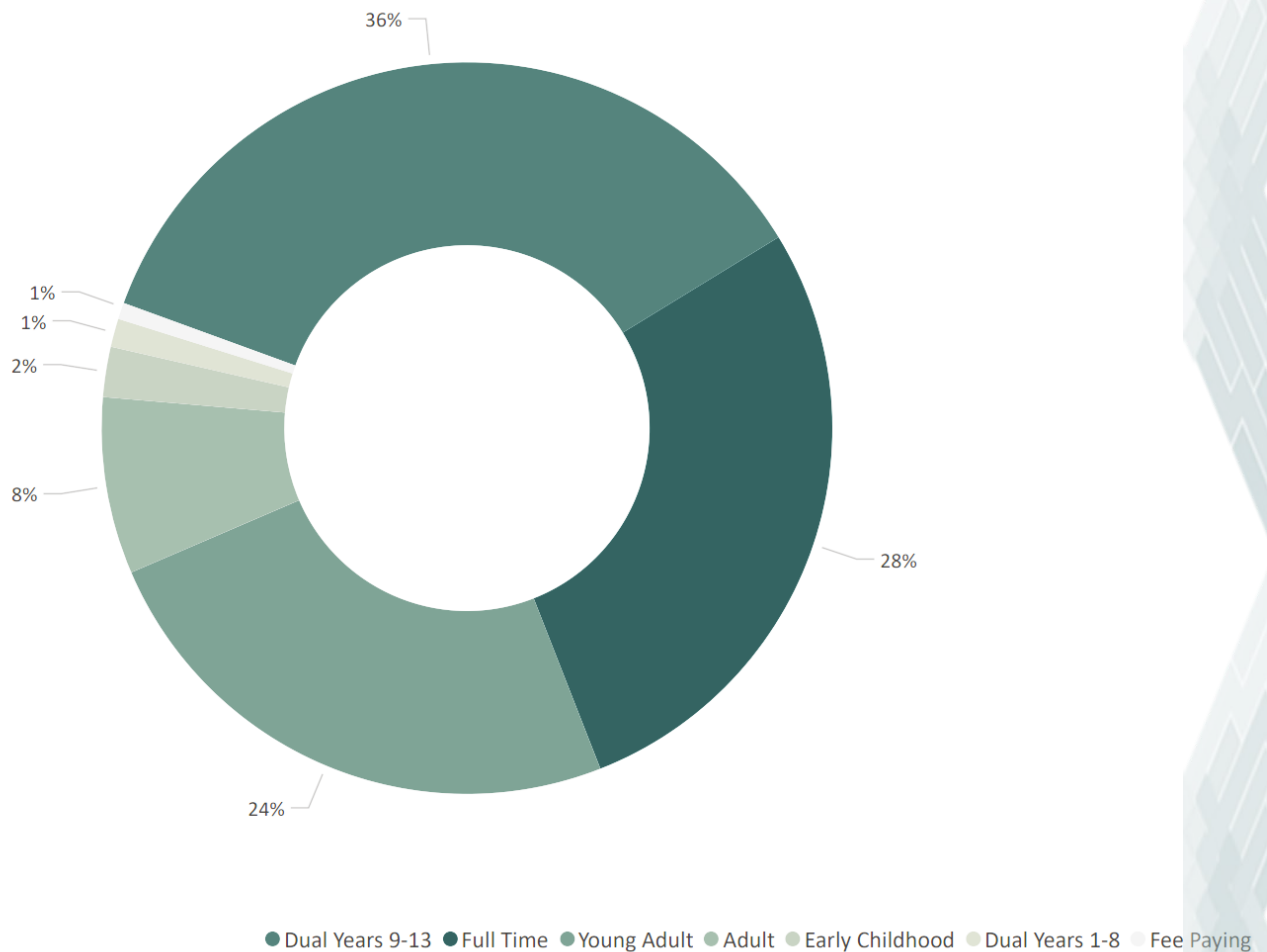
### Te Aho o Te Kura Pounamu, 2023 Enrolments, All Year Levels



### Te Aho o Te Kura Pounamu, 2023 Enrolments, All Ethnicities



## Te Aho o Te Kura Pounamu, 2023 Enrolments, All Offering Types



### Early childhood

Our early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds. Approximately 87% 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 2023, ākonga in years 1 to 6 made up approximately 13% of our Full-Time roll. We also deliver dual-registered curriculum services to a significant number of primary-aged ākonga.

### Years 7 to 10

In 2023, ākonga in years 7 to 10 made up approximately 48% 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.



Ākonga reading Te Kura library books with his brother

## Years 11 to 13

In 2023, ākonga in years 11 to 13 made up approximately 39% of our Full-time roll. We deliver dual-registered curriculum services to a substantial number of secondary 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 2023, young adults comprised 35% of our years 11 – 13 roll, in comparison to 16% of Full-time ākonga and 38% 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.



*Te Kura ākonga attending an Enviroskills course in Taupō*



# 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

## 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.

Around 40% of Te Kura's full-time roll is Māori and, during 2023, we introduced Te Aka Taumatua, our bilingual and immersion provision to full-time, Young Adult and dual registered ākonga through te reo Māori. Te Aka Taumatua has a national manager sitting within the Learning Delivery wāhanga and has been very successful, supporting around 400 ākonga to learn in te reo by year end.

We continued to implement our bilingual strategy Te Rautaki Reorua. This included implementing the Ministry of Education's Te Ahu o Te Reo framework and developing a new language plan. We created new Kaitiaki i te reo roles to support and facilitate Professional Learning and Development for other Te Kura kaimahi. Hundreds of kaimahi took advantage of this support during the year.

In the Curriculum space, a review panel, Ohu Kaitohutohu, was established to provide advice to writers involved in the curriculum and assessment review and refresh project. Resource developers are supported by the panel to deepen their understanding of mātauranga Māori and to appropriately incorporate te reo Māori, tikanga Māori and mātauranga Māori in new developments. Te Ara Whakamua and Te Aka Taumatua project managers worked closely together to align programmes of work, including development of new materials in te reo Māori for later translation into English, translation of selected existing English modules into te reo Māori, and co-construction through the Te Aka Taumatua Whānau approach of new materials across both contexts.

We also began discussions with the provider of our Learning Management System, My Te Kura, about developing a Māori language pack. This should enable us to customise My Te Kura to reflect our unique context more appropriately.

Continuing to incorporate and provide te reo Māori options across Te Kura has been highly successful in 2023. Our website is now available in both te reo Māori and English, and our Awards and Prizegiving ceremony has been renamed Te Rā Whakanui i te Angitu o ngā Ākonga, Te Kura's day of celebrating student success.

## 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.

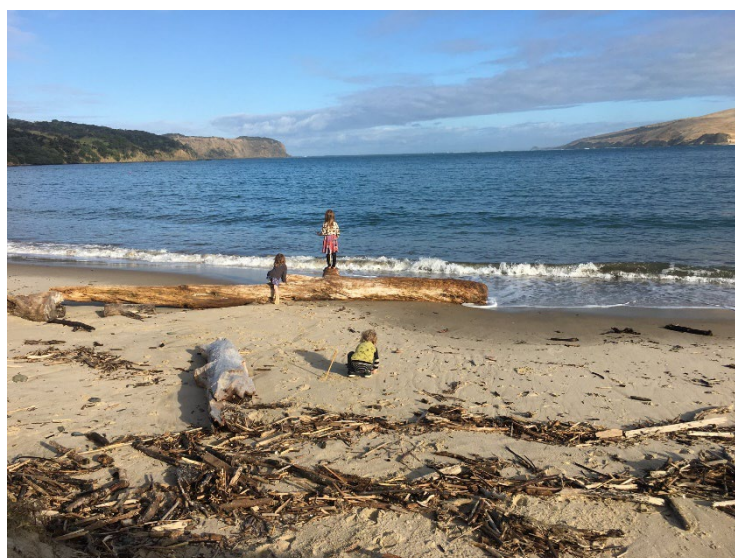
Developing a climate conscious curriculum will involve addressing climate and sustainability education through all learning areas and at all levels of the curriculum, teaching for the development of critical, creative and futures thinking, and strengthening te reo Māori and mātauranga Māori within place-based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

During 2023 we continued to weave climate consciousness and Mātauranga Māori into our curriculum resources as part of Te Ara Whakamua, our curriculum and assessment refresh and review project. New developments in integrated learning have been organised according to five conceptual contexts, one of which is Rauranga me te Kaitiakitanga | Citizenship and Guardianship, focusing learners on the environment, sustainability, and actions we can take as responsible and active contributors – locally, nationally and globally.

Guidance on reducing the climate impacts of new learning kits supplied to ākonga was implemented as part of Te Ara Whakamua, the curriculum and assessment review and refresh programme. This guidance was extended to existing learning kits as part of the Ākonga Learning Kits Review project established in November 2023.

Te Kura has been working with Ministry of Education in 2023 to understand our obligations within the Government’s overall Carbon Neutral Government programme. We are now reporting on areas of energy consumption (electric and gas), motor vehicles and milage (emissions), and measures around utilisation of facilities and footprints/floor space. This includes providing energy consumption information (e.g. electricity bills) to the Ministry of Education as part of the overall assessment across the education system consistent with the way other schools will be measured.

Climate considerations were also central to several significant projects during the year such as our review of regional boundaries and our review of learning kits. Te Kura is also evaluating environmentally friendlier supply solutions for mobile phones, printers, and headsets which will be rolled out in early 2024.



*Whānau exploring the beach in Hokiangā*

# KAUAHWI | 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 of 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.

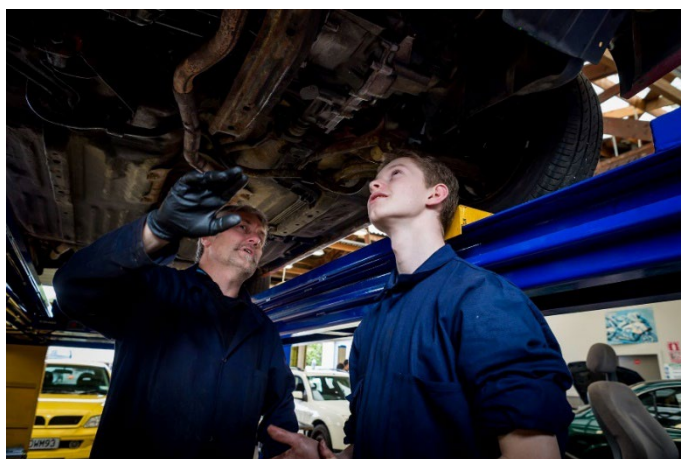
Our focus on this cohort includes ensuring that any young adults for whom Te Kura would be a good option know about us, that young adults who enrol with us have a good 'onboarding' experience, and that our programmes meet the needs of young adults who enrol with us.

In 2023, we focused on the onboarding process for Young Adults, literacy and numeracy, building relationships within the community and building relationships with kaiako and rōpū manaaki.

Our new onboarding tool was rolled out for Young Adults during 2023. The tool captures significantly more information about Young Adults at the point of enrolment than we have previously been able to capture. This information highlights the very diverse needs of this cohort of ākonga. Information from the tool helps us to plan for initial and sustained engagement and enables a much deeper level of data analysis.

Our He Whai Taumaruru – Leaving to Learn programmes continued to progress successfully. Our relationships within the community are paramount to ensuring we are able to support growth in this programme and create internship and shadowing opportunities. In 2023, ten Kaiwhakatere (regional Internship Coordinators) were recruited to support our Young Adult ākonga and to engage with local stakeholders.

Our Summer School programme continued to be hugely successful in supporting Young Adults to gain a few more NCEA credits over the summer break. This is often the difference between being able to move on to the next part of their learning journey or not. In 2022/2023 we enrolled over 2,000 ākonga for the first time and in 2023/2024 we enrolled over 3,000 ākonga.



*Te Kura ākonga completing a Leaving to Learn internship at a local workshop*

## Advocating for a more open and flexible enrolment policy

Currently ākongā 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 ākongā 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.

Te Kura has continued working with the Ministry of Education around enabling broader access to Te Kura. In 2023 a review of the enrolment policy was started that should be completed in early 2024. One new gateway that was developed for implementation in 2024 is a culturally enriched pathway as part of a pilot programme in partnership with Ngāti Toa and the Ministry. This allows Ngāti Toa to enrol a small number of ākongā into Te Kura with the iwi co-designing a curriculum in partnership with Te Kura and also providing kaiāwhina support.

During 2023 we also made a submission to the Royal Commission into New Zealand's COVID-19 response highlighting how Te Kura's unique operating model meant we were able to provide a relatively high degree of continuity in learning to our ākongā during the pandemic and also move swiftly to support the system in a number of different ways. One of our key messages to the Commission was that the pandemic and recent severe weather events have highlighted education system resiliency issues, the inequitable impact on those most vulnerable in the system (many of whom enrol with Te Kura) and the need for more flexibility in general about where, when and how ākongā learn.

## Advocating for greater access to learning support

We want ākongā 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 ākongā 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.

In 2023 we continued to work with the Ministry of Education to gain access for Te Kura ākongā to the range of Ministry of Education learning support services available to ākongā in other schools and kura. Priorities for 2023 included the Ministry's response to the Highest Needs Review and the implications for Te Kura. There were also ongoing discussions throughout the year about Te Kura becoming an Ongoing Resourcing Scheme (ORS) fundholding school due to our very high numbers of ākongā with ORS funding. This situation had not been resolved by the end of the year and discussions about bulk-funding Teacher Aides as an interim step continue into 2024.

Internally, our focus for 2023 was on creating a more inclusive learning environment for all ākongā. This included making system and practice changes for kaimahi working with ākongā with learning support needs. We also put in place processes to ensure that Teacher Aides and Additional Teachers have the devices and connectivity they need to support ākongā to engage.

# 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 hapori 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.

### Te Ara Whakamua

Te Ara Whakamua is Te Kura's curriculum and assessment refresh and review project. Over the course of the year online modules were progressed including modules for Early Childhood, ConnectED (integrated learning), Aotearoa New Zealand's Histories, Te Ara Whakapuāwai (education for Wellbeing) and Leaving to Learn. Development for Social Sciences, Mathematics and Statistics, and English for Years 1-10 started, and Literacy and Numeracy teams continued to build on strategies identified and tested as part of the Common Assessment Activity pilots in 2022. By the end of 2023, Te Kura was ready to launch new NCEA Level 1 courses in 2024 in response to the NCEA Change programme. These courses provide the learning and development of key skills and competencies ākonga need to achieve success in the new standards.

Common Assessment Activity readiness resources were developed to support teaching staff to in turn provide support to ākonga. Skill-based descriptors and accompanying Kaimahi Guide Notes were designed for the five phases of the refreshed curriculum and across the eight learning areas. A checklist was developed to provide practical suggestions for kaimahi in recognising ākonga readiness to be assessed against the new NCEA literacy and numeracy corequisites. Results from Common Assessment Activities during the year were sound, reflecting the dedication of kaimahi in understanding ākonga readiness to be assessed and preparing them for external assessment.

Later in the year we began testing the new Learning Outcomes Tool functionality in My Te Kura, our Learning Management System, with the aim of providing accessible, user-friendly feedback to ākonga and whānau on literacy and numeracy engagement and progression.

Te Kura received a positive Managing National Assessment review from NZQA which found we are effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022. No significant issues with management of national assessment were found and it was noted that our own review mechanisms allow us to identify and respond to most issues.

Te Kura representatives presented at the Ministry of Education's Curriculum Voices Group hui, focusing on how we have designed curriculum that promotes ākonga agency, is accessible and relevant to all regardless of location, and on our Mana Ōrite mō te Mātauranga Māori framework. Feedback from stakeholders from across the education eco-system was very positive.



*Te Kura ākonga aboard the Spirit of New Zealand*

### He Oranga Mahuru

He Oranga Mahuru is our learning delivery approach focusing on engagement and the wellbeing of ākonga. He Oranga Mahuru is Te Ara Pounamu in action.

The appointment of permanent Kaiārahi Toiora in each region was completed in 2023. These leadership roles focus on ākonga hauora (wellbeing), in particular ākonga Māori and Pacific ākonga, and building regional capability to respond to ākonga wellbeing. We also appointed three full-time counsellors to support ākonga.

In 2023 we had a strong focus on strengthening our collective hauora awareness, reviewing responsibilities of all roles, reviewing our ākonga wellbeing survey, and building consistent school wide practice in identifying and responding to ākonga wellbeing needs.

2023 also saw the first full year of Ministry of Education additional funding for ākonga enrolling through at-risk gateways. This was used primarily to support hauora, He Whai Taumaruru | Leaving to Learn activities and a strong focus on literacy and numeracy throughout the year.

### Ākonga Māori Success

Kaihāpai i te angitu o ngā ākonga Māori | Regional Māori Student Success roles were established to support our newly named Māori Student Success Framework strategy Te Angitūtanga Ākonga Māori. The responsibility of these roles is to support the capability building of kaimahi to work with ākonga and whānau Māori. These roles will have the responsibility of supporting the implementation of the strategy regionally and intervention of additional support for dual ākonga Māori to improve engagement and success.

The Kaihāpai in this region strengthened relationships between Te Kura and the dual school, which saw a positive trend of reduction for ākonga not returning mahi. Another focus of the Kaihāpai was to connect with our ākonga Māori who are Young Adults, this was done through the provision of a secure Instagram account. This initiative saw material and content created in a familiar social media platform which celebrated and made visible te reo me ngā tikanga Māori. There were at least 500 who signed up to this space.

In 2023 Te Aka Taumatua bilingual and immersion provision saw a minimum of five new ākonga enrolments every week. Te Kura continued working with kaimahi to improve how we respond to and engage with ākonga and whānau Māori.

Tikanga Wānanga sessions were a huge success in 2023. Regions also continued focusing on ākonga Māori with a number of events celebrating local connections where kaimahi were learning and sharing local pūrākau or mātauranga Māori with ākonga.

### Pacific Ākonga Success

Our Fautua Pasifika role was appointed in the Northern Region in 2023. The role focused on the data of ākonga Pasifika and reviewing engagement levels. The role also advised on how we can provide in region support to Pacific ākonga and identify examples of good practice. The Tautai Pasifika fono continued, underpinned by the Pacific Success Action Plan 2023. Some of the actions taken in 2023 were increasing support for Pasifika languages across all regions, ensuring Moana-Nui-a-Kiwa knowledge and perspectives are visible in the learning we create for ākonga, reviewing the use of our website by Pacific ākonga and whānau, focusing on the data and engagement of dual Pacific ākonga, and scoping the collection of Pacific data by country (as well as by 'Pacific').

Te Kura's partnership with Tokelau continued in 2023. There was very high ākonga engagement sitting at over 98% and positive feedback from the kaiako in Tokelau. This partnership will continue in 2024.

The overview of the 2023 Pacific Success Action Plan was coordinated by the DCE Curriculum and involved a collaborative effort with different kaimahi across Te Kura able to offer their expertise across workstreams.



# 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.

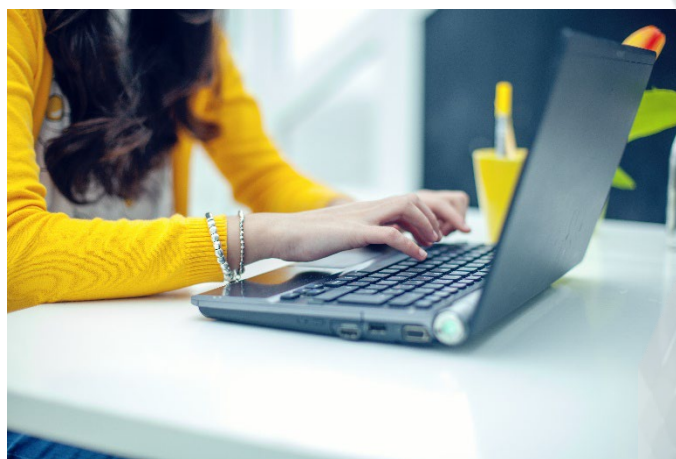
Over time we have made the transition from paper-based to online delivery of teaching and learning. The main platforms used by ākonga, whānau and kaimahi are My Korowai and My Te Kura. We have also developed internal ICT systems to support enrolment, teaching and learning, and our other support systems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

A significant achievement during the year was the decommissioning of our legacy Electronic Document and Records Management System (EDRMS) and the implementation of Microsoft SharePoint. This provides Te Kura with much better control of, and access to, our information in a cloud environment. Alongside this we deployed Microsoft Intune, giving greater protection of Te Kura's data, especially in the event of a mobile being lost, misplaced, or stolen. We also conducted a cyber-security self-assessment.

During the year we began the process of upgrading our Student Management System (SMS) from Integrator version 2.0 to 4.1. This project involves close liaison and planning with our SMS vendor. Good progress was made during the year and a go-live date in April 2024 was selected as the date that was the best fit with Te Kura's overall business needs.

2023 also saw Te Kura making good progress in the data space. We continued the development of a data repository or 'data lake' and also piloted a data dashboard for use by senior management and ultimately the rest of the school.

The End of Year/Start of Year (EOY/SOY) project continued throughout 2023. The EOY/SOY project aims to make continuous improvements that ensure ākonga are able to make the best start to the year possible by having everything they need to get engaged in their work quickly. The project scope includes making sure many different aspects of our systems and processes are aligned and putting ākonga at the centre. The improvements made during 2023 saw significant improvements in getting ākonga onboarded and engaged at the start of 2024.



## 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.

Te Kura's Student Journey Project continued during 2023 with the development and implementation of a new onboarding tool. The new tool aims to make the enrolment process simpler and faster for ākonga and whānau and to capture richer information about ākonga at the point of enrolment to better support their engagement in learning. The application form is dynamic, and tailor's questions based on the applicants' prior answers. It collects information about their educational needs as well as their wellbeing, cultural, social and technical support needs. The tool was successfully launched to Young Adults in July, and the other full-time gateways were added by the end of the year.

We also worked on the development of a new engagement data tool during the year, which was implemented at the start of 2024. The engagement data tool was used by teaching staff to very quickly identify ākonga who may be disengaged or in danger of becoming disengaged.

A focus during the year was how we can provide a more inclusive learning environment for all ākonga particularly those with Learning Support needs. This included making systems changes to ensure that all ākonga have automatic access to our My Te Kura learning management system to provide communication and learning resources.

We streamlined ākonga access to fundamental skills, knowledge and learning disposition modules to promote agency in learning, including ready access to resources to plug gaps in prior learning and ready access to extension activities as relevant. We also reconfigured landing pages for new NCEA Level 1 courses to reflect changes in learning design in response to National Curriculum Refresh and NCEA Change programmes.

We developed local progression statements for reading, writing, oral language, and numeracy and used new functionality in the Learning Management System to tag these progressions to selected activities across learning areas of Te Mātaiaho, the refreshed New Zealand Curriculum, to enable a visual representation of ākonga engagement and progress in literacy and numeracy across the curriculum, accompanied by plain English descriptors for ākonga and whānau.



*Ākonga with their Te Kura-issued devices*

We added devices specific to early childhood learning to our Laptop and Connectivity (LAC) support programme during the year and also made other process improvements. We included the option of LAC support in the onboarding tool so that ākonga needing that support can have access to a device and connectivity much more quickly.

We also worked with the Ministry of Education and Eduroam to greatly improve connectivity options for our ākonga via hotspots in our offices and huinga ako (learning advisory) locations.

# ĀRAHI | 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.

As part of our ongoing commitment to share our whakapapa and tell our story Te Kura's website underwent a full refresh during 2023. We also continued to promote Te Kura on social media.

There was media attention during the year related to our 2022 centenary year and also the retirement of our long-serving Chief Executive Mike Hollings and appointment of our new CE Te Rina Leonard. There was also local media interest anywhere that we opened a new office.

As always, we heavily promoted our Summer School offering for 2022/2023 and 2023/2024 with support from the Ministry of Education, the New Zealand Qualifications Authority and other stakeholders. This was a great success. In the 2022/2023 summer break we enrolled over 2,000 ākonga in Summer School for the first time and then in the 2023/2024 summer break we enrolled over 3,000 ākonga for the first time.



Te Kura continued to meet and develop relationships with a wide range of national and local stakeholders during the year. Some of the significant discussions were the development of a joint initiative with Ngāti Toa Rangatira and the Ministry of Education to pilot a new culturally enriched experience enrolment gateway, and meetings with Tūhoe and the Ministry of Education to explore potential opportunities to support remote learning.

In August 2023 the Te Kura Board of Trustees met with the Minister of Education to discuss current challenges and opportunities and in November 2023 we delivered a Briefing to the Incoming Minister.

## 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.

Early in the year we implemented our new Flexible Working procedures which were designed to make sure we continued to meet ākonga needs while also giving kaimahi appropriate flexibility as we moved into a post-COVID-19 environment. We also continued the wider refresh of our policy framework during the year and by the end of the year had most of our key Governance Policies updated and in place. We continue to work through the supporting Hātepe Kaimahi (Staff Procedures) and aim for this process to return to business as usual in 2024. In the meantime, the existing policies and procedures remain fit for purpose.

We also spent considerable time and effort early in the year supporting our kaimahi and ākonga and their whānau who were affected by Cyclone Gabrielle. The kaimahi based in the affected areas provided amazing support to their local communities while many were in challenging circumstances themselves and we have been very conscious of the need to support their wellbeing during the year. Wellbeing of all Te Kura kaimahi has been an ongoing focus during 2023.

During the year we undertook a survey of kaimahi focused on culture and the results from that fed into a review of our values. After a significant period of consultation and feedback we finalised the new values and implemented them towards the end of the year.

There were two other key consultations with kaimahi during the year. The first was a consultation with teaching kaimahi about our ākonga/kaimahi ratios as part of our obligations under the secondary teaching collective agreement. We took the opportunity to consult with all kaimahi about the ratios and focused on getting feedback on the principles that will guide annual consultations in the future.

Another major consultation with kaimahi was about proposed changes to some of Te Kura's regional boundaries due to the large increases in ākonga and kaimahi numbers in the last few years. The consultation considered changes to some existing regional boundaries to allow for better outcomes for kaimahi, ākonga, and their whānau. The consultation considered different approaches to managing the geographical size and spread of the existing regions to reflect shifting numbers of ākonga and kaimahi in each region. After considering feedback and an updated proposal was approved by SLT and we will be working on an implementation plan in 2024.

We also opened a number of new tari (offices) in 2023 and developed plans to open more during 2024. The main driver for opening a new tari is where we have enough ākongā based to justify it as part of our implementation of Te Ara Pounamu, which places a lot of emphasis on the ability to meet face-to-face. However, these new locations also improve our ability to recruit great staff, provide a better work-life balance and reduce the need to travel long distances to meet ākongā, which also supports our climate objectives.

### **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 ākongā.

Around 40% of Te Kura's full-time roll is Māori, so we continued to build our learning design and kaimahi capability to deliver for ākongā Māori. We made progress on implementing our bilingual strategy Te Rautaki Reorua and the development of our bilingual and immersion provision Te Aka Taumatua as significant contributors to our ability to deliver the authentic, personalised learning programmes that are the intent of Te Ara Pounamu.

During the year we also continued to recruit and develop Kaiāwhina, a non-teaching support role for ākongā to help them engage in their learning and support them with wellbeing and technology.

We reviewed our Appointments Policy during the year as part of the wider Policy Framework refresh and also made improvements to our recruitment model.

For the first time we also ran a 360-degree feedback process for a large part of the leadership and management teams which provided constructive feedback and fed into subsequent performance development and achievement discussions.

A cross-wāhanga working group provided regular updates on work to develop a whole-school wellbeing approach, known as Ka Ora. The Ka Ora working group aligned wellbeing-focused action plans from across wāhanga to Te Kura's Strategic Plan, to ensure there is connected and complementary action on whole-school wellbeing.

We provided professional learning and development for a wide range of roles to support individual and team development, focused on our strategic priorities.

# 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 ākongā eligible under the school’s gazetted enrolment policy to receive full government-funded tuition. The required outputs consist of direct service provision for those ākongā.

According to the Resourcing Notice, the services comprise:

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

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 ākongā	Te Whāriki programmes delivered to: <b>633 early childhood enrolments</b> , of whom 127 (21%) were Māori and 11 (2%) were Pacific.
2. Adult and young adult ākongā	Deliver education services	Programmes offered according to the New Zealand Curriculum Framework and the school curriculum delivered to: <b>9 220 adult enrolments</b> , of whom 6 991 (76%) were young adult enrolments, of whom 1 585 (23%) were Māori and 305 (4%) were Pacific.
3. Years 1 to 13 full-time education services	Deliver full-time education services to years 1 to 8 ākongā	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: <b>2 133 full-time enrolments at primary level</b> , of whom 886 (42%) were access enrolments 1 247 (58%) were referral enrolments 962 (45%) were Māori and 71 (3%) were Pacific.
	Deliver full-time education services to years 9 to 13 ākongā	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: <b>5 798 full-time enrolments at secondary level</b> , of whom 1 176 (20%) were access enrolments 4 622 (80%) were referral enrolments 2 527 (44%) were Māori and 208 (4%) were Pacific.

Outputs	Performance targets	Service delivered																		
4. Years 1 to 13 dual enrolment education services	Deliver dual registration curriculum services to years 1 to 8 ākongā	<p>Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to:</p> <p><b>357 registrations from years 1 to 8 ākongā enrolled at other primary schools</b>, of whom  79 (22%) were Māori and 6 (2%) were Pacific  136 (38%) were provided a specialist programme to assist with their learning support needs  87 (24%) were gifted and talented  37 (10%) were enrolled at a Health School  14 (4%) received tuition in Te Reo Māori.</p>																		
	Deliver dual registration curriculum services to years 9 to 13 ākongā	<p>Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to:</p> <p><b>10 189 registrations from years 9 to 13 ākongā enrolled at other secondary schools</b>, of whom  3 159 (31%) were Māori and 949 (9%) were Pacific  6 129 (60%) enjoyed tuition in a subject that their school is unable to offer  1 763 (17%) were enrolled at a Health School  878 (9%) were enrolled due to an emergency staff vacancy at their school  381 (4%) took part in Te Kura's Summer School.</p>																		
5. Years 1 to 13, 0.1/0.2 ORS supplement	Deliver supplementary 0.1/0.2 services for full-time years 1 to 13 ORS-verified ākongā	Supplementary services delivered to: 257 ORS-verified ākongā, comprising 176 ORS high needs or ORS extension (0.1) 81 ORS very high needs (0.2).																		
6. On-payment of the supervisors' allowance to eligible supervisors of the school's full-time ākongā	<p>Make on-payments and reconciliations that are correct, to time and within agreed criteria.</p> <p>Provide to the Ministry a verified student roll and supervisor eligibility return. The July payment can be against a projected roll and eligibility return. The December return must fully reconcile projected and actual results for that school year.</p>	<p>The school paid the supervisors' allowance to supervisors on behalf of the Ministry. Forecasts and reports were provided to the Ministry as required.</p> <table border="1" data-bbox="702 1496 1173 1899"> <thead> <tr> <th></th> <th>No. of payments made</th> <th>Costs (\$000)</th> </tr> </thead> <tbody> <tr> <td>July</td> <td>2,483</td> <td>924</td> </tr> <tr> <td>December</td> <td>2,707</td> <td>1,009</td> </tr> <tr> <td>Sub total</td> <td>5,190</td> <td>1,933</td> </tr> <tr> <td>Prior year payments</td> <td>38</td> <td>14</td> </tr> <tr> <td>Total</td> <td>5,228</td> <td>1,947</td> </tr> </tbody> </table>		No. of payments made	Costs (\$000)	July	2,483	924	December	2,707	1,009	Sub total	5,190	1,933	Prior year payments	38	14	Total	5,228	1,947
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### **Kiwisport funding**

Kiwisport is a Government-funded initiative that promotes sport and aims to increase opportunities for school-aged ākonga to participate in organised sport. In 2023, Te Kura received a total of \$155,509.30 (excluding GST) in Kiwisport funding from the Ministry of Education.

The funding was allocated to release time for four regional Kiwisport co-ordinators, enabling ākonga to participate in sporting activities as individuals or in a group, subsidising some ākonga travel costs, and funding the purchase of sports equipment. The funding enabled ākonga to participate in 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 2023 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 2023 Charter and Annual Plan

This dashboard report provides an overview of the progress towards achievement of goals in Te Kura's 2023 Charter and Annual Plan, as well as a high-level analysis of variance. Unless otherwise indicated, all progress is as of 31 December 2023. Where available, baseline figures have been recalculated for the 2022 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 My Korowai</b>		
1.1	Increase the percentage of ākonga engaged in My Korowai	Achieved
<b>2. Engagement in a learning programme in My Te Kura</b>		
2.1	Increase in the percentage of online presence and work submission of ākonga in My Te Kura	Achieved
<b>3. Wellbeing</b>		
3.1	Increase in the percentage of ākonga who complete the survey at least once during the year	Not Achieved
3.2	Increase in the percentage of completed Wellbeing surveys with kaimanaaki feedback	Not Achieved
<b>4. Achievement at NCEA</b>		
4.1	Maintain our high NCEA standard achievement rate	Achieved
4.2	Increase the percentage of ākonga who achieve Te Kura assessed NCEA standards	Achieved
4.3	Increase the percentage of ākonga who meet NCEA Level 1 Literacy requirements	Achieved
4.4	Increase the percentage of ākonga who meet NCEA Level 1 Numeracy requirements	Achieved

Goal	Progress	Comments																																																																																																																																																																																																																																																																																																																																																																																																				
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Engagement in My Korowai</b> <b>1.1 Increase the percentage of ākonga engaged in My Korowai</b> (2022 Full Year Baseline: Y11–13: 55.2%, Y7–10: 73.3%, Y0–6: 74.3%, Learning Support: 78.3%, Māori: 63.0%, Pacific: 48.4%)	<p>My Korowai Engagement (proportion of monthly snapshot roll):</p> <table border="1"> <thead> <tr> <th rowspan="2">Month</th> <th colspan="3">Y11-13</th> <th colspan="3">Y7-10</th> <th colspan="3">Y0-6</th> <th colspan="3">Learning Support</th> </tr> <tr> <th>2023</th> <th>2022</th> <th>Variance</th> <th>2023</th> <th>2022</th> <th>Variance</th> <th>2023</th> <th>2022</th> <th>Variance</th> <th>2023</th> <th>2022</th> <th>Variance</th> </tr> </thead> <tbody> <tr> <td>January</td> <td>0.5%</td> <td>1.1%</td> <td>-0.7%</td> <td>0.2%</td> <td>1.1%</td> <td>-0.9%</td> <td>0.0%</td> <td>0.9%</td> <td>-0.9%</td> <td>0.0%</td> <td>0.9%</td> <td>-0.9%</td> </tr> <tr> <td>February</td> <td>11.2%</td> <td>8.1%</td> <td>+3.1%</td> <td>27.7%</td> <td>25.8%</td> <td>+1.9%</td> <td>32.9%</td> <td>27.6%</td> <td>+5.4%</td> <td>16.7%</td> <td>9.4%</td> <td>+7.3%</td> </tr> <tr> <td>March</td> <td>27.2%</td> <td>25.0%</td> <td>+2.3%</td> <td>49.6%</td> <td>37.6%</td> <td>+12.0%</td> <td>50.9%</td> <td>36.0%</td> <td>+15.0%</td> <td>52.3%</td> <td>33.9%</td> <td>+18.3%</td> </tr> <tr> <td>April</td> <td>28.2%</td> <td>10.2%</td> <td>+18.0%</td> <td>41.8%</td> <td>16.0%</td> <td>+25.8%</td> <td>37.1%</td> <td>16.9%</td> <td>+20.2%</td> <td>44.5%</td> <td>7.9%</td> <td>+36.7%</td> </tr> <tr> <td>May</td> <td>26.2%</td> <td>21.2%</td> <td>+5.0%</td> <td>42.4%</td> <td>39.0%</td> <td>+3.3%</td> <td>45.1%</td> <td>36.7%</td> <td>+8.4%</td> <td>56.8%</td> <td>38.3%</td> <td>+18.5%</td> </tr> <tr> <td>June</td> <td>39.4%</td> <td>27.4%</td> <td>+12.1%</td> <td>50.1%</td> <td>37.2%</td> <td>+12.9%</td> <td>48.2%</td> <td>37.2%</td> <td>+11.1%</td> <td>60.2%</td> <td>40.0%</td> <td>+20.2%</td> </tr> <tr> <td>July</td> <td>21.0%</td> <td>24.8%</td> <td>-3.8%</td> <td>33.5%</td> <td>33.7%</td> <td>-0.2%</td> <td>38.2%</td> <td>37.0%</td> <td>+1.2%</td> <td>50.0%</td> <td>28.3%</td> <td>+21.7%</td> </tr> <tr> <td>August</td> <td>25.4%</td> <td>20.6%</td> <td>+4.9%</td> <td>38.0%</td> <td>39.1%</td> <td>-1.0%</td> <td>38.8%</td> <td>37.1%</td> <td>+1.7%</td> <td>50.4%</td> <td>30.4%</td> <td>+20.1%</td> </tr> <tr> <td>September</td> <td>37.9%</td> <td>35.2%</td> <td>+2.7%</td> <td>47.0%</td> <td>43.1%</td> <td>+3.9%</td> <td>44.9%</td> <td>45.8%</td> <td>-0.9%</td> <td>56.5%</td> <td>52.3%</td> <td>+4.2%</td> </tr> <tr> <td>October</td> <td>26.6%</td> <td>23.9%</td> <td>+2.7%</td> <td>36.4%</td> <td>32.6%</td> <td>+3.9%</td> <td>38.7%</td> <td>39.0%</td> <td>-0.3%</td> <td>55.8%</td> <td>40.7%</td> <td>+15.0%</td> </tr> <tr> <td>November</td> <td>27.7%</td> <td>33.1%</td> <td>-5.4%</td> <td>43.8%</td> <td>48.3%</td> <td>-4.5%</td> <td>47.6%</td> <td>47.0%</td> <td>+0.6%</td> <td>66.1%</td> <td>54.2%</td> <td>+11.9%</td> </tr> <tr> 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Support			2023	2022	Variance	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance	January	0.5%	1.1%	-0.7%	0.2%	1.1%	-0.9%	0.0%	0.9%	-0.9%	0.0%	0.9%	-0.9%	February	11.2%	8.1%	+3.1%	27.7%	25.8%	+1.9%	32.9%	27.6%	+5.4%	16.7%	9.4%	+7.3%	March	27.2%	25.0%	+2.3%	49.6%	37.6%	+12.0%	50.9%	36.0%	+15.0%	52.3%	33.9%	+18.3%	April	28.2%	10.2%	+18.0%	41.8%	16.0%	+25.8%	37.1%	16.9%	+20.2%	44.5%	7.9%	+36.7%	May	26.2%	21.2%	+5.0%	42.4%	39.0%	+3.3%	45.1%	36.7%	+8.4%	56.8%	38.3%	+18.5%	June	39.4%	27.4%	+12.1%	50.1%	37.2%	+12.9%	48.2%	37.2%	+11.1%	60.2%	40.0%	+20.2%	July	21.0%	24.8%	-3.8%	33.5%	33.7%	-0.2%	38.2%	37.0%	+1.2%	50.0%	28.3%	+21.7%	August	25.4%	20.6%	+4.9%	38.0%	39.1%	-1.0%	38.8%	37.1%	+1.7%	50.4%	30.4%	+20.1%	September	37.9%	35.2%	+2.7%	47.0%	43.1%	+3.9%	44.9%	45.8%	-0.9%	56.5%	52.3%	+4.2%	October	26.6%	23.9%	+2.7%	36.4%	32.6%	+3.9%	38.7%	39.0%	-0.3%	55.8%	40.7%	+15.0%	November	27.7%	33.1%	-5.4%	43.8%	48.3%	-4.5%	47.6%	47.0%	+0.6%	66.1%	54.2%	+11.9%	December	31.1%	31.9%	-0.8%	46.5%	43.1%	+3.4%	49.3%	39.8%	+9.5%	26.6%	44.2%	-17.6%	<b>Total</b>	<b>63.0%</b>	<b>55.2%</b>	<b>+7.8%</b>	<b>74.5%</b>	<b>73.3%</b>	<b>+1.3%</b>	<b>71.1%</b>	<b>74.3%</b>	<b>-3.3%</b>	<b>81.0%</b>	<b>78.3%</b>	<b>+2.7%</b>	Month	Māori			Pacific			Non-Māori / Non-Pacific			Total			2023	2022	Variance	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance	January	0.1%	1.6%	-1.5%	1.5%	1.5%	-0.0%	0.5%	0.8%	-0.4%	0.4%	1.1%	-0.7%	February	16.0%	13.2%	+2.8%	15.7%	9.5%	+6.2%	17.4%	13.9%	+3.5%	16.8%	13.5%	+3.4%	March	38.0%	29.8%	+8.3%	31.6%	19.1%	+12.5%	33.2%	28.9%	+4.3%	34.8%	28.8%	+6.1%	April	37.1%	11.0%	+26.0%	26.3%	10.1%	+16.2%	30.3%	12.9%	+17.4%	32.5%	12.2%	+20.3%	May	36.5%	29.4%	+7.1%	23.8%	23.7%	+0.1%	30.3%	26.2%	+4.1%	32.2%	27.2%	+5.0%	June	45.6%	32.3%	+13.3%	38.5%	30.5%	+8.0%	42.3%	30.3%	+12.0%	43.3%	31.0%	+12.3%	July	30.2%	31.2%	-1.0%	23.0%	26.9%	-3.9%	24.2%	26.9%	-2.7%	26.3%	28.4%	-2.1%	August	33.2%	31.4%	+1.7%	32.4%	28.5%	+3.8%	29.0%	25.1%	+3.9%	30.6%	27.5%	+3.2%	September	42.1%	41.3%	+0.8%	39.4%	32.1%	+7.3%	41.5%	38.0%	+3.6%	41.6%	38.9%	+2.7%	October	33.5%	30.7%	+2.8%	27.2%	26.6%	+0.6%	30.3%	27.2%	+3.0%	31.3%	28.4%	+2.9%	November	40.3%	42.6%	-2.4%	34.6%	38.0%	-3.4%	32.5%	38.2%	-5.8%	35.4%	39.8%	-4.4%	December	39.3%	39.6%	-0.3%	32.2%	35.9%	-3.7%	37.6%	35.0%	+2.6%	38.0%	36.7%	+1.3%	<b>Total</b>	<b>67.4%</b>	<b>63.0%</b>	<b>+4.3%</b>	<b>61.3%</b>	<b>48.4%</b>	<b>+12.9%</b>	<b>67.4%</b>	<b>62.1%</b>	<b>+5.3%</b>	<b>67.1%</b>	<b>61.8%</b>	<b>+5.4%</b>	<p><b>Goal 1 has been achieved.</b></p> <p>The use of data from Kaimanaaki – assessed dropbox submission, engage item and check-ins in My Korowai now allows for improved year-on-year and month-by-month comparison of Korowai engagement. 2022 baselines were recalculated to ensure consistency of measures across academic years.</p> <p>With few exceptions, engagement in My Korowai has been tracking above 2022 levels each month, across all year groups and priority groups, as well as for the whole year.</p> <p>Next steps include Huinga Ako PLD across Te Kura in term 2 2024, to increase the use of My Korowai and reporting against Ngā Mātāpono by kaimanaaki from evidences in Huinga Ako. In addition, teacher observation sheets for teacher registration now includes references and evidences towards Ngā Mātāpono and comments.</p>
	Month		Y11-13			Y7-10			Y0-6			Learning Support																																																																																																																																																																																																																																																																																																																																																																																										
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<b>Total</b>	<b>67.4%</b>	<b>63.0%</b>	<b>+4.3%</b>	<b>61.3%</b>	<b>48.4%</b>	<b>+12.9%</b>	<b>67.4%</b>	<b>62.1%</b>	<b>+5.3%</b>	<b>67.1%</b>	<b>61.8%</b>	<b>+5.4%</b>																																																																																																																																																																																																																																																																																																																																																																																										
	<p>NB Monthly figures in these tables evaluate if ākonga were on the roll in the respective month and engaged in my Korowai. The total is not a sum of each month, instead it takes cumulative engagement over the cumulative roll for the whole year.</p>																																																																																																																																																																																																																																																																																																																																																																																																					

## 2. Engagement in a learning programme in My Te Kura

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

(2022 Full Year Baseline: FT Presence 66.2%; FT Work Return 46.7%, YA Presence 61.8%, YA Work Return 41.3%)

Full Time MTK Engagement – all ethnicities

Month	Sessions		Dropbox		Variance	
	2023	2022	2023	2022	Sessions	Dropbox
January	22.4%	18.9%	3.9%	2.5%	+3.6%	+1.4%
February	64.0%	58.5%	40.6%	33.6%	+5.5%	+6.9%
March	74.7%	71.6%	58.7%	50.5%	+3.1%	+8.2%
April	67.8%	66.5%	46.5%	42.2%	+1.3%	+4.3%
May	77.9%	73.2%	64.5%	56.1%	+4.6%	+8.5%
June	77.4%	77.5%	64.2%	62.3%	-0.1%	+1.9%
July	71.0%	71.8%	54.4%	51.3%	-0.7%	+3.1%
August	75.6%	74.4%	60.6%	58.0%	+1.3%	+2.6%
September	73.1%	75.7%	55.9%	56.8%	-2.6%	-0.9%
October	76.5%	70.8%	59.3%	49.8%	+5.6%	+9.5%
November	81.7%	80.8%	69.3%	65.4%	+0.9%	+3.9%
December	49.9%	51.5%	31.3%	28.4%	-1.6%	+2.9%
<b>Total</b>	<b>67.9%</b>	<b>66.2%</b>	<b>51.0%</b>	<b>46.7%</b>	<b>+1.7%</b>	<b>+4.3%</b>

Young Adult MTK Engagement – all ethnicities

Month	Sessions		Dropbox		Variance	
	2023	2022	2023	2022	Sessions	Dropbox
January	51.2%	42.7%	20.5%	14.4%	+8.5%	+6.1%
February	58.7%	56.6%	37.5%	31.4%	+2.1%	+6.1%
March	51.4%	54.7%	36.2%	35.6%	-3.3%	+0.6%
April	63.1%	61.8%	41.0%	39.7%	+1.3%	+1.3%
May	71.3%	69.6%	53.8%	51.6%	+1.7%	+2.2%
June	70.1%	70.4%	52.1%	50.9%	-0.3%	+1.2%
July	66.1%	66.0%	46.5%	44.6%	+0.1%	+1.9%
August	73.8%	70.6%	55.1%	54.1%	+3.1%	+1.1%
September	71.0%	71.4%	49.6%	53.9%	-0.4%	-4.2%
October	74.0%	69.2%	53.6%	48.5%	+4.8%	+5.0%
November	71.7%	71.1%	54.5%	54.6%	+0.6%	-0.1%
December	44.7%	42.5%	28.1%	25.8%	+2.2%	+2.3%
<b>Total</b>	<b>63.4%</b>	<b>61.8%</b>	<b>43.3%</b>	<b>41.3%</b>	<b>+1.6%</b>	<b>+2.0%</b>

Full Time MTK Engagement – Māori

Month	Sessions		Dropbox		Variance	
	2023	2022	2023	2022	Sessions	Dropbox
January	15.6%	12.7%	2.2%	1.7%	+2.9%	+0.5%
February	56.7%	50.1%	31.9%	26.3%	+6.7%	+5.6%
March	68.0%	63.7%	51.1%	42.7%	+4.3%	+8.4%
April	61.6%	59.7%	40.7%	36.4%	+1.9%	+4.3%
May	73.2%	67.7%	58.7%	50.8%	+5.5%	+7.9%
June	72.9%	72.5%	57.8%	56.2%	+0.4%	+1.6%
July	65.0%	67.3%	49.7%	48.5%	-2.3%	+1.2%
August	69.2%	68.8%	53.7%	53.6%	+0.4%	+0.2%
September	66.4%	69.4%	48.7%	51.8%	-2.9%	-3.1%
October	69.6%	64.3%	52.3%	44.1%	+5.3%	+8.1%
November	76.5%	76.0%	63.0%	58.6%	+0.4%	+4.4%
December	43.7%	43.6%	26.5%	22.6%	+0.1%	+3.9%
<b>Total</b>	<b>61.8%</b>	<b>60.1%</b>	<b>45.0%</b>	<b>41.5%</b>	<b>+1.7%</b>	<b>+3.4%</b>

Young Adult MTK Engagement – Māori

Month	Sessions		Dropbox		Variance	
	2023	2022	2023	2022	Sessions	Dropbox
January	39.4%	36.1%	13.1%	9.2%	+3.4%	+3.9%
February	55.8%	52.9%	31.1%	25.6%	+2.9%	+5.5%
March	55.4%	53.9%	37.1%	30.5%	+1.5%	+6.6%
April	60.8%	57.2%	39.9%	34.8%	+3.6%	+5.1%
May	67.3%	66.1%	47.2%	47.8%	+1.2%	-0.7%
June	65.0%	65.1%	46.3%	44.7%	-0.1%	+1.6%
July	59.0%	60.9%	39.8%	39.6%	-1.9%	+0.1%
August	69.6%	66.8%	50.0%	48.0%	+2.8%	+2.0%
September	68.2%	67.5%	44.0%	47.3%	+0.7%	-3.4%
October	66.2%	65.2%	43.8%	43.8%	+1.0%	0.0%
November	66.9%	66.9%	51.0%	50.3%	0.0%	+0.7%
December	36.4%	33.6%	20.0%	17.7%	+2.8%	+2.2%
<b>Total</b>	<b>59.5%</b>	<b>57.8%</b>	<b>38.8%</b>	<b>36.5%</b>	<b>+1.6%</b>	<b>+2.3%</b>

**Goal 2 has been achieved.**

My Te Kura presence (Sessions) is up over 2022 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 2022, Pacific ākonga significantly 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 2022.

Work return rates (Dropbox, Engage Items, Check-ins) have improved over 2022, across all priority groups, particularly for Pacific ākonga, and for both Full Time and Young Adult ākonga.

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

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

(2022 Full Year Baseline: FT Presence 66.2%; FT Work Return 46.7%, YA Presence 61.8%, YA Work Return 41.3%)

Full Time MTK Engagement – Pacific

Month	Sessions		Dropbox		Variance	
	2023	2022	2023	2022	Sessions	Dropbox
January	16.5%	14.9%	1.2%	1.1%	+1.6%	+0.1%
February	62.2%	44.1%	45.3%	21.8%	+18.1%	+23.5%
March	70.1%	63.6%	53.7%	38.0%	+6.5%	+15.6%
April	65.0%	56.1%	43.3%	30.7%	+8.9%	+12.6%
May	74.5%	68.6%	62.1%	50.8%	+5.9%	+11.3%
June	73.1%	77.1%	62.5%	61.4%	-4.0%	+1.1%
July	67.1%	67.2%	50.0%	47.7%	-0.2%	+2.3%
August	75.9%	75.6%	59.8%	53.6%	+0.3%	+6.2%
September	77.0%	75.8%	51.1%	54.5%	+1.3%	-3.4%
October	78.6%	69.7%	57.8%	43.0%	+8.9%	+14.8%
November	85.6%	82.7%	68.3%	60.5%	+2.9%	+7.8%
December	55.9%	54.1%	29.6%	29.3%	+1.8%	+0.3%
<b>YTD Total</b>	<b>66.9%</b>	<b>61.8%</b>	<b>48.8%</b>	<b>40.4%</b>	<b>+5.1%</b>	<b>+8.4%</b>

Young Adult MTK Engagement – Pacific

Month	Sessions		Dropbox		Variance	
	2023	2022	2023	2022	Sessions	Dropbox
January	60.1%	49.8%	22.3%	13.1%	+10.3%	+9.2%
February	51.7%	51.2%	28.5%	28.6%	+0.5%	-0.1%
March	37.4%	37.2%	23.2%	17.6%	+0.1%	+5.6%
April	60.4%	49.3%	31.1%	25.3%	+11.1%	+5.8%
May	61.2%	58.9%	38.2%	37.3%	+2.3%	+0.9%
June	63.4%	61.0%	37.9%	34.0%	+2.4%	+3.8%
July	57.6%	57.6%	34.5%	31.3%	-0.1%	+3.3%
August	72.1%	64.9%	48.1%	48.0%	+7.2%	+0.1%
September	62.2%	60.0%	36.5%	48.9%	+2.2%	-12.4%
October	73.1%	62.6%	51.0%	40.5%	+10.5%	+10.6%
November	68.5%	64.5%	39.2%	44.6%	+4.0%	-5.4%
December	44.6%	46.4%	25.0%	31.8%	-1.7%	-6.8%
<b>YTD Total</b>	<b>57.7%</b>	<b>53.9%</b>	<b>32.9%</b>	<b>31.3%</b>	<b>+3.7%</b>	<b>+1.6%</b>

## 3. Wellbeing

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

(2022 Full Year Baseline: Y11-13: 21.7%, Y7-10: 43.2%, Y0-6: 32.4%, LS: 4.3%, Māori: 27.5%, Pacific: 27.3%, Non-Māori/Non-Pacific: 28.1%)

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		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
Northern	25.6%	19.4%	+6.2%	40.1%	45.3%	-5.2%	35.4%	33.5%	+1.9%
Te Kāhui Hauāuru	12.8%	16.5%	-3.7%	21.3%	25.4%	-4.1%	8.6%	25.3%	-16.6%
Te Kāhui Rāwhiti	22.0%	30.3%	-8.3%	29.7%	55.8%	-26.0%	21.4%	45.9%	-24.6%
Central South	20.3%	22.7%	-2.3%	31.0%	36.1%	-5.1%	15.4%	35.4%	-20.0%
Southern	19.4%	23.6%	-4.2%	30.5%	44.6%	-14.1%	20.9%	27.4%	-6.5%
Overseas	30.6%	28.5%	+2.1%	39.7%	62.1%	-22.4%	18.1%	33.7%	-15.6%
<b>Total</b>	<b>20.9%</b>	<b>21.7%</b>	<b>-0.8%</b>	<b>31.5%</b>	<b>43.2%</b>	<b>-11.7%</b>	<b>20.0%</b>	<b>32.4%</b>	<b>-12.4%</b>

**Goal 3.1 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.

### 3. Wellbeing (continued)

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

(2022 Full Year Baseline: Y11-13: 21.7%, Y7-10: 43.2%, Y0-6: 32.4%, LS: 4.3%, Māori: 27.5%, Pacific: 27.3%, Non-Māori/Non-Pacific: 28.1%, Total: 27.9%)

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

Region	Māori			Pacific			Non-Māori/Pacific			Total		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
	Northern	27.3%	27.4%	-0.1%	32.6%	26.7%	+5.9%	29.2%	25.8%	+3.4%	28.8%	26.5%
Te Kāhui Hauāuru	13.7%	16.2%	-2.5%	24.5%	18.8%	+5.7%	15.3%	21.9%	-6.6%	14.8%	19.3%	-4.5%
Te Kāhui Rāwhiti	23.0%	41.8%	-18.8%	42.3%	47.8%	-5.5%	27.0%	37.9%	-10.8%	24.9%	40.5%	-15.6%
Central South	20.7%	24.9%	-4.2%	23.7%	15.7%	+8.0%	23.6%	26.9%	-3.3%	22.5%	25.9%	-3.4%
Southern	18.5%	27.6%	-9.2%	19.7%	27.7%	-7.9%	23.1%	28.4%	-5.4%	21.9%	28.2%	-6.4%
Overseas	31.1%	33.3%	-2.3%	33.3%	52.4%	-19.0%	29.5%	41.9%	-12.4%	29.9%	41.4%	-11.6%
<b>Total</b>	<b>21.1%</b>	<b>27.5%</b>	<b>-6.4%</b>	<b>29.3%</b>	<b>27.3%</b>	<b>+2.1%</b>	<b>24.4%</b>	<b>28.1%</b>	<b>-3.8%</b>	<b>23.4%</b>	<b>27.9%</b>	<b>-4.5%</b>

With few exceptions, response rates to the Wellbeing Survey have declined in 2023 across all year groups, and all ethnicities except for Pacific ākonga.

2022 baselines were recalculated to cater for the creation of two new regional entities, Te Kāhui Hauāuru and Te Kāhui Rāwhiti.

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

(2022 Full Year Baseline: Y11-13: 76.7%, Y7-10: 80.6%, Y0-6: 79.1%, LS: 80%, Māori: 80.9%, Pacific: 73.5%, Non-Māori/Non-Pacific: 77.7%, Total: 78.7%)

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

Region	Y11-13			Y7-10			Y0-6			Learning Support		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
	Northern	67.1%	74.0%	-6.9%	76.8%	83.3%	-6.4%	73.9%	93.0%	-19.1%	100%	66.7%
Te Kāhui Hauāuru	68.4%	74.3%	-6.0%	83.7%	77.5%	+6.2%	50.0%	69.4%	-19.4%	0.0%	50.0%	-50.0%
Te Kāhui Rāwhiti	75.7%	90.3%	-14.7%	69.1%	81.0%	-11.9%	70.0%	92.1%	-22.1%	100%	100%	0%
Central South	75.1%	86.5%	-11.4%	82.0%	92.3%	-10.3%	100%	100%	0%	0.0%		
Southern	56.7%	67.3%	-10.7%	77.8%	83.8%	-6.0%	84.9%	62.3%	+22.6%			
Overseas	69.6%	61.4%	+8.1%	34.2%	49.0%	-14.8%	28.6%	52.6%	-24.0%			
<b>Total</b>	<b>67.5%</b>	<b>76.7%</b>	<b>-9.2%</b>	<b>73.9%</b>	<b>80.6%</b>	<b>-6.7%</b>	<b>69.6%</b>	<b>79.1%</b>	<b>-9.5%</b>	<b>60.0%</b>	<b>80.0%</b>	<b>-20.0%</b>

Goal 3.2 has not been achieved.

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

Feedback rates have declined significantly over 2022 across all year groups and for all ethnicities.

2022 baselines were recalculated to cater for the creation of two new regional entities, Te Kāhui Hauāuru and Te Kāhui Rāwhiti.

Region	Māori			Pacific			Non-Māori/Pacific			Total		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
	Northern	75.4%	79.8%	-4.4%	64.8%	75.6%	-10.8%	69.7%	81.9%	-12.2%	71.2%	80.4%
Te Kāhui Hauāuru	75.0%	73.9%	+1.1%	40.0%	87.5%	-47.5%	76.2%	74.8%	+1.4%	74.0%	74.7%	-0.7%
Te Kāhui Rāwhiti	73.7%	85.4%	-11.7%	68.8%	68.8%	0%	69.4%	87.8%	-18.3%	72.0%	85.8%	-13.8%
Central South	74.1%	89.9%	-15.8%	89.5%	88.9%	+0.6%	79.9%	88.7%	-8.7%	78.2%	89.1%	-11.0%
Southern	70.3%	71.3%	-1.0%	58.8%	58.8%	0%	65.3%	74.4%	-9.1%	66.1%	73.3%	-7.2%
Overseas	47.6%	55.6%	-7.9%	27.3%	54.5%	-27.3%	44.6%	52.8%	-8.1%	44.3%	53.1%	-8.7%
<b>Total</b>	<b>73.3%</b>	<b>80.9%</b>	<b>-7.6%</b>	<b>63.0%</b>	<b>73.5%</b>	<b>-10.5%</b>	<b>69.0%</b>	<b>77.7%</b>	<b>-8.7%</b>	<b>70.2%</b>	<b>78.7%</b>	<b>-8.5%</b>

#### 4. Achievement at NCEA

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

(2022 Full Year Baseline: All Ethnicities 96.3%, Māori 96.2%, Pacific 94.4%, All FT 97.1%, Māori FT 97.2%, Pacific FT 100%, All YA 96.0%, Māori YA 95.5%, Pacific YA 95.9%)

NCEA Standard Achievement Rate (Cumulative %):

Ethnicity	NCEA Level			Total	Variance over 2022
	1	2	3+		
Māori	96.9%	95.9%	95.6%	96.5%	+0.4%
Pacific	94.4%	94.2%	97.3%	94.6%	+0.2%
Non-Māori/Non-Pacific	97.3%	96.5%	96.0%	96.8%	+0.4%
<b>Total</b>	<b>96.9%</b>	<b>96.2%</b>	<b>96.0%</b>	<b>96.6%</b>	<b>+0.3%</b>
Variance over 2022	+0.1%	+0.6%	+0.1%	+0.3%	

Full Time ākonga

Ethnicity	NCEA Level			Total	Variance over 2022
	1	2	3+		
Māori	97.8%	97.5%	98.2%	97.7%	+0.6%
Pacific	96.5%	88.2%	100%	95.9%	-4.1%
Non-Māori/Non-Pacific	97.6%	95.7%	99.1%	97.4%	+0.3%
<b>Total</b>	<b>97.6%</b>	<b>96.0%</b>	<b>99.0%</b>	<b>97.4%</b>	<b>+0.3%</b>
Variance over 2022	+0.4%	-0.5%	+0.6%	+0.3%	

Young Adult ākonga

Ethnicity	NCEA Level			Total	Variance over 2022
	1	2	3+		
Māori	97.8%	96.6%	95.1%	96.9%	+1.4%
Pacific	96.5%	100%	97.3%	97.8%	+1.9%
Non-Māori/Non-Pacific	97.5%	97.2%	95.0%	96.6%	+0.5%
<b>Total</b>	<b>97.5%</b>	<b>97.2%</b>	<b>95.1%</b>	<b>96.6%</b>	<b>+0.6%</b>
Variance over 2022	+1.0%	+1.6%	-0.7%	+0.6%	

#### Goal 4.1 has been achieved.

This goal aims to maintain our high achievement rate for Te Kura assessed standards and has for years tended to stay well above 95% overall, as is the case in 2023.

We are tracking above the 96.0% 2022 baseline overall and can observe positive year-on-year increases for Māori Full Time ākonga.

Pacific Full Time ākonga saw a decrease of their 100% pass rate from 2022, however they also registered an increase of 62% in total results. Their pass rate remains above 95%.

Māori and Pacific Young Adult ākonga have seen increases in the achievement rate for Te Kura assessed standards over 2022. A small decrease can be observed at NCEA level 3, however the overall achievement rate stays well above 95%.

#### 4. Achievement at NCEA (continued)

##### 4.2 Increase proportion of current Full Time and Young adult ākonga with credits from Te Kura assessed NCEA standards (2022 Full Year Baseline: All FT 39.7%, Māori FT 28.8%, Pacific FT 26.1%, All YA 35.1%, Māori YA 26.9%, Pacific YA 28.9%)

All ethnicities

Month	Full Time		Young Adult			Total			
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
January	0.6%	0.6%	+0.0%	4.0%	2.8%	+1.1%	2.7%	2.0%	+0.7%
February	2.5%	3.2%	-0.8%	10.7%	8.3%	+2.3%	7.8%	6.5%	+1.3%
March	7.2%	7.1%	+0.1%	13.0%	11.6%	+1.4%	11.1%	10.0%	+1.0%
April	10.3%	9.6%	+0.7%	20.9%	18.2%	+2.7%	16.6%	14.7%	+1.9%
May	15.1%	12.8%	+2.3%	24.3%	20.9%	+3.4%	20.7%	17.8%	+2.9%
June	19.8%	18.3%	+1.5%	28.2%	25.4%	+2.8%	25.0%	22.7%	+2.2%
July	22.1%	20.9%	+1.2%	29.5%	28.3%	+1.2%	26.7%	25.5%	+1.2%
August	26.7%	24.8%	+1.9%	31.8%	29.7%	+2.1%	29.9%	27.9%	+2.0%
September	31.0%	29.4%	+1.6%	34.6%	33.9%	+0.6%	33.3%	32.3%	+1.0%
October	35.1%	32.2%	+2.9%	37.1%	36.5%	+0.5%	36.4%	35.0%	+1.4%
November	40.4%	36.9%	+3.4%	43.9%	43.1%	+0.8%	42.6%	40.9%	+1.7%
December	44.9%	41.8%	+3.2%	51.3%	51.0%	+0.2%	48.9%	47.6%	+1.3%
<b>Total</b>	<b>43.0%</b>	<b>39.7%</b>	<b>+3.3%</b>	<b>37.1%</b>	<b>35.1%</b>	<b>+2.0%</b>	<b>38.9%</b>	<b>36.5%</b>	<b>+2.3%</b>

Māori ākonga

Month	Full Time		Young Adult			Total			
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
January	0.2%	0.3%	-0.0%	2.6%	1.8%	+0.8%	1.3%	1.0%	+0.4%
February	1.0%	0.7%	+0.2%	6.2%	5.0%	+1.1%	3.5%	2.8%	+0.7%
March	2.9%	2.7%	+0.1%	7.0%	6.5%	+0.5%	5.0%	4.6%	+0.4%
April	4.2%	3.7%	+0.5%	10.1%	9.9%	+0.2%	7.1%	6.6%	+0.4%
May	6.8%	5.5%	+1.3%	11.8%	10.9%	+0.9%	9.3%	8.1%	+1.2%
June	8.9%	8.9%	+0.0%	14.1%	14.7%	-0.6%	11.5%	11.7%	-0.2%
July	10.7%	10.7%	+0.1%	14.7%	16.3%	-1.6%	12.8%	13.5%	-0.7%
August	14.5%	12.9%	+1.6%	15.6%	16.4%	-0.8%	15.1%	14.7%	+0.4%
September	16.8%	16.3%	+0.5%	18.0%	19.4%	-1.3%	17.5%	18.0%	-0.5%
October	19.3%	18.1%	+1.2%	19.5%	20.6%	-1.2%	19.4%	19.5%	-0.1%
November	23.0%	21.3%	+1.7%	25.4%	25.7%	-0.3%	24.4%	23.7%	+0.7%
December	26.8%	25.2%	+1.6%	29.9%	31.1%	-1.2%	28.5%	28.4%	+0.1%
<b>Total</b>	<b>32.4%</b>	<b>28.8%</b>	<b>+3.6%</b>	<b>26.9%</b>	<b>26.9%</b>	<b>+0.0%</b>	<b>29.3%</b>	<b>27.8%</b>	<b>+1.5%</b>

NB Monthly figures in these tables 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.

**Goal 4.2 has achieved.**

With few exceptions, the monthly breakdowns show increasing positive variances throughout the year for Full Time ākonga overall as well Māori Full Time ākonga, and a significant improvement for Pacific Full Time ākonga.

Young Adult ākonga overall saw positive variances each month over the prior year. Māori Young Adults saw positive variance in the first five months of 2023, followed by small negative variance for the remainder of the year, and ending the year on par with 2022.

Pacific Young Adult saw significant negative variance each month of the year, and a small decrease of their cumulative total.



#### 4. Achievement at NCEA (continued)

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

2022 Full Year Baseline: All FT 39.7%, Māori FT 28.8%, Pacific FT 16.3%, All YA 36.5%, Māori YA 23.1%, Pacific YA 20.1%)

Pacific ākonga

Month	Full Time			Young Adult			Total		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
January	0.0%	0.0%	0%	5.0%	6.4%	-1.4%	3.7%	4.3%	-0.6%
February	3.4%	1.0%	+2.4%	9.5%	14.0%	-4.5%	8.0%	10.0%	-2.0%
March	6.1%	3.4%	+2.7%	9.7%	15.6%	-5.8%	8.9%	12.1%	-3.3%
April	6.9%	3.8%	+3.1%	21.4%	27.5%	-6.1%	16.6%	18.7%	-2.1%
May	8.5%	3.5%	+4.9%	23.3%	25.9%	-2.5%	18.6%	17.5%	+1.0%
June	14.3%	7.8%	+6.5%	26.4%	33.1%	-6.7%	22.7%	24.6%	-1.9%
July	16.7%	8.6%	+8.0%	27.3%	37.7%	-10.4%	24.1%	28.3%	-4.2%
August	16.9%	21.3%	-4.4%	28.5%	35.5%	-7.0%	25.1%	31.2%	-6.0%
September	22.2%	25.0%	-2.8%	30.8%	41.3%	-10.5%	28.4%	36.3%	-7.8%
October	21.8%	27.5%	-5.6%	32.2%	45.8%	-13.7%	29.3%	40.4%	-11.1%
November	23.1%	26.9%	-3.8%	39.2%	47.1%	-7.9%	34.6%	41.0%	-6.4%
December	29.2%	26.9%	+2.2%	48.2%	55.5%	-7.2%	42.5%	46.3%	-3.8%
<b>Total</b>	<b>32.4%</b>	<b>26.1%</b>	<b>+6.3%</b>	<b>26.3%</b>	<b>28.9%</b>	<b>-2.5%</b>	<b>27.6%</b>	<b>28.1%</b>	<b>-0.5%</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.

#### 4. Achievement at NCEA (continued)

##### 4.3 Increase proportion of Full Time and Young adult ākongā who meet Literacy requirements

(2022 Baseline Literacy: All FT 40.0%, Māori FT 28.1%, Pacific FT 25.2%. All YA 79.9%, Māori YA 72.4%, Pacific YA 87.4%)

Cumulative Literacy Achievement – all ethnicities

Region	Full Time			Young Adults			Total		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
Northern	40.8%	33.4%	+7.4%	82.6%	79.4%	+3.2%	72.6%	64.7%	+7.9%
Te Kāhui Hauāuru	40.3%	31.7%	+8.7%	78.6%	78.2%	+0.4%	68.5%	65.1%	+3.4%
Te Kāhui Rāwhiti	39.4%	34.5%	+4.9%	79.8%	80.5%	-0.7%	58.8%	60.4%	-1.6%
Central South	51.6%	45.3%	+6.4%	82.1%	86.1%	-4.0%	72.8%	74.6%	-1.8%
Southern	39.3%	35.7%	+3.6%	76.4%	76.3%	+0.1%	66.1%	66.4%	-0.3%
Overseas	85.5%	83.1%	+2.4%				85.8%	83.3%	+2.4%
<b>Total</b>	<b>46.5%</b>	<b>40.0%</b>	<b>+6.5%</b>	<b>80.3%</b>	<b>79.9%</b>	<b>+0.3%</b>	<b>69.9%</b>	<b>67.2%</b>	<b>+2.8%</b>

Cumulative Literacy Achievement – Māori

Region	Full Time			Young Adults			Total		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
Northern	28.9%	22.1%	+6.7%	71.1%	68.0%	+3.1%	54.7%	46.4%	+8.4%
Te Kāhui Hauāuru	29.1%	17.3%	+11.9%	68.5%	71.4%	-2.9%	54.2%	51.0%	+3.2%
Te Kāhui Rāwhiti	32.2%	28.0%	+4.2%	75.2%	73.5%	+1.6%	49.4%	49.1%	+0.3%
Central South	51.7%	41.9%	+9.8%	69.8%	78.2%	-8.5%	61.6%	61.2%	+0.4%
Southern	25.5%	23.4%	+2.2%	72.3%	73.8%	-1.5%	55.2%	57.5%	-2.3%
Overseas	81.3%	70.0%	+11.3%			0%	81.8%	70.0%	+11.8%
<b>Total</b>	<b>35.9%</b>	<b>28.1%</b>	<b>+7.8%</b>	<b>70.9%</b>	<b>72.4%</b>	<b>-1.6%</b>	<b>55.8%</b>	<b>52.5%</b>	<b>+3.3%</b>

Cumulative Literacy Achievement – Pacific

Region	Full Time			Young Adults			Total		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
Northern	25.0%	22.5%	+2.5%	91.3%	87.1%	+4.3%	81.1%	67.2%	+13.9%
Te Kāhui Hauāuru	50.0%	0.0%	+50.0%	81.8%	76.9%	+4.9%	75.6%	58.8%	+16.8%
Te Kāhui Rāwhiti	40.0%	28.6%	+11.4%	37.5%	81.8%	-44.3%	38.9%	61.1%	-22.2%
Central South	35.3%	25.0%	+10.3%	87.1%	92.9%	-5.8%	75.9%	80.9%	-4.9%
Southern	11.1%	12.5%	-1.4%	82.7%	86.5%	-3.8%	64.3%	73.3%	-9.0%
Overseas	100%	85.7%	+14.3%				100%	85.7%	+14.3%
<b>Total</b>	<b>32.0%</b>	<b>25.2%</b>	<b>+6.8%</b>	<b>87.7%</b>	<b>87.4%</b>	<b>+0.2%</b>	<b>76.2%</b>	<b>69.7%</b>	<b>+6.5%</b>

##### Goal 4.3 has been achieved.

This goal has been achieved overall, with a significant increase over 2022 in the proportion of Full Time ākongā who meet the requirements for both Literacy and Numeracy, and also a small positive variance for Young Adult ākongā.

Māori Full Time ākongā saw a significant increase over 2022 in the proportion of ākongā who meet Literacy and Numeracy requirements. Māori Young Adult ākongā saw a small negative variance in both Literacy and Numeracy year-on-year.

Pacific Full Time ākongā saw a significant increase over 2022 in the proportion of ākongā who meet Literacy and Numeracy requirements. Pacific Young Adult ākongā saw a small positive variance in Literacy and a small drop for Numeracy year-on-year.

2022 baselines were recalculated to cater for the creation of two new regional entities, Te Kāhui Hauāuru and Te Kāhui Rāwhiti.

#### 4. Achievement at NCEA (continued)

##### 4.4 Increase proportion of Full Time and Young adult ākongā 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		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
Northern	36.8%	28.9%	+7.9%	79.7%	75.5%	+4.2%	69.5%	60.7%	+8.8%
Te Kāhui Hauāuru	35.6%	31.1%	+4.6%	74.3%	72.6%	+1.7%	64.1%	60.9%	+3.2%
Te Kāhui Rāwhiti	35.1%	27.2%	+7.9%	75.5%	75.5%	-0.1%	54.5%	54.4%	+0.0%
Central South	50.0%	43.5%	+6.5%	82.2%	84.2%	-2.0%	72.5%	72.8%	-0.3%
Southern	37.9%	33.4%	+4.5%	75.1%	74.3%	+0.8%	64.8%	64.4%	+0.4%
Overseas	82.3%	77.2%	+5.1%			0%	82.6%	77.5%	+5.1%
<b>Total</b>	<b>43.4%</b>	<b>36.3%</b>	<b>+7.1%</b>	<b>78.1%</b>	<b>76.6%</b>	<b>+1.5%</b>	<b>67.5%</b>	<b>63.7%</b>	<b>+3.7%</b>

Cumulative Numeracy Achievement – Māori

Region	Full Time			Young Adults			Total		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
Northern	28.9%	18.9%	+9.9%	65.8%	64.6%	+1.3%	51.5%	43.1%	+8.5%
Te Kāhui Hauāuru	22.9%	18.5%	+4.3%	64.6%	66.5%	-1.9%	49.5%	48.5%	+1.0%
Te Kāhui Rāwhiti	29.3%	22.0%	+7.2%	70.1%	67.7%	+2.3%	45.6%	43.2%	+2.4%
Central South	49.2%	41.4%	+7.7%	71.5%	74.9%	-3.4%	61.5%	59.2%	+2.2%
Southern	24.1%	20.6%	+3.5%	67.6%	72.9%	-5.2%	51.7%	56.0%	-4.3%
Overseas	75.0%	70.0%	+5.0%			0%	75.8%	70.0%	+5.8%
<b>Total</b>	<b>33.3%</b>	<b>25.7%</b>	<b>+7.6%</b>	<b>67.5%</b>	<b>68.8%</b>	<b>-1.3%</b>	<b>52.8%</b>	<b>49.4%</b>	<b>+3.4%</b>

Cumulative Numeracy Achievement – Pacific

Region	Full Time			Young Adults			Total		
	2023	2022	Variance	2023	2022	Variance	2023	2022	Variance
Northern	11.4%	13.5%	-2.1%	87.6%	86.6%	+1.0%	75.9%	64.1%	+11.7%
Te Kāhui Hauāuru	25.0%	0.0%	+25.0%	81.8%	69.2%	+12.6%	70.7%	52.9%	+17.8%
Te Kāhui Rāwhiti	20.0%	0.0%	+20.0%	25.0%	81.8%	-56.8%	22.2%	50.0%	-27.8%
Central South	58.8%	41.7%	+17.2%	87.1%	91.1%	-4.0%	81.0%	82.4%	-1.3%
Southern	16.7%	0.0%	+16.7%	82.7%	81.1%	+1.6%	65.7%	66.7%	-1.0%
Overseas	66.7%	57.1%	+9.5%			0%	66.7%	57.1%	+9.5%
<b>Total</b>	<b>25.2%</b>	<b>16.5%</b>	<b>+8.7%</b>	<b>85.1%</b>	<b>85.8%</b>	<b>-0.7%</b>	<b>72.8%</b>	<b>66.1%</b>	<b>+6.7%</b>

**Goal 4.4 has been achieved.**

This goal has been achieved overall, with a significant increase over 2022 in the proportion of Full Time ākongā who meet the requirements for Numeracy, and also a small positive variance for Young Adult ākongā.

Māori Full Time ākongā saw a significant increase over 2022 in the proportion of ākongā who meet Numeracy requirements. Māori Young Adult ākongā saw a small negative variance in Numeracy year-on-year.

Pacific Full Time ākongā saw a significant increase over 2022 in the proportion of ākongā who meet Numeracy requirements. Pacific Young Adult ākongā saw a small negative variance in Numeracy year-on-year.

2022 baselines were recalculated to cater for the creation of two new regional entities, Te Kāhui Hauāuru and Te Kāhui Rāwhiti.

## **[8] Ngā Pūrongo Pūtea | Financial Statements**

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## Statement of Responsibility

### Te Tauākī Haepapatanga

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Enclosed are the financial statements of Te Aho o Te Kura Pounamu (Te Kura) for the year ended 31 December 2023. These are prepared in accordance with the requirements of the Education and Training Act 2020 and in section 155 of the Crown Entities Act 2004.

The Chief Executive Officer and the Board of Te Kura accept responsibility for the preparation of the annual financial statements and the judgements used.

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 fairly reflect the financial position and operations of Te Kura.

The financial statements have been authorised for issue by:

Nicola Ngarewa



Presiding Member

22 May 2024

Te Rina Leonard



Chief Executive

22 May 2024

## 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 2023

	Notes	Actual 2023 \$000	Budget 2023 \$000	Actual 2022 \$000
<b>Revenue</b>				
Government Funding		73,687	71,563	67,164
Other Revenue	3	22,517	11,212	17,355
<b>Total Revenue</b>		<b>96,204</b>	<b>82,775</b>	<b>84,519</b>
<b>Expenditure</b>				
Personnel Costs	4	72,307	69,244	61,466
Operating Costs	5	12,144	13,302	11,610
Depreciation & Amortisation	9, 10	1,914	2,021	2,758
<b>Total Expenditure</b>		<b>86,365</b>	<b>84,568</b>	<b>75,834</b>
<b>Net Surplus/(Deficit) for the Year</b>		<b>9,839</b>	<b>(1,793)</b>	<b>8,685</b>
Other Comprehensive Income		21	-	-
<b>Total Comprehensive Income/(Expense) for the year</b>		<b>9,860</b>	<b>(1,793)</b>	<b>8,685</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 Tauāki Tūnga Pūtea**  
**Statement of Financial Position as at 31 December 2023**

	Notes	Actual 2023 \$000	Budget 2023 \$000	Actual 2022 \$000
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	6	14,437	10,154	11,602
Accounts Receivable	7	5,528	1,808	2,339
Prepayments		1,069	962	1,121
Other Financial Assets	8	29,400	22,400	23,400
<b>Total Current Assets</b>		<b>50,434</b>	<b>35,324</b>	<b>38,462</b>
<b>Non-Current Assets</b>				
Fixed Assets & Work in Progress	9	2,480	3,926	2,302
Intangible Assets & Work in Progress	10	4,197	4,746	4,139
<b>Total Non-Current Assets</b>		<b>6,677</b>	<b>8,672</b>	<b>6,441</b>
<b>Total Assets</b>		<b>57,111</b>	<b>43,996</b>	<b>44,903</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Creditors & Other Payables	11	4,533	6,451	3,538
Employee Entitlements	12	6,111	5,205	4,981
Provisions	13	169	25	20
<b>Total Current Liabilities</b>		<b>10,813</b>	<b>11,681</b>	<b>8,539</b>
<b>Non-Current Liabilities</b>				
Employee Entitlements	12	51	42	48
Provisions	13	148	73	77
<b>Total Non-Current Liabilities</b>		<b>199</b>	<b>115</b>	<b>125</b>
<b>Total Liabilities</b>		<b>11,012</b>	<b>11,796</b>	<b>8,664</b>
<b>Net Assets</b>		<b>46,099</b>	<b>32,200</b>	<b>36,239</b>
<b>Equity</b>				
Retained Earnings Total		45,928	32,052	36,091
Other Reserves		171	148	148
<b>Total Equity</b>	<b>15</b>	<b>46,099</b>	<b>32,200</b>	<b>36,239</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 Nekeneke Tutanga**  
**Statement of Changes in Equity for the Year Ended 31 December 2023**

		Actual 2023 \$000	Budget 2023 \$000	Actual 2022 \$000
	<b>Notes</b>			
<b>Balance at 1 January</b>				
Restricted Reserve		130	130	130
Asset Revaluation Reserve		18	18	18
Retained Earnings		36,091	33,845	27,406
		<b>36,239</b>	<b>33,993</b>	<b>27,554</b>
<b>Add</b>				
Movement in Restricted Reserve		2	-	-
Movement in Asset Revaluation Reserve		21	-	-
Movement in Retained Earnings		(2)	-	-
Total Comprehensive Revenue and Expense for the year		9,839	(1793)	8,685
<b>Balance at 31 December</b>	<b>15</b>	<b>46,099</b>	<b>32,200</b>	<b>36,239</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 2023**

	Actual 2023 \$000	Budget 2023 \$000	Actual 2022 \$000
<b>Cash Flows from Operating Activities</b>			
Receipts from Government Funded Tuition	74,980	74,858	61,570
Receipts from Other Revenue	15,919	8,589	13,906
Receipts from Tuition Fees	596	647	608
Receipts from Interest Income	1,672	903	437
Payments to Employees	(66,734)	(63,003)	(57,131)
Payments to Suppliers	(15,554)	(18,051)	(13,656)
Net GST Paid *	(70)	18	(153)
<b>Net Cash Flow from Operating Activities</b>	<b>10,809</b>	<b>3,962</b>	<b>5,581</b>
<b>Cash Flows from Investing Activities</b>			
Purchase of Investments	(6,000)	-	(6,000)
Purchase of Assets/Work in Progress	(997)	(2,565)	(60)
Purchase of Intangible Assets/Work in Progress	(977)	(1,185)	(176)
<b>Net Cash Flow used in Investing Activities</b>	<b>(7,974)</b>	<b>(3,750)</b>	<b>(6,236)</b>
<b>Net Increase/(Decrease) in Cash and Cash Equivalents</b>	<b>2,835</b>	<b>212</b>	<b>(655)</b>
Cash and Cash Equivalents at the Beginning of the Year	11,602	9,942	12,257
<b>Cash and Cash Equivalents at the End of the Year</b>	<b>14,437</b>	<b>10,154</b>	<b>11,602</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 2023 (cont)**  
**Reconciliation of Net Surplus to Net Cash Flow from Operating Activities**

	<b>Actual 2023 \$000</b>	<b>Actual 2022 \$000</b>
<b>Net Surplus (Deficit)</b>	9,839	8,685
<b>Add/(less) Non-Cash Items</b>		
Depreciation & amortisation expense	1,914	2,758
Discount unwind on provisions	7	5
Provision for doubtful debts	8	0
<b>Total Non-Cash Items</b>	<b>11,768</b>	<b>11,448</b>
<b>Movement in Working Capital</b>		
<b>Decrease/(Increase) in Assets</b>		
Accounts Receivable	(3,197)	(31)
Prepayments	52	(5)
<b>Increase/(Decrease) in Liabilities</b>		
GST Payable	(70)	(153)
Long service leave and retirement leave	3	5
Creditors & Other Payables	106	550
Employee Entitlements	1,130	708
Ministry of Education Payables	1,313	197
Provisions	123	(26)
Revenue in Advance	(432)	(7,299)
<b>Total Movement in Working Capital</b>	<b>(972)</b>	<b>(6,054)</b>
<b>Items Classified as Investing Activities</b>		
Gain-loss on disposal of assets	13	187
<b>Net Cash from Operating Activities</b>	<b>10,809</b>	<b>5,581</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 2023

### 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 2023 and were approved by the Board on 22 May 2024.

#### Basis of Preparation

Te Kura 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:

##### *Government funding*

Te Kura receives Government 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.

##### *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 is recognised by accruing on a time proportion basis the interest due for the investment.

### **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 on 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 include deposits held on call 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 equipment or furniture with a cost value less than \$2,000 is treated as expenditure rather than as an item of property, plant and equipment. The value of an individual asset less than \$5,000 which is part of a group of similar assets is capitalised.

#### *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 six-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 generated software	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.

#### *Restructuring*

A provision for restructuring is recognised when an approved detailed formal plan for the restructuring has either been announced publicly to those affected, or for which implementation has already started.

### **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 assets*

In assessing the useful lives of software assets, a number of factors are considered, including:

- the period of time the software is intended to be in use;
- the effect of technological change on systems and platforms; and
- the expected timeframe for the development of replacement systems and platforms.

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.

### **Notional lease**

Te Kura uses the Portland Crescent property which is owned by the Ministry of Education (MoE). The MoE has advised that the notional revenue and the notional expense are to be recorded in the financial statements. The fair value assessment is made by the MoE.

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

There have been no changes in the accounting policies in the year ended 31 December 2023. 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

	<b>Actual 2023 \$000</b>	<b>Actual 2022 \$000</b>
Trades Academy	2,886	2,758
Ongoing Resourcing Scheme (ORS)	4,137	4,029
Pilot Programme	640	640
Enhanced Wellbeing Funding	405	2,119
Equity Index Funding	1,780	-
Pay Equity and Collective Settlement Funding	7,075	3,016
Re-engage Ākonga 2022 (Targeted Offerings 2021) in Auckland	-	1,200
Donation Scheme	1,081	861
Tuition Fees	544	641
Finance Income	1,853	598
Other	2,116	1,493
<b>Total Other Revenue</b>	<b>22,517</b>	<b>17,355</b>

The school has opted into the donations scheme for this year (2022: the school has opted into the donations scheme).

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

	<b>Actual 2023 \$000</b>	<b>Actual 2022 \$000</b>
Salaries and wages	66,177	56,303
Contractors	2,972	2,769
Personnel related	1,817	1,511
Restructuring & exit costs	127	58
Movement in employee benefits	1,134	713
Employer contributions to defined contribution plans	80	112
<b>Total Personnel Costs</b>	<b>72,307</b>	<b>61,466</b>

Overseas Travel costs of \$164,000 (2022 \$190,000) are included in Personnel related above.

## 4 Personnel Costs (cont)

### Employees over \$100,000 Remuneration

(Excluding Principal's remuneration)	Actual 2023	Actual 2022
Number of employees in \$100,000 - \$110,000	83	91
Number of employees in \$110,000 - \$120,000	81	15
Number of employees in \$120,000 - \$130,000	14	12
Number of employees in \$130,000 - \$140,000	9	4
Number of employees in \$140,000 - \$150,000	1	1
Number of employees in \$150,000 - \$160,000	4	3
Number of employees in \$160,000 - \$170,000	4	2
Number of employees in \$170,000 - \$180,000	5	1
Number of employees in \$180,000 - \$190,000	2	0
Number of employees in \$190,000 - \$200,000	2	1
Number of employees in \$200,000 - \$210,000	0	0
Number of employees in \$210,000 - \$220,000	1	1
Number of employees in \$220,000 - \$230,000	0	0
Number of employees in \$230,000 - \$240,000	0	0
Number of employees in \$240,000 - \$250,000	0	2
Number of employees in \$250,000 - \$260,000	0	-
Number of Employees in \$260,000 - \$270,000	1	-
<b>Total Value of Remuneration</b>	<b>\$24,290,423</b>	<b>\$15,223,252</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 2023	Actual 2022
Total paid	\$127,000	\$106,000
Number of people	7	2

### Principal's Remuneration (CE)

	Actual 2023 \$000	Actual 2022 \$000
Salary	330-340	350-360
Benefits	-	-
Actual Severance	-	-

## 5 Operating Costs

	Actual 2023 \$000	Actual 2022 \$000
Fees to Auditors		
- fees to Auditors for audit of financial statements Current Year	116	113
Consumables/school costs	1,056	973
Inventory related expenditure	552	568
Rent	1,092	1,156
Notional rent	834	839
Other accommodation expenses	791	577
Administration expenses	4,070	4,064
Student expenses	3,489	3,197
Provision for doubtful debts expense	9	-
Board of Trustees remuneration	128	118
Finance costs	7	5
<b>Total Operating Costs</b>	<b>12,144</b>	<b>11,610</b>

## Commitments and Operating Leases

	Actual 2023 \$000	Actual 2022 \$000
<b>Property Lease Commitments</b>		
Not later than one year	1,369	776
Later than one year and not later than five years	3,967	2,763
Later than five years	0	148
<b>Total Property Lease Commitments</b>	<b>5,336</b>	<b>3,687</b>

## 6 Cash and Cash Equivalents

	Actual 2023 \$000	Actual 2022 \$000
Cash & Cash Equivalents	14,437	11,602
<b>Total Cash and Cash Equivalents</b>	<b>14,437</b>	<b>11,602</b>

## 7 Accounts Receivable

	Actual 2023 \$000	Actual 2022 \$000
Receivables (gross)	5,562	2,365
Less provision for doubtful debts	(34)	(26)
<b>Total Receivable</b>	<b>5,528</b>	<b>2,339</b>
Total receivables comprises:		
Receivables from exchange transactions	761	227
Receivables from non-exchange transactions	4,801	2,138

The ageing profile of receivables at year end is:

Not past due	5,464	2,313
Past due 31 - 60 days	-	4
Past due 61 - 90 days	-	3
Past due > 91 days	98	45
<b>Total Receivables</b>	<b>5,562</b>	<b>2,365</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 2023 \$000	Actual 2022 \$000
Term deposits with maturities of greater than 3 months	29,400	23,400
<b>Total Other Financial Assets</b>	<b>29,400</b>	<b>23,400</b>

**9 Property, Plant & Equipment**

\$000	01/01/2023		01/01/2023		01/01/2023		31/12/2023		31/12/2023		31/12/2023	
	Cost	Accumulated Depreciation	Carrying Amount	Current Year Additions	Current Year Disposals	Current Year Depreciation	Disposal Depreciation	Cost	Accumulated Depreciation	Carrying Amount		
<b>2023</b>												
IT Equipment	3,868	(2,529)	1,339	160	(5)	(602)	5	4,024	(3,126)	898		
Library Materials	763	(763)	-	-	-	-	-	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	-	(24)	-	187	(28)	159		
Motor Vehicles	570	(431)	139	-	-	(70)	-	570	(501)	69		
Art	42	(2)	40	21	-	-	-	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>

\$000	01/01/2022		01/01/2022		01/01/2022		31/12/2022		31/12/2022		31/12/2022	
	Cost	Accumulated Depreciation	Carrying Amount	Current Year Additions	Current Year Disposals	Current Year Depreciation	Disposal Depreciation	Cost	Accumulated Depreciation	Carrying Amount		
<b>2022</b>												
IT Equipment	4,524	(2,795)	1,729	291	(947)	(681)	947	3,868	(2,529)	1,339		
Library Materials	763	(763)	-	-	-	-	-	763	(763)	-		
Furniture and Fittings	2,483	(2,050)	433	160	(486)	(201)	483	2,157	(1,768)	389		
Leasehold Improvements	4,395	(4,230)	165	247	(1,010)	(121)	994	3,632	(3,357)	275		
Leasehold- Make good	73	(66)	7	97	(73)	(7)	70	97	(3)	94		
Motor Vehicles	570	(352)	218	-	-	(79)	-	570	(431)	139		
Art	42	(2)	40	-	-	-	-	42	(2)	40		
Plant & Equipment	362	(351)	11	5	(95)	(3)	95	272	(259)	13		
	13,213	(10,609)	2,604	800	(2,610)	(1,092)	2,588	11,403	(9,114)	2,289		
Work in progress												12
<b>Total Property, Plant &amp; Equipment</b>												<b>2,302</b>

Art work has been revalued in the current year with a gain on revaluation of \$21,000 (2022: \$0). This has been included in current year additions in the table above.

## 10 Intangible Assets

	Cost	Accumulated Amortisation	Carrying Amount	Current Year Additions	Current Year Disposals	Current Year Amortisation	Disposal Amortisation	Cost	Accumulated Amortisation	Carrying Amount
<b>2023</b>										
Acquired	1,179	(859)	320	-	-	(65)	-	1,179	(924)	255
Internally Generated	18,980	(15,416)	3,564	-	-	(837)	-	18,980	(16,253)	2,727
Work in progress	20,159	(16,275)	3,884	-	-	(902)	-	20,159	(17,177)	2,982
<b>Total Intangible Assets</b>										<b>1,216</b>
										<b>4,197</b>

	Cost	Accumulated Amortisation	Carrying Amount	Current Year Additions	Current Year Disposals	Current Year Amortisation	Disposal Amortisation	Cost	Accumulated Amortisation	Carrying Amount
<b>2022</b>										
Acquired	2,308	(1,840)	468	-	(1,129)	(92)	1,073	1,179	(859)	320
Internally Generated	24,250	(19,030)	5,220	29	(5,300)	(1,574)	5,188	18,980	(15,416)	3,564
Work in progress	26,558	(20,870)	5,688	29	(6,429)	(1,666)	6,261	20,159	(16,275)	3,884
<b>Total Intangible Assets</b>										<b>255</b>
										<b>4,139</b>

Work in progress includes \$705,000 (2022: \$39,000) for the Te Ara Whakamua curriculum refresh where new curriculum resource assets have been created.

## 11 Creditors and Other Payables

	Actual 2023 \$000	Actual 2022 \$000
<b>Payables Under Exchange Transactions</b>		
Suppliers	902	407
Salary related liabilities	137	115
Revenue in advance	77	509
Other accruals	639	989
Students	85	68
<b>Total Payables Under Exchange Transactions</b>	<b>1,840</b>	<b>2,088</b>
<b>Payables Under Non-Exchange Transactions</b>		
Ministry of Education (EFTS)	1,065	0
Ministry of Education (Other)	517	70
<b>Total Payables Under Non-Exchange Transactions</b>	<b>1,582</b>	<b>70</b>
<b>Payables Under Agency Transactions</b>		
GST payable	399	469
Other accruals	26	26
Ministry of Education (Other)	686	885
<b>Total Payables Under Agency Transactions</b>	<b>1,111</b>	<b>1,380</b>
<b>Total Payables</b>	<b>4,533</b>	<b>3,538</b>

## 12 Employee Entitlements

	Actual 2023 \$000	Actual 2022 \$000
<b>Current Portion</b>		
Accrued pay and annual leave	6,111	4,981
<b>Total Current Portion</b>	<b>6,111</b>	<b>4,981</b>
<b>Non-Current Portion</b>		
Retirement leave	51	48
<b>Total Non-Current Portion</b>	<b>51</b>	<b>48</b>
<b>Total Employee Entitlements</b>	<b>6,162</b>	<b>5,029</b>



### 13 Provisions

	Actual 2023 \$000	Actual 2022 \$000
<b>Current Portion</b>		
Reinstatement	46	20
Contractual	123	0
<b>Total Current Portion</b>	<b>169</b>	<b>20</b>
<b>Non-Current Portion</b>		
Reinstatement	148	77
<b>Total Non-Current Portion</b>	<b>148</b>	<b>77</b>
<b>Total Provisions</b>	<b>317</b>	<b>97</b>

	Reinstatement \$000	Contractual \$000
<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>
<b>2022</b>		
Balance at 1 January	123	-
Additional provisions made	97	-
Amounts used	(4)	-
Unused amounts reversed during the period	(124)	-
Discount unwind	5	-
<b>Balance at 31 December</b>	<b>97</b>	<b>-</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 a lease agreement which contained a rent holiday arrangement. 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

#### *Teacher Aide and Support Staff Funding*

The Ministry of Education have provided funding for teacher aide and support staff pay equity and collective settlements during the year. The funding is subject to a wash up process completed by the Ministry of Education with adjustments to 2023 funding planned to occur in July 2024.

### 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 is continuing 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

	<b>Actual 2023 \$000</b>	<b>Actual 2022 \$000</b>
<b>Retained Earnings</b>		
Balance at 1 January	36,091	27,406
Surplus for the Year	9,839	8,685
Transfer of funds to Money Held in Trust	(2)	8,685
<b>Retained Earnings Balance 31 December</b>	<b>45,928</b>	<b>36,091</b>
<b>Money Held in Trust</b>		
Balance 1 January	130	130
Transfer of funds from Retained Earnings	2	-
<b>Money Held in Trust Balance 31 December</b>	<b>132</b>	<b>130</b>
<b>Asset Revaluation</b>		
Balance 1 January	18	18
Increase in art revaluation	21	-
<b>Asset Revaluation Balance 31 December</b>	<b>39</b>	<b>18</b>
<b>Total Equity 31 December</b>	<b>46,099</b>	<b>36,239</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 2023	Actual 2022
Board Members:		
Remuneration	128,088	118,349
Full-Time Equivalent Members	0.80	0.80
Leadership Team:		
Remuneration	1,219,692	1,242,292
Full-Time Equivalent Members	5.00	5.00
<b>Total Key Management Personnel Remuneration</b>	<b>1,347,780</b>	<b>1,360,641</b>
<b>Total Full-Time Equivalent Personnel</b>	<b>5.80</b>	<b>5.80</b>

### *Key Management Personnel*

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

## 18 Board Remuneration

	Actual 2023 \$000	Actual 2022 \$000
N Ngarewa (Presiding Member)	30	8
B Ala'alatoa (prior Presiding Member)	-	22
N Karaitiana	16	16
S Middleton	-	8
M Moana-Tuwhangai	-	14
M Wendt	16	16
S Heath	15	15
B Cavanagh	15	15
H Edwards	16	3
W Flavell	16	1
F Wainohu (Future Director)	4	-
<b>Total Board Remuneration</b>	<b>128</b>	<b>118</b>

### *Remuneration*

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, deposits with banks and derivative financial assets. Maximum credit risks are disclosed in the Statement of Financial Position. The concentration of credit risk in respect of cash and cash equivalents is mitigated by investing with registered banks that satisfy the relevant credit-rating requirements of the Crown Entities Act 2004, section 158.

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

	Actual 2023 \$000	Actual 2022 \$000
<b>Financial Assets Measured at Amortised Cost</b>		
Cash and Cash equivalents	14,437	11,602
Accounts Receivable	5,528	2,339
Other Financial Assets	29,400	23,400
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>49,365</b>	<b>37,341</b>

	Actual 2023 \$000	Actual 2022 \$000
<b>Financial Liabilities Measured at Amortised Cost</b>		
Creditors and Payables (excluding income in advance, taxes payable and grants received subject to conditions)	2,955	1,360
	<b>2,955</b>	<b>1,360</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 2023 are as follows:

### **Statement of Comprehensive Revenue and Expense**

Government Funding was higher than budget for the year due to an increase in the per EFTS funding rate as a result of the remuneration changes in the Secondary, Primary and Te Aho o te Kura Pounamu Early Childhood Teachers' Collective Agreement settlements and a higher than budgeted number of Equivalent Full-time Students (EFTS) for whom Government Funded Tuition was received. Total EFTS for 2023 were 10,752, Budget 10,629.

Actual \$73.687m, Budget \$71.563m.

Other Revenue was higher than budget due to unbudgeted funding received in the year for Teacher Aide Pay Equity, Administration Support Staff Pay Equity, Te Aho o Te Kura Pounamu Specialist and Support Staff Collective Agreement and additional payments made as one-off gross payments in Secondary, Primary and Te Aho o te Kura Pounamu Early Childhood Teachers' Collective Agreement settlements. Higher than budgeted funding was received for the new Equity Funding and Finance Income due to higher than budgeted interest rates.

Actual \$22.517m, Budget \$11.212m.

Personnel costs were higher than budget as a result of the Te Aho o Te Kura Pounamu Specialist and Support Staff, Secondary, Primary and Te Aho o te Kura Pounamu Early Childhood Teachers' Collective Agreement settlements increasing remuneration rates and providing additional payments made as one-off gross payments. Lower than budgeted personnel costs occurred due to the capitalisation and deferral of some curriculum refresh activities all curriculum refresh activities were budgeted to be expensed, and the timing of recruitment and filling vacancies compared to budget.

Actual \$72.307, Budget \$69.244m.

Operating costs were lower than budget with the major variances sitting in Administrative Expenses for operational supplies and professional services, Rent and Other accommodation expenses and Consumables/school costs in communication related expenditure.

Actual \$12.144m, Budget \$13.302m.

Depreciation and Amortisation costs were lower than budget due to the deferral of some capital projects so the 2023 capital budget was not fully spent.

Actual \$1.914m, Budget \$2.021m.

### **Statement of Financial Position**

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

Actual cash and cash equivalents \$14.437m, Budget \$10.154m; Actual other financial assets \$29.400m, Budget \$22.400m.

Non-Current Assets are lower than budget mainly due to deferral of some capital projects

Actual \$6.677m, Budget \$8.672m

Creditors and Other payables were lower than budget due to a decrease in Ministry of Education payable as a result of timing of Government Funding being received and changes in amounts and timing of expenditure.

Actual \$4.533m, Budget \$6.451m.

### **Statement of Changes in Equity**

The major variation occurred due to a net surplus of \$9.839m being achieved compared to the budgeted deficit of \$1.793m.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TE AHO O TE KURA POUNAMU'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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 46 to 70, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 22 May 2024. 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 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 arises from the Public Audit Act 2001.

## Other information

The Board are 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