2024 TE AHO O TE KURA POUNAMU ANNUAL IMPLEMENTATION PLAN

Ngā Ihirangi | Contents

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

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

Throughout this document you will see:

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

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

He hōnore nui tēnei mōku ki te tuhi i taku whakatakitanga tuatahi ki tā tātou Mahere Whakatinanatanga ā-tau.

He hōnore hoki tēnei mōku ki te whakakī i te tūnga whakahirahira kua mahue mai nei i a Mike Hollings, te Tumu Whakarae o mua atu i ahau. E tū whakahīhī ana hoki ahau ki te ārahi i Te Kura me te whakamihi ki ngā tāngata pērā i a Mike rā me ētahi atu i para i tēnei huarahi i mua atu i ahau me ngā mea hoki ka whai mai ā tōna wā.

I te mea ko Te Kura te kura nui rawa ō tēnei whenua, kaua tātou e whakaaro pōhēhē he māmā noa ngā mahi a tēnei rōpū whakahaere. Āe mārika, he kura tēnei engari kāore he kura i tua atu i rite ki tēnei. Kei te marara ā tātou ākonga i Aotearoa nei me te ao whānui. Ko ngā ākonga e tīmata ana i ngā kōhanga tae noa atu ki te mutunga ō ā rātou akoranga i ngā kura tuarua. Ko ētahi ākonga ka haramai ki Te Kura, he ākonga ukiuki, ko ētahi ka haramai mō te wā poto pēnei i ngā ākonga Kura Raumati.

I te mea kei Te Kura te nuinga ō ngā ākonga Māori, ka whakarato te kura i te reo Māori mā roto mai i Te Aka Taumatua, mā roto rānei i te reo Pākehā i ētahi atu ō ngā rohe. Ka ohorere ētahi tāngata ka mōhio ana ka whakakotahi ngā ākonga ukiuki (me ngā ākonga harangotengote), ki te ako kanohi ki te kanohi me te ako tuihono hoki. E mārama pai ana mātou o Te Kura ko tētahi ō ngā akoranga matua o te whai mātauranga ko te whakawhanaunga ā ngā taiohi ki a rātou anō me ō rātou hapori.

I te mea haramai ai te nuinga o ngā ākonga whakaraerae ki Te Kura, kei runga i a tātou te haepapatanga me te hōnore ki te tautoko i ngā ākonga kia hono anō ai ki ngā akoranga. He mea nui ngā putanga iho a ēnei ākonga, nō reira ka whakamātau mātou ki te tautoko i a rātou kia pārekareka ai, kia angitū ai ā rātou mahi akoako.

Ko ā tātou ākonga te pou tokomanawa o Te Kura, ka mutu, kua waiho rātou ki te pokapū ō ā rātou akoranga. Ka noho tonu ko rātou te mātāmua ō ngā kaupapa mahi me ngā hōtaka a Te Kura.

I ngā marama e noho ana ahau hei Tumu Whakarae, i aro tonu ahau ki te whakatau i ngā uara o Te Kura. I āta toro atu ahau ki ngā kaimahi mā roto mai i ngā tirohanga tauanga, i ngā whakahoki kōrero me ngā whakawhitiwhiti kōrero, i te mutunga atu ka whakapūmautia ō tātou uara.

Ko ēnei uara ko te **Manaaki**, ko te **Whanaungatanga** me te **Tika** – ko te kite ā-kanohi, ko te āhuatanga o te mahitahi, me te whakaharatau, e noho tonu ai ko te ākonga te pokapū ō ngā akoranga.

Ka pūkeke tonu ahau kia riro ko ngā uara o Te Kura e hei kawe i ā tātou mahi, otirā aku whakaarotau ko te

- whakatinana i te Marautanga o Te Kura, Te Ara Pounamu
- whakatūturu kia noho Te Kura hei wāhi pai ki te mahi
- hanga i te āheitanga o ngā pūnaha
- whakakaha i te whānuitanga ō ngā pūnaha tautika e aro ana ki...
  - ngā Taiohi Pakeke
  - ngā Māori
  - ngā Ākonga o te Moana-nui-a-Kiwa
  - ngā Ākonga matea ako.

Ki tērā whāinga, ka haere tonu ngā mahi ki te wawao kia noho tonu Te Kura hei kaipupuri pūtea mā ngā ākonga ORS.

Kua noho Te Kura Raumati hei āhuatanga tāpua mō tō tātou taiao mātauranga. Kua iwa tau tēnei kaupapa, ka mutu, e whakarato ana i ngā ākonga katoa o Aotearoa kia whai hua ki ngā whiwhinga NCEA i ngā hararei o te raumati, kia āhei ai rātou ki te ako tonu, ki te whakangungu ki te mahi hoki. Ia tau ka matatau haere tonu mātou ki te whakarato tautoko, ā, ia tau ka maha haere te tatau ō ngā ākonga.

Kua kite tātou i te taupūtanga nui ō ngā mahi kua tutuki i ngā tau tata nei i te kaha o Te Kura ki te whakapai ake ki te whakahōhonu i ā mātou mahi me te whakatinanatanga o te Marautanga a Te Kura, Te Ara Pounamu, koinei hoki te kahurangi o tō mātou karauna.

He wāhanga whakahihiri hoki o Te Ara Pounamu te kaupapa 'He Whai Taumaru' (Leaving to Learn). He akoranga whaitake tēnei e hanga whakawhanaungatanga ana i waenganui i ngā ākonga me ō rātou hapori. E ai ki a Mike Hollings "Ki te tī, ki te tā, ki te katoa" – (anyone, anytime, anywhere).

Nā te tāpiritanga atu ō tētahi 'Kaiwhakatere' (kairuruku whakangungu) ki ō mātou tīma i āhei ai Te Kura ki te tautohu arawātea mō ngā ākonga ki te ako i roto i ō rātou hapori, ki te tautoko hoki i a rātou ki te whakawhānui i ō rātou mōhiotanga e whai ai rātou i te kāpeka aramahi e whai hua ai rātou.

E komiti pai ana tēnei me tētahi atu kaupapa matua e aro ana ki ngā Taiohi Pakeke me ngā ākonga kāore anō kia whai mahi, mātauranga, whakangungutanga hoki. Kua mōrirorirotia ngā rangatahi e te pūnaha mātauranga, engari ka āhei Te Kura ki te āwhina ki te whakapai ake i ngā putanga iho mā ngā rangatahi mā roto mai i tā mātou mahere tuwhera whakauru mā ngā Taiohi Pakeke, mā Te Ara Pounamu me ngā kaupapa pēnei i a He Whai Taumaru.

Ko Te Rautaki Reorua tā mātou Rautaki Reorua, kua kite hoki mātou i te horapatanga o ngā hua o tēnei rautaki puta noa i Te Kura. E kite ana ahau i te horapatanga ia rā o te whakamahinga ō te reo i ō mātou wāhi mahi, i roto i ngā hui, ā mātou pūrongo, i ētahi pūranga kōrero, i tā mātou paetukutuku me ētahi atu pae.

Ka aro tonu mātou kia noho tonu mātou hei kura whakaaro nui ki te huarere. Kua kite tātou i te kino mārika o te huarere i Aotearoa nei puta noa ki te ao whānui. I te tau 2023 i pā mai te mamae kino ki ngā kaimahi o Te Kura i ngā whakawhiunga a huripari Gabrielle, e whakamaumahara mai ana i a mātou kia noho tonu mātou hei kura whakaaro nui ki te huarere.

He nui tonu ngā mahi hei mahi, engari e tū māia ana ahau ka whakakaha, ka whakaanga whakamua tonu tā tātou Mahere Whakatinanatanga ā-tau i ā tātou rautaki whakaarotau mō te tau 2024. Ka whai wāhi tonu hoki ki te tautohu i ngā āheinga ō ā tātou mahi ki te whakakaha, ki te whakapai ake i ā tātou whakaratonga me ā tātou mahi.

E whakapono ana e whakawhetai ana hoki ahau e tika ana ngā kaimahi kua tohua mō ngā mahi o Te Kura. He kaimahi māia, he manawanui ngā kaimahi katoa o Te Kura…

- tae atu ki ngā kaimahi hoahoa o te tīma Ākonga me te Whānau, ka urupare ki ngā pātai ā ngā ākonga me ngā whānau,
- ki ngā kaimahi auaha o te wāhanga Marautanga nā rātou nei i whakatinana a Te Ara Pounamu
- ki ngā kaiako hiringa i whakapau kaha ai ki te āwhina i ā rātou ākonga me ngā kaimahi katoa o Te Kura e manaaki ana, e mahi ana i runga i te pono.

Tēnei rā ngā kupu whakamiha ki a koutou ki ngā kaimahi pukumahi mō ō koutou wairua māhorahora, whakaaro nui, mō ngā mahi whakahirahira i mahia e koutou kia āhei ai ā tātou ākonga ki te neke whakamua ki ō rātou anamatatanga, e whai hua papai ai rātou.

He mihi nui ki a koe Nicola, ki te Tiamana o tō tātou Poari, ki te Poari hoki mō ā koutou whakamanawa, ārahitanga, tautoko hoki.

Ngā Manaakitanga

Te Rina Leonard
Kaiwhakahaere Matua

It is a real honour to write this introduction, my first, to our Annual Implementation Plan.

Having stepped into the sizable shoes of our former Chief Executive, Mike Hollings, I am very proud to lead Te Kura into the next phase of our journey, acknowledging those who have gone before me, such as Mike, and those who will continue the journey when I leave.

As the largest school in the country, it can be no surprise that Te Kura is not exactly a straightforward organisation. Yes, it is a school, but there is no other like it. Our ākonga are spread across Aotearoa and the world. They include those at the beginning of their learning journey in early childhood to those at the end of their senior secondary education. Some ākonga are with us fulltime for years, while others come to us for a limited amount of time for a specific piece of learning, such as our Summer School ākonga.

As the school with the largest cohort of ākonga Māori on our roll, we now offer our ākonga and their whānau the choice to learn through te reo Māori, with the recent addition of our new 'region', Te Aka Taumatua, or through English, with our other regions. Some people are surprised to learn that our fulltime ākonga (and some of our part-time ākonga) come together regularly to connect and learn in face-to-face as well as in online settings. At Te Kura we understand that a key part of education is learning how to be with other young people and connecting with communities.

Considering we have the largest cohort of the country's most vulnerable ākonga, we bear both a great responsibility and huge privilege to support these ākonga to re-engage with learning. The outcomes of these ākonga are critical and we will do whatever we can to support them to enjoy success in their learning.

Our ākonga are the heart of Te Kura, and we also put them at the centre of their learning. Ensuring this happens is a key driver of all our priorities, projects and programmes.

During the months I have been Chief Executive, I have prioritised setting our Te Kura values. I have sought the views of kaimahi through surveys and after several months of feedback and consultation we have confirmed our values. These are **Manaaki**, **Whanaunatanga**, **Tika** – how we show up, how we team and how we practise, with our ākonga at the centre.

I am determined that our values will underpin and drive all our mahi.

This includes my priorities, which are as follows;

- implementing our Te Kura curriculum, Te Ara Pounamu
- making Te Kura a great place to work
- building our systems capability
- strengthening system-wide equity, with a specific focus on;
    - Young Adults,
    - Māori,
    - Pacific
    - Ākonga with learning support needs.

To that end we will continue to advocate to become a fund-holder school for all of our ORS ākonga.

Our Te Kura Summer School has become a significant annual feature of our education landscape. Now in its ninth year, this initiative provides ākonga all around Aotearoa with the opportunity to earn NCEA credits over the summer break so they are able to move to further study, training or employment. Every year we become more adept at providing this support and every year our numbers have increased.

We have seen an exponential increase in how much we have achieved in recent years as Te Kura has continued to further refine and deepen our practice and the implementation of our Te Kura curriculum, the jewel in our crown, Te Ara Pounamu.

He Whai Taumaru or 'Leaving to Learn' is an exciting part of Te Ara Pounamu. This is relevant, individualised learning that creates and builds relationships between each ākonga and their community. As Mike Hollings often said "Ki te tī, ki te tāa, ki te katoa" – anyone, any time, anywhere. The addition of kaiwhakatere (internship co-ordinators) to our teams has not only enabled Te Kura to identify opportunities for our ākonga to learn in their communities, but also supports them to broaden their knowledge of where potential career pathways might take them.

This meshes well with another priority – focussing on Young Adults and ākonga not in employment, education or training. This group of rangatahi, often have been excluded or alienated by the education system, but Te Kura has shown we can help improve the outcomes of these rangatahi through our open enrolment policy for Young Adults, Te Ara Pounamu, and initiatives like He Whai Taumaru.

Te Rautaki Reorua is our Bilingual Strategy, and like many of our initiatives at Te Kura we have seen a rippling of the effects of this strategy across Te Kura. I see it daily – not just in our informal use of te reo in the workplace, but in the greater use of te reo Māori in hui, the proliferation of te reo in our reports and other documents, and on our website and other platforms.

We will also continue our focus on becoming a climate-conscious school. If anything, the weather extremes we have seen around the world and in New Zealand, where in 2023 many of our Te Kura kaimahi and whānau suffered the effects of Cyclone Gabrielle, are a constant reminder that we have no other choice.

There is always more to be done, but I am confident our Implementation Plan for 2024 continues to realise and re-enforce our strategic priorities. We also continue to identify the opportunities in our daily mahi to improve and strengthen our provision and practise.

I am also confident and very grateful that we have the right people for the job. We have capable, committed and inclusive kaimahi across all areas of Te Kura.
- from our friendly staff in the Student and Whānau Services team who respond to ākonga and whānau queries
- to the creatives in the Curriculum wāhanga who design and dream Te Ara Pounamu,
- to the inspiring kaiako who bend over backwards to engage their ākonga, and all of the kaimahi of Te Kura who show up every day with manaaki, as a whānau, to do the right thing.

I want to thank all our wonderful, hard-working kaimahi for your generosity of spirit, your thoughtfulness, and most of all the incredible mahi you do every day to collectively enable our ākonga to positively move forward into the future and have productive, wonderful lives.

And a big thank you as well to our Board Chair, Nicola, and the Board for their encouragement, guidance and support.

Ngā manaakitanga

Te Rina Leonard
Chief Executive

ANNUAL IMPLEMENTATION PLAN 2024

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
POIPOI – NURTURE				
Becoming a bilingual school	Kaimahi learn and develop Te Reo Māori and cultural competency.	Design a framework that captures/shows progression towards cultural competencies.	Manager HR National Manager for Te Aka Taumatua	Increased kaimahi Te Reo Māori and cultural competency.
	Recruitment enables and supports bilingualism.	Update our recruitment strategy to include bilingualism as a valued skill Te Kura is seeking across all roles.	Manager HR	Bilingualism reflected in recruitment strategy.
	Te Reo Māori competency is monitored and reported.	Establish reporting and assessment for kaimahi language levels across teams, regions and wāhanga.	Manager HR	Monitoring and Reporting framework for Kaimahi Te Reo Māori competency in place.
	Te Kura communications are bilingual (external and internal).	Communications in Reo Māori are increased and annual goals are established.	Manager Communications Manager Creative Services	Plan in place to increase internal and external communications in Te Reo Māori.
	Mātauranga Māori is integrated in learning, design, delivery and review.	Embed already established Reo Māori course delivery (Te Aka Taumatua). Implementation of Ngā Huānga Mātauranga Māori, including Moana-Nui-a-Kiwa.	National Manager for Te Aka Taumatua DCE Curriculum	Increased Ākonga uptake of course options in Te Reo Māori.
Becoming a climate-conscious school	Carbon neutral and carbon emission data is available and monitored.	Establish a baseline for selected carbon emission data and Annual Report.	Manager Finance Senior Leadership Team	Meeting carbon neutral and carbon emissions targets.
	Governance structures support the achievement of this strategic objective.	Establish governance per the KPMG report and provide PLD for Board and SLT.	Chief Advisor Strategy DCE Systems and Support	Clear monitoring and reporting at all governance levels.

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
	Te Kura's operating model supports the achievement of this strategic objective.	Complete review of materials that are dispatched to ākonga, includes Learning Kits. Implement Business.govt.nz Climate Action Toolbox including putting plan in place to reduce emissions	DCE Curriculum DCE Systems and Support	Learning Kits support climate conscious objectives. Meeting carbon neutral and carbon emissions targets overall.
	Curriculum offerings are available and supported with training and resources.	Development and revision of Curriculum design guides and resources through Te Ara Whakamua.	DCE Curriculum	Increased curriculum offerings/options.
	Ākonga have climate-conscious project options.	Curriculum develops ākonga project-based learning opportunities.	DCE Curriculum	Increased Ākonga uptake of climate focus projects.
	All future changes/initiatives undertaken by Te Kura support the achievement of this objective.	New initiatives and project work are required to include climate-conscious assessment as part of approval process.	Senior Leadership Team	Increased climate conscious initiatives or initiatives with climate conscious impacts/mitigations.
	Financial funding and budgeting increases for climate-conscious related work.	Finance establishes assessment and baseline of funding associated with climate-conscious initiatives.	Manager Finance	Clear visibility of funding 'tagged' as climate conscious.
KAUAWHI – INCLUDE				
Focusing on Young Adults and ākonga not in employment,	Young Adult data is collected and reported on regularly, including priority groups (Māori, Pacific & Disability) to support an improvement focus on our responsiveness to these priority groups.	Understand and establish current data collection for this cohort of ākonga, including priority groups to identify future areas for improvement.	Manager Data and Analytics	Data collected and reported to SLT and the Board regularly.

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
education, or training	Kaimahi capability to deliver programmes to Young Adult ākonga is strengthened.	Undertake workforce planning to assess kaimahi capability and requirements to deliver for Young Adults. Establish recruitment targets or kaimahi capability training.	Manager HR	Increased kaimahi capability in Young Adult delivery. Increased enrolment and retention of Young Adults.
	Stakeholders who engage with Young Adults know about Te Kura and understand the value of our school.	Include in Stakeholder Engagement Plan development a focus on Young Adult organisations.	Chief Advisor Strategy	Stakeholder engagement plan in place. Increased visibility among key stakeholders
	Young Adults know about Te Kura and choose to enrol.	Develop and action an engagement Plan to ākonga and whānau.	Communications Manager	Marketing plan in place. Increased Young Adult enrolments.
	Feedback and reporting ensure practice and programmes are successful and meet Young Adult needs.	Establish clear reporting, monitoring and feedback for this area and how it informs practice and programmes.	Chief Advisor strategy	Monitoring and reporting framework in place.
	Young Adult programmes are appropriately funded by Te Kura and the Ministry of Education.	Agree strategy for continuing discussions with Minister and Ministry about equity of Te Kura's funding overall, and young adults specifically	Manager Finance	Increased course offerings for Young Adults. Increased Young Adult retention.
Advocating for a more open and flexible enrolment policy	Ākonga and their whānau have successful and positive experiences.	Continue to regularly seek ākonga and whānau feedback on their experiences at Te Kura to identify future areas for improvement.	Senior Leadership Team	Increased engagement and retention of ākonga.
	Stakeholders understand and communicate about the value of Te Kura.	Share success stories with key stakeholders. Build stakeholder support for more open enrolment settings.	Manager Communications	Increased enrolments via key stakeholders and through particular gateways.

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
	Enrolment is easier and open to more ākonga.	Provide feedback into key national initiatives. Agree on strategic approach to moving towards more open enrolment and develop a plan.	Chief Advisor Strategy	Strategy in place. Increased enrolments, engagement, and retention of ākonga.
Advocating for greater access to learning support	Kaimahi successfully develop and deliver learning plans for ākonga with additional learning needs.	Induction and ongoing Professional Learning and Development is reviewed for Learning Support.	Manager HR DCE Learning Delivery	Increased Learning Support ākonga engagement and retention.
	Learning Support tools are available, accessible and people know how to use them.	Learning Support tool/s implemented and training available.	Manager IRG DCE Learning Delivery Manager HR	Increased Learning Support ākonga enrolment and engagement. Increased positive feedback from Learning Support ākonga.
	Te Kura becomes a fundholder for ORS	Continue to work with the Ministry towards being an ORS fundholder school	DCE Learning Delivery	Increased Learning Support ākonga enrolment and engagement. Increased positive feedback from Learning Support ākonga with ORS funding.
	Te Kura communicates and receives feedback/input from key Learning Support stakeholders incl. ākonga and whānau.	Collate and provide key research/feedback papers to education partners. Develop Stakeholder Engagement Plan incl. focus on Learning Support. Build support from stakeholders for Te Kura to have more equitable access.	Chief Advisor Strategy DCE Learning Delivery	Stakeholder engagement plan in place. Increased Learning Support data collection and feedback. Increased positive feedback data.

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
	Te Kura is a leader and influences Learning Support policies and initiatives with education partners.	Provide feedback into key national initiatives. Agree on strategic approach to gaining more equitable access to learning support and develop a plan.	Chief Advisor Strategy DCE Curriculum DCE Learning Delivery	Increased connection with Learning Support partners. Te Kura participation and engagement in Learning Support policies and initiatives.
TĀUTEUTE – ENGAGE				
Embedding Te Ara Pounamu	Curriculum and Learning Delivery are up to date with National Curriculum changes and have this training available for kaimahi.	ConnectED (integrated curriculum) is managed to roll out in a set timeframe. Ministry of Education's Common Practice Model is implemented.	DCE Learning Delivery DCE Systems and Support	Established and well accessed PLD. Increased kaimahi satisfaction and understanding of Te Ara Pounamu.
	Ākonga and whānau feel supported and able to provide feedback about learning programmes.	Development of Stakeholder Engagement Plan which includes the collection and reporting of ākonga and whānau voice.	Chief Advisor Strategy	Increased ākonga and whānau feedback data. Increased positive feedback for 'feeling heard'.
	Regional partnerships support and enhance ākonga opportunities in the local educational ecosystem especially for Māori and Pacific.	Establish new regional stakeholder connections and maintain existing connections focused on priority groups Resourcing Notice negotiations include recognition of equal status for integrated and project-based learning alongside subjects.	Chief Advisor Strategy DCE Learning Delivery	Increased regional partnerships with local providers. Increased leaving to learn delivery and options. Increased Māori and Pacific uptake of project-based learning. Increased Māori and Pacific engagement in project-based learning.
	Curriculum and Learning Delivery practice support Māori, Pacific and 'At Risk' ākonga.	Changes to the Academic Code Structure to reflect Te Ara Pounamu and Te Mātaiaho. Māori, Pacific and at-risk ākonga are known and learning delivery is personalised and monitored.	DCE Curriculum	Increased engagement across Māori, Pacific and 'At Risk' groups.
PŪNAHA AUAHA – INNOVATE				

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
Building our systems and capability	We gather relevant information through enrolment and onboarding to support ākonga starting at Te Kura.	Ākonga on-boarding tool implemented across all enrolment gateways.	DCE Systems and Support Chief Information Officer	Increased ākonga engagement. Increased positive feedback in ākonga surveys regarding support at the start of enrolment. Decreased support requests.
	Ākonga can access what they need to for their education.	Identify training and/or resource needs for current ākonga.	DCE Learning Delivery Manager Human Resources	Increased ākonga engagement. Increased ākonga uptake of trainings and resources.
	Te Kura has strong relationships with vendors and stakeholders to ensure systems and software are well supported and up to date.	APIs and the sharing and verification of data with stakeholders is established.	DCE Systems and Support Chief Information Officer Manager Procurement	Increased kaimahi satisfaction in surveys. Increased speed in resolution of system and software issues. Decreased system and software issues.
	Kaimahi can access what they need to do their job.	Increase cloud services, fund fit for purpose tools and assess kaimahi support needs.	DCE Systems and Support	Increased uptake of training and resources. Decreased number of logged tickets.
	Te Kura has resilient systems that support business continuity in disasters and emergencies.	Policies and procedures updated and training for kaimahi is established (e.g. Cyber security).	Chief Advisor Strategy	Policy and procedures in place. Kaimahi familiarity and understanding of response systems.
Ensuring our systems enable the delivery of Te Ara Pounamu	User experiences inform system change and purchase.	Ākonga and whānau feedback is incorporated into a cycle.	Senior Leadership Team	Feedback is collated, considered and informs planning and development of systems
	The systems and technologies used are agile, flexible, and respond to ākonga engagement shifts.	Student Journey project supports fast engagement following enrolment. Launch Brightspace Parent & Guardian app for whānau.	DCE Systems and Support	Brightspace for parents implemented. Increased ākonga engagement. Decreased ākonga IT tickets logged.
ĀRAHI – LEAD				

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
Sharing our whakapapa and telling our story	A consistent story is communicated across a range of channels and events.	Develop key messages with branded collateral that can be used across a range of settings.	Manager Communications	Key messages developed. Increased engagement with media channels and events.
	Our educational opportunities are understood, supported, and promoted by our partners and stakeholders.	Develop a Stakeholder Engagement Plan. Develop specific strategies for media and social media.	Chief Advisor	Improved stakeholder relationships.
	Te Kura has the appropriate tools to maintain and develop our digital presence.	Assessment of current tools of communication (internal and external).	Manager Communications	Review completed. Increased engagement with media channels.
	Kaimahi understand and can communicate Te Kura whakapapa and story.	Develop induction process and resources for kaimahi.	Manager HR	Increased kaimahi satisfaction and retention. Increased induction completion.
Making Te Kura a great place to work	Kaimahi have PLD options and resources available to upskill them in their current role.	Survey of current Professional Learning and Development offerings and kaimahi needs.	Manager HR	Increased kaimahi retention and attract quality kaimahi. Increased kaimahi promotion pathways. PLD role clarity and an increased uptake of professional development training. Increased use of resources.
	Kaimahi have, and know, the pathways available to progress their career.	Alignment of He Hononga Aho and Professional Learning and Development to Te Kura values and strategic objectives.	Manager HR	Development tools and processes in place reflecting integration with values and strategic objectives Increased kaimahi retention and attraction of quality kaimahi. Increased kaimahi satisfaction and engagement reflected in annual kaimahi survey. Increased uptake of PLD.

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
	Kaimahi have, and know, the pathways available to progress their career.	Alignment of He Hononga Aho and Professional Learning and Development to Te Kura values and strategic objectives.	Manager Communications Manager IRG	Development tools and processes in place reflecting integration with values and strategic objectives Increased kaimahi satisfaction and engagement reflected in annual kaimahi survey. Increased kaimahi retention and attraction of quality kaimahi. Availability and increase of internal progression
	Kaimahi have, and know where to find, important information.	Information for kaimahi is surveyed and assessed. Information management objectives are established.	Manager HR	Increased uptake of PLD including leadership training. Increased kaimahi satisfaction and engagement reflected in annual kaimahi survey.
	Kaimahi are supported well by consistent leadership that aligns with Te Kura values.	Develop a consistent school-wide leadership framework.	Manager IRG Manager HR	Leadership and development programme enabled and actively engaged. Increased kaimahi retention. Increase in kaimahi wellbeing. Increased uptake of training and resources.
Recruiting and developing kaimahi to deliver Te Ara Pounamu	Kaimahi have a clear line of sight to how their work connects to Te Kura values and strategic objectives.	Position Descriptions are updated to demonstrate line of sight to values and strategic objectives for new recruitment	Manager HR	Increased kaimahi satisfaction reflected in annual kaimahi survey. Position descriptions updated to reflect values and strategic objectives. Increased wellbeing.

Strategic objectives	Outcomes	2024 Actions	Lead responsible for action	Outcome Evaluation Indicators
	Te Kura communicates to potential candidates kaimahi experiences and opportunities.	External communications featuring kaimahi experience stories are planned and developed.	Manager Communications	External facing sites and adverts reflect Te Kura values. Increased attraction of quality kaimahi.
	Te Kura has the right staff with the right training in the right places to deliver Te Ara Pounamu.	Establish capability baseline for kaimahi Te Ara Pounamu understanding and delivery.	Manager HR DCE Curriculum	Increased kaimahi satisfaction and engagement reflected in the annual kaimahi survey. Increased kaimahi retention. Increased ākonga achievement and delivery.
	Kaimahi are trained and supported in building capability in delivering Te Ara Pounamu.	Develop a Professional Learning and Development (PLD) programme to build Te Ara Pounamu capability.	Manager HR DCE Curriculum	Increased kaimahi satisfaction and engagement reflected in the annual kaimahi survey. Increased ākonga achievement and delivery.
	Everyone knows the 'story' of Te Kura and Te Ara Pounamu (internal and external).	Develop comprehensive Te Kura 'story' including whakapapa for all internal and external comms channels.	Manager Communications	Increased kaimahi satisfaction. Increased ākonga achievement and delivery. Increased stakeholder relationships. Increased funding and enrolments.

NGĀ TŌTOHU KAUNEKE | PROGRESS INDICATORS

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

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

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

1. **Engagement in a learning programme in My Te Kura**

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

In 2023, an average of 51.6% of Y1–13 Full-Time ākonga and Y11–13 Young Adult ākonga logged in to My Te Kura weekly and an average of 27.5% of Y1–13 Full-Time ākonga and Y11–13 Young Adult ākonga submitted work each week or had an 'Engage' item completed by their kaiako.

In 2024, we want to see an increase in the percentage of online presence and work submission of ākonga in My Te Kura.

2. **Wellbeing**

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

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

By the end of 2023, 27% of our Y11–13 Full-Time/Young Adult ākonga, 35% of our Y7–10, 22% of our Y0–6 and 3% of our Learning Support ākonga had completed the survey at least once (ākonga who were enrolled as at the end of 2023).

In 2023, 78% of the Wellbeing survey attempts were provided feedback by kaimanaaki.

In 2024, we want to see an increase in the percentage of ākonga who complete the survey at least once during the year, as well as an increase in the percentage of survey attempts with feedback by kaimanaaki.

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

In 2023, 56% of ākonga enrolled in My Korowai were provided feedback for progress against Ngā Mātāpono.

In 2024, we want to see an increase in the percentage of ākonga who receive feedback against Ngā Mātāpono.

3. **Achievement at NCEA**

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

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

In 2023, our average rate of NCEA standard achievement for Full-Time and Young Adult ākonga was 96.7%.

42.5% of Full-Time ākonga and 37.7% of Young Adults achieved Te Kura assessed NCEA standards (ākonga who were enrolled in one or more NCEA subjects).

In 2024, we want to maintain our high NCEA standard achievement rate and increase the percentage of ākonga who achieve NCEA standards.

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

In 2023, 38.8% of Full-Time ākonga and 78.8% of Young Adult ākonga met NCEA Literacy requirements and 36.3% of Full-Time ākonga and 76.4% of Young Adult ākonga met Numeracy requirements (ākonga who were enrolled in years 11+ and one or more NCEA subjects).

In 2024,with the introduction of the new literacy and numeracy co-requisites, we will develop new baseline data sets for literacy and numeracy. We want to see an increase in the percentage of ākonga who meet the new NCEA Literacy and Numeracy requirements.

4.   **Engagement and Progress Years 1-10**

In 2023 we developed local literacy and numeracy progressions that will be applied alongside the Common Practice Model (yet to be released by the Ministry of Education).

In 2024 we will implement tagging of literacy and numeracy progression across the curriculum for ākonga in Years 1-10 through the Learning Outcomes Tool in My Te Kura. We want to establish baseline datasets to capture value added in literacy and numeracy across the curriculum.