



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

Te Pūrongo ā-Tau 2022

2022 Annual Report

Te Aho o Te Kura Pounamu

11 Portland Crescent, Thorndon, Wellington, New Zealand

Private Bag 39992, Wellington Mail Centre, Lower Hutt 5045, New Zealand

0800 65 99 88

www.tekura.school.nz

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

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

Throughout this document you will see:

ākonga	student/s
hāpori	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

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

Whaowhia te kete mātauranga

Fill the basket of knowledge

E harikoa ana ahau ki te whakatakoto i te Pūrongo ā-Tau 2022 o Te Aho o Te Kura Pounamu.

Koinei taku pūrongo ā-tau tuatahi mai i taku kopounga hei Heamana mō te Poari Kaitiaki i te 2022, ā, e tika ana te kī ko te roa atu o taku noho hei heamana, ko te nui ake o taku mīharo ki ngā mahi e mahia ana ia rā e ngā tāngata o Te Kura. Hei kaiwhakaako mō te 30 tau, hei tumuaki o tētahi kura tuarua hoki, ko te kitenga i ngā āhua e mahi ai, e whakahaere ai te kura rahi rawa o Aotearoa he whakamāramatanga whakaohore mōku.

I te tau kua hori i aro nuitia te whakanuinga rautau o te kura, me ngā mahi i te mahia puta noa i te whenua. Me whakahīhi ka tika ngā kaimahi me ngā ākongā o Te Kura ki tō rātou wāhi i te hītori o tēnei kura rongonui.

I tua atu i te āhukahuka ki tōna anō hītori, he umanga hihiri tonu a Te Kura, e whai ana i te ara o te whakapainga mutunga kore. I te mea he nui ake i te 3,000 ngā ākongā e noho tūpono ana ki te momotu mai i te mātauranga, ko te nuinga he ākongā Māori, he tino nunui ngā wero.

Inā tata nei i kōrero mai tētahi o aku hoa nō te poari, kua roa e mahi ana i te ao mātauranga, kīia ai e te nuinga o ngā kura i mahi ai ia ko te tamaiti kei te pū o ā rātou mahi. Engari ia, ko Te Kura te whakahaere anake e tutuki ai tērā!

E noho tūāpapa ana ā mātou whenu rautaki e rima ki taua kaupapahere me taua takohanga. Anei:

- Poipoi | Te poipoi i ngā kirirarau tūoho āhuarangi o tētahi Aotearoa e kākanorua ana
- Kauawhi | Te whakauru i ngā ākongā katoa ki ngā Kaupapa a Te Kura
- Tāuteute | Te tāuteute i ngā ākongā mā ngā hōtaka ako whakawhaiaro, he mea tūturu
- Pūnaha Auaha | Ngā mahi auaha ā-matihiko hei tautoko i ngā ākongā me ngā kaimahi
- Ārahi | Te ārahi me te whakaaweawe i roto i te pūnaha mātauranga.

Ko tētahi o ngā āhuahira e mīharo ana ki ahau ko te wāhi ki Te Kura i roto i te rāngai mātauranga whānui. Te tino tokomaha rawa o tō tātou rangatahi kua momotu i ngā whakaakoranga kura, me te aha, he tino tōmua rawa tō rātou wehenga i te ao mātauranga. E whakaatu nei a Te Kura kei a ia te āhei me te raukaha ki te whakarato i te ara hoki ki ngā mahi akoranga mā te tino tokomaha o tō tātou rangatahi.

He mea tino nui ki a au te rongo ko te Kura Raumati kātahi tonu ka hipa te kura raumati tino angitu rawa, me te whakaurunga o te tino tokomaha rawa o ngā ākongā mai i tōna atinga i te 2015. E āwhina ana te kura raumati i ngā ākongā kia whiwhi ki ngā whiwhinga tāpiri ka hiahiatia e rātou i te NCEA ka taea ai te whai i ngā akoranga atu anō, te whiwhi mahi rānei. He tauira tino pai tērā ka pēhea te aronga hou e āwhina ai i tō tātou rangatahi ki te whiwhi mātauranga.

Me mihi atu ki ngā kaimahi whakamīharo katoa o Te Kura mō tō rātou ū me te ngākaunui ki te tautoko i ā mātou ākongā katoa.

Me tino mihi rawa ki tō mātou Tumu Whakarae, ki a Mike Hollings, ka wehe i Te Kura hei te Hōngongoi 2023 i muri i te 17 tau. He tino nunui tōna pānga ki tēnei pūtahitanga rongonui o Aotearoa, ka mutu me tino whakamiha atu i āna mahi e pērā ai te kauanuanu a te iwi whānui ki Te Kura i ēnei rā.

Mō te taha ki te poari, kia kaha ki a ia i tōna ao i muri i te wehenga i Te Kura.
It is with pleasure that I present the 2022 Annual Report for Te Aho o Te Kura Pounamu.

This is my first annual report since I was appointed as the Board of Trustees Chair in 2022, and I must say the longer I have been here, the more I have admired and been in awe of what Te Kura people do on a daily basis. As an educator for 30 years, and a current secondary school principal, it has been a real eye-opener for me to see how the country's largest school operates and performs.

Last year there was a lot of focus on the school's centenary, with activities taking place all around the country. Te Kura kaimahi and ākongā are deservedly proud to be part of such a grand tradition.

While acknowledging its history, Te Kura is also a dynamic organisation, set on a path of continual improvement. With more than 3,000 ākongā judged to be at risk of disengaging from education, many of them ākongā Māori, there are many challenges.

One of my board colleagues recently noted that after a long career in education, most institutions he had worked in talked about how their students were put at the centre of their practice. But, he said, Te Kura was the one organisation which actually did it!

Our five strategic whenu underpin that policy and commitment. They are:

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

One of the features of Te Kura that has struck me is how much of a role it can play in the wider education sector. So many of our rangatahi have become disengaged from schooling and drift out of education far too early. Te Kura has shown that it has the ability and capability to give many of our young people a path back into learning.

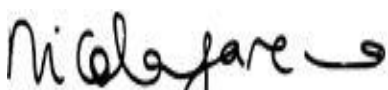
I was very interested to hear that Te Kura's Summer School has had its most successful year ever, with the most ākongā enrolled since it began in 2015. Summer School has been helping ākongā get the extra credits they need for NCEA to get over the line so that they can go on to further study or employment. It is a great example of how thinking in a different way about schooling can help our rangatahi.

I want to thank all the wonderful Te Kura kaimahi for their commitment and dedicated support for all our ākongā.

And I especially want to thank our Chief Executive, Mike Hollings, who is leaving Te Kura in July 2023 after 17 years. His contribution to an iconic New Zealand institution has been massive and he must be given great credit for the place Te Kura finds itself in today.

On behalf of the Board, I wish him all the very best.

Ngā mihi nui



Nicola Ngarewa

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

Kia maumahara ki tōu mana āhua ake

Cherish your absolute uniqueness

Tūturu he kura ahurei a Te Aho o Te Kura Pounamu i roto i te rāngai mātauranga o Aotearoa, i tāwāhi anō hoki. Arā ētahi atu kaiwhakarato mātauranga mamao huri noa i te ao, engari kāore tētahi he tino rite ki Te Kura.

I te 2022 ka whakaurua e Te Kura tōna 30,000 ākonga – he pikinga mā ētahi mano tērā i ngā tau o mua – ā, ko tāku e whakapono ana kei te tīmatanga tātou o tētahi takiwā hou. I akona mātou e te urutā KOWHEORI he nui rawa ngā āhua mahi rerekē – ka whakapakarihia anō hoki te mōhio he tino nunui ngā ara rerekē mō te whakaako me te ako.

He wāhanga tino nui tō aua ara rerekē ki tō mātou marautanga, ki Te Ara Pounamu, ko tō mātou ara ako mō Te Kura tērā kua whakahihikotia e te Tirohanga Whānui. Kei te kaha haere kē atu a Te Ara Pounamu, me te pai ake o tana tautoko whakawhaiaro, te whai wāhi nui ake ki ngā hāpori, te ako tāwariwari e whai wāhi ai ngā aronga, ngā kaingākau, me ngā pūmanawa nohopuku o ngā ākonga, me te āhei ki te ako ahakoa te wāhi me te wā - *Ki te tī, ki te tā, ki te katoa.*

He wāhanga tino nui o tērā ko ngā piatanga ākonga, ā, puta noa i ngā marama 12 kua pahure kua tino aro atu a Te Kura ki ngā piatanga, me te arotahi ki te whakanoho ākonga ki roto i ngā tūnga whai, tūnga pia anō hoki e haere tonu ai ā rātou mahi ako, e whiwhi ai i ngā wheako me ngā tohu, me te hōpara haere i ō rātou kōwhiringa aramahi. Kua tino takatika mai te urupare a ngā ākonga.

Hei hoa haere mō te ako tāwariwari ko te mahi tāwariwari a ā mātou kaimahi. He mea whakatatū tā mātou hōtaka Ngā Huarahi Mahi kia mōhio ai ki te tikanga o tērā mō ā mātou kaimahi, ā, i whāia tērā mō te nuinga o te 2022. Heoi, i āta whai whakaarohia tonuhia te pānga o tērā ki te whai wāhi me te angitu o ā mātou ākonga.

Ko tētahi atu kaupapa uruhi matua ko te whakaaro me pāhekoheko, me whakawhena e te hanga ahurea ngātahi, e te hauora me te toiora tōpū o ngā kaimahi, e te aratakinga ngātahi i ngā kaimahi hou, e te whakawhanaketanga ngaio anō hoki tēnei mea, te 'mahī' i Te Kura.

Ko tētahi mea whakaharahara o te tau 2022 ko te whakanui i te Rautautanga o Te Kura. I te hokinga o te whakaaro ki ngā tau 100 kua hipa ka āta kitea te ahureitanga o tēnei kura, me te ū me te ngākaunui o te tino huhua o ngā kaiārahi, kaiako me ngā kaimahi tautoko e tino pukumahi ana kia puta te ihu o ā mātou ākonga.

He mea mīharo te kite i te tino tokomaha o ā mātou kaimahi i ō mātou rohe katoa e whakanui ana i ngā paetaenga o te 100 tau kua hori, ka mutu, ko te hua o ngā kaupapa i whāia i te 2022 ko tētahi pukapuka Rautau o tō mātou hītori, he putanga motuhake o ngā panekuīni Aotearoa, he paenga o te reo ākonga me tētahi paetukutuku motuhake hei pūkenga mō ā mātou mauhanga kōrero o nāianei, o anamata hoki.

He mea āhua whaiaro ki a au te tiro whakamuri nō te mea koinei taku pūrongo ā-tau 17, whakamutunga anō hoki hei Tumu Whakarae o Te Kura. Nā ngā tumu whakarae katoa i mua i ahau ā rātou anō mahi, he nui atu ngā tutukitanga a ētahi i ētahi atu, engari i te katoa ō rātou anō wero, me te korenga i pā anake ki te taha mātauranga, engari rawa ki te taha whakarite kia haere tonu Te Kura hei pūtahitanga mātauranga.

Nōku te hōnore, nōku te whiwhi kua whai i a rātou me te ārahi i te whakahaere nei kei reira tonu te pitomata mutunga kore.

Te Aho o Te Kura Pounamu is certainly unique, not just in the New Zealand education firmament but even globally. There are other distance education providers around the world, but none that are quite the same.

In 2022, Te Kura enrolled some 30,000 ākonga – several thousand up on the past few years – and I believe we are entering a new era. The COVID pandemic taught us there are many different ways of working – and reinforced the notion that there are many different ways of teaching and learning.

The latter has been very much part of our curriculum, Te Ara Pounamu, which is our Big Picture inspired approach to learning at Te Kura. Te Ara Pounamu has gone from strength to strength, providing better personalised support, increased engagement with communities, flexible learning encompassing ākonga interests, passions and potential and the ability to learn anywhere, anyplace, any time – *Ki te ti, ki te tā, ki te katoa*.

An important part of that is ākonga internships and over the past 12 months Te Kura has placed a special emphasis on internships, with a focus on placing ākonga in shadowing and intern roles where they can continue their learning, gain experience and qualifications, and explore their career options. The feedback from ākonga has been extremely positive.

Alongside flexible learning, has been flexible working for our kaimahi. Our Ngā Huarahi Mahi project which ran for most of 2022 was set up to investigate what this could mean for our staff. However, our major consideration has continued to be what this would mean for the engagement and success of our ākonga.

Another key driver was the philosophy that ‘work’ at Te Kura is a collective endeavour, anchored by collective culture building, collective kaimahi hauora and wellbeing, and collective kaimahi induction and professional development.

A real feature of 2022 has been the celebration of our Centenary at Te Kura. Looking back over 100 years again reinforced the uniqueness of this school, and the commitment and dedication of so many outstanding leaders, teachers and support staff who have worked so hard to ensure the success of our ākonga.

It was wonderful to see so many of our kaimahi in all our regions take time to mark the achievements of the past 100 years, and the projects undertaken in 2022 have given us a Centenary book of our history, a special edition of New Zealand postal stamps, an anthology of ākonga voices and a special website as a repository for our archives now and into the future.

Looking back has also been somewhat personal as this will be my 17th and last annual report as Chief Executive of Te Kura. All of my predecessors at Te Kura made their own contributions, some greater than others, but all had their own challenges, not just educationally but at times ensuring Te Kura had a viable future.

It has been a privilege and honour to have followed in their footsteps and to have led an organisation with such boundless potential.

Ngā manaakitanga



Mike Hollings

3 Tō mātou wawata | 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.

Ō mātou uara | Our values

At Te Kura we demonstrate by our actions that we:

- put the success of our ākonga at the forefront of everything we do
- respect each other, ākonga, their whānau and our partner organisations
- see strength in diversity
- celebrate innovation and success
- communicate openly and honestly.

Ō mātou whakapono | Our beliefs

Our strategic planning is guided by three core beliefs:

Living Te Tiriti o Waitangi | The Treaty of Waitangi

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

Ensuring ākonga are at the centre of everything we do

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

Delivering high-quality, future-focused teaching and learning

This is our core role. We are part of an educational system working to strengthen systems, structures, and practices to address and support learning needs for all ākonga in the 21st century.

4 **Ā mātou kaupapa matua rautaki** | Our Strategic Priorities

A significant achievement during 2022 was refreshing our strategic plan. Te Kura’s Board of Trustees has identified five strategic whenu (strands) that represent what we want to achieve from 2023–2025. Within each whenu we have identified strategic priorities that explain how we intend to do this and the key workstreams that contribute to each priority. Some workstreams contribute to more than one strategic priority just as some strategic priorities 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. Our strategic whenu, priorities and key workstreams are explained in more detail below. We consulted ākonga, whānau, kaimahi and other stakeholders on our strategic whenu in December 2022 and received positive feedback.

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. We are committed to delivering Te Rautaki Reorua, our Bilingual Strategy, to contribute to the revitalisation and sustainability of te reo Māori. 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 Kura has a high proportion of ākonga Māori and recognises ākonga Māori as a priority. We want to ensure ākonga Māori and kaimahi Māori feel comfortable, valued, and able to achieve their potential. Through Te Rautaki Reorua and upholding Te Tiriti o Waitangi, we recognise our shared Aotearoatanga as New Zealanders.

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.

Becoming a climate-conscious school

In 2022, Te Kura included this strategic priority to start the journey towards becoming a climate conscious school, to support action on climate change and the transition to a low-carbon future.

Te Kura has been focusing on building knowledge about climate change, designing and implementing a climate conscious curriculum, reviewing our school operations, and taking positive action. 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 design¹.

KAUAWHI – INCLUDE

Including all ākonga in Te Kura's Kaupapa

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

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

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

Advocating for a more open and flexible enrolment policy

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

Advocating for greater access to learning support

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

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 four-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 Kura has renamed Te Kura Big Picture 'Te Ara Pounamu' in recognition of the uniqueness of our kura, Te Aho o Te Kura Pounamu, and the ākonga, whānau and hapori we serve.

¹ <https://www.nzcer.org.nz/research/publications/climate-change-what-can-schools-do-research-briefing-1>

Te Ara Pounamu is the conceptual framework that guides learning design at Te Kura. It 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.

Ngā Mātāpono are the principles that guide and inform all aspects of our ākonga-centred pedagogy and practice. They are visible in all interactions with ākonga as we support them to achieve their educational and personal goals, enabling them to participate effectively as members of their community.

- Kotahitanga – uniting all aspects of ākonga wellbeing through balanced holistic development
- Whaitake – connecting ākonga with relevant pathways as determined by their aspirations and interests
- Māramatonutanga – the ongoing pursuit of knowledge and understanding
- Whakamana – empowering and enabling the mana of ākonga by respecting their voice and giving them choice
- Whakawhānaungatanga – honouring mutually respectful relationships that strengthen everyone.

Te Ara Pounamu, Te Kura Big Picture learning, 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.

PŪNAHA AUHAHA – 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.

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.

ARAHĪ – LEAD

Leading and influencing within the education eco-system

Knowing and sharing our whakapapa as part of telling our story

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

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

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

Making Te Kura a great place to work

Our Ngā Huarahi Mahi (Ways of Working Project) is 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 ākongā
- 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 ākongā needs in an ever-changing education environment.

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 reinforces 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.

5 He Arotake o ngā Kōkiri Matua | Review of Key Initiatives

Our 2022 Charter and Annual Plan set out our strategic priorities and key initiatives at the whole school level. Further detail on 2022 development actions was held in a series of plans for each strategic priority, project, region and team.

Our strategic priorities are closely linked, so many projects and actions bring together kaimahi from across the school.

We monitored and reviewed progress on our strategic priorities during 2022 through team, regional, project and governance groups. We made tactical operational changes throughout the year as required and incorporated strategic changes into our planning for 2023–2025.

In this 2022 Annual Report we give a high-level review of progress in key initiatives from our 2022 Charter and Annual Plan.

Te Ara Pounamu – Implement Te Kura Big Picture learning

- In 2022, Te Ara Whakamua, Te Kura’s curriculum and assessment refresh and review project was underway. New modules were made available in My Te Kura which included: a Te Ara Kōhungahunga (Early Childhood) module, 14 Te Akoranga Motuhake (Learning Support) modules and nine modules spanning curriculum levels 1–5 including integrated Literacy and Numeracy (LAN) modules, integrated Te Ara Hou modules and modules developed entirely in Te Reo Māori.
- One of the workstreams of Te Ara Whakamua focused on developing learning resources to support the new Aotearoa New Zealand’s Histories curriculum from 2023.
- An induction process was developed to support Te Ara Whakamua working groups. Support materials provided guidance on approaches to interweaving Ngā Āheinga, Mātauranga Māori, and literacy and numeracy.
- The Ngā Āheinga conceptual framework was developed. This framework underpins our Wellbeing curriculum, and also shines a light on learning to learn and ways of knowing that are inclusive of all ākonga. Climate consciousness is interwoven in the conceptual framework through Rauranga me te Kaitiakitanga (Citizenship and Guardianship).
- Ngā Huānga Mātauranga Māori – a framework to support kaimahi and to help develop their understanding of Mana Ōrite mō te Mātauranga Māori, and how Mātauranga Māori can be embedded across all curriculum areas was co-constructed in consultation with all teams across Te Kura. The framework sits alongside and adds rigour to our Te Ara Pounamu planner. Mana Ōrite mō te mātauranga Māori has been positioned as the backbone of curriculum at Te Kura.
- In 2022, Online @ Te Kura – a course to support kaimahi to create online learning that interweaves mātauranga Māori, Te Ara Pounamu, Ngā Āheinga, literacy and numeracy, went live. Developing this course was one of the priority workstreams of Te Ara Whakamua.
- Ngā Āheinga rōpū was also established, comprising five kaimahi who contributed resource development for Ngā Āheinga.
- In 2022, the Te Ara Pounamu course went live online, providing a significant support platform for kaimahi to learn about and embed Te Ara Pounamu into practice. The course which is in My Te Kura was well-received by kaimahi. The course provides a 'one stop shop' for information and support materials covering Mana Ōrite mō te Mātauranga Māori, Ngā Mātāpono, Ngā Āheinga, Ara Ako, My Korowai, Aromatawai (Assessment for Learning) and Ako (our culture of continuous growth and professional learning).

- Student Journey
 - We are working to continuously improve how ākonga experience their journey into, through and out of Te Kura. In 2022, we started testing a new online ‘Onboarding’ system to improve the enrolment process for ākonga and their whānau. The system is due to go live in 2023.
 - We also focused on the practice of our kaimahi to support a smooth onboarding for ākonga. Kaimahi were involved in the further development of guidelines covering the first four weeks following the enrolment of an ākonga to ensure that contact is made, and a learning plan is developed collaboratively.
 - As part of Te Rautaki Reorua, in 2022, we updated our communications to ākonga and whānau through enrolment emails from My Te Kura to be both in English and Te Reo Māori.
 - We explored how to add gender classification and pronoun changes/additions to our systems, including the onboarding tool, and will implement this in 2023.

- End of Year/Start of Year
 - In June 2022, we established a cross-wāhanga End of Year/Start of Year (EOY/SOY) project. As part of our continuous improvement focus, and aligned to the Student Journey project, we wanted to take a whole-school approach ensuring ākonga have the best possible start to term 1 2023 or when enrolling during the year. In 2022, we established a number of workstreams to review and refine our guidance, systems and processes that support ākonga enrolment, contact from kaimahi and developing learning programmes.
 - Kaimahi wellbeing is an important part of the project. In 2022, we published the first iteration of Ka Ora, Wellbeing @ Te Kura. This overview outlines our whole-school approach to wellbeing, and the particular activities we are working on to support the wellbeing of ākonga, whānau and kaimahi.
 - By the start of term 1, 2023, we had seen improvements including faster responsiveness to ākonga than in previous years, a smoother start to the year for kaimahi and clearer guidance on what needs to happen and when for different roles. We learnt that it is important to start as early as possible each year to develop and clarify processes and systems to ensure the best start for ākonga at the beginning of the next school year and that we can accomplish more and do things better if we work together across wāhanga.
 - The EOY/SOY project will continue in 2023.

- He Oranga Mahuru
 - He Oranga Mahuru is our learning delivery programme focusing on engagement and the wellbeing of ākonga. He Oranga Mahuru is Te Ara Pounamu in action.
 - In 2022, we used Ministry of Education Enhanced Wellbeing Funding and At-risk Gateways funding to support Hauora (ākonga wellbeing), He Whai Taumaruru | Leaving to Learn and Literacy and Numeracy.
 - We monitored and responded to the engagement of priority ākonga (Māori, Pacific, At-risk Gateways and Young Adults) through analysing data, setting regional targets, and reviewing progress fortnightly. We saw increases in engagement for our priority groups throughout the year.
 - The Ministry of Education funding enabled us to provide extra kaimahi to support Hauora for at-risk ākonga, including Counsellors, kaiāwhina and Kaiārahi Toiora (regional leadership positions). Following our evaluation of the successful support these positions provided for ākonga, we have made these permanent positions for 2023.
 - He Whai Taumaruru | Leaving to Learn is a key area of Big Picture learning which provides ākonga with opportunities to learn through experiences outside school, including in their whānau and community, and through internships, shadowing, and future pathways discussions. In 2022, we created a wide range of opportunities for ākonga of all ages from

- Early Childhood through to Young Adults, including waka experiences, interest groups, competitions, and Inspiring the Future sessions. These activities involved up to 1500 ākonga.
- The waka experiences were new for 2022. Ākonga and whānau were invited to participate in excursions targeting kaupapa Māori, climate conscious practices about the water ways and ngā mātāpono (the principles of Te Ara Pounamu). Locations included Dunedin, Christchurch, Whanganui, Napier, Gisborne, Auckland, Bay of Islands, Raglan and Nelson. We also ran an online waka experience for our overseas ākonga. Overall, 143 ākonga and whānau participated. The evaluation of these new experiences showed high ākonga engagement (particularly for ākonga Māori), enjoyment and personal growth.
 - We established regional roles to support the development of He Whai Taumaruru opportunities and building kaimahi capability. These roles have increased ākonga participation in He Whai Taumaruru activities, and increased kaimahi confidence and capability. A National Leadership role was also established to enable greater systemic implementation of this across the school as part of Te Ara Pounamu.
 - During the year, we held Whānau Days to bring whānau together to meet Te Kura kaimahi and to share information about NCEA, Transitions and He Whai Taumaruru. These days were well attended, by over 1 000 whānau, due to the work of kaimahi in contacting whānau, and making the days inclusive and relevant.
 - In 2022, we continued to provide Trades Academy, STAR and Gateway opportunities as part of ākonga learning programmes. 220 ākonga attended Trades Academy (39.5 %were ākonga Māori), 1 985 ākonga attended STAR opportunities (26.1% were ākonga Māori), and 114 ākonga participated in Gateway (15.8% were ākonga Māori).
 - We also had high ākonga engagement and success with our Enviroskills programme. One of the key reasons for having Enviroskills is to engage ākonga who are at risk of leaving school without NCEA L2, to give ākonga an opportunity to succeed as learners and gain credits towards NCEA (often for the first time) and to keep them engaged in learning or further education or employment. Out of a total of 103 ākonga (57.3% ākonga Māori) 90% had a positive outcome of returning to school, continuing a secondary-tertiary programme, or taking up a tertiary enrolment or employment or apprenticeship.
 - We had a regional focus on NCEA Literacy and Numeracy, with kaimahi analysing data to identify ākonga needing extra support and providing tailored activities for those ākonga. Regions reported that the extra support resulted in increased achievement of Literacy and Numeracy for at least 300 ākonga.
 - Every week we ran a Pātai session on a particular kaupapa from He Oranga Mahuru or Te Ara Pounamu. All kaimahi were invited to join an online session run by their hoamahi to share updates and success stories and to respond to questions. The sessions were well attended and recorded for those kaimahi who could not attend on the day.

Focus on young adults including those who are not in education, employment or training

- In 2022, we focused on areas of building regional ecosystems through targeted relationships with providers such as The Ministry of Social Development (MSD) and Youth Services, strengthening our offerings for Young Adults including increasing Leaving to Learn opportunities.
- Kaimahi used data to identify which ākonga needed more intensive support to make progress in literacy and numeracy.
- The Young Adult Engagement Project Lead worked with kaiāwhina to identify and implement strategies for increasing ākonga progress and achievement in Literacy and Numeracy. This had a positive outcome for Young Adult ākonga who engaged with kaiāwhina and showed increased engagement compared with those without kaiāwhina support.

Become a bilingual organisation

- Te Rautaki Reorua, our bilingual strategy, is committed to the revitalisation of te reo Māori me ngā Tikanga, so that it remains a vibrant and living language of Aotearoa New Zealand. In 2022, we also adopted the framework for Te Mana Ōrite mō te Mātauranga Māori.
- In 2022, we increased our internal translation and interpretation services team to 10 kaimahi.
- We also supported and further developed kaimahi confidence and capability in te reo Māori in which we introduced optional Te Reo and Tikanga PLD (Professional Learning and Development) sessions. These were held with kaimahi across Te Kura.
- In 2021, we ran a survey to gather information from kaimahi regarding their confidence levels in te reo Māori. This was based on the te reo Māori competency framework, Ngā Taumata o Te Ahu o te Reo Māori. Results guided planning and support to help kaimahi progress to next steps. In 2022, a follow-up survey went out to kaimahi which provided an informed way forward for the continued development of Te Reo Māori for all staff across Te Kura. We received 406 responses in 2022, which was an increase of 215 responses in 2021.
- In 2022, Te Kura started discussions with Ngā Kura-a-Iwi to jointly develop and trial rauemi developed in te ao Māori.

Build systems capability

- A draft digital strategy was presented to the Systems Governance Group to highlight key deliverables over 2022–2024.
- In 2022, we began rolling out new gateways to our student management system, in particular progress on the new Onboarding website, and the new COVID19-specific gateway for immunocompromised ākonga.
- In 2022, we set up a full cyber-security monitoring solution, which is being expanded in 2023.
- Over 2022 and the first months of 2023, we developed and released a data processing environment ('datalake') which will be able to provide advance reporting.
- We started the technical upgrade of our current student management system, to be completed by mid-2023.
- In 2022, the Ngā Huarahi Mahi school-wide consultation started which also included developing the new Flexible Working Policy.

Tell our story

- In 2022, 'Tell our story' supported all of our other strategic priorities. We told our story internally by giving information to kaimahi to support them in their work and to support them to tell our story through their daily work and the many contacts they have with ākonga, whānau and community service providers. We also produced four editions of *Link Up*, our magazine for ākonga. We told our story externally by providing information and stories through print, digital and social media.
- In 2022, Te Kura worked in partnership with a team from the Ministry of Education to promote Summer School and support ākonga, including targeting Pasifika audiences through radio spots, posters in WINZ (Work and Income) offices throughout the motu and a social media campaign. NZQA also promoted Summer School on their website.
- Te Kura also held its Centenary – 100 years of Te Aho o Te Kura Pounamu. There was a lot of interest around the centenary in the media, including TVNZ, the Dominion Post, Stuff website, New Zealand Geographic and Radio New Zealand.
- Our Centenary website was launched in February by the Associate Education Minister and Minister responsible for Te Kura, Jan Tinetti.
- NZ Post also released a special stamp series for the Centenary.

- The Centenary Book, Going the Distance 100 years of Te Aho o Te Kura Pounamu – the Correspondence School was also published, and a book launch event was held on 15 September 2022.
- An anthology of ākonga work from 2022 was published.
- A Centenary event was held in October 2022 which was attended by over 150 current and former kaimahi. A range of centenary activities and competitions were also held across the motu, with a range of prizes for ākonga.
- A wide range of Centenary collateral was developed, including t-shirts, hats, badges, bags and seed pouches.

Māori success

- Since 2021, we have been working to increase our provision of bilingual and immersion learning in te reo Māori through our Reorua project. In 2022 hui began with key stakeholders (Kura Kaupapa Māori and Kura-a-iwi) which included internal planning and adapting our current systems to capture linguistic information about all ākonga at enrolment to inform onboarding and allocation.
- In 2022, the Reorua project continued to grow, with 96 Fulltime ākonga enrolling in 2022 which had some or all of their learning delivered in te reo Māori.
- The Reorua project supported over 200 Wharekura and Kura Kaupapa dual registrations through allocations and support of systems with Māori speaking kaimahi assisting with requests.
- The data for Reorua ākonga showed high engagement, with all ākonga being engaged and active.
- In 2023, we will have a new formal area of the school, called Te Aka Taumatua, with staffing and a national leadership role in place to support bilingual and immersion provision.
- In 2022, Te Kura worked with a number of iwi to set up collaboration between iwi, Ministry of Education and ākonga to deliver programmes in alignment with iwi aspirations.
- A wide range of products have been translated including core curriculum resources for Science, Maths and school-wide materials.
- Kaupapa Māori kaiako created materials for the wider Te Kura whānau to use as sources of information to engage ākonga Māori in Māori Kaupapa.
- We actively engaged with the Review of Achievement Standards NCEA Māori panel and provided advice and guidance on embedding Māori in the NCEA level 2 products.
- As the first year celebrating Matariki in 2022, regional teams held local events throughout the country recognising the importance of Matariki.
- Young Animator events that were held across Te Kura were successful in engaging and exposing He Oranga Mahuru ākonga to animation and technological developments. This was a hugely successful programme which had high numbers of ākonga Māori in attendance.
- In 2022, a group of kaimahi from Te Aka Taumatua delivered a presentation to the World Indigenous People's Conference (WIPCE) in Adelaide called 'Tōku reo, tōku ohoho, my language is my awakening: our journey to sustain our reo rangatira online and at distance'. The focus was on the idea that you can teach and learn online and at distance our reo rangatira as well as engaging whānau and ākonga through resources and materials that reflect who they are.
- We also provided support for ākonga in prisons (Te Ara Poutama) which saw a great number of participants and credits earned. For Māori Performing Arts (Te Hokai Rangi Whakataetae – Kapa Haka) there were 265 ākonga enrolled with Te Kura. The highest achiever award for Kaupapa Māori was awarded to a Te Ara Poutama ākonga.
- Of the 265 ākonga, 207 were awarded 25 credits, 10 credits at Level 2 NCEA and 15 credits at Level 3 NCEA. Of these 207 ākonga over 90% were either a merit or excellence standard.

Pacific success

- In 2022, Te Kura worked with the Director of Education for Tokelau to discuss a proposed expansion of our shared Pathways Programme in 2023.
- Te Kura hosted a number of hui with representatives from the Ministry of Education, Tokelau and NZQA. These focussed on the current and future states of supporting Tokelau to move towards NCEA accreditation.
- A Memorandum of Agreement was agreed between the Tokelau Ministry of Education and Te Kura. Tokelau will fund four Te Kura kaiako to provide intensive support to ākonga and kaiako engaging in NCEA level one and two programmes from 2023–2024. This agreement will support Tokelau to introduce NCEA to their ākonga through this short-term intensive teaching and mentoring model.
- In 2022, Te Kura was gifted a new name and kaupapa by current Pacific Fono members: Tautai Pasifika. Tautai refers to the navigators/fishermen/traders/stargazers that navigated the uncharted Pacific Ocean. This kaupapa relates to our ākonga and whānau navigating uncharted waters of online and blended learning.
- Pacific kaimahi developed the ‘Pacific Success at Te Kura: our commitment’ document. The intention of this document is to make visible our commitment to equity and excellence, community voice partnerships, pathways, using whakataukī from across the Pacific and providing practical tips for kaimahi on actions they might take to support those commitments. As a part of our commitment, Te Kura is providing ongoing professional learning and development to support the cultural capability of all kaimahi working with Pacific ākonga and whānau.
- Work on the development of learning resources that increase the visibility of Moana-Nui-a-Kiwa started in 2022. The aim is to have increased knowledge of the Pacific and Pacific perspectives across curriculum levels, including Aotearoa New Zealand’s Histories.
- In 2022 there was a continued focus on the engagement and achievement of Pacific ākonga, which included monitoring, reporting and data analysis. As a part of the Te Kura wellbeing survey, we analysed the responses and feedback completed by Pacific ākonga. 16% of ākonga involved in our partnership with the Ministry of Education to support Auckland ākonga adversely impacted by COVID-19 (TK300) were from the Pacific. A core part of the success of TK300 was cultural responsiveness. Analysis of these responses has helped to give an understanding of Pacific ākonga wellbeing and kaimahi cultural responsiveness, which will help influence key development/improvement actions for 2023.
- We saw an increase in NCEA achievement for both Fulltime and Young Adult Pacific ākonga in 2022. The NCEA standard achievement rate increased 7.9% for Fulltime Pacific ākonga and 6.2% for Young Adult Pacific ākonga. The proportion of ākonga with credits from Te Kura assessed NCEA standards increased by 7.5% for Fulltime Pacific ākonga and 8.2% for Young Adult Pacific ākonga.
- We began the process of creating a new Fautua Pasifika role based in our Auckland Office. The role supports Te Kura kaimahi and builds connections with our Pacific ākonga and their whānau to promote and support opportunities to enhance ākonga experiences and success. The successful applicant was appointed in March 2023.

Learning Support

- In 2022, we continued to work with the Ministry of Education to gain access for Te Kura ākonga to the range of Ministry of Education learning support services available to ākonga in other schools and kura. This work will continue in 2023.
- In 2022, the Ministry of Education completed its Highest Needs Review. Te Kura had a representative on the Review’s Advisory Group, we organised focus groups so that Ministry kaimahi could connect with some of our kaimahi and whānau, and we provided information and feedback to the Ministry’s Project team throughout the year. We expect to find out the results of the Review in 2023.

- Our cross-school Āwhina mō te akoranga | Learning Support team met regularly in 2022 to ensure we had alignment across all kaimahi working in regions, Finance, Human Resources, IRG (Information Resource Group) and Curriculum.
- In 2022, we reviewed the devices and systems access needed by some of our Teacher Aides who work online or with ākonga with particular needs that could be supported through technology. In 2023, we will be implementing a new framework for resourcing our Teacher Aides with devices and system access.
- We provided regional support and professional learning and development to kaimahi to further strengthen capability in identifying and responding to ākonga with a wide range of learning support needs. We will continue this development in 2023.
- We want to develop a clear picture of learning support needs across the school, and the engagement and wellbeing of ākonga. We continued to provide information to our IRG, Onboarding and Data teams to support the future development of new learning support data and information tools.

Funding

- Some of Te Kura's funding pressures were eased but not fully resolved in 2022.
- Te Kura received funding in Budget 2022 to scale up our support for at-risk ākonga, in line with our 'Big Picture' approach, and impacting approximately 25% of our full-time (under 16 years) and young adult (over 16 years) enrolments.
- Te Kura was also included in the sector-wide roll-out of the Equity Index. Te Kura did not previously receive decile funding.
- While this additional support has been gratefully received, we are still anxious that a full review of Te Kura's role and funding be completed in the context of a more cohesive national approach to flexible learning. We believe that this is even more relevant in 2023 than when first identified by the Tomorrow's Schools Review in 2019. In the interim the COVID-19 pandemic has 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 ākonga learn.

6 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: 644 early childhood enrolments , of whom 138 (21%) were Māori and 7 (1%) 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: 8 722 adult enrolments , of whom 6 328 (73%) were young adult enrolments, of whom 1 489 (24%) were Māori and 377 (6%) 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: 2 093 full-time enrolments at primary level , of whom 944 (45%) were access enrolments 1 149 (55%) were referral enrolments 914 (44%) were Māori and 85 (4%) 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: 5 470 full-time enrolments at secondary level , of whom 1 170 (21%) were access enrolments 4 300 (79%) were referral enrolments 2 382 (44%) were Māori and 259 (5%) 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	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 498 registrations from years 1 to 8 ākongā enrolled at other primary schools , of whom 107 (21%) were Māori and 26 (5%) were Pacific 134 (27%) were provided a specialist programme to assist with their learning support needs 169 (34%) received tuition in Te Reo Māori 84 (17%) were gifted and talented 22 (4%) were enrolled at a Health School.
	Deliver dual registration curriculum services to years 9 to 13 ākongā	Programmes required by the National Education Guidelines, the New Zealand Curriculum Framework and the school curriculum delivered to: 10 705 registrations from years 9 to 13 ākongā enrolled at other secondary schools , of whom 3 280 (31%) were Māori and 722 (7%) were Pacific 6 172 (58%) enjoyed tuition in a subject that their school is unable to offer 1 726 (16%) were enrolled at a Health School 1 526 (14%) were enrolled due to an emergency staff vacancy at their school 286 (3%) took part in Te Kura's Summer School.
5. Years 1 to 13, 0.1/0.2 ORS supplement	Deliver supplementary 0.1/0.2 services for full-time years 1 to 13 ORS-verified ākongā	Supplementary services delivered to: 235 ORS-verified ākongā , comprising <ul style="list-style-type: none"> • 168 ORS high needs or ORS extension (0.1) • 67 ORS very high needs (0.2).

Outputs	Performance targets	Service delivered																		
6. On-payment of the supervisors' allowance to eligible supervisors of the school's full-time ākonga	<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 June 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.</p> <p>Forecasts and reports were provided to the Ministry as required.</p> <table border="1"> <thead> <tr> <th></th> <th>No. of payments made</th> <th>Costs (\$000)</th> </tr> </thead> <tbody> <tr> <td>June</td> <td>2285</td> <td>838</td> </tr> <tr> <td>December</td> <td>2498</td> <td>918</td> </tr> <tr> <td>Sub total</td> <td>4783</td> <td>1756</td> </tr> <tr> <td>Prior year payments</td> <td>35</td> <td>13</td> </tr> <tr> <td>Total</td> <td>4818</td> <td>1769</td> </tr> </tbody> </table>		No. of payments made	Costs (\$000)	June	2285	838	December	2498	918	Sub total	4783	1756	Prior year payments	35	13	Total	4818	1769
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Prior year payments	35	13																		
Total	4818	1769																		

Kiwisport funding

Kiwisport is a Government-funded initiative to support ākonga participation in organised sport. In 2022, Te Kura received a total of \$126,105.96 (excluding GST) in Kiwisport funding.

The funding was allocated to release time for Te Kura's Kiwisport co-ordinator, enabling ākonga to participate in sporting activities as individuals or in a team, subsidising some ākonga travel costs, and funding the purchase of sports equipment. The funding enabled ākonga to participate in sporting competitions and achieve across a range of codes.

7 Statement of Variance against the goals in Te Kura’s 2022 Charter and Annual Plan

This dashboard report provides an overview of the progress towards achievement of goals in Te Kura’s 2022 Charter and Annual Plan, as well as a high-level analysis of variance. Unless otherwise indicated, all progress is as of 31 December 2022. Where available, baseline figures have been recalculated for the 2021 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 or 100%. This is due to rounding and/or the omission of datapoints with very small numbers.

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

■ Achieved
 ■ Achieved for certain groups
 ■ Not achieved

Overview

No.	Goal	Outcome
1. Engagement in My Korowai		
1.1	Increase the percentage of ākonga engaged in My Korowai	Achieved for certain groups
2. Engagement in a learning programme in My Te Kura		
2.1	Increase in the percentage of online presence and work submission of ākonga in My Te Kura	Achieved
3. Wellbeing		
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	Achieved
4. Achievement at NCEA		
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 for certain groups
4.3	Increase the percentage of ākonga who meet NCEA Literacy and Numeracy requirements	Achieved

Goal	Progress	Comments						
1. Engagement in My Korowai								
1.1 Increase the percentage of ākongā engaged in My Korowai (2021 Full Year Baseline: Y11–13: 83%, Y7–10: 79%, Y0–6: 73%, ECH: 85%, LS:38%, Māori: 77%, Pacific: 76%)								
	My Korowai Engagement (ECH-Year 13, Snapshot %):						<p>Goal 1 has been achieved for certain groups.</p> <p>With the exception of Years 0–6 and Learning Support, engagement in My Korowai has been tracking below the 2021 baseline for the Y11–13 and Y7–10 year groups for a majority of the year.</p> <p>In 2021, we were able to include engagement data from third-party software (StoryPark) in the Early Childhood figures. For the 2022 year this data has been unavailable, and we are unable to compare like with like. For this reason the table with the ethnicity breakdown excludes Early Childhood figures. Work is currently underway with the vendor of StoryPark to explore how this data can be accessed by Te Kura to allow for more accurate reporting.</p> <p>My Korowai has seen an extensive redesign of content and user interface in 2022, and we will continue to improve the backend in 2023, to improve data quality and to enable better year-on-year and month-by-month comparison of Korowai engagement.</p>	
	Year Group	Northern	Central North	Central South	Southern	Overseas		Total
	Years 11–13	67% (658/982)	75% (570/761)	76% (463/609)	68% (540/791)	74% (90/122)		71% (2321/3265)
	Years 7–10	79% (410/518)	75% (557/739)	69% (235/340)	72% (289/399)	86% (102/119)		75% (1594/2117)
	Years 0–6	74% (103/140)	77% (166/215)	72% (36/50)	64% (96/150)	82% (96/117)		74% (498/673)
	Early Childhood	37% (16/43)	39% (38/97)	39% (22/57)	26% (46/180)	33% (1/3)		33% (124/381)
	Learning Support	55% (42/77)	55% (40/73)	52% (22/42)	53% (20/38)	100% (4/4)		54% (128/235)
	Ethnicity	Northern	Central North	Central South	Southern	Overseas		Total
	Māori	70% (413/591)	75% (696/926)	69% (253/368)	65% (216/334)	82% (28/34)		71% (1606/2255)
	Pacific	71% (102/143)	79% (27/34)	55% (16/29)	77% (27/35)	79% (11/14)		72% (183/255)
NB green font indicates an improvement over the respective December 2021 baseline figures, while red font indicates a decline.								

2. Engagement in a learning programme in My Te Kura

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

(2021 Full Year Baseline: FT Presence 62.3%; FT Work Return 35.5%, YA Presence 60.9%, YA Work Return 36.2%)

All Full Time

Month	Sessions		Dropbox		Difference	
	2022	2021	2022	2021	Sessions	Dropbox
January	19.5%	18.1%	2.6%	2.7%	+1.3%	-0.1%
February	61.9%	56.9%	33.8%	27.0%	+5.1%	+6.8%
March	71.4%	69.1%	47.8%	41.8%	+2.3%	+6.1%
April	65.1%	65.2%	38.1%	33.4%	-0.0%	+4.7%
May	71.7%	71.9%	50.8%	43.0%	-0.3%	+7.8%
June	75.1%	73.9%	57.8%	47.5%	+1.2%	+10.3%
July	68.4%	69.5%	46.7%	42.3%	-1.0%	+4.4%
August	73.0%	71.1%	53.1%	47.4%	+1.9%	+5.7%
September	73.3%	70.6%	50.8%	41.8%	+2.7%	+9.0%
October	66.8%	62.9%	42.0%	31.1%	+4.0%	+11.0%
November	73.0%	68.2%	56.7%	43.0%	+4.8%	+13.7%
December	49.3%	49.7%	27.8%	25.1%	-0.4%	+2.7%
Total	64.3%	62.3%	42.6%	35.5%	+2.0%	+7.1%

Māori Full Time

Month	Sessions		Dropbox		Difference	
	2022	2021	2022	2021	Sessions	Dropbox
January	12.8%	13.3%	1.8%	1.4%	-0.5%	+0.4%
February	53.8%	49.1%	26.6%	21.3%	+4.7%	+5.3%
March	63.1%	61.7%	39.4%	32.8%	+1.4%	+6.6%
April	56.6%	58.5%	29.8%	24.1%	-2.0%	+5.7%
May	64.5%	66.2%	43.2%	34.2%	-1.7%	+9.1%
June	67.3%	68.7%	47.5%	38.9%	-1.4%	+8.6%
July	60.7%	62.2%	39.8%	33.9%	-1.5%	+5.9%
August	65.0%	63.7%	45.8%	39.6%	+1.3%	+6.2%
September	65.5%	62.4%	43.0%	33.5%	+3.1%	+9.5%
October	58.6%	56.1%	32.8%	24.9%	+2.5%	+7.9%
November	66.4%	60.8%	45.5%	36.9%	+5.7%	+8.6%
December	40.2%	41.3%	20.0%	19.0%	-1.2%	+1.0%
Total	56.6%	55.2%	34.9%	28.4%	+1.3%	+6.5%

All Young Adult

Month	Sessions		Dropbox		Difference	
	2022	2021	2022	2021	Sessions	Dropbox
January	46.3%	48.8%	15.8%	17.6%	-2.6%	-1.8%
February	59.3%	59.4%	32.3%	32.6%	-0.1%	-0.3%
March	55.0%	52.8%	35.3%	33.2%	+2.2%	+2.1%
April	64.5%	64.9%	38.7%	38.1%	-0.5%	+0.5%
May	70.4%	70.6%	49.1%	45.0%	-0.2%	+4.2%
June	71.9%	72.0%	49.3%	46.4%	-0.2%	+2.9%
July	67.7%	69.2%	43.2%	43.3%	-1.4%	-0.1%
August	69.5%	72.6%	50.5%	49.5%	-3.0%	+1.0%
September	68.3%	66.3%	48.7%	42.6%	+2.0%	+6.1%
October	64.0%	59.0%	42.4%	32.1%	+4.9%	+10.3%
November	64.5%	57.8%	48.0%	36.8%	+6.8%	+11.2%
December	40.9%	40.5%	25.8%	20.5%	+0.5%	+5.2%
Total	61.7%	60.9%	39.4%	36.2%	+0.8%	+3.2%

Māori Young Adult

Month	Sessions		Dropbox		Difference	
	2022	2021	2022	2021	Sessions	Dropbox
January	40.1%	37.8%	10.4%	11.6%	+2.3%	-1.2%
February	55.7%	52.7%	25.5%	22.9%	+3.0%	+2.5%
March	53.9%	52.0%	28.6%	27.3%	+1.9%	+1.4%
April	56.3%	59.5%	28.8%	28.7%	-3.2%	+0.1%
May	64.4%	66.0%	42.6%	34.7%	-1.5%	+8.0%
June	66.4%	64.6%	41.5%	35.9%	+1.8%	+5.6%
July	60.3%	63.2%	36.6%	33.1%	-2.9%	+3.5%
August	62.4%	62.2%	41.5%	38.4%	+0.2%	+3.1%
September	61.4%	55.5%	37.0%	32.8%	+5.9%	+4.2%
October	57.4%	51.3%	34.0%	23.0%	+6.1%	+11.0%
November	56.2%	47.7%	38.3%	25.6%	+8.5%	+12.7%
December	32.3%	32.3%	18.6%	14.0%	0.0%	+4.6%
Total	55.9%	53.8%	32.0%	27.4%	+2.1%	+4.6%

Goal 2 has been achieved.

My Te Kura presence (Sessions) are up over 2021 for all four priority groups and has been with few exceptions each month for Full Time ākonga overall. Ethnicity breakdowns show some month-on-month variance for Māori and Pacific Full Time ākonga, but over the year to December both ethnicities have improved over 2021.

Young Adult ākonga also show some month-on-month variance for sessions overall, but the differences are small and over the full year to December have improved over 2021. Improvement rates of Māori and Pacific Young Adult ākonga are higher than for all ethnicities combined.

Work return rates (Dropbox, Engage Items, Check-ins) have improved significantly over 2021, across all priority groups 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 and work submission of ākonga in My Te Kura

(2021 Full Year Baseline: FT Presence 62.3%; FT Work Return 35.5%, YA Presence 60.9%, YA Work Return 36.2%)

Pacific Full Time

Month	Sessions		Dropbox		Difference	
	2022	2021	2022	2021	Sessions	Dropbox
January	14.6%	15.8%	1.1%	2.0%	-1.2%	-0.9%
February	47.5%	45.1%	24.0%	13.7%	+2.4%	+10.3%
March	61.4%	58.0%	35.3%	35.9%	+3.4%	-0.6%
April	57.3%	57.7%	28.7%	31.7%	-0.4%	-3.1%
May	62.3%	68.8%	44.2%	31.3%	-6.4%	+13.0%
June	70.9%	67.4%	56.0%	41.6%	+3.4%	+14.4%
July	63.7%	68.4%	42.7%	34.7%	-4.7%	+8.0%
August	69.8%	69.0%	44.2%	36.3%	+0.7%	+7.9%
September	72.0%	64.5%	50.0%	27.1%	+7.5%	+22.9%
October	62.1%	59.3%	34.9%	19.8%	+2.8%	+15.2%
November	72.7%	59.1%	50.0%	24.4%	+13.6%	+25.6%
December	48.0%	45.7%	26.9%	15.2%	+2.2%	+11.7%
YTD Total	58.2%	54.9%	36.2%	24.3%	+3.3%	+11.9%

Pacific Young Adult

Month	Sessions		Dropbox		Difference	
	2022	2021	2022	2021	Sessions	Dropbox
January	53.7%	57.5%	14.7%	16.7%	-3.8%	-2.0%
February	53.5%	58.1%	29.0%	25.8%	-4.5%	+3.3%
March	39.0%	33.5%	17.8%	16.7%	+5.5%	+1.1%
April	52.5%	48.9%	24.5%	27.0%	+3.6%	-2.5%
May	62.3%	52.9%	37.7%	28.8%	+9.3%	+9.0%
June	64.7%	60.4%	32.3%	33.1%	+4.2%	-0.8%
July	62.8%	64.1%	31.0%	34.4%	-1.3%	-3.3%
August	63.4%	69.0%	37.9%	37.3%	-5.6%	+0.6%
September	56.3%	60.6%	43.7%	28.5%	-4.3%	+15.2%
October	59.1%	51.9%	34.6%	18.0%	+7.2%	+16.6%
November	59.5%	47.4%	42.1%	21.1%	+12.2%	+21.0%
December	43.0%	37.3%	28.9%	11.9%	+5.7%	+17.1%
YTD Total	54.9%	52.7%	29.7%	24.1%	+2.1%	+5.6%

3. Wellbeing

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

(2021 Full Year Baseline: Y11-13: 46%, Y7-10: 60%, Y0-6: 43%, LS: 13%, Māori: 49%, Pacific: 41%)

Wellbeing Survey Engagement (Years 0-13, Snapshot %):

Year Group	Northern	Central North	Central South	Southern	Overseas Students	Total
Years 11-13	25% (247/982)	29% (221/761)	29% (178/609)	28% (223/791)	31% (38/122)	28% (907/3265)
Years 7-10	50% (259/518)	41% (301/739)	39% (132/340)	43% (171/399)	65% (77/119)	44% (941/2117)
Years 0-6	39% (54/140)	34% (74/215)	34% (17/50)	25% (38/150)	36% (42/117)	33% (225/673)
Learning Support	3% (2/77)	5% (4/73)	0% (0/42)	3% (1/38)	25% (1/4)	3% (8/235)

Ethnicity	Northern	Central North	Central South	Southern	Overseas Students	Total
Māori	37% (218/591)	35% (320/926)	29% (105/368)	30% (99/334)	44% (15/34)	34% (757/2255)
Pacific	36% (52/143)	41% (14/34)	17% (5/29)	31% (11/35)	50% (7/14)	35% (89/255)

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.

Response rates to the Wellbeing Survey have declined in 2022 across all year groups and ethnicities.

3. Wellbeing (continued)

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

(2021 Full Year Baseline: Y11-13: 69%, Y7-10: 78%, Y0-6: 66%, LS: 61%, Total: 72%, Māori: 74%, Pacific: 81%)

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

Year Group	Northern	Central North	Central South	Southern	Overseas	Total
Years 11-13	84% (420/499)	90% (414/462)	91% (289/317)	76% (289/380)	82% (55/67)	85% (1467/1725)
Years 7-10	91% (565/624)	86% (433/501)	96% (171/178)	89% (240/271)	60% (84/139)	87% (1494/1714)
Years 0-6	98% (123/126)	94% (126/134)	100% (22/22)	72% (39/54)	68% (51/75)	88% (361/411)
Learning Support	80% (4/5)	100% (6/6)		50% (1/2)	100% (1/1)	86% (12/14)
Total	89% (1112/1254)	89% (979/1103)	93% (482/517)	80% (569/707)	68% (191/282)	86% (3334/3864)

Ethnicity	Northern	Central North	Central South	Southern	Overseas	Total
Māori	89% (442/495)	89% (549/619)	93% (173/187)	79% (124/157)	73% (19/26)	88% (1307/1484)
Pacific	81% (104/129)	96% (22/23)	89% (8/9)	47% (8/17)	60% (6/10)	79% (148/188)

Goal 3.2 has been achieved.

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

Feedback rates have improved significantly over 2021, with the exception of the Pacific priority group where we can observe a small (2%) decrease in the year to December.

4. Achievement at NCEA

4.1 Maintain our high NCEA standard achievement rate

(2021 Full Year Baseline: All Ethnicities 96.3%, Māori 95.6%, Pacific 92.4%)

NCEA Standard Achievement Rate (Cumulative %):

Ethnicity	NCEA Level			Total	Difference over 2021
	1	2	3+		
Māori	97.4%	95.6%	97.7%	97.0%	+1.4%
Pacific	95.0%	95.7%	96.0%	95.4%	+1.6%
Non-Māori/Non-Pacific	97.1%	96.1%	96.3%	96.7%	0.0%
Total	97.1%	96.0%	96.5%	96.7%	+0.3%
Difference over 2021	+0.5%	+0.4%	0.0%	+0.3%	

Full Time ākongā

Ethnicity	NCEA Level			Total	Difference over 2021
	1	2	3+		
Māori	97.3%	95.2%	98.3%	97.0%	+0.5%
Pacific	98.9%	100.0%	100.0%	99.3%	+7.9%
Non-Māori/Non-Pacific	97.0%	96.6%	98.3%	97.0%	+0.2%
Total	97.1%	96.4%	98.4%	97.1%	+0.4%
Difference over 2021	+0.6%	-0.2%	+0.2%	+0.4%	

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 2022.

We are tracking above the 96.3% December 2021 baseline overall and can observe positive year-on-year increases for Māori and Pacific Full Time ākongā.

4. Achievement at NCEA (continued)

4.1 Maintain our high NCEA standard achievement rate

(2021 Full Year Baseline: 96.3%, Māori 95.6%, Pacific 92.4%)

Young Adult ākongā

Ethnicity	NCEA Level			Total	Difference
	1	2	3+		
Māori	97.2%	93.4%	96.5%	95.9%	+0.9%
Pacific	95.7%	96.1%	97.4%	96.5%	+6.2%
Non-Māori/Non-Pacific	96.6%	95.9%	95.7%	96.1%	-0.5%
Total	96.7%	95.6%	95.9%	96.1%	-0.2%
Difference	+0.4%	-0.6%	-0.3%	-0.2%	

Māori and Pacific Young Adult ākongā have seen increases in the achievement rate for Te Kura assessed standards over 2021. Small decreases can be observed overall, owed to a drop at NCEA level 2 and 3, however the overall achievement rate stays well above 95%.

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

(2021 Full Year Baseline: All FT 37.0%, Māori FT 26.5%, Pacific FT 16.3%, All YA 32.8%, Māori YA 23.1%, Pacific YA 20.1%)

Full Time ākongā

Month	2021		2022		Difference with credits
	Without Credits	With Credits	Without Credits	With Credits	
January	99.1% (1846/1862)	0.9% (16/1862)	99.4% (2336/2350)	0.6% (14/2350)	-0.3%
February	95.1% (1852/1947)	4.9% (95/1947)	94.6% (2291/2421)	5.4% (130/2421)	+0.5%
March	85.5% (1528/1788)	14.5% (260/1788)	88.2% (2052/2327)	11.8% (275/2327)	-2.7%
April	79.8% (1369/1716)	20.2% (347/1716)	83.4% (1869/2242)	16.6% (373/2242)	-3.6%
May	73.7% (1263/1714)	26.3% (451/1714)	76.8% (1763/2297)	23.2% (534/2297)	-3.1%
June	67.5% (1122/1661)	32.5% (539/1661)	69.3% (1500/2163)	30.7% (663/2163)	-1.8%
July	64.4% (1066/1654)	35.6% (588/1654)	65.6% (1397/2129)	34.4% (732/2129)	-1.2%
August	60.3% (1000/1659)	39.7% (659/1659)	61.2% (1304/2129)	38.8% (825/2129)	-1.0%
September	57.4% (954/1662)	42.6% (708/1662)	56.2% (1145/2036)	43.8% (891/2036)	+1.2%
October	55.4% (918/1658)	44.6% (740/1658)	53.7% (1061/1975)	46.3% (914/1975)	+1.6%
November	52.5% (864/1646)	47.5% (782/1646)	48.5% (932/1921)	51.5% (989/1921)	+4.0%
December	48.6% (762/1568)	51.4% (806/1568)	44.4% (810/1823)	55.6% (1013/1823)	+4.2%
Full Year	63.0% (1670/2650)	37.0% (980/2650)	63.2% (2124/3363)	36.8% (1239/3363)	-0.1%

NB Monthly figures in this table evaluate if ākongā 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 been achieved for certain groups.

The monthly breakdowns show some volatility and negative variance throughout the year for Full Time ākongā overall, albeit by a very small margin (-0.1%).

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

(2021 Full Year Baseline: All FT 37.0%, Māori FT 26.5%, Pacific FT 16.3%, All YA 32.8%, Māori YA 23.1%, Pacific YA 20.1%)

Māori Full Time ākonga

Month	2021		2022		Difference with credits
	Without Credits	With Credits	Without Credits	With Credits	
January	99.8% (822/824)	0.2% (2/824)	99.8% (926/928)	0.2% (2/928)	0.0%
February	96.9% (845/872)	3.1% (27/872)	96.9% (927/957)	3.1% (30/957)	0.0%
March	90.7% (731/806)	9.3% (75/806)	92.7% (872/941)	7.3% (69/941)	-2.0%
April	86.2% (648/752)	13.8% (104/752)	89.6% (803/896)	10.4% (93/896)	-3.5%
May	82.6% (617/747)	17.4% (130/747)	84.1% (766/911)	15.9% (145/911)	-1.5%
June	76.8% (542/706)	23.2% (164/706)	79.4% (668/841)	20.6% (173/841)	-2.7%
July	74.5% (508/682)	25.5% (174/682)	75.5% (621/823)	24.5% (202/823)	-1.0%
August	71% (479/675)	29% (196/675)	71.2% (581/816)	28.8% (235/816)	-0.2%
September	67% (451/673)	33% (222/673)	65.9% (501/760)	34.1% (259/760)	+1.1%
October	65.8% (447/679)	34.2% (232/679)	64.3% (475/739)	35.7% (264/739)	+1.6%
November	63.7% (434/681)	36.3% (247/681)	59.9% (427/713)	40.1% (286/713)	+3.8%
December	60.7% (391/644)	39.3% (253/644)	55.6% (365/656)	44.4% (291/656)	+5.1%
Full Year	73.5% (862/1173)	26.5% (311/1173)	74.0% (1003/1356)	26.0% (353/1356)	-0.5%

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.

The monthly breakdowns show some volatility and negative variance throughout the year for Full Time ākonga Māori, and we finished the year down over 2021, albeit by a very small margin (-0.5%).

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

(2021 Full Year Baseline: All FT 37.0%, Māori FT 26.5%, Pacific FT 16.3%, All YA 32.8%, Māori YA 23.1%, Pacific YA 20.1%)

Pacific Full Time ākonga

Month	2021		2022		Difference with credits
	Without Credits	With Credits	Without Credits	With Credits	
January	100% (98/98)	0% (0/98)	100% (108/108)	0% (0/108)	0.0%
February	100% (99/99)	0% (0/99)	98.2% (112/114)	1.8% (2/114)	+1.8%
March	96.5% (82/85)	3.5% (3/85)	93.2% (96/103)	6.8% (7/103)	+3.3%
April	90.6% (58/64)	9.4% (6/64)	91.5% (86/94)	8.5% (8/94)	-0.9%
May	86% (49/57)	14% (8/57)	86.7% (91/105)	13.3% (14/105)	-0.7%
June	76% (38/50)	24% (12/50)	75.9% (63/83)	24.1% (20/83)	+0.1%
July	70% (35/50)	30% (15/50)	72.7% (56/77)	27.3% (21/77)	-2.7%
August	67.3% (35/52)	32.7% (17/52)	67.9% (53/78)	32.1% (25/78)	-0.6%
September	68.3% (41/60)	31.7% (19/60)	63.9% (46/72)	36.1% (26/72)	+4.4%
October	69.8% (44/63)	30.2% (19/63)	58.8% (40/68)	41.2% (28/68)	+11.0%
November	69.8% (44/63)	30.2% (19/63)	59.2% (42/71)	40.8% (29/71)	+10.7%
December	69.5% (41/59)	30.5% (18/59)	57.7% (41/71)	42.3% (30/71)	+11.7%
Total	83.7% (113/135)	16.3% (22/135)	76.3% (122/160)	23.8% (38/160)	+7.5%

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.

The goal has been achieved for Pacific Full Time ākonga, who show mostly positive variance throughout the year. For the full year we can report a 7.5% increase in the proportion of Pacific Full Time ākonga with credits from Te Kura assessed results for this priority group.

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

(2021 Full Year Baseline: All FT 37.0%, Māori FT 26.5%, Pacific FT 16.3%, All YA 32.8%, Māori YA 23.1%, Pacific YA 20.1%)

Young Adult ākonga

Month	2021		2022		Difference with credits
	Without Credits	With Credits	Without Credits	With Credits	
January	96.1% (2909/3028)	3.9% (119/3028)	96% (3212/3347)	4% (135/3347)	+0.1%
February	84% (2875/3422)	16% (547/3422)	84.5% (3157/3738)	15.5% (581/3738)	-0.4%
March	79.6% (2723/3420)	20.4% (697/3420)	79% (2969/3757)	21% (788/3757)	+0.6%
April	81.7% (2074/2539)	18.3% (465/2539)	83.4% (2304/2763)	16.6% (459/2763)	-1.7%
May	77.2% (2094/2712)	22.8% (618/2712)	78.5% (2330/2967)	21.5% (637/2967)	-1.3%
June	71.8% (1912/2662)	28.2% (750/2662)	72.6% (2052/2825)	27.4% (773/2825)	-0.8%
July	68.3% (1789/2618)	31.7% (829/2618)	69.7% (1945/2789)	30.3% (844/2789)	-1.4%
August	65% (1753/2695)	35% (942/2695)	67.2% (1996/2969)	32.8% (973/2969)	-2.2%
September	63.2% (1731/2738)	36.8% (1007/2738)	62.6% (1767/2822)	37.4% (1055/2822)	+0.6%
October	61.3% (1655/2698)	38.7% (1043/2698)	59.4% (1626/2736)	40.6% (1110/2736)	+1.9%
November	57.5% (1523/2651)	42.5% (1128/2651)	52.6% (1358/2580)	47.4% (1222/2580)	+4.8%
December	52.8% (1294/2452)	47.2% (1158/2452)	46.2% (1064/2303)	53.8% (1239/2303)	+6.6%
Total	67.2% (3733/5558)	32.8% (1825/5558)	66.5% (3919/5897)	33.5% (1978/5897)	+0.7%

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.

The goal has been achieved for Young Adult ākonga overall, and we can observe a small increase in the proportion of ākonga with credits from Te Kura assessed NCEA standards.

Note that these figures are affected by various factors, including the lack of a regular non-returners process throughout 2021 and continued roll growth in 2022.

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

(2021 Full Year Baseline: All FT 37.0%, Māori FT 26.5%, Pacific FT 16.3%, All YA 32.8%, Māori YA 23.1%, Pacific YA 20.1%)

Māori Young Adult ākonga

Month	2021		2022		Difference with credits
	Without Credits	With Credits	Without Credits	With Credits	
January	99% (597/603)	1% (6/603)	97.1% (642/661)	2.9% (19/661)	+1.9%
February	91.1% (636/698)	8.9% (62/698)	89.2% (676/758)	10.8% (82/758)	+1.9%
March	86.2% (613/711)	13.8% (98/711)	85.9% (672/782)	14.1% (110/782)	+0.3%
April	85.7% (484/565)	14.3% (81/565)	90.4% (573/634)	9.6% (61/634)	-4.7%
May	82.9% (500/603)	17.1% (103/603)	85.8% (582/678)	14.2% (96/678)	-2.9%
June	77.8% (466/599)	22.2% (133/599)	80.5% (516/641)	19.5% (125/641)	-2.7%
July	74.5% (440/591)	25.5% (151/591)	77.3% (493/638)	22.7% (145/638)	-2.8%
August	71.5% (430/601)	28.5% (171/601)	76.5% (541/707)	23.5% (166/707)	-5.0%
September	70.9% (437/616)	29.1% (179/616)	71.8% (482/671)	28.2% (189/671)	-0.9%
October	69.1% (424/614)	30.9% (190/614)	69.5% (451/649)	30.5% (198/649)	-0.4%
November	67.1% (403/601)	32.9% (198/601)	63.6% (381/599)	36.4% (218/599)	+3.4%
December	63.7% (341/535)	36.3% (194/535)	57.9% (305/527)	42.1% (222/527)	+5.9%
Total	76.9% (948/1233)	23.1% (285/1233)	74.6% (1008/1352)	25.4% (344/1352)	+2.3%

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.

While there was more negative variance throughout the year for Young Adult ākonga Māori, the goal has been achieved for this priority group and we finished 2022 with an increase of 2.3% over 2021.

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

(2021 Full Year Baseline: All FT 37.0%, Māori FT 26.5%, Pacific FT 16.3%, All YA 32.8%, Māori YA 23.1%, Pacific YA 20.1%)

Pacific Young Adult ākonga

Month	2021		2022		Difference with credits
	Without Credits	With Credits	Without Credits	With Credits	
January	97.8% (226/231)	2.2% (5/231)	96.6% (196/203)	3.4% (7/203)	+1.3%
February	87.7% (221/252)	12.3% (31/252)	80.3% (183/228)	19.7% (45/228)	+7.4%
March	86.3% (221/256)	13.7% (35/256)	78.7% (177/225)	21.3% (48/225)	+7.7%
April	90.8% (118/130)	9.2% (12/130)	90.1% (118/131)	9.9% (13/131)	+0.7%
May	88.4% (129/146)	11.6% (17/146)	88.8% (127/143)	11.2% (16/143)	-0.5%
June	84.8% (112/132)	15.2% (20/132)	85% (108/127)	15% (19/127)	-0.2%
July	81% (98/121)	19% (23/121)	79.5% (97/122)	20.5% (25/122)	+1.5%
August	76.3% (90/118)	23.7% (28/118)	78.3% (108/138)	21.7% (30/138)	-2.0%
September	74.8% (95/127)	25.2% (32/127)	71.4% (90/126)	28.6% (36/126)	+3.4%
October	73.8% (93/126)	26.2% (33/126)	66.7% (80/120)	33.3% (40/120)	+7.1%
November	71.2% (89/125)	28.8% (36/125)	60.3% (73/121)	39.7% (48/121)	+10.9%
December	69.6% (78/112)	30.4% (34/112)	53.6% (59/110)	46.4% (51/110)	+16.0%
Total	79.9% (298/373)	20.1% (75/373)	71.7% (251/350)	28.3% (99/350)	+8.2%

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.

Even more positive is the increase we can observe for Pacific Young Adult ākonga, who saw mostly positive variance throughout 2022, and ended the year up by 8.3% on 2021.

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

(2021 Baseline Literacy: All FT 31.2%, Māori FT 21.7%, Pacific FT 37.1%. All YA 76.1%, Māori YA 66.1%, Pacific YA 87.5%)

(2021 Baseline Numeracy: All FT 25.9%, Māori FT 16.9%, Pacific FT 29.5%. All YA 73.1%, Māori YA 63.4%, Pacific YA 84.0%)

Cumulative Literacy Achievement – all ethnicities

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
FT	+2.9%	+7.2%	+14.2%	+10.3%	+16.1%	+8.8%
2022	33.9% (289/852)	33.4% (247/740)	44.4% (211/475)	35.7% (163/456)	82.1% (193/235)	40.0% (1103/2758)
2021	31.0% (189/609)	26.1% (162/620)	30.2% (118/391)	25.4% (77/303)	66.0% (103/156)	31.2% (649/2079)
YA	-1.8%	+9.0%	+6.8%	+3.1%	-11.1%	+3.4%
2022	78.6% (1450/1844)	78.9% (1106/1402)	85.8% (1066/1243)	75.9% (1060/1396)	88.9% (8/9)	79.5% (4690/5897)
2021	80.4% (1436/1785)	69.8% (785/1124)	78.9% (895/1134)	72.8% (845/1160)	100% (4/4)	76.1% (3965/5207)

NB Regional totals may not add up to overall total due to omission of Unallocated Region

Goal 4.3 has been achieved.

This goal has been achieved overall, with a significant increase over 2021 in the proportion of Full Time ākonga who meet the requirements for both Literacy and Numeracy, and a positive variance for Young Adult ākonga.

4. Achievement at NCEA (continued)

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

(2021 Baseline Literacy: All FT 31.2%, Māori FT 21.7%, Pacific FT 37.1%. All YA 76.1%, Māori YA 66.1%, Pacific YA 87.5%)

(2021 Baseline Numeracy: All FT 25.9%, Māori FT 16.9%, Pacific FT 29.5%. All YA 73.1%, Māori YA 63.4%, Pacific YA 84.0%)

Cumulative Numeracy Achievement – all ethnicities

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
FT	+4.6%	+8.7%	+16.7%	+9.6%	+16.1%	+10.1%
2022	29.1% (248/852)	28.5% (211/740)	42.5% (202/475)	33.3% (152/456)	75.7% (178/235)	35.9% (991/2758)
2021	24.5% (149/609)	19.8% (123/620)	25.8% (101/391)	23.8% (72/303)	59.6% (93/156)	25.9% (538/2079)
YA	-2.9%	+7.1%	+7.8%	+4.0%	-11.1%	+3.0%
2022	74.5% (1374/1844)	73.2% (1026/1402)	84.1% (1045/1243)	74.2% (1036/1396)	88.9% (8/9)	76.1% (4489/5897)
2021	77.4% (1381/1785)	66.1% (743/1124)	76.3% (865/1134)	70.2% (814/1160)	100% (4/4)	73.1% (3807/5207)

NB Regional totals may not add up to overall total due to omission of Unallocated Region

Cumulative Literacy Achievement – Māori

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
FT	0.0%	+3.7%	+18.2%	+9.1%	+11.2%	+6.2%
2022	23.1% (78/338)	23.3% (92/395)	40.6% (86/212)	23.2% (26/112)	67.7% (21/31)	27.8% (303/1088)
2021	23.1% (58/251)	19.6% (64/327)	22.4% (41/183)	14.1% (11/78)	56.5% (13/23)	21.7% (187/862)
YA	-0.6%	+8.7%	+8.9%	+8.2%		+5.8%
2022	66.7% (258/387)	72% (342/475)	78.6% (195/248)	73.4% (177/241)		71.9% (972/1352)
2021	67.3% (230/342)	63.3% (236/373)	69.7% (161/231)	65.2% (120/184)		66.1% (747/1130)

NB Regional totals may not add up to overall total due to omission of Unallocated Region

Cumulative Numeracy Achievement – Māori

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
FT	0.4%	+7.0%	+23.7%	+6.8%	+11.2%	+8.4%
2022	19.5% (66/338)	20.8% (82/395)	40.1% (85/212)	19.6% (22/112)	67.7% (21/31)	25.4% (276/1088)
2021	19.1% (48/251)	13.8% (45/327)	16.4% (30/183)	12.8% (10/78)	56.5% (13/23)	16.9% (146/862)
YA	-3.0%	+7.2%	+9.1%	+10.1%		+4.9%
2022	62.8% (243/387)	66.7% (317/475)	75.8% (188/248)	72.6% (175/241)		68.3% (923/1352)
2021	65.8% (225/342)	59.5% (222/373)	66.7% (154/231)	62.5% (115/184)		63.4% (716/1130)

NB Regional totals may not add up to overall total due to omission of Unallocated Region

The goal has been achieved for the priority groups of Full Time and Young Adult ākonga Māori, who saw a significant increase over 2021 in both Literacy and Numeracy.

4. Achievement at NCEA (continued)

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

(2021 Baseline Literacy: All FT 31.2%, Māori FT 21.7%, Pacific FT 37.1%. All YA 76.1%, Māori YA 66.1%, Pacific YA 87.5%)

(2021 Baseline Numeracy: All FT 25.9%, Māori FT 16.9%, Pacific FT 29.5%. All YA 73.1%, Māori YA 63.4%, Pacific YA 84.0%)

Cumulative Literacy Achievement – Pacific

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
FT	-13.7%	-8.3%	+21.4%	-27.8%	-12.5%	-11.0%
2022	23.1% (21/91)	16.7% (2/12)	21.4% (3/14)	22.2% (2/9)	87.5% (7/8)	26.1% (35/134)
2021	36.8% (25/68)	25.0% (4/16)	0% (0/8)	50.0% (3/6)	100% (7/7)	37.1% (39/105)
YA	-0.5%	-5.2%	+2.4%	-1.0%		-0.4%
2022	86.5% (198/229)	80.0% (20/25)	93.1% (54/58)	86.8% (33/38)		87.1% (305/350)
2021	87.0% (200/230)	85.2% (23/27)	90.7% (49/54)	87.9% (29/33)		87.5% (301/344)

NB Regional totals may not add up to overall total due to omission of Unallocated Region

Cumulative Numeracy Achievement – Pacific

Offering Type	Region					Total
	Northern	Central North	Central South	Southern	Overseas	
FT	-17.7%	-12.5%	+42.9%	-22.2%	-23.2%	-11.6%
2022	13.2% (12/91)	0% (0/12)	42.9% (6/14)	11.1% (1/9)	62.5% (5/8)	17.9% (24/134)
2021	30.9% (21/68)	12.5% (2/16)	0% (0/8)	33.3% (2/6)	85.7% (6/7)	29.5% (31/105)
YA	+2.5%	-1.8%	+4.3%	-6.3%		+1.7%
2022	86.0% (197/229)	76.0% (19/25)	91.4% (53/58)	81.6% (31/38)		85.7% (300/350)
2021	83.5% (192/230)	77.8% (21/27)	87.0% (47/54)	87.9% (29/33)		84.0% (289/344)

NB Regional totals may not add up to overall total due to omission of Unallocated Region

While we can observe a positive variance over 2021 for Numeracy for Pacific Young Adult ākonga, this goal has not been achieved for the priority group of Pacific ākonga, with a significant decrease in both Literacy and Numeracy for Full Time ākonga, and also a small decrease in Literacy for Young Adult ākonga.

8 Ngā Pūrongo Pūtea | Financial Statements

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Statement of Responsibility

Te Tauākī Haepapatanga

Enclosed are the financial statements of Te Aho o Te Kura Pounamu (Te Kura) for the year ended 31 December 2022. 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
10 May 2023



Mike Hollings
Chief Executive
10 May 2023

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 2022

		Actual 2022 \$000	Budget 2022 \$000	Actual 2021 \$000
	Notes			
Revenue				
Government Funding		67,164	64,245	57,943
Other Revenue	3	17,355	13,374	13,382
Total Revenue		84,519	77,619	71,325
Expenditure				
Personnel Costs	4	61,466	64,848	50,856
Operating Costs	5	11,610	12,293	10,046
Depreciation & Amortisation	9, 10	2,758	3,160	2,884
Total Expenditure		75,834	80,301	63,786
Net Surplus/(Deficit) for the Year		8,685	(2,682)	7,539
Other Comprehensive Income				
		-	-	-
Total Comprehensive Income/(Expense) for the year		8,685	(2,682)	7,539

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 2022

	Notes	Actual 2022 \$000	Budget 2022 \$000	Actual 2021 \$000
Assets				
Current Assets				
Cash & Cash Equivalents	6	11,602	9,080	12,257
Accounts Receivable	7	2,339	1,393	2,309
Prepayments		1,121	1,116	1,115
Other Financial Assets	8	23,400	12,400	17,400
Total Current Assets		38,462	23,989	33,081
Non-Current Assets				
Fixed Assets & Work in Progress	9	2,302	3,186	3,259
Intangible Assets & Work in Progress	10	4,139	4,675	5,696
Total Non-Current Assets		6,441	7,861	8,955
Total Assets		44,903	31,850	42,036
Liabilities				
Current Liabilities				
Creditors & Other Payables	11	3,538	2,257	10,044
Employee Entitlements	12	4,981	4,553	4,273
Provisions	13	20	124	123
Total Current Liabilities		8,539	6,934	14,440
Non-Current Liabilities				
Employee Entitlements	12	48	42	42
Provisions	13	77	-	-
Total Non-Current Liabilities		125	42	42
Total Liabilities		8,664	6,976	14,482
Net Assets		36,239	24,874	27,554
Equity				
Retained Earnings Total		36,091	24,726	27,406
Other Reserves		148	148	148
Total Equity	15	36,239	24,874	27,554

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 2022

		Actual 2022 \$000	Budget 2022 \$000	Actual 2021 \$000
	Notes			
Balance at 1 January				
Restricted Reserve		130	130	130
Asset Revaluation Reserve		18	18	18
Retained Earnings		27,406	27,408	19,867
		27,554	27,556	20,015
Add				
Movement in Restricted Reserve		-	-	-
Total Comprehensive Revenue and Expense for the year		8,685	(2,682)	7,539
Balance at 31 December	15	36,239	24,874	27,554

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 Tauāki Kapewhiti
Statement of Cash Flows for the Year Ended 31 December 2022

	Actual	Budget	Actual
	2022	2022	2021
	\$000	\$000	\$000
Cash Flows from Operating Activities			
Receipts from Government Funded Tuition	61,570	59,044	63,356
Receipts from Other Revenue	13,906	10,385	11,431
Receipts from Tuition Fees	608	597	529
Receipts from Finance Income	437	104	121
Payments to Employees	(57,131)	(57,403)	(48,001)
Payments to Suppliers	(13,656)	(18,616)	(12,485)
Net GST Paid *	(153)	(221)	164
Net Cash Flow from Operating Activities	5,581	(6,110)	15,115
Cash Flows from Investing Activities			
Receipts/(Purchase) of Investments	(6,000)	5,000	(6,200)
Proceeds from Sale of Assets	-	-	-
Purchase of Assets/Work in Progress	(60)	(1,189)	(1,272)
Purchase of Intangible Assets/Work in Progress	(176)	(878)	495
Net Cash Flow (used in)/from Investing Activities	(6,236)	2,933	(6,977)
Net Increase/(Decrease) in Cash and Cash Equivalents	(655)	(3,177)	8,138
Cash and Cash Equivalents at the Beginning of the Year	12,257	12,257	4,119
Cash and Cash Equivalents at the End of the Year	11,602	9,080	12,257

* 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 2022 (cont)
Reconciliation of Net Surplus to Net Cash Flow from Operating Activities

	Actual 2022 \$000	Actual 2021 \$000
Net Surplus (Deficit)	8,685	7,539
Add/(less) Non-Cash Items		
Depreciation & amortisation expense	2,758	2,884
Discount unwind on provisions	5	4
Total Non-Cash Items	11,448	10,427
Movement in Working Capital		
Decrease/(Increase) in Assets		
Accounts Receivable	(31)	(772)
Prepayments	(5)	(61)
Inventory	-	-
Increase/(Decrease) in Liabilities		
GST Payable	(153)	164
Long service leave and retirement leave	5	5
Creditors & Other Payables	550	(521)
Employee Entitlements	708	431
Ministry of Education Payables	197	(451)
Provisions	(26)	-
Revenue in Advance	(7,299)	5,693
Total Movement in Working Capital	(6,054)	4,488
Items Classified as Investing Activities		
Gain-loss on sale of assets	187	200
Net Cash from Operating Activities	5,581	15,115

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 2022

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 2022 and were approved by the Board on 10 May 2023.

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.

Certain prior year comparative balances have been reclassified to align with the current year presentation.

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 any provision for uncollectability.

A receivable is considered uncollectable when there is evidence that Te Kura will not be able to collect the amount due. The amount that is uncollectable is the difference between the amount due and the present value of the amount expected to be collected.

Other Financial Assets

Other financial assets include deposits held on call with banks with maturities of greater than three months.

Property, plant and equipment

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

Classes of property, plant and equipment that are revalued are revalued at least every five years or whenever the carrying amount differs materially to fair value. 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.

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 2022, other than the adoption of new PBE standards and amendments to PBE standards as disclosed below. Other than the changes disclosed below, all accounting policies and disclosures are consistent with those applied in the previous financial year.

New and amended standards and interpretations:

PBE IPSAS 41 Financial instruments – effective 1 January 2022

PBE IPSAS 41 replaced both PBE IPSAS 29 and PBE IFRS 9. The standard simplifies the model for classifying and recognising financial instruments and aligns hedge accounting more closely with common risk management practices. It applies a single forward-looking expected credit loss model that is applicable to all financial instruments subject to impairment testing. The adoption of the standard did not have a material impact on the financial statements.

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.

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3 Other Revenue

	Actual 2022 \$000	Actual 2021 \$000
Trades Academy	2,758	2,566
Ongoing Resourcing Scheme (ORS)	4,029	3,872
Pilot Programme	640	640
Enhanced Wellbeing Funding	2,119	2,307
Pay Equity Funding	3,016	480
Re-engage Ākonga 2022 (Targeted Offerings 2021) in Auckland	1,200	417
Donation Scheme	861	753
Tuition Fees	641	547
Finance Income	598	132
Other	1,493	1,668
Total Other Revenue	17,355	13,382

The school has opted into the donations scheme for this year.

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 material.

4 Personnel Costs

	Actual 2022 \$000	Actual 2021 \$000
Salaries and wages	56,303	46,911
Contractors	2,769	2,347
Personnel related	1,511	980
Restructuring & exit costs	58	48
Movement in employee benefits	713	435
Employer contributions to defined contribution plans	112	135
Total Personnel Costs	61,466	50,856

4 Personnel Costs (cont)

Employees over \$100,000 Remuneration

(Excluding Principal's remuneration)	Actual 2022	Actual 2021
Number of employees in \$100,000 - \$110,000	91	75
Number of employees in \$110,000 - \$120,000	15	9
Number of employees in \$120,000 - \$130,000	12	9
Number of employees in \$130,000 - \$140,000	4	2
Number of employees in \$140,000 - \$150,000	1	3
Number of employees in \$150,000 - \$160,000	3	3
Number of employees in \$160,000 - \$170,000	2	3
Number of employees in \$170,000 - \$180,000	1	1
Number of employees in \$180,000 - \$190,000	-	-
Number of employees in \$190,000 - \$200,000	1	1
Number of employees in \$200,000 - \$210,000	-	-
Number of employees in \$210,000 - \$220,000	1	-
Number of employees in \$220,000 - \$230,000	-	-
Number of employees in \$230,000 - \$240,000	-	1
Number of employees in \$240,000 - \$250,000	2	2
Total Value of Remuneration	\$15,223,252	\$12,659,572

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 2022	Actual 2021
Total paid	\$106,000	\$48,000
Number of people	2	1

Principal's Remuneration (CE)

	Actual 2022 \$000	Actual 2021 \$000
Salary	350-360	350-360
Benefits	-	-
Actual Severance	-	-

5 Operating Costs

	Actual 2022 \$000	Actual 2021 \$000
Fees to Auditors for audit of financial statements Current Year	116	112
Consumables/school costs	973	914
Inventory related expenditure	568	443
Rent	1,156	1,028
Notional rent	839	786
Other accommodation expenses	577	667
Administration expenses	4,061	3,647
Student expenses	3,197	2,332
Provision for doubtful debts expense	-	-
Board of Trustees remuneration	118	112
Finance costs	5	5
Total Operating Costs	11,610	10,046

Overseas Travel costs \$190,000 (2021 \$nil)

Commitments and Operating Leases

	Actual 2022 \$000	Actual 2021 \$000
Property Lease Commitments		
Not later than one year	776	737
Later than one year and not later than five years	2,763	1,245
Later than five years	148	345
Total Property Lease Commitments	3,687	2,327

6 Cash and Cash Equivalents

	Actual 2022 \$000	Actual 2021 \$000
Cash & Cash Equivalents	11,602	5,257
Term Deposits (<90 days)	-	7,000
Total Cash and Cash Equivalents	11,602	12,257

7 Accounts Receivable

	Actual 2022 \$000	Actual 2021 \$000
Receivables (gross)	2,365	2,334
Less provision for doubtful debts	(26)	(26)
Total Receivable	2,339	2,309
Total receivables comprises:		
Receivables from exchange transactions	227	55
Receivables from non-exchange transactions	2,138	2,279

The ageing profile of receivables at year end is:

Not past due	2,313	2,265
Past due 31 - 60 days	4	16
Past due 61 - 90 days	3	48
Past due > 91 days	45	5
Total Receivables	2,365	2,334

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 2022 \$000	Actual 2021 \$000
Term deposits with maturities of greater than 3 months	23,400	17,400
Total Other Financial Assets	23,400	17,400

9 Property, Plant & Equipment

	Cost 01/01/2022	Accumulated Depreciation 01/01/2022	Carrying Amount 01/01/2022	Current Year Additions	Current Year Disposals	Current Year Depreciation	Disposal Depreciation	Cost 31/12/2022	Accumulated Depreciation 31/12/2022	Carrying Amount 31/12/2022
2022										
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
	<u>13,213</u>	<u>(10,609)</u>	<u>2,604</u>	<u>800</u>	<u>(2,610)</u>	<u>(1,092)</u>	<u>2,588</u>	<u>11,403</u>	<u>(9,114)</u>	<u>2,289</u>
Work in progress										12
Total Property, Plant & Equipment										2,302

	Cost 01/01/2021	Accumulated Depreciation 01/01/2021	Carrying Amount 01/01/2021	Current Year Additions	Current Year Disposals	Current Year Depreciation	Disposal Depreciation	Cost 31/12/2021	Accumulated Depreciation 31/12/2021	Carrying Amount 31/12/2021
2021										
IT Equipment	3,823	(2,264)	1,559	701	-	(531)	-	4,524	(2,795)	1,729
Library Materials	763	(763)	-	-	-	-	-	763	(763)	-
Furniture and Fittings	2,431	(1,835)	596	58	(6)	(221)	6	2,483	(2,050)	433
Leasehold Improvements	4,373	(4,125)	248	22	-	(105)	-	4,395	(4,230)	165
Leasehold- Make good	77	(61)	16	-	(4)	(4)	-	73	(66)	7
Motor Vehicles	599	(255)	344	-	(28)	(101)	3	570	(352)	218
Art	40	(2)	38	2	-	-	-	42	(2)	40
Plant & Equipment	363	(347)	16	-	(1)	(4)	1	362	(351)	11
	<u>12,469</u>	<u>(9,653)</u>	<u>2,816</u>	<u>783</u>	<u>(39)</u>	<u>(967)</u>	<u>11</u>	<u>13,213</u>	<u>(10,609)</u>	<u>2,604</u>
Work in progress										655
Total Property, Plant & Equipment										3,259

10 Intangible Assets

	Cost 01/01/2022	Accumulated Amortisation 01/01/2022	Carrying Amount 01/01/2022	Current Year Additions	Current Year Disposals	Current Year Amortisation	Disposal Amortisation	Cost 31/12/2022	Accumulated Amortisation 31/12/2022	Carrying Amount 31/12/2022
2022										
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
	26,558	(20,870)	5,688	29	(6,429)	(1,666)	6,261	20,159	(16,275)	3,884
Work in progress										255
Total Intangible Assets										4,139

	Cost 01/01/2021	Accumulated Amortisation 01/01/2021	Carrying Amount 01/01/2021	Current Year Additions	Current Year Disposals	Current Year Amortisation	Disposal Amortisation	Cost 31/12/2021	Accumulated Amortisation 31/12/2021	Carrying Amount 31/12/2021
2021										
Acquired	2,846	(1,867)	979	-	(538)	(149)	176	2,308	(1,840)	468
Internally Generated	23,253	(17,262)	5,991	998	-	(1,768)	-	24,250	(19,030)	5,220
	26,099	(19,130)	6,969	998	(538)	(1,917)	176	26,558	(20,870)	5,688
Work in progress										8
Total Intangible Assets										5,696

11 Creditors and Other Payables

	Actual 2022 \$000	Actual 2021 \$000
Payables Under Exchange Transactions		
Suppliers	407	88
Salary related liabilities	115	137
Revenue in advance	509	7,809
Other accruals	989	541
Students	68	48
Total Payables Under Exchange Transactions	2,088	8,623
Payables Under Non-Exchange Transactions		
Salary related liabilities	-	13
Ministry of Education (EFTS)	-	1
Ministry of Education (Other)	70	34
Total Payables Under Non-Exchange Transactions	70	48
Payables Under Agency Transactions		
GST payable	469	622
Other accruals	26	26
Ministry of Education (Other)	885	725
Total Payables Under Agency Transactions	1,380	1,373
Total Payables	3,538	10,044

12 Employee Entitlements

	Actual 2022 \$000	Actual 2021 \$000
Current Portion		
Accrued pay and annual leave	4,981	4,273
Total Current Portion	4,981	4,273
Non-Current Portion		
Long service leave	-	-
Retirement leave	48	42
Total Non-Current Portion	48	42
Total Employee Entitlements	5,029	4,315

13 Provisions

	Actual 2022 \$000	Actual 2021 \$000
Current Portion		
Reinstatement	20	123
Total Current Portion	20	123
Non-Current Portion		
Reinstatement	77	-
Total Non-Current Portion	77	-
Total Provisions	97	123

	Reinstatement \$000
2022	
Balance at 1 January	123
Additional provisions made	97
Amounts used	(4)
Unused amounts reversed during the period	(124)
Discount unwind	5
Balance at 31 December	97
2021	
Balance at 1 January	122
Additional provisions made	-
Amounts used	(3)
Unused amounts reversed during the period	-
Discount unwind	4
Balance at 31 December	123

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.

14 Contingent Assets & Liabilities

Contingent Assets

There were no contingent assets in the current year.

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 has commenced a review of the schools' sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

15 Equity

	Actual 2022 \$000	Actual 2021 \$000
Retained Earnings		
Balance at 1 January	27,406	19,867
Surplus for the Year	8,685	7,539
Retained Earnings Balance 31 December	36,091	27,406
Money Held in Trust		
Balance 1 January	130	130
Transfer of funds to Retained Earnings	-	-
Money Held in Trust Balance 31 December	130	130
Asset Revaluation		
Asset Revaluation 1 January	18	18
Asset Revaluation Balance 31 December	18	18
Total Equity 31 December	36,239	27,554

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 2022	Actual 2021
Board Members:		
Remuneration	118,349	111,857
Full-Time Equivalent Members	0.80	0.80
Leadership Team:		
Remuneration	1,242,292	1,261,643
Full-Time Equivalent Members	5.00	5.00
Total Key Management Personnel Remuneration	1,360,641	1,373,500
Total Full-Time Equivalent Personnel	5.80	5.80

Key Management Personnel

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

18 Board Remuneration

	Actual 2022 \$000	Actual 2021 \$000
N Ngarewa (Presiding Member)	8	-
B Ala'alatoa (prior Presiding Member)	22	30
J Chemis	-	1
N Karaitiana	16	16
S Middleton	8	16
M Moana-Tuwhangai	14	16
M Wendt	16	15
S Heath	15	9
B Cavanagh	15	9
H Edwards	3	-
W Flavell	1	-
Total Board Remuneration	118	112

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 2022 \$000	Actual 2021 \$000
Financial Assets Measured at Amortised Cost		
Cash and Cash equivalents	11,602	19,257
Accounts Receivable	2,339	2,309
Other Financial Assets	23,400	17,400
Total Financial Assets Measured at Amortised Cost	37,341	38,966

	Actual 2022 \$000	Actual 2021 \$000
Financial Liabilities Measured at Amortised Cost		
Creditors and Payables (excluding income in advance, taxes payable and grants received subject to conditions)	7,589	5,928
	7,589	5,928

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

There were no significant events after the balance date.

21 Explanations of Major Variances Against Budget

Explanations for major variances from Te Kura's budgeted figures for 2022 are as follows:

Statement of Comprehensive Revenue and Expense

Government Funding was higher than budget for the year due to a higher than expected number of Equivalent Full-time Students (EFTS) for whom Government Funded Tuition was received. Total EFTS for 2022 were 10,295, Budget 9,994- an increase of 3%.

An increase in government funding to support at-risk young people was announced by the Ministry of Education during the year and that funding was not included in the budget \$1.555m.

Actual \$67.164m, Budget \$64.245m.

Other Revenue was higher than budget for the year due to Teacher Aide Pay Equity Funding and Administration Support Staff Pay Equity not being in the budget and higher than budgeted Learning Support students resulting in higher than budgeted revenue.

Actual \$17.355m, Budget \$13.374m.

Personnel costs were lower than budget due to deferral of some curriculum refresh activities to 2023, lower salary/wages and contractors as a result of delays in filling vacancies due to the tight labour market and the ongoing impacts of COVID-19. This also contributed to lower travel and learning and development costs.

Actual \$61.466m, Budget \$64.848m.

Operating costs were lower than budget due to the impact of COVID-19, with the major variances sitting in Administrative Expenses for operational supplies that include software licences and professional services.

Actual \$11.610m, Budget \$12.293m.

Depreciation and Amortisation costs were lower than budget due to the deferral of some capital projects so the 2022 Capital budget was not fully spent.

Actual \$2.758m, Budget \$3.160m.

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 \$11.602m, Budget \$9.080m; Actual other financial assets \$23.400m, Budget \$12.400m.

Non-Current Assets are lower than budget due to deferral of some capital projects
Actual \$6.441m, Budget \$7.861m

Creditors and Other payables were higher than budget due to an increase in Revenue in Advance and Suppliers and Other accrual that are timing differences.
Actual \$3.538m, Budget \$2.257m.

Statement of Changes in Equity

The major variation occurred due to a net surplus of \$8.685m being achieved compared to the budgeted deficit of \$2.682m.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE AHO O TE KURA POUNAMU'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 39 to 62, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 10 May 2023. 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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 the Novopay 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 comprises the information included on pages 1 to 38 and 67 to 71, 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* 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



This audit report relates to the financial statements of Te Aho o Te Kura ('Te Kura') for the year ended 31 December 2022 included on Te Kura's website. The Board is responsible for the maintenance and integrity of Te Kura's website. We have not been engaged to report on the integrity of Te Kura's website. We accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the website. The audit report refers only to the financial statements named above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements. If readers of this report are concerned with the inherent risks arising from electronic data communication they should refer to the published hard copy of the audited financial statements and related audit report dated 10 May 2023 to confirm the information included in the audited financial statements presented on this website.

Tāpiritanga A – Mō Te Kura | Appendix A – About Te Kura

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.

Tō Mātou Poari | Our Board

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

<u>Board Member</u>	<u>Term expiry date</u>
Nicola Ngarewa (Chair) – appointed September 2022	September 2025
Christine Te Kiri (Staff representative) – elected July 2022	July 2025
Ruma Karaitiana – reappointed June 2021	June 2024
Mele Wendt – reappointed June 2021	June 2024
Barbara Cavanagh – appointed June 2021	June 2024
Simon Heath – appointed June 2021	June 2024
Hinerangi Edwards – appointed October 2022	October 2025
Will Flavell – appointed November 2022	November 2025

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, and our Youth Transitions team
- Systems and Support – including Ākonga and Whānau Support, our Information Resourcing Group, Finance, and Human Resources.

As at 16 November 2022, Te Kura employed 880 kaimahi, permanent and fixed-term, covering the equivalent of approximately 640 full-time positions. This included 150 teacher aides and 17 additional teachers. Over half of our kaimahi were based in regional offices outside Wellington.

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 2022 calendar year Te Kura had a cumulative roll of 28,368 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 have been alienated or excluded from a face-to-face school, those who have been referred by Ministry of Education Learning Support 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 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. 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 21% of the early childhood, 40% of the Full-Time year 1 to 6 roll and 44% of Full-Time year 7 to 13 enrolments. Pacific enrolments remained unchanged from 2021 at 6%. Our roll also includes ākonga who identify as being from a wide range of other ethnic groups.

Early childhood

Our early childhood enrolments encompass a diversity of lifestyle and socio-economic backgrounds. Approximately 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 2022, ākonga in years 1 to 6 made up approximately 15% 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 2022, ākonga in years 7 to 10 made up approximately 44% of our Full-Time roll. These ākonga generally enrol in Te Ara Hou, an integrated programme of work. Kaimanaaki ensure each ākonga covers all the curriculum areas and that they are ready for NCEA level courses in year 11.

Years 11 to 13

In 2022, ākonga in years 11 to 13 made up approximately 40% 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.

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 Department of Corrections adult enrolments.

Enrolment numbers at 31 December 2022

Enrolment type	2022 actual cumulative enrolments – All ¹	2022 actual cumulative enrolments – Māori	2022 actual cumulative enrolments – Pacific
Full-Time ²	7564	3296	344
Adults ³	2394	815	109
Young Adults	6328	1489	377
Fee-payers	240	25	6
Dual Year 1–8	498	107	26
Dual Year 9–13 ⁴	10705	3280	722
Early Childhood	644	138	7
Total	28373	9150	1591

1. These figures represent the total number of enrolments throughout the year, not a count of ākonga.
2. Full-Time actual enrolment numbers for 2022 were made up of approximately:
 - 4% Learning Support
 - 14% Year 0–6
 - 43% Year 7–10
 - 39% Year 11–13
3. Adult ākonga numbers include adult enrolments from the Department of Corrections.
4. Dual Year 9–13 actual enrolment numbers for 2022 were made up of approximately:
 - 29% Subject not available
 - 11% Attached units (includes alternative education, teen parent units and activity centres)
 - 26% Learning support needs (includes regional health schools, gifted, specialist schools and exchange students)
 - 11% Small class sizes
 - 23% Other reasons (includes emergency staffing, psychological/psycho-social, reintegration).

