AOTEAROA INFINITE ACADEMY

AOTEAROA
PROSPECTUS 2026

World-Class, Tuition-Fee-Free Education Across *All of Aotearoa*

New Zealand's first online charter school

www.aotearoainfiniteacademy.school

Contents

Welcome to Aotearoa Infinite Academy 02

Meet Saira Boyle, Principal of AIA 03

Values and Competencies 04

Our Academic Team 05

Is Infinite for You? 09

How does online schooling work? 10

Our Curricula 11

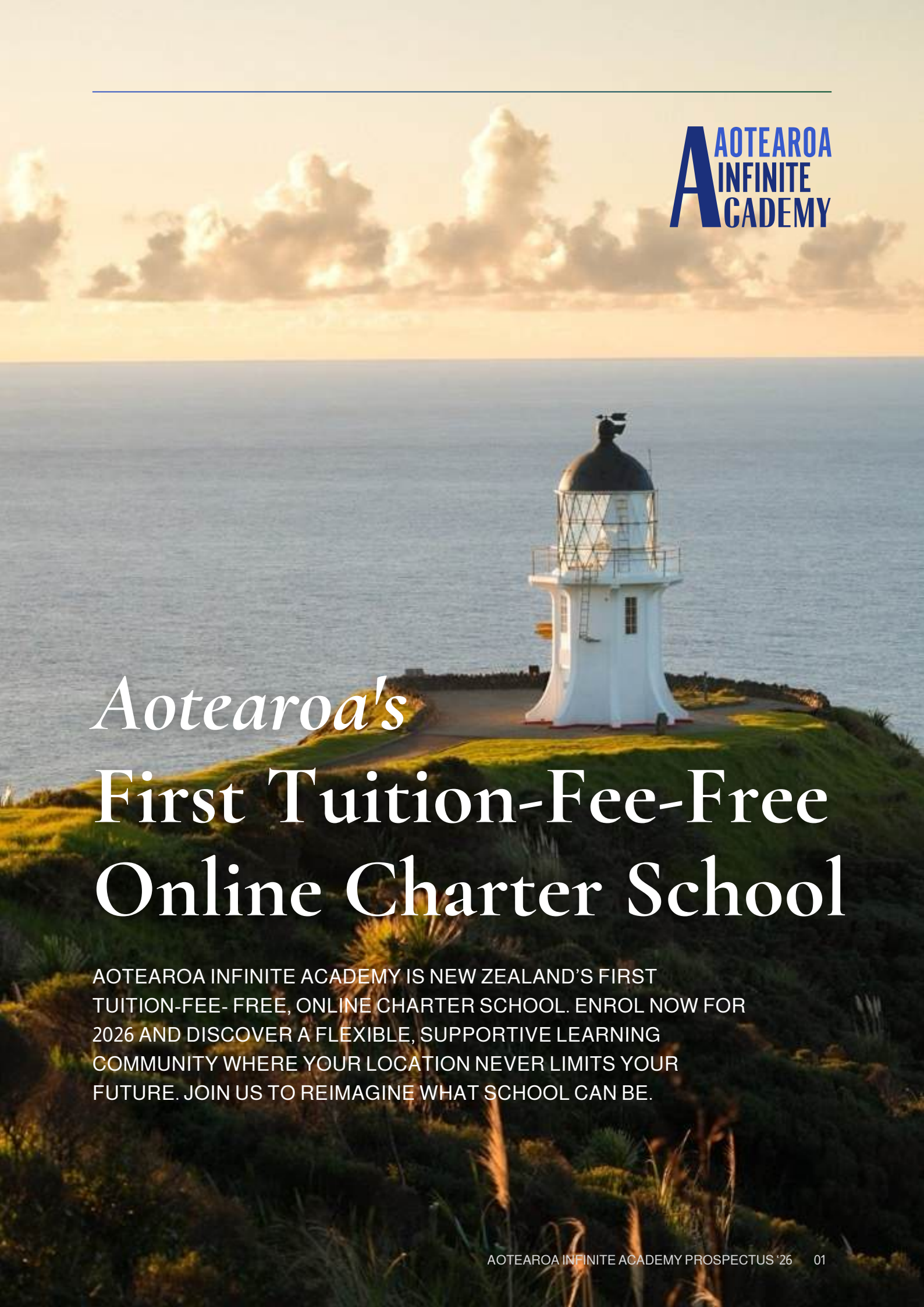
Our Academic Pathways 12

Weekly Schedule 13

School Timetable 14

How to Enrol 15

FAQs 16



AOTEAROA INFINITE ACADEMY

Aotearoa's First Tuition-Fee-Free Online Charter School

AOTEAROA INFINITE ACADEMY IS NEW ZEALAND'S FIRST TUITION-FEE- FREE, ONLINE CHARTER SCHOOL. ENROL NOW FOR 2026 AND DISCOVER A FLEXIBLE, SUPPORTIVE LEARNING COMMUNITY WHERE YOUR LOCATION NEVER LIMITS YOUR FUTURE. JOIN US TO REIMAGINE WHAT SCHOOL CAN BE.

PIONEERING ONLINE SCHOOLING

Welcome to Aotearoa Infinite Academy

Your Journey, Your Way

At Aotearoa Infinite Academy, we are redefining secondary education for the modern world.

Our online learning model has been designed to meet the diverse needs of students and their families across Aotearoa by removing traditional barriers to regular schooling and providing new opportunities for every learner.

Through our blended local and international curricula, students are offered greater depth and choice and access to a wide range of aspirational academic and vocational pathways. We facilitate live teaching, emphasise pastoral care, and provide online learning tools, ensuring that every learner receives personalised support and guidance throughout their educational journey.

FULLY REGISTERED ONLINE HIGH SCHOOL

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

As a fully virtual high school, Aotearoa Infinite Academy connects students and teachers from all regions of New Zealand, fostering an inclusive nationwide learning community where every student can realise their potential, no matter where they live.

600
STUDENTS

15+
REGIONS

35+
TEACHERS

LOCATION
Aotearoa

ESTABLISHED
2025

STUDENTS YEAR LEVEL - 2026
Years 9 - 12

CLASS SIZE	TIMETABLE	LECTURES & GROUP CLASSES
Average 22 students	Classes run 5 days per week	4 hours per week per subject

Saira Boyle
Principal of Aotearoa Infinite Academy

Saira Boyle brings over 25 years of educational leadership experience to her role as Founding Principal of Aotearoa Infinite Academy. In her career, students have achieved accelerated results across a range of curricula from A-Levels to NCEA.

Saira's career spans both secondary and primary settings, including pioneering roles at brand-new schools such as Alfriston College and Sancta Maria College, where she served as Head of Faculty and Dean.

> *"We are an option for students from all backgrounds, including whānau whose geographical location means they have limited schooling options and students who find the traditional classroom isn't the right fit."*

She later rose to Principal at St Mary's Ellerslie, before leading a large primary school, Willowbank School.

On her appointment as Founding Principal of Aotearoa Infinite Academy, Saira says:

"We emphasise critical thinking, creativity, and building strong learning habits. Our teachers are highly qualified and specifically trained for online instruction, and they will guide students through robust and challenging curricula and encourage exploration."

"We will be highly transparent and will report regularly on attendance, achievement, and university entrance rates, meeting or exceeding public school standards."

SAIRA BOYLE
PRINCIPAL

Values and *Competencies*

ASPIRATION

Igniting a spark!

We ignite a spark of ambition in all, encouraging people to dream big and provide the guidance to turn those dreams into reality. All members of our community are supprted to develop a strong sense of **self-belief**, find **purpose**, and reach full potential through **transformation**, trust their own ability and **make a difference** in the world.

INNOVATION

Embracing the new!

We embrace a modern and flexible approach to education, constantly **innovating** to create a **dynamic** and effective learning experience that feels **fresh** and exciting. Our innovative model fosters **resilience**, as we learn to navigate challenges and **bounce back** from setbacks, adapting to new situations in a flexible learning environment. Through innovation we build **ethical digital fluency**, becoming **empowered** to navigate the digital world responsibly and **safely**, becoming confident, ethical, and effective communicators online.

ACCOUNTABILITY

Committing to action!

We are deeply committed to the success of all. We take responsibility for every student's journey, holding ourselves to the highest standards to achieve **goals** and **create outcomes**. We take action with **agency**, as we take **ownership** of learning.

KEY COMPETENCIES

SELF-DIRECTED LEARNING & AGENCY

Owning your learning journey

At Infinite, students learn to set meaningful goals, manage time effectively, and take full ownership of their growth. Through self-mastery study periods and the Infinite Thrive programme, they discover their strengths, face challenges with resilience, and see learning as something they create, not something that's done to them. This is about building self-awareness, discipline, and the mindset of a lifelong learner. Ready for whatever comes next.

CRITICAL & CREATIVE THINKING

Question deeply. Think boldly. Solve meaningfully

Infinite students learn to challenge assumptions, analyse complex ideas, and create solutions that matter. Our lecture and group model moves them beyond memorisation into genuine exploration, evaluating evidence, recognising bias, and applying both logic and imagination. Whether debating ethics, designing projects, or tackling real-world issues in Infinite Thrive, they develop the intellectual agility to adapt and innovate in a world that never stands still.

DIGITAL FLUENCY & ETHICAL NAVIGATION

Thriving safely and smartly online.

Being digital-first means Infinite students do more than master tools; they become ethical, confident digital citizens. They collaborate across distances, spot misinformation, protect their wellbeing, and use technology to create, connect, and contribute. Through Infinite Thrive and every subject, they learn to navigate digital spaces with curiosity and conscience. They don't just use tech, they question it, understand it, and shape it.

COLLABORATION & COMMUNITY CONNECTION

Belonging, leading, and building together.

At Infinite, human connection comes first. In small classes, homerooms, and assemblies, students learn to listen, contribute, and collaborate. They see that diverse perspectives strengthen outcomes, leadership can come from anyone, and belonging is built through participation. Connection isn't an extra, it's the core of how our students learn, lead, and thrive.

ADAPTIVE RESILIENCE & WELLBEING

Bouncing back, adapting forward, and sustaining yourself for the long journey

Infinite students learn to adapt, recover, and keep moving forward. Through weekly structures that model balance, homeroom check-ins, and our focus on mental health, they build emotional intelligence, self-care habits, and the courage to ask for help. Wellbeing isn't separate from learning, it's what makes learning possible. Our students develop the confidence to face setbacks and the stamina to keep growing, in school and in life.

Our Academic Team: *Top Leaders across Aotearoa*

Principal, Saira Boyle

Saira Boyle brings over 25 years of educational leadership experience to her role as Founding Principal of Aotearoa Infinite Academy. Beginning her teaching career in the United Kingdom, Saira quickly advanced through leadership positions before settling with her family in New Zealand. Her career spans both secondary and primary education, including pioneering roles in the establishment of new schools such as Alfriston College and Sancta Maria College, where she served as Head of Faculty and Dean. Saira later became Principal of St Mary's Ellerslie and subsequently led Willowbank School, one of Auckland's largest primary schools. In 2022, she transitioned to online education as Principal of Mt Hobson Academy, an experience that now uniquely positions her to lead Aotearoa Infinite Academy with vision, innovation, and deep educational expertise.

Dean, David Vesseur

David Vesseur brings over 14 years of teaching and pastoral leadership experience to his role as Dean at Aotearoa Infinite Academy. He has taught at some of New Zealand's most respected educational institutions, including Saint Kentigern College and St Peter's Cambridge. Over the course of his career, David has held a range of key leadership positions, from Teacher in Charge of Junior English to Head of Department and multiple Dean roles, including Junior Dean, Senior Dean, and Lead Dean, culminating in his position as Head of Year 12 at St Peter's Cambridge. David has extensive experience developing and delivering English and Media Studies across qualification frameworks such as NCEA, International Baccalaureate, and Cambridge. He played a central role in shaping his school's Wellbeing Programme and was elected by staff to represent them on the Board of Trustees for five consecutive years. Known for his genuine passion for education and his ability to build strong, trusting relationships with students, families, and staff, David embodies the values of collaboration and care that define Aotearoa Infinite Academy. His leadership ensures that every learner is supported to thrive, academically, personally, and socially.

Operations Manager, Rachel McClure

Rachel McClure brings over twenty years of experience in education and information management to her role as Operations Manager at Aotearoa Infinite Academy. She combines a wealth of organisational expertise with a genuine commitment to manaakitanga, which fosters a culture of care, collaboration, and high performance. Known for her strong communication skills, attention to detail, and ability to manage complex systems effectively, Rachel is dedicated to creating an environment where both staff and students can achieve their goals. She holds a Master of Information Studies (with Merit) from Victoria University of Wellington, along with qualifications in Visual Arts and Secondary Teaching. Rachel's professional background spans the library and information sectors as well as teaching and departmental leadership roles across New Zealand and abroad. Her depth of experience and people-centred approach make her an invaluable member of the Aotearoa Infinite Academy leadership team.

Deputy Principal, Sian Durbin

Sian Durbin brings a distinctive blend of leadership, scientific expertise, and international experience to her role as Deputy Principal of Aotearoa Infinite Academy. Originally from Wales, Sian holds a Bachelor of Science (Honours) in Chemistry, a Postgraduate Diploma in Secondary Teaching, and a Master's in International Business. Her career spans both classroom teaching and faculty leadership across New Zealand and abroad. Before joining Aotearoa Infinite Academy, Sian served as Head of Chemistry at Macleans College and later as a Faculty Leader at Kerikeri High School, where she fostered collaborative teaching practices and supported student achievement across the sciences. Sian is passionate about educational innovation and empowering students to see the connections between science, creativity, and global citizenship. Her strong academic background and commitment to excellence make her a key contributor to Aotearoa Infinite Academy's vision of high-quality learning for all students.

Dean, Tegan Weston

Kate Thompson is a senior leader in secondary education, an accomplished English teacher, and a dedicated pastoral care advocate. She is known for her empathetic, student-centred approach and her commitment to helping young people thrive both academically and personally. Kate has taught across a variety of school settings in New Zealand, from high-performing academic environments such as Macleans College to smaller, community-based schools, including an area school in Otago, where she served as Head of Department. These diverse experiences have shaped her inclusive educational philosophy and her belief in meeting students where they are, regardless of background or ability. Over the past four years, Kate has worked in online education with Crimson Global Academy, teaching Literature and serving as Pastoral Dean and House Leader. Her leadership reflects her unwavering focus on connection, wellbeing, and student voice, values that continue to guide her work at Aotearoa Infinite Academy.

HOD Science, Emma Stoddart

Emma Stoddart is an experienced and innovative science educator with expertise in curriculum planning, programme design, and assessment development. She brings programme management experience from Innovative Young Minds, where she coordinated nationwide online and residential programmes, managed stakeholder relationships, and developed a careers-focused learning management system. Emma is highly proficient in digital platforms, including CRMs and cloud-based tools, and has strong organisational and health and safety management skills. She recently completed a Master of Education at Victoria University of Wellington, with research on technology use, artificial intelligence, and professional learning design. Passionate about enhancing STEM opportunities, particularly for female students, Emma combines practical teaching experience with programme management expertise to deliver research-informed, technology-enhanced education that inspires and engages young people.

HOD Mathematics, Steve Buckley

Steve Buckley brings over forty years of teaching experience to his role as Head of Mathematics at Aotearoa Infinite Academy. He holds a Bachelor of Science in Mathematical Sciences from the University of Bradford and a Postgraduate Certificate in Education from Avery Hill College, London. Steve began his career in the United Kingdom, where he advanced through several teaching and leadership positions, specialising in Mathematics from Foundation to A Level and Further Mathematics. After emigrating to New Zealand, he became Head of Mathematics at Macleans College, where he guided many students to success in NZQA Scholarship Statistics and Calculus. Steve transitioned to online education with Crimson Global Academy, where he embraced the opportunities of digital learning. His wealth of experience and dedication to academic excellence now underpin his leadership of Aotearoa Infinite Academy's Mathematics Faculty. In recognition of his long-standing contribution to Mathematics education, Steve was awarded Life Membership of the Auckland Mathematical Association in December 2024.

School Counsellor, Stefanie Williamson

Stefanie Williamson brings over 15 years of experience in therapeutic counselling and student wellbeing to her role. A Registered Social Worker with a current practising certificate, she holds a National Diploma in Social Work, a Diploma in Integrative Psychology (Hakomi). She is a graduate of Hakomi Body Integrated Psychotherapy. Her additional professional training includes Interactive Drawing Therapy, Equine Assisted Psychotherapy, and Non-violent Communication (NVC). Over the past 15 years, Stefanie has worked across a wide range of settings, including residential therapeutic communities, crisis support centres, rehabilitation services, and secondary schools. From 2019 to 2024, she served as Wellbeing Consultant and Counsellor at an independent co-educational boarding school and currently works as a School Counsellor at a co-educational secondary school, alongside her private practice. Passionate about empowering adolescents and families navigating trauma, she combines empathy, professionalism, and a deep respect for human resilience. Based in Central Hawke's Bay, she brings the healing presence of nature and animals into her therapeutic work, supporting every Aotearoa Infinite Academy student to thrive.

Maths Teacher, Yolande Fenneman

Yolande is an accomplished and passionate secondary mathematics teacher with over 25 years of experience across New Zealand schools, teaching from junior levels to NCEA Level 3 Statistics and Financial Literacy. She brings expertise as a former Mathletics educational writer, where she led international curriculum development for Years 7–10 and collaborated with global teams to deliver innovative digital learning resources. Yolande excels at identifying gaps in students' learning and designing creative, student-centred approaches to bridge them. Her enthusiastic teaching style fosters strong relationships and encourages learners to embrace challenges. Highly organised with excellent time management, she combines deep mathematical knowledge with contemporary teaching theory and digital proficiency. An NZQA External Marker, Yolande is dedicated to empowering students to become confident, independent learners through lifelong learning and engagement.

HOD English, Georgina Robinson

Georgina Robinson, originally from England, is an accomplished educational leader and English specialist with a dynamic career across New Zealand secondary schools. Since arriving in Aotearoa in 2004, she has held key leadership positions in some of the country's most respected schools, beginning her New Zealand career at Macleans College in Auckland, where she led the large and high-achieving English department as Head of Department. In 2018, she relocated to the Bay of Islands to assume the same role at Kerikeri High School, where she remained for seven years. Most recently, Georgina worked as Deputy Principal at One School Global, gaining valuable experience in a progressive, technology-driven environment that champions self-directed, online learning. She has taught NCEA Levels 1–3, Scholarship English, and the Cambridge International Education syllabus, demonstrating expertise across Years 9–13 and diverse student cohorts. With a deep passion for literature, innovative pedagogy, and student empowerment, Georgina brings extensive curriculum leadership and a collaborative, solutions-focused mindset to Aotearoa Infinite Academy.

Dean, Corrie Anderson

Corrie is a passionate and dedicated education professional with 24 years of teaching experience, including leadership roles as an Across School Teacher and Learning Leader. She brings deep expertise in curriculum design and implementation, continually working to make learning meaningful, engaging, and accessible for every student. Corrie has a strong history of building collaborative, multidisciplinary teaching teams and has led assessment practices that genuinely support learning, including learner journals and writing rubrics aligned with the Literacy Learning Progressions. Relationships sit at the centre of Corrie's practice. She creates warm, whānau-centred environments where students feel safe, valued, and supported, while also maintaining clear expectations for achievement and behaviour. Her high-trust approach encourages both students and colleagues to grow, take risks, and thrive. A reflective practitioner with a strong work ethic, Corrie is committed to improving outcomes for rangatahi. She draws on culturally responsive pedagogy, community connections, and a genuine love of learning to ensure young people feel seen, capable, and inspired.

HOD Social Science, Sophie Bradley

Sophie Bradley is an experienced Social Sciences educator with over 16 years of teaching in New Zealand and international schools, specializing in Geography and Environmental Sciences. She holds a Bachelor of Humanities in Archaeology and Geography from the University of Southampton and a PGCE in Geography, with expertise in geomorphology, GIS, and archaeological studies. A passionate geographer, Sophie brings creativity to curriculum design, particularly in climate change and sustainability education. She focuses on student-centred, inquiry-based, and project-based learning that links real-world applications with academic rigour. Skilled in building community and industry partnerships, performance assessment, and collaborative teamwork, she fosters learning environments grounded in relationships, empathy, and respect. Committed to global awareness, diversity, and inclusion, Sophie empowers young people to become engaged, compassionate citizens through experiential learning that develops critical thinking and curiosity about the world.

Music Teacher, Allison Campbell

Allison Campbell is an experienced educational leader with over 30 years in secondary, tertiary, and vocational education, dedicated to empowering learners and driving organisational success. She has held Deputy Principal roles at Fairfield College and Edgecumbe College, and Deputy Campus Principal at NZMA, leading teams of 3 to 80+ staff. Allison also established strong foundations as Head of Department Music across multiple secondary schools, including Whakatane High School and Hamilton Girls' High School, and has expertise in pastoral care as Dean. She holds a Master's in Educational Administration and advanced qualifications in adult education and e-learning design, with proven success in supporting Māori and Pacific learners. Skilled in strategic planning, change management, restorative practices, and curriculum delivery, Allison combines teaching excellence with contemporary LMS and instructional design expertise to drive student achievement and innovation.

SENCO and English Teacher, Loretta Goodhue

Loretta Goodhue is an experienced and empathetic educator with fourteen years of teaching across England and New Zealand, including significant experience as a SENCO at Paeroa College. She is committed to creating inclusive learning environments where every student feels seen, valued, and capable of success. Loretta designs and implements effective interventions and individualised learning plans, coordinates support services, and fosters strong relationships with students, whānau, and healthcare providers. Skilled at identifying at-risk learners, tracking progress, and implementing targeted strategies, she accelerates both achievement and wellbeing outcomes. Her collaborative leadership experience as Assistant Principal, Dean, and Kāhui Ako Leader includes building partnerships across school communities to ensure equitable learning opportunities. Known for leading with empathy, maintaining high expectations, and supporting students and staff through clear communication and strategic coordination, Loretta brings depth and dedication to specialised education services.

Psychology Teacher, Charlie Pickering

Charlie Pickering is a dedicated and passionate emerging educator completing a Postgraduate Diploma of Teaching (Secondary) in Psychology and Junior Social Studies at Victoria University of Wellington – Te Herenga Waka. He demonstrates strong theoretical and applied understanding of the New Zealand Psychology curriculum at levels 7–8 and Social Studies curriculum at levels 4–5. During professional placements he successfully taught Year 12–13 Psychology and Year 10 Social Studies, delivering engaging units on colonisation in Aotearoa New Zealand and biological and cognitive psychology, including an innovative assessment where students tested psychological development at a local primary school. Recognised for building strong student rapport, being well-prepared with comprehensive lesson plans and resources, effectively communicating expectations, and actively seeking feedback to improve teaching practice. He combines enthusiasm for the profession with a growth mindset and genuine commitment to reflective practice and continuous improvement.

Science Teacher- Jennifer Cummins

Jennifer holds a Health Science degree and a Postgraduate Diploma in Secondary Teaching, graduating with Excellence and ranking in the top 10% of her cohort. She began her teaching career in North Island schools, teaching Chemistry, Biology, and General Science across multiple year levels, developing a strong understanding of curriculum pathways and student success. For the past four years, Jennifer has taught in online learning environments, earning a reputation for organisation, adaptability, and a student-centred approach. Her learners value the care, encouragement, and support she provides. Outside teaching, Jennifer excels in marathon running and multi-discipline equestrian competitions, demonstrating commitment, discipline, and perseverance. Passionate about student growth, she fosters environments where learners feel encouraged, challenged, and supported, while maintaining strong communication with families to ensure clarity, consistency, and shared progress.

Psychology Teacher, Jo Ander

Jo Ander is an accomplished educator with over two decades of experience across primary and secondary education, specialising in digital pedagogy, personalised learning, and culturally responsive practice. Since 2017, she has served as Specialist Classroom Teacher and PCT Co-ordinator at Whanganui High School, leading pedagogical coaching, teacher mentoring, and capability development. Jo has designed innovative blended learning programmes and led initiatives including Supported Learning and Pathways, Alternative Education for high-needs learners, and He Kahukura culturally responsive practices. She teaches senior Psychology at NCEA Levels 2–3, has extensive English teaching experience, and foundational primary teaching expertise. With a strong track record in assessment leadership, curriculum innovation, and creating engaging digital learning environments, she fosters student agency and wellbeing. Earlier, she acted as Deputy Principal at St Mary's Primary School, demonstrating leadership and commitment to diverse learners.

History Teacher, Sean Partridge

Sean is a dedicated Australian-trained secondary teacher with a Bachelor of Arts in English Literature and a Bachelor of Teaching (Secondary) from Deakin University. He has five years' tutoring experience with OISEE, delivering individualised and group English instruction to students aged 8–20, creating tailored lesson plans, and building confidence through regular assessment and feedback. During his teaching placement, Sean delivered coursework in Shakespeare, poetry, modern fiction, and modern history (1850–1990), demonstrating strong subject knowledge in English and history. He brings a passion for connecting historical narratives to contemporary understanding and has developed pedagogical and communication skills through lesson design and public speaking. Relocating to New Zealand in 2020, Sean applies his expertise and enthusiasm to inspire secondary students and develop critical thinking and engagement in the classroom.

Commerce, Business Studies and Social Science Teacher, Richard Meikle

Richard is an experienced and adaptable educator specialising in Commerce, Business Studies, and Social Sciences, with expertise in online and blended learning for secondary students. He engages learners through hybrid models that combine Zoom instruction, classwork, feedback, and tutorial support, helping students achieve strong outcomes in NCEA Levels 1–3, with particular focus on intensive exam preparation. Richard has worked at New Plymouth Boys' and Girls' High Schools, developing innovative courses such as "Who Wants to be a Millionaire" and "The Business of Sport." He combines strong subject knowledge with practical experience, making him effective in both face-to-face and remote learning environments. Known for making lessons highly practical, he incorporates real-world projects and entrepreneurial initiatives, encouraging creativity and engagement while fostering students' business acumen and problem-solving skills.

Art and Photography Teacher, Vicki Bell

Vicki Bell is an experienced Visual Arts educator with a strong record of revitalising arts programmes and fostering creativity, self-expression, and cultural connection in diverse student cohorts. She successfully re-established senior Painting as a thriving course and expanded Photography into a future-focused subject that embeds digital practice, visual storytelling, and career pathways. Previously Teacher in Charge of Visual Arts at Bishop Viard College, Vicki increased student engagement, participation, and NCEA completion rates through a culturally responsive curriculum. She led initiatives like "Art Masters of March," bringing professional artists into the classroom and improving external assessment outcomes. Skilled in student-centred, project-based learning, Vicki designs experiences that enhance engagement, agency, and self-efficacy across junior and senior levels, inspiring learners to explore creativity and build confidence in their artistic abilities.

Mathematics Teacher, Dan Edward

Dan Edwards is a recently retired mathematics teacher with more than forty-four years of teaching experience shared equally between the UK and NZ. He has experience teaching in both the private and public sectors in the UK and New Zealand, notably 16 years at King's College School in London and 16 years at Maclean's College in Auckland. During his career, he specialised in teaching all levels from Year 7 to Year 13 in the UK and Years 9 to 13 in NZ. In NZ, he specialised in teaching CAIE up to and including A Level, L1 to L3 NCEA, and Scholarship. Now working part-time with Infinite Academy, Dan Edwards brings extensive classroom knowledge to online education, supporting students through clear instruction, encouragement, and a strong focus on understanding mathematical concepts.

Mathematics and Statistics teacher, Gerda Heyl

Gerda Heyl is an experienced Mathematics and Statistics teacher with 15 years of teaching across secondary year levels, including four years here in New Zealand. Having worked with students from Years 9 to 13, Gerda brings a strong track record of building both confidence and capability in mathematics. Her teaching focuses on developing solid foundations, strengthening problem-solving skills, and encouraging students to think critically and independently. She creates a positive and supportive learning environment where students feel comfortable asking questions, challenging themselves, and working towards their personal best. Gerda is passionate about partnering with families and looks forward to supporting every student to grow and succeed in Mathematics and Statistics.

Music and Art Teacher, Kelly Waugh

Kelly Waugh is a Music and Visual Art educator with a lifelong background in classical and contemporary music performance, bringing broad instrumental expertise and a deep passion for the arts to her teaching. An accomplished performer on piano and tuba, Kelly also sings and plays a range of other instruments, and has extensive experience leading choirs and bands. She is committed to developing these ensemble opportunities within an online learning environment. Her expertise extends into visual art, with a particular focus on oil portrait painting and hand-drawn animation. She is excited to work alongside Infinite students and encourage their creativity, confidence, and artistic expression across both subjects.

Design & Visual Communication Teacher, Matt Henderson

Matt Henderson is a New Zealand–trained secondary teacher with a background in science and research. Before teaching, he completed a PhD and worked as a research scientist, bringing a strong foundation in critical thinking and real-world problem-solving into the classroom.

Matt is passionate about helping students build both confidence and capability. He believes effective learning begins with clarity and confidence, and he focuses on creating calm, structured environments where students can engage deeply, ask questions, and build genuine understanding, not just complete tasks.

Now based in Nicaragua with his family, Matt enjoys outdoor living, surfing, running, pickleball, and designing practical, engaging learning experiences for his children and for others.

Technology, Art and Media Studies Teacher, Tahryn Smith

Tahryn Smith is an experienced Digital Technologies, Digital Art, and Art and Media Studies teacher with a strong focus on creativity, problem-solving, and real-world application. She designs project-based, hands-on learning experiences grounded in current industry practice, supporting students to develop skills across the arts, media, and technology. With over four years of experience in collaborative game development here in Aotearoa as a 3D modeller and artist, Tahryn brings professional creative practice directly into her teaching. Her classes go beyond making things; they build students' understanding of communication, innovation, and digital literacy, while equipping learners to thrive in a rapidly changing world.

English Teacher, John Matthews

My name is John Matthews, and I am Northland born and bred. I have been teaching English at all Secondary levels for 22 years, fulfilling different roles within the various schools I've worked in. My area of expertise is Senior English. I am very much looking forward to the opportunity to participate in an exciting and refreshing new medium of education. My interests outside of my vocation are reading, writing, music, fishing, sailing, and working on my small lifestyle block.

Science Teacher, Morgan McKeen

Morgan McKeen is a fully registered New Zealand teacher with a strong background in Levels 1-3 of the New Zealand Curriculum. Her passion lies in digital technology and STEM education, where she strives to empower learners to explore the fundamentals of computational thinking and problem-solving within authentic contexts. As an advocate for STEM education, she has established STEM with M, a prominent social media platform with over 350,000 followers on TikTok and Instagram.

Science Teacher, Georgina Robertson

Georgina Anne Robertson brings a dynamic wealth of international experience, industry insights, and strong STEM leadership in her role at Aotearoa Infinite Academy. Originally from Scotland, Georgina has built a distinguished career across the United Kingdom, Australia, and New Zealand, offering a uniquely global perspective on student achievement.

Having originally worked in industry, Georgina seamlessly transitioned into education, bringing real-world application and practical context to the classroom. Throughout her teaching career, she has specialized in Physics, Science, and Mathematics. Her leadership capabilities are extensive; she has successfully served as Head of Department in Mathematics and Statistics, as well as a Leader for Curriculum and Learning, where she was instrumental in shaping instructional design and raising academic standards.

Georgina is passionate about making STEM subjects accessible and engaging, drawing on her industry roots to show students how classroom concepts translate into future careers. Her dual expertise in both science and mathematics, combined with her proven leadership track record, makes her a vital contributor to Aotearoa Infinite Academy's commitment to academic excellence and forward-thinking education.

English Teacher, Mark Copeland

With more than 20 years of teaching experience, Mark Copeland brings a strong commitment to academic excellence and student development to the English classroom.

Born and raised in Northland, he has worked with students from a wide range of backgrounds and with diverse learning needs throughout his teaching career. He holds a Bachelor of Arts degree majoring in Sociology and has also undertaken tertiary study in Psychology, Music, and History. This broad academic background informs his teaching practice and encourages students to make meaningful connections between English and the wider social and cultural world. After teaching across a range of subject areas early in his career, Mark discovered a particular passion for English and chose to specialise in the study of language and literature. He has experience teaching within both the NCEA and Cambridge curriculums.

Central to his educational philosophy is the belief that every student is an individual with inherent value and the capacity for growth, achievement, and personal success. He approaches teaching with empathy, understanding, and respect, striving to create a supportive learning environment in which students feel encouraged, challenged, and empowered to reach their potential. He is deeply committed to supporting students in their learning journey and is always willing to go the extra distance to help them succeed.

Science & Biology Teacher, Catalina Nicholson

Catalina Nicholson (Cat) is a Science educator, researcher, and conservationist with a Bachelor of Science in Environmental Biology and a Postgraduate Diploma and Master's degree in Biological Sciences, emphasised in Animal Behaviour and Evolutionary Biology, from The University of Auckland.

Catalina is an experienced entomologist specialising in dragonflies and damselflies, with particular expertise in their taxonomy, distribution and territorial behaviour. She has also authored and co-authored several scientific papers published in peer-reviewed journals in both English and Spanish, and is the co-author of a book on the dragonfly distribution and taxonomy of a region of Colombia, South America. Her professional experience includes working as an Avian Telemetry Specialist for Lotek NZ, advising researchers on wildlife tracking projects involving birds (including Kākāpō, Kiwi, Takahē), bats, and insects, and serving as an Advocacy Ranger for the Department of Conservation.

A dedicated birdwatcher and lifelong naturalist, Catalina brings real-world scientific experience into the classroom. As a passionate Science and Biology teacher, she is known for making complex biological concepts engaging and relevant through authentic examples drawn from her research and fieldwork. She is also an NCEA Level 3 Biology external exam marker, providing her with extensive insight into assessment and student achievement in senior secondary biology.

Who is *Aotearoa Infinite Academy* For?

We welcome students from all across New Zealand who are seeking a new approach to high school. Whether you need geographical freedom, a fresh start, or a genuinely supportive learning environment, you belong here. Our school is specifically designed to eliminate common barriers to quality education, such as cost, commute time, and location.

FOR EVERY STUDENT SEEKING SOMETHING DIFFERENT

Aotearoa Infinite Academy is for all students, but especially for those who know that excellence doesn't require a traditional classroom. Our school is a transformational alternative for students who:

- Thrive with **convenience** and **independence.**
- Require a **different** pace or **approach** to **learning.**
- Want a **deeper connection** with teachers who truly know them.
- Seek an education that is **relevant**, **challenging**, and **alive.**

We offer innovative learning that adapts to how each student learns best, genuine connection where every young person is known and valued, and deeply supported teaching that goes far beyond content. We don't just chase grades; we pursue meaningful outcomes and the development of a strong, confident sense of self. If you believe education should prepare young people for rich, purposeful lives rather than simply preparing them for tests, then Aotearoa Infinite Academy is the choice for you.

Different isn't settling.

Different is choosing better.

How *Online* Schooling Works

Aotearoa Infinite Academy students become part of a vibrant, positive, and safe online learning community. Classes are led by registered, specialist teachers through our purpose-built online platform, using live lessons and interactive digital resources.

LEARNING IS ACCESSIBLE FROM ANYWHERE IN NEW ZEALAND. LECTURES ARE HELD ONCE A WEEK, WHILE CLASSES WITH AN AVERAGE OF 20 STUDENTS MEET THREE TIMES PER SUBJECT EACH WEEK.

THE WEEKLY LEARNING JOURNEY

LIVE LECTURES

Each week, students are introduced to topic-specific vocabulary, concepts, and key strategies during engaging live lectures.

GROUP CLASSES

Students take this knowledge to their group classes, where they unpack, practice, and apply it collaboratively with peers.

STRUCTURED WEEKLY BLUEPRINT

Each student follows a structured weekly blueprint (timetable) featuring real-time classes led by qualified teachers, along with designated independent work time. Our weekly structure is specifically designed to meet the needs of young minds.

Our Curricula:
Global Standards, Local Pathways

Bridging international excellence with local opportunity.

At Aotearoa Infinite Academy, the Pearson Edexcel Pre-IGCSE and IGCSE curriculum forms the robust foundation for Years 9–11. We chose this internationally recognised framework because it prepares students for success in New Zealand, as well as anywhere in the world.

WHY THE IGCSE?

DEPTH & BREADTH
Offers wide subject coverage with strong academic grounding.

CONCEPTUAL UNDERSTANDING
Focuses on mastery and understanding, not rote learning.

CRITICAL THINKING
Builds analytical, independent learners with real-world problem-solving skills.

GLOBAL RELEVANCE
Recognised by top universities and education systems worldwide.

Students acquire a broad and rich education across various disciplines while fostering strong foundational knowledge, independent learning skills, and intellectual curiosity.

FROM PRE-IGCSE TO NCEA: A SEAMLESS PATHWAY

YEARS 9 -11 → YEAR 12 NCEA LEVEL 2 → YEAR 13 NCEA LEVEL 3

What makes our approach truly distinctive is the seamless pathway we've created into New Zealand's senior secondary system. Students transition confidently into senior NCEA years, equipped with the work ethic and analytical capabilities gained through the IGCSE framework.

VOCATIONAL PATHWAYS AT AOTEAROA INFINITE ACADEMY

At Aotearoa Infinite Academy, we recognise that not every student's path leads through university, and that's something we celebrate. For students drawn to trades or hands-on industries, whether automotive, animal care, hospitality, building, beauty, or other vocational pathways, we offer robust support through Gateway and work-based learning programmes. Our flexible online structure allows students to manage academic learning around workplace commitments while building their careers earlier than traditional schooling allows. Through Gateway placements, trades academies, and industry training programmes, students gain practical experience, industry qualifications, and employer connections while completing NCEA.

Our Academic *Pathways*

Our online school delivers a distinctive pathway that combines the rigour of internationally recognised Pearson Edexcel curriculum (Years 9-11) with New Zealand's National Certificate of Educational Achievement, NCEA (Years 12-13). This unique structure provides students with both global credentials and a robust foundation with seamless integration into New Zealand's tertiary education system.

LEARNING PATHWAYS

PEARSON EDEXCEL PRE-IGCSE PROGRAMME

Building International Foundations

YEARS 9 - 10

Our Pre-IGCSE curriculum introduces students to the Pearson Edexcel framework, developing essential knowledge, critical thinking skills, and academic rigour across all major disciplines in preparation for IGCSE.

PEARSON EDEXCEL IGCSE PROGRAMME

International with Global Recognition

YEAR 11

Pearson Edexcel International GCSE frameworks are world-class, providing students with rigorous academic preparation and internationally portable credentials before transitioning with a solid foundation into NCEA.

NCEA LEVEL 2 PROGRAMME

Transitioning to New Zealand's National Qualification

YEAR 12

After completing Edexcel IGCSE, students transition to NCEA Level 2, which provides New Zealand-specific qualifications, university pathway preparation, and the flexibility to specialise while maintaining breadth across disciplines.

NCEA LEVEL 3 PROGRAMME

University Entrance & Advanced Academic Achievement

YEAR 13

NCEA Level 3 provides rigorous, university-preparatory study in specialist subjects, ensuring students meet University Entrance requirements for New Zealand and international universities while building on their strong Edexcel IGCSE foundation.

AOTEAROA INFINITE ACADEMY SUBJECTS

FACULTY	SUBJECTS (2026)	POSSIBLE GROWTH SUBJECTS FOR FUTURE
Faculty of Languages and Humanities	English, Media Studies, Geography, History, Psychology, Classics, Te Reo Māori	Spanish, French (27), Japanese, Mandarin (28)
Mathematics and Statistics	General Maths, Maths with Statistics, Maths with Calculus	
Sciences	General Science, Biology, Chemistry, Physics	Environmental Sciences
Technology and Digital Studies	Digital Technology	Design and Visual Communication (28), Textiles technology, Food Science and Nutrition
Commerce	Economics, Business Studies, Accounting	Tourism
Arts and Performance	Art, Photography	Painting, Printmaking
Sports Science	Health, Physical Education	

The Weekly Blueprint: *Designed for How Humans Actually Learn*

WHY: OUR FUNDAMENTAL BELIEF

We believe learning happens best when school structures align with human biology, not industrial-age convenience. For decades, adolescents have been forced into school schedules designed around factory shifts, demanding peak cognitive performance at 8 a.m. when teenage brains are still producing sleep hormones. Meanwhile, teacher collaboration has been squeezed into exhausted afternoons when creative thinking is at its lowest.

The science is clear: adolescent circadian rhythms naturally shift during puberty, making early-morning learning physiologically suboptimal, while adults reach their cognitive peak in the morning and midday hours. Yet we've built schools that fight both realities.

We believe there's a better way: design the school day around when people are actually capable of their best work, not when tradition says they should show up. This isn't about making things easier, it's about making them effective.

HOW: THE STRATEGIC DESIGN

A front-loaded week for Optimal Learning

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Intensive Learning 10:00 AM- 5:00 PM			Consolidation and Completion 9 AM - 1:50 PM	
Live Lectures, Group Classes, Self-mastery study periods			Pastoral & Tutorial Support	Pastoral & Tutorial Support

We've designed a front-loaded week with three intesive days, when both teens and teachers are at their cognitive best, followed by two short days. Students experience up to six learning phases through the day, including engaging live lectures, group classes, and self-mastery study periods. Teachers begin at 8:30 am, using morning time for school-wide meetings, curriculum planning, and coaching embedded throughout the week. The "late" finish on intensive days is offset by the 10 am start and followed by genuinely short days Thursday and Friday, creating sustainable rhythm rather than relentless grinding.

WHAT: THE TANGIBLE OUTCOMES

Real results from designing school around how people actually function.

FOR STUDENTS

- Learning that aligns with their natural rhythms means they think clearly, stay engaged longer, and avoid the fatigue common in traditional timetables.
- Built-in tutorial support and varied formats: from live lectures to group sessions, make learning feel dynamic and personal.
- With three full days followed by two shorter ones, students experience genuine balance and finish the week with energy, not exhaustion.

FOR TEACHERS

- Transparent 40-hour work weeks and protected planning time restore professionalism and purpose.
- Morning meetings happen when brains are sharpest, improving collaboration and creativity.
- The system builds accountability and clarity: "I don't have time" becomes "Here's when I do this work."
- The result: higher quality instruction, stronger student connections, and sustainable wellbeing.

The Aotearoa Infinite Academy Learning Week:

A model timetable illustrating our rhythm of focused learning and genuine balance.

[SAMPLE TIMETABLE] YEAR 10				
SESSION	**TIME**	**MONDAY**	**TUESDAY**	**WEDNESDAY**
Learning Phase 1	10am - 10.50am	Live Lecture Art/Tech/PEY10	Live Lecture Science Y10	Group Class 1 Mathematics Y10
Learning Phase 2	11am - 11.50am	Live Lecture English Y10	Live Lecture Mathematics Y10	Group Class 1 Science Y10
Learning Phase 3	12pm - 12.50pm	Group Class 1 Art/Tech/PEY10	Group Class 1 Social Sciences Y10	Group Class 2 Art/Tech/PEY10
Lunch	12.50pm - 1.20pm	Rest and Digest		
Growth and Connection	1.20pm - 1.50pm*	Staff: Curriculum and Innovation meetings Students: Self-Mastery Study	1:1 Catch up and Coaching; Student; Teacher bookable tutorials; Parent comms; Assessment and Administration	
	1.35pm - 1.55pm		Homeroom + Infinite Thrive	
Learning Phase 4	2.05pm-2.55pm	Live Lecture Social Sciences Y10	Group Class 1 English Y10	Group Class 2 English Y10
Learning Phase 5	3.10pm-4.00pm			
Learning Phase 6	4.10pm-5.00pm			Group Class 2 Social Sciences Y10

*On Tuesday and Wednesday, Growth and Connection ends at 1:45 pm.

[SAMPLE TIMETABLE] YEAR 10			
SESSION	**TIME**	**THURSDAY**	**FRIDAY**
Learning Phase 1	9am - 9.50am	Group Class 3 English Y10	Hapori
Learning Phase 2	10am - 10.50am	Group Class 2 Mathematics Y10	Group Class 3 Science Y10
Break	Break		
Learning Phase 3	11.10pm - 12pm		Group Class 3 Mathematics Y10
Learning Phase 4	12.10pm - 1pm	Group Class 3 Art/Tech/PEY10	Group Class 3 Social Sciences Y10
Learning Phase 5	1.10pm - 1.50pm	Group Class 2 Science Y10	
Lunch & Training	1.50pm onwards	Rest and Digest	

How to *Enrol*

Enrolment is completed with an application link that will be shared on our school website (www.aotearoainfiniteacademy.school) from November 12, 2025. This streamlined process ensures we manage applications efficiently and confirm your child's place as quickly as possible.

ACCESS THE APPLICATION LINK

The official link to the enrolment platform will be available on the our website from November 12th 2025. A direct notification will be sent to all families who have previously registered their interest.

COMPLETE THE ENROLMENT FORM

Prospective students, or their parents/guardians, must navigate to the platform to complete the digital enrolment form. You will be required to upload all necessary supporting documentation during this step.

APPLICATION REVIEW AND CONFIRMATION

Upon successful verification and review, you will receive an email notification confirming your child's Offer of Place at Aotearoa Infinite Academy. The onboarding process will then commence, providing you with all the necessary information to prepare for the 2026 academic year.

IMPORTANT ENROLMENT POLICY

Aotearoa Infinite Academy operates on a first-come, first-served basis until all available places for a specific year group are filled. We accept applications year-round. If a vacancy exists in the relevant year group, the place will be confirmed once the enrolment and documentation are processed.

FAQs

Q: HOW DOES LEARNING ONLINE WORK?

A: The Aotearoa Infinite Academy Learning Architecture focuses on Accelerated Input and Deep Practice. Our innovative four-subject-block per week learning model is designed to maximise how Years 9–13 students engage with and master content. Each subject begins with Live Lecture sessions, where our expert teachers deliver dynamic 50-minute experiences. These sessions introduce essential vocabulary, core concepts, and key strategies to the entire year group, establishing the conceptual framework for deeper exploration, through front-loading. Students then transition into group classes (no more than 20 students) with their subject teacher. Here, they move from exposure to mastery, practising skills, engaging in rich discussions, solving complex , and receiving personalised feedback that deeply embeds learning.

This progression from large-group input to intimate group application mirrors how the brain learns, first encountering new information in context, then actively manipulating and applying it with expert support. Our weekly and daily structures are designed to honour adolescent biology-prioritising intensive learning early in the week when energy is highest, and scheduling multiple, varied touchpoints with content to prevent cognitive overload.

The result? Students don't just cover material-they truly own it. Moving from "I've heard of this" on Monday to "I can do this confidently" by Thursday. This is learning designed for how humans actually think, not how traditional timetables are structured.

Q: IS THERE SUPPORT AVAILABLE FOR STUDENTS EXPERIENCING NEURODIVERSITY, SUCH AS ADHD AND AUTISM?

A: Yes-support for neurodiverse learners is embedded into the very fabric of how Aotearoa Infinite Academy operates. For students experiencing ADHD, Autism, or other learning differences, we provide multi-layered, personalised support that recognises every learner's unique strengths and needs.

Our dedicated staff provide comprehensive support:

- Our Deans offer individualised pastoral care and advocacy.
- Our School Counsellor provides wellbeing support.
- Our SENCO (Special Educational Needs Coordinator) works collaboratively with learners, families, and teachers to ensure learning is broken down, designed, and delivered in ways that build both capability and confidence.

Beyond individual support, our entire school structure is intentionally neurodiverse-friendly. The rhythm of our week-with intensive learning sessions scheduled when energy is highest, and varied learning formats (large lectures, groups averaging 20 students, self-paced work), naturally accommodates different learning styles and executive functioning needs.

Our curriculum uses inclusive pedagogy and assessment methodology, meaning diverse ways of demonstrating understanding are built in, not bolted on. Our small class sizes ensure teachers genuinely know each student, allowing them to differentiate responsively and provide the necessary scaffolding or extension.

At Aoteroa Infinite Academy, neurodiversity is not something we merely accommodate; it is something we celebrate and design for, ensuring every learner can thrive.

FAQs

Q: HOW DOES THE CURRICULUM WORK?

A: Our online school delivers a distinctive dual-curriculum pathway that combines the rigour of internationally recognised Pearson Edexcel framework (Years 9-11) with New Zealand's National Certificate of Educational Achievement, NCEA (Years 12-13). This unique structure provides students with a robust foundation with seamless integration into New Zealand's tertiary education system.

Q: CLASS TIMETABLE?

A: At Aotearoa Infinite Academy, we've reimagined the school week around a simple truth: adolescents and adults have different energy rhythms, and learning works best when we honour both.
Our innovative weekly structure features three intensive learning days:

Intensive Learning (Monday – Wednesday)
These three days (10:00 am – 5:20 pm) are structured for deep learning when students are cognitively ready-not sleep-deprived. Students engage through a dynamic mix of:

- Live Lectures: Expert content delivery to the larger group.
- Group Classes: Averaging 20 students for deep discussion, application, and practice.
- Self-Mastery Study: Independent work time with bookable tutorial support.

Staff begin at 8:30 am when their cognitive capacity peaks, using morning time for school-wide meetings, curriculum planning etc.

Consolidation and Completion (Thursday – Friday)
These days are shorter and focused, allowing for consolidation and completion (9:00 am – 2:30 pm).

- Whole-School Assembly takes place on Friday, emphasising planning and completion for the week.

This rhythm means students benefit from dramatically higher quality engagement with fewer total contact hours than traditional schooling.

The result? Students develop sustainable learning habits, teachers work transparent 40-hour weeks with protected time for meaningful coaching and planning, and everyone finishes Friday having completed their work, not escaped from it. This isn't about working less. It's about working with human biology, not against it. When we design systems that honour human capacity instead of exploiting it, everyone wins.

Q: HOW DO WE SUPPORT WELLBEING?

A: We believe that meaningful friendships and genuine connections can flourish in an online environment. Our pastoral systems are designed to promote these relationships and ensure every student is supported to thrive both academically and personally.

Each student is assigned a dedicated pastoral care teacher who monitors their academic progress and overall wellbeing, social, emotional, physical, and intellectual. Our Deans actively support students by delivering our customised Infinite Thrive program, facilitating assemblies, and promoting opportunities for student leadership.

A school counsellor is available for confidential live video sessions, and students are encouraged to connect with peers through virtual clubs and social events. Parents receive ongoing guidance on supporting online learners, and we maintain open communication channels to address any concerns promptly.

FAQs

Q: WILL MY CHILD GET A SPOT?

A: Enrolment for our first cohort opens on 12 November, with places available on a first-come, first-served basis. Aotearoa Infinite Academy has no fixed selection criteria and welcomes all students across New Zealand who are ready to embrace flexible, online learning.

We encourage families to apply early to secure a spot in this exciting new opportunity for 2026.

Q: WHAT ARE THE CURRICULUM DIFFERENCES BETWEEN PEARSON EDEXCEL AND NCEA?

A: Aotearoa Infinite Academy offers a distinctive dual pathway that blends international excellence with national relevance.

In Years 9–11, students follow the Pearson Edexcel framework, an internationally recognised programme known for its academic rigour and clear progression across core and elective subjects. In Years 12–13, they transition to NCEA, New Zealand's national qualification, which emphasises flexibility and achievement across internal and external assessments.

Together, these pathways equip students with seamless access to New Zealand's tertiary pathways via NCEA, ensuring every learner is well prepared for both local and international opportunities.

Q: HOW DOES THE SCHOOL COMPARE TO HOME SCHOOL OR TE KURA?

A: Aotearoa Infinite Academy offers the best of both worlds: the accessibility and individual attention valued in homeschooling, combined with the structure, expertise, and community of a full secondary school.

vs. Homeschooling
Unlike homeschooling, where parents bear the full responsibility for curriculum design and teaching, Infinite provides registered specialist subject teachers and a full, internationally recognised curriculum (Pearson Edexcel IGCSE) and a complete learning community, including homeroom groups, weekly assemblies, and engaging classes (averaging 20 students) where genuine relationships form. Parents partner with us rather than carrying the full educational load alone.

vs. Te Kura
Compared to Te Kura, which offers a primarily correspondence-style independent learning model with periodic teacher contact. Aotearoa Infinite Academy delivers daily live teaching through lectures and group classes.

While Te Kura students work largely independently, Aotearoa Infinite Academy students experience a full timetable of expert instruction and regular touchpoints with teachers who genuinely know them, ensuring sustained engagement without the isolation that can accompany traditional distance learning.

The Difference
We are neither fully independent (like homeschooling) nor primarily asynchronous (like Te Kura). We are a complete online school built on the structure, rigour, and relationships of excellent in-person education, designed specifically for the possibilities of digital learning.

Students build strong foundations via robust curriculum (IGCSE transitioning to NCEA Levels 2 & 3), experience genuine belonging and receive comprehensive academic and pastoral support.

FAQs

Q: HOW ARE STUDENTS SUPPORTED TO COMPLETE YEAR 12 & 13 LEVELS TO ENSURE THEY WORK TOWARDS UE?

A: At Aotearoa Infinite Academy, University Entrance (UE) isn't left to chance. It is built into our intentional pathway from IGCSE through NCEA Levels 2 and 3.

Students completing their IGCSE in Years 9–11 develop the strong academic foundations, independent learning skills, and rigorous work habits that make the transition to senior secondary seamless. As they enter Year 12 (NCEA Level 2) and Year 13 (NCEA Level 3), they're supported by the same innovative weekly structure:

- Live Lectures for content mastery.
- Group Classes (averaging 20 students) for deep application.

University Entrance requires strategic planning, and we plan with every student. Our pastoral care system ensures each learner has a Dean and a homeroom teacher who closely monitor their progress toward achieving all UE requirements. This includes achieving the necessary Level 3 literacy and numeracy, 14 credits in each of three approved subjects, plus 60 Level 3 credits overall.

Regular academic conferences, transparent reporting, and proactive intervention when students are off-track ensure families always know where their child stands. Our SENCO provides targeted additional support for students with learning differences, ensuring everyone has the necessary scaffolding to succeed.

Most importantly, we teach students to take ownership of their pathway. Through our Infinite Thrive programme, students develop the self-advocacy, time management, and goal-setting skills that not only secure their place at university but help them thrive once they're there.

Q: IS THERE FLEXIBILITY IN TIMETABLE FOR COMMUNITY ENGAGEMENT ACTIVITIES?

A: Aotearoa Infinite Academy operates as a full-time school, and consistent attendance is essential for students to maximise the learning opportunities we've carefully designed. Our front-loaded weekly structure, with live lectures and group classes, homeroom, and Infinite Thrive, creates a cohesive learning experience where each component builds on the others. Regular attendance ensures students develop strong relationships with teachers and peers, stay on track academically, and experience the genuine sense of belonging that's central to our school culture.

That said, we recognise that meaningful community engagement, cultural commitments, elite sports training, performing arts opportunities, or family circumstances sometimes require flexibility. In these instances, we work with families on a case-by-case basis with Principal approval to explore arrangements that honour both the student's external commitments and their educational progress.

We believe education extends beyond the classroom, and real-world experiences matter. When students are contributing to their communities, representing New Zealand in sport, or pursuing passions that develop character and capability, we want to support that growth. However, any flexibility arrangements require open communication, a clear plan for maintaining academic progress, and a shared commitment between the school, student, and family to ensure learning doesn't suffer. If you believe your child may need schedule flexibility, we encourage you to discuss this directly with our Principal during the enrolment process so we can determine what's possible while protecting their educational experience.

FAQs

Q: HOW ARE STUDENTS DETERMINED ON ENROLMENT ENTRY?

A: Placement is determined on a first-come, first-served basis, balanced across year levels to ensure optimal class sizes and learning experiences throughout the school. We carefully monitor enrolments in each year group (Years 9-12) to maintain our commitment to small group classes and personalised support.

"First-come, first-served" means applications that are fully completed, including all necessary paperwork, supporting documents, and enrolment forms properly submitted will be processed. Incomplete applications cannot be processed until all required information is received.

To secure your child's place in their desired year level, we strongly encourage families to complete and submit all enrolment documentation as early as possible. Once a year group reaches capacity, placement will be offered for the next available term start.

If you have questions about availability in specific year levels or the enrolment process, please contact our school directly.

Q: WILL AOTEAROA INFINITE ACADEMY STUDENTS GET A CHANCE TO DO EXTRA CURRICULAR ACTIVITIES AT SCHOOL?

A: Yes! At Aotearoa Infinite Academy, we believe education extends far beyond academic subjects, and extra-curricular activities are essential for developing well-rounded, confident young people.

Our innovative timetable is intentionally designed to maximise opportunities for student involvement:

- For example shorter days (Thursday and Friday): Finishing at 2:30 pm can provide students with a significant opportunity for after-school pursuits, local sports teams, arts programmes, or volunteer work, more time than a traditional 3:00 pm school finish allows.
- Dedicated Weekly Time: Student-led clubs, interest groups, and enrichment activities are also woven into the timetable during the longer Monday to Wednesday schedule.

We are building a rich extra-curricular programme that may include:

- Debating societies, coding clubs, and creative writing workshops.
- Esports teams and environmental action groups.
- Cultural celebrations, music, and performance opportunities.
- Student leadership initiatives.

Our weekly whole-school assemblies also provide platforms for students to showcase talents, compete in house challenges, and participate in community-building activities. Through our Infinite Thrive programme, students explore diverse interests and develop new skills beyond their academic subjects.

As an online school, we embrace the unique advantage of geographic flexibility. We actively encourage students to participate in local community sports, arts, and cultural groups in their own regions. Where applicable, and with the Principal's approval, we can work with families to support students pursuing sports or performing arts commitments.

AOTEAROA INFINITE ACADEMY

GLOBAL STANDARDS. LOCAL PATHWAYS. *INFINITE POSSIBILITIES.*

Bridging international excellence with opportunity across Aotearoa.

FOLLOW US

Facebook

LinkedIn

Instagram

AOTEAROA INFINITE ACADEMY

School Number: 4546

STUDENT PROSPECTUS

Version: November 2025

CONTACT US

admin@aotearoainfiniteacademy.school