



Ōtūmoetai Kāhui Ako Navigating 2025-2026

Ka kitea, ka kitea, ka kitea!

Awaken, arise, embrace!



These words are articulated in a haka composed by Ngāti Ranginui scholar and composer Maharaia Winiata.

The significance of these words is expressed in the phrase:

“I te ngaro, i te ngaro a Ranginui, ka kitea, ka kitea, ka kitea”

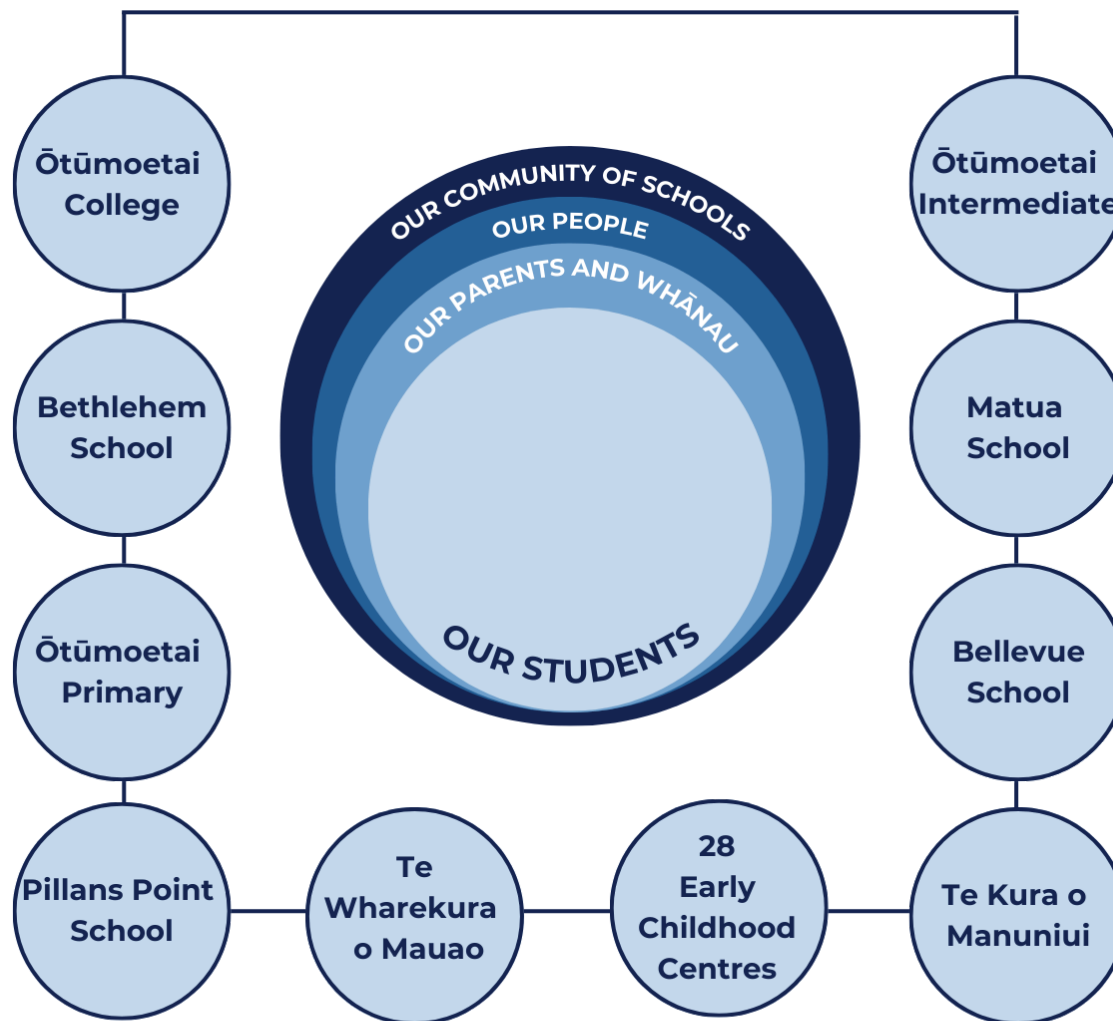
The history of Ngāti Ranginui shows a time of respite and remission. I te ngaro corresponds to a place where Ngāti Ranginui had once been. Ka kitea reflects Ngāti Ranginui resolve at this time, where, from this respite and remission, Ngāti Ranginui established itself as the sole stakeholder in the area we cover in our Ōtūmoetai Community of Learning/Kāhui Ako.

‘Ka kitea’, as above, is the statement that we will embrace, for us to challenge ourselves, to be resolute in our pursuit, to lift the now stakeholders, our taura, to new heights.

**Homai ngā ture kia wetewetea!
Homai ngā taura kia whakanuia!**

***‘Show me the obstacles so I may tear them down,
empower our children and praise them’***

Ōtūmoetai Kāhui Ako



Ōtūmoetai Kāhui Ako Demographic 2025

Name of School	Tumuaki	Total Boys	Total Girls	Total Māori Boys	Total Māori Girls	Total Pasifika Boys	Total Pasifika Girls	Total Roll
Bellevue School	Anna Meehan	161	139	46	23	6	9	300
Bethlehem School	Cath Neidhardt	213	175	54	35	2	3	388
Te Kura o Manunui	Ngaere Durie	160	151	109	100	8	5	311
Matua School	Marcus Norrish	257	288	39	23	7	3	485
Pillans Point School	Jacq Price	246	246	32	39	3	8	493
Ōtūmoetai Primary	Zara McIndoe	261	243	50	58	10	9	504
Ōtūmoetai Intermediate	Henk Popping	435	467	95	117	10	20	902
Ōtūmoetai College	Russell Gordon	910	1179	180	269	25	38	2089
Te Wharekura o Mauao	Heywood Kuka	133	157	132	154	0+1 Euro	2+ 1 Euro	290
Totals		2776	2985	737	818	72	98	5761

Ōtūmoetai Kāhui Ako Overview/Our Journey 2016-2024

The Ōtūmoetai Kāhui Ako comprises six primary schools - Bellevue, Bethlehem, Mātua, Ōtūmoetai, Pillans Point and Te Kura o Manunui, one intermediate - Ōtūmoetai Intermediate, and two colleges - Ōtūmoetai College and Te Wharekura o Mauao.

Original Achievement Challenges

Since the inception of the Ōtūmoetai Kāhui Ako in 2016, the Achievement Challenges have been as per the statements below:

Oral Language / Kōrero

Oral Language development in the junior years has been a literacy focus since 2017. The formation of a Foundation Skills Framework was developed to support programmes in schools and ECEs. Over time the Oral Language focus has shifted to Learning Through Play, Transition to School and Structured Literacy.

Writing / Tuhituhi

The development of writing has been a fundamental need across all schools and over time we have seen a significant lifting of student ability and achievement. The Year Four cohort from 2017 has been tracked through the ensuing years and are now in Year 11. They have demonstrated the progress made through the use of the Writers Toolbox PLD. These students are now in Year 11 and have shown significant growth in their writing achievement over that time. A new Year 4 Māori boys tracking group has been formed to monitor longitudinal progress. Writing continues to be a focus and the Within-School teachers are tasked with maintenance of teacher pedagogical expertise in their own schools supported by Vicky Jeffares the Across School teacher for writing. A Year 4 to 10 Writing Framework is in use across the Kāhui Ako.

Mathematics / Pāngarau

Mathematics / Pāngarau has emerged as a focus area due to national concerns about dropping student achievement levels and the National Curriculum Refresh. As a result, Mathematics / Pāngarau was added as an Achievement Challenge in 2023. New standards that will directly assess foundational Te Reo Rangatira me te Pāngarau | Literacy and Numeracy have become mandatory corequisites to NCEA. This means that students need to achieve the new standards to be awarded their NCEA qualification at any level. To enable future student success in these, plans are being drawn up to ensure appropriate and timely learning takes place at each year level. The Kāhui Ako formed a Mathematics / Pāngarau sub-committee in 2024 led by Marcus Norrish (Matua School Tumuaki) and James Goatley (AST) to establish what current teaching practice looks like and what a Mathematics / Pāngarau framework needs to include.

Student Wellbeing / Hauora

Student Hauora has been an overarching focus since 2017. With the emergence of the global Covid-19 pandemic and subsequent lock downs, this continued to be a central focus for all schools in the Kāhui Ako throughout 2020 - 2023. A bespoke student wellbeing survey was developed in partnership with Jason Timms, Education Review Office in 2018. The survey was designed to measure: Student sense of belonging, Student self-efficacy, Grit & Growth Mindset. All students in the Kāhui Ako completed the survey in September 2018 and overall trends were identified. Each school was also able to analyse the feed-back from their own students. The survey was held once again in Term 3, Week 5, 2020. Both surveys were collated and analysed by Ali Khorasanee, WST from Ōtūmoetai College.

Priority Students

From 2017 to 2020, the Kāhui Ako worked closely with the Ministry of Education in developing the Learning Support delivery model. Our Kāhui Ako received 12 Learning Support Coordinator positions (LSCs) in the first tranche of allocations to schools. Each Kāhui Ako school has one FTTE LSC, and Ōtūmoetai College four LSCs. One of the College LSCs works with ECEs and is based at Pillans Point School. The Learning Support Coordinators moved to a self-management model in 2022-2023 with two elected members leading and coordinating learning support in the Kāhui Ako. They are assisted by Catherine Neidhardt, Principal of Bethlehem School, who has an advisory and principal liaison role in the management of Learning Support across the Kāhui Ako.

Te Ao Māori

In collaboration with Tauranga Moana Iwi, - Te Tai Whānake - a Tauranga Moana Te Ao Māori Curriculum, has been developed to support our 67 Tauranga Moana Schools and 73 Early Childhood Centres. The goals and objectives for this project focussed on the development of a Tauranga Moana wide local curriculum to provide guidance and resourcing for:

- Tauranga Moana Māori Immersion Pathways
- Tauranga Moana English Medium Pathways
- Tauranga Moana Bi-lingual Pathways
- Organisations that promote Tauranga Moana, the wider community and visitors to Tauranga Moana

The Te Ao Māori Curriculum covers local values, aspirations and learning content that is specific to Tauranga Moana iwi and hapū. It draws on iwi tauira / student graduate profiles, iwi guidelines for success, Tauranga Moana history, stories and iwi aspirations for Te Reo and Tikanga Māori. It also reflects aspirations for Māori success as Māori and also what we would like non-Māori to learn, engage in and develop an understanding / empathy for.

High Level Review of Progress Against the Original Achievement Challenges

Prior to refreshing our Achievement Challenges the MOE asked for an analysis of student achievement data/information to show what gains have or haven't been made against the original Achievement Challenge/s.

Oral Language / Kōrero

[Oral Language AST Report 2023/2024](#)

Writing / Tuhituhi

[Ōtūmoetai Kāhui Ako Writing Analysis](#)

Mathematics / Pāngarau

[Maths/Pāngarau 2023/2024](#)

Student Wellbeing / Hauora

[Ōtūmoetai Kāhui Ako Wellbeing Survey](#)

Priority Students

The Learning Support Register is currently being updated in readiness for Term One, 2025.

Te Ao Māori

[Te Tai Whanake](#)

The Ōtūmoetai Kāhui Ako has not updated its Achievement Challenges since its inception (2016). Some of our challenges have expanded to include additional areas, such as the inclusion of **Transition to School** and **Learning Through Play** within the **Oral Language/Kōrero** Achievement Challenge.

At the Principal's Think Tank Morning, held on 17th October 2024, it was suggested that an update of the Achievement Challenges would be a prudent step forward. Given the New Zealand government's recent refresh of the national curriculum, we felt it was an ideal time to revisit and realign our Achievement Challenges to ensure they remain relevant and responsive to the evolving educational landscape.

During the Kāhui Ako Steering Committee Hui on Thursday 8th November, attendees had the opportunity to work in small groups to provide feedback and prioritise suggested Achievement Challenges for 2025. The general consensus among the group was that several of the existing Achievement Challenges could be merged, streamlining the areas of focus while maintaining clarity on the outcomes we aim to achieve.

We are aware that Achievement Challenges need to primarily focus on student achievement, with the use of pre- and post-data, as well as tracking cohorts to demonstrate progress and success.

The Kāhui Ako has long recognised the importance of student well-being as a key factor in engagement and learning, and **Wellbeing/Hauora** has been an integral part of our Achievement Challenges. However, many committee members agreed that Wellbeing/Hauora should be positioned as an overarching statement for the Kāhui Ako, rather than as a discrete Achievement Challenge. Additionally, while areas such as **Engagement and Leadership** were suggested for consideration, these, along with **Priority Learners & Additional Needs** could be integrated into an overarching statement rather than as separate challenges.

With these insights in mind, it was agreed that the current Achievement Challenges could be consolidated into two broad categories, reflecting our commitment to both student achievement and well-being. This updated framework will provide clearer focus and a more unified approach as we move into 2025 and beyond.

Ōtūmoetai Kāhui Ako - Overarching Statement - 2025-2026

Ōtūmoetai Kāhui Ako - A Collective Commitment to Hauora, Priority Students, Student Engagement, Leadership Development, Culturally Responsive and Relational Pedagogy and Partnership with local iwi and hapū.

The Ōtūmoetai Kāhui Ako recognises that one of the foundations of student success lies in the holistic well-being of every learner. **Hauora—encompassing physical, emotional, social, and mental health**—is essential for student engagement, resilience, and achievement. When students are supported in their hauora, they are better equipped to engage with their learning and thrive within the school environment.

We also understand that **transition to and within schools** is a critical process in our students' educational journey. Each child's entry into school represents a significant step in their development, and it is the responsibility of each kura to support this transition, ensuring that it

is smooth & positive. By embedding the transition process into the fabric of our Kāhui Ako school's culture and operations, we create a nurturing environment where transitions are seen as a natural and continuous part of the educational experience—whether students are moving from ECE to primary school, from primary to intermediate or from intermediate to secondary school. Our kura ensure that taura feel safe, valued, and supported. Rather than being incorporated into our Achievement Challenges we view transition as business as usual.

Our Kāhui Ako kura understand that **regular attendance and active participation** in school are critical components for student success. By fostering environments that promote well-being and support attendance, we not only encourage engagement but also empower students to take ownership of their learning journey, ultimately contributing to better academic outcomes.

Equally important is the growth and **development of leadership** within our Kāhui Ako. Teachers who step into leadership roles are instrumental in nurturing a collaborative, learning-focused community. These leaders not only grow their own practice but also guide and inspire their colleagues, building the collective capacity and sustainability of our Kāhui Ako. This leadership culture strengthens our shared responsibility for improving achievement outcomes.

We also focus on **priority learners** (students working below or well below expected levels) and those ākonga with **additional needs** (e.g., social, emotional, physical, or medical challenges), to ensure that all students, regardless of their starting point, have the opportunity to succeed. This aligns with the principles of **equity** and **inclusive education**, where the goal is to provide targeted support to those who need it most, so that every student has a chance to thrive.

As a collective of schools, we are united in our vision of fostering learning environments where all students, regardless of their background or identity, feel valued, respected, and supported to achieve their full potential. In order to achieve this vision, we believe it is essential to prioritise **Culturally Responsive and Relational Pedagogy** across our community.

Culturally Responsive Pedagogy is based on the recognition that students bring their unique cultural knowledge and experiences with them to the classroom. We expect our kaiako to actively engage with and celebrate the diversity within our school communities, integrating students' cultural contexts into teaching practices and curriculum. This approach not only enhances our taura engagement and learning outcomes but also affirms their identities, fostering a sense of belonging and pride. By embedding these practices across our community of schools, we ensure that every student, regardless of their cultural or socio-economic background, has the opportunity to thrive in a supportive and affirming educational environment.

Equally important is **Relational Pedagogy**, which emphasizes the significance of positive, trusting relationships between teachers and students within our Kāhui Ako. Our kura understand that they are the foundation for creating an environment where students feel safe

to take risks, ask questions, and express themselves. Kaiako recognise that when students feel understood and valued by their teachers, they are more likely to engage deeply with their learning and develop the confidence to succeed.

In **partnership with our local iwi and hapū**, we are committed to ensuring that their aspirations, perspectives, and values are embedded in our approach. We acknowledge the importance of language, culture, and identity in shaping the educational experiences of Māori learners and all students within our Kāhui Ako. Schools are expected to make use of **Te Tai Whānake** and **Te Putiki Wharanui a Tamatea** in ensuring that our curriculums reflect iwi and hapū aspirations, perspectives and values. By listening to iwi and hapū voices, we create an educational environment that is responsive, inclusive, and culturally sustaining.

Together, we share a **collective responsibility** to raise achievement and outcomes for all students. We are committed to working together to create culturally rich, relational learning spaces that prepare all our tamariki for a successful future. Through collaboration, leadership, and a strong commitment to hauora, we will ensure that every child has the opportunity to succeed and reach their full potential, guided by the wisdom of our hapū & iwi and the aspirations of our community.

Refreshed Achievement Challenges 2025-2026

Challenge One - Literacy/Te Reo Rangatira

Goal: By engaging with Literacy/Te Reo Rangatira text-based activities, students will become increasingly skilled and sophisticated speakers, listeners, writers & readers.

Oral Language/Reo ā-waha

There will be a particular focus on the development of Oral Language (English & Kōrero Te Reo Māori) from ECE through to Year 13. Skills in talking & listening are all important precursors to developing skills in reading and writing. Oral language is needed to negotiate social situations, create meaning, and access the curriculum. Raising oral language competency and vocabulary development in English & Te Reo Māori will ensure all ākonga will achieve success at school.

Target: To raise all ākonga oral language competency and vocabulary in identified target groups.

Oral Language/Reo ā-waha Overarching Actions:

- Building a knowledge of the different schools in the Kāhui Ako, understanding their unique cultures and helping them to implement practices in a way that supports their kura.
- Supporting and promoting the overarching commitment to Hauora, Student Engagement, Leadership Development, Culturally Responsive and Relational Pedagogy and Partnership with local iwi and hapū.
- Ensuring an unrelenting focus on student achievement and acceleration

Reading/Pānui & Writing/Tuhituhi

Another focus area will be the development of reading & writing for a range of purposes and audiences and in a variety of text forms for students from Year 0-13. Understanding, using, reading & creating written texts of increasing complexity is at the heart of the teaching and learning of literacy.

Target: To raise all ākonga Reading/Pānui and Writing/Tuhituhi competency in identified target groups.

Reading/Pānui and Writing/Tuhituhi Overarching Actions:

- Building a knowledge of the different schools in the Kāhui Ako, understanding their unique cultures and helping them to implement practices in a way that supports their kura.
- Supporting and promoting the overarching commitment to Hauora, Student Engagement, Leadership Development, Culturally Responsive and Relational Pedagogy and Partnership with local iwi and hapū.
- Ensuring an unrelenting focus on student achievement and acceleration.

Challenge Two - Maths/Pāngarau

Maths/Pāngarau - Maths is a foundational learning area that is key to all learners' progress, achievement, wellbeing, and participation. Learning Maths supports students to develop their ability to think creatively, critically, strategically, and logically. The Ōtūmoetai Kāhui Ako will focus on improving Y0-13 Mathematics/Pāngarau achievement in both mainstream and Māori Medium contexts by supporting the mandatory use of the refreshed Mathematics and Statistics Learning Area from the NZC and the Pāngarau Wāhanga Ako from Te Marautanga o Aotearoa.

Target: To raise all ākonga Maths/Pāngarau competency in identified target groups.

Maths/Pāngarau Overarching Actions:

- Building a knowledge of the different schools in the Kāhui Ako, understanding their unique cultures and helping them to implement practices in a way that supports their kura.
- Supporting and promoting the overarching commitment to Hauora, Student Engagement, Leadership Development, Culturally Responsive and Relational Pedagogy and Partnership with local iwi and hapū.
- Ensuring an unrelenting focus on student achievement and acceleration

Why choose these two Achievement Challenges?

Literacy/Te Reo Rangatira and **Maths/Pāngarau** align well to the **newly refreshed New Zealand Curriculum**. The **New Zealand Curriculum refresh** has placed a strong focus on ensuring that students are equipped with the skills, knowledge, and dispositions they need for the future.

The emphasis on **Literacy/Te Reo Rangatira**, aligns perfectly with the Kahui Ako inclusion of **Oral Language (Te Reo Māori and English)** as well as **Writing (Tuhituhi) & Reading (Pānui)**. This will ensure that students not only become proficient in both English and Te Reo but also gain the confidence to build their literacy skills across diverse forms of communication.

Similarly, the importance of **Maths/Pāngarau** in the refreshed curriculum is clear—it's intention is to provide students with critical thinking and problem-solving skills, integral to their ability to navigate complex challenges. **Numeracy** is increasingly recognized as a vital skill for understanding and interpreting the world and supports student engagement with other curriculum areas such as science & technology.

It will be essential for teachers and leaders within the Kahui Ako to **unpack the new curriculum** and tailor its implementation to meet the needs of their ākonga. Teachers will be expected to engage in ongoing professional learning and collaboration to build their understanding of the refreshed curriculum's key concepts and pedagogies. This will include a focus on:

- **Culturally responsive teaching practices** that ensure students' identities, languages, and cultures are reflected in the curriculum and learning environments.
- **Inclusive practices** that support all students, with a particular focus on Māori and Pasifika learners, and those with diverse learning needs.
- **Strengthening teacher practice** in both English and Te Reo Māori to ensure that all students have access to high-quality instruction in both languages.
- **Collaborative inquiry** among teachers to share strategies, resources, and effective practices for teaching literacy and numeracy across all stages of learning, from ECE through to Year 13.

By focusing on these achievement challenges, the Kāhui Ako will not only meet the expectations set by the refreshed curriculum but will also provide a clear, consistent, and coherent pathway for students to build strong **Literacy/Te Reo Rangatira and Numeracy/Pāngarau** skills in a culturally rich and responsive environment. Through collaboration, shared leadership, and ongoing professional development, teachers and leaders will work together to ensure that students are engaged, challenged, and supported in becoming confident, capable learners and leaders of the future.

Literacy/Te Reo Rangatira Achievement Challenge 2025-2026

Reading/Pānui, Writing/Tuhituhi & Oral Language/Reo ā-waha (Mainstream)

Pānui, Tuhituhi & Reo ā-waha (Rumaki)

Goal: *By engaging with Literacy/Te Reo Rangatira text-based activities, students will become increasingly skilled and sophisticated speakers, listeners, writers & readers.*

Target: *To raise ākonga Reading/Pānui, Writing/Tuhituhi and Oral Language/Reo ā-waha competency in identified target groups.*

Reading/Pānui & Writing/Tuhituhi

We will focus on the development of reading & writing for a range of purposes and audiences and in a variety of text forms for students from Year 0-13. Understanding, using, reading & creating written texts of increasing complexity is at the heart of the teaching and learning of literacy.

Oral Language/Reo ā-waha

There will also be a focus on the development of Oral Language (English & Kōrero Te Reo Māori) from ECE through to Year 13. Skills in talking & listening are all important precursors to developing skills in reading and writing. Oral language is needed to negotiate social situations, create meaning, and access the curriculum. Raising oral language competency and vocabulary development in English & Te Reo Māori will ensure all ākonga will achieve success at school.

Reading/Pānui, Writing/Tuhituhi & Oral Language/Reo ā-waha Overarching Actions:

- *Building a knowledge of the different schools in the Kāhui Ako, understanding their unique cultures and helping them to implement practices in a way that supports their kura.*
- *Supporting and promoting the overarching commitment to Hauora, Student Engagement, Leadership Development, Culturally Responsive and Relational Pedagogy and Partnership with local iwi and hapū.*
- *Ensuring an unrelenting focus on student achievement and acceleration.*

Achievement Challenge Action Plan (Mainstream) 2025

Reading/Pānui, Writing/Tuhituhi & Oral Language/Reo ā-waha

Goals/Targets	Actions What will we do to reach this target? What tools/data will we use?	How will we monitor and evaluate progress? Who will be responsible for monitoring and evaluating progress?	Evaluation Review End of Terms 2 & 4 2025
<i>Establishing baseline data across and within schools.</i>	<p>Baseline data will be data based on Term 4, 2024 curriculum level (OTJ).</p> <p>PAT assessments will be collected for Comprehension in Year 4-6 and STAR will be administered and collected for Year 3.</p> <p>Each kura is collecting phonological awareness and reading data on taura in Years 0-2. Some are collecting narrative assessment OL data through BSLA.</p> <p>What tools will we use? OIS is trialling the PAT Writing assessment. OPS is trialling the MOE phonics assessment.</p>	<p>How? Data that is being collected will be analysed by ASTs and used as baseline data.</p> <p>Who? ASTs, WSTs, Literacy Leads</p>	<p>Initial data collection - End of Term 4 2024 data.</p> <p>Reporting to the Kāhui Ako Steering Committee twice a term.</p> <p>End of Term 2 + Term 4 2025</p>
<i>Identifying target groups across and within schools.</i>	<p>Schools will have their own target groups / at risk taura identified.</p> <p>Across Schools - ASTs will analyse Term 4 2024 data from each kura and identify areas for development and support as well as areas of strength across the Kāhui Ako.</p>	<p>Schools will have their own target groups / at risk taura identified.</p> <p>Across Schools - ASTs will analyse Term 4 2024 data from each kura and identify areas for development and support as well as areas of</p>	<p>At twice termly literacy hui and end of Term 2 and 4.</p>

		strength across the Kāhui Ako.	
Reviewing assessment methods and tools for tracking student progress and achievement across and within schools.	<p>Rubrics - The Kāhui Ako writing rubric is going through the process of being updated.</p> <p>Oral Language/Kōrero Tools Currently used BSLA Oral Narrative - Some assessing all tamariki and some assessing only those identified as at risk.</p>	Literacy hui 2x per term with a representative from each kura.	At twice termly literacy hui and end of Term 2 and 4.
Focusing on improving teaching practices, grounded in the Science of Learning, to accelerate student outcomes.	<p>Some schools involved in ALL (Accelerated Literacy Learning) All schools have explored the Science Of Learning and Structured Literacy.</p>	Continue to review at the twice termly Kāhui Ako Literacy hui.	At twice termly literacy hui and end of Term 2 and 4.
Developing a comprehensive Professional Learning Plan that responds to and supports teachers' ongoing professional growth.	<p>NZCER PAT Data Analysis - PLD with NZCER to support the Kāhui Ako with data analysis of PATs to improve current analysis. MOE 20 + 40 Week Phonics Check Module</p>	Development of Kāhui Ako exemplars to meet the criteria of the requirements in each phase for writing.	At twice termly literacy hui and end of Term 2 and 4.
Strengthening collaborating evidence-based inquiry to monitor the impact of teaching on student achievement and adapting teaching approaches accordingly.	<p>NZCER PLD with NZCER to support the Kāhui Ako with data analysis of PATs to improve current analysis.</p>	Further discussion and planning required (as discussed above).	At twice termly literacy hui and end of Term 2 and 4.
Working with external PLD providers if/as necessary.	<p>2025 Structured Literacy PLD <i>Learning Matters</i> - PP, OIS, TKOM <i>BSLA</i> - Matua, Bethlehem, Bellevue, OPS <i>Liz Cane / The Code</i> - Beth <i>Cognition Education</i> - Bethlehem Rumaki <i>Kia Ata Mai</i> - TKOM Rumaki NZCER - as above All schools are interested in this.</p>	Currently schools all have Literacy PLD in place.	At twice termly literacy hui and end of Term 2 and 4.

Achievement Challenge Action Plan (Rumaki) - 2025

Pānui, Tuhituhi & Reo ā-waha (Rumaki)

Goals/Targets	Actions What will we do to reach this target? What tools/data will we use?	How will we monitor and evaluate progress? Who will be responsible for monitoring and evaluating progress?	Evaluation Review End of Terms 2 & 4
Establishing baseline data across and within schools.	Baseline data will be Term 4 2024's data based on curriculum level (OTJ) with data for Pānui, Tuhituhi and Kōrero ā-waha. Data will be extracted and analysed for Non-Māori and female / male. What tools will we use? Aromatawai Kōrero ā-waha Hopukina- Oral Language assessment Pānui Haere - reading assessment Taura tuhituhi - writing sample with rubric developed from the He Ara Ako i Te Reo Matatini (Literacy Learning Progression)	Baseline data will be Term 4 2024 data based on curriculum level (OTJ) with data for Pānui, Tuhituhi and Kōrero ā-waha. Data will be extracted and analysed for Non-Māori and female / male. Current data that is being collected will be analysed by ASTs and used as baseline for now. Rangaranga reo ā-Tā (Structured Literacy) assessment tools are still under development as with the programme.	Initial data collection - End of Term 4 2024 data. Reporting to the Kāhui Ako Steering Committee twice a term. End of Term 2 + Term 4 2025
Identifying target groups across and within schools.	Schools will have their own target groups / at risk taura identified. Across Schools - ASTs will analyse Term 4 2024 data from each kura and identify areas for development and support as well as areas of strength across the Kāhui Ako.	Schools will have their own target groups / at risk taura identified. Across Schools - ASTs will analyse Term 4 2024 data from each kura and identify areas for development and support as well as areas of strength across Rumaki in our Kāhui Ako.	At twice termly literacy hui and end of Term 2 and 4.
Reviewing assessment methods and tools for tracking student	Various tools are used across schools to collect student data and report to whanau.	Literacy hui 2x per term with a representative from each kura.	At twice termly literacy hui and

<p><i>progress and achievement across and within schools.</i></p>	<p>How will we report on Phases? Updating writing rubrics Will an assessment tool be given to us by MOE? Purpose of the rubric? MOE Phonics check</p> <p><u>Oral Language/Kōrero</u> Aromatawai Kōrero ā-waha Hopukina</p>	<p>We anticipate that this will be slower moving due to a lot of the Rangaranga ā-Tā programme still being in draft form.</p>	<p>end of Term 2 and 4.</p>
<p><i>Working with external PLD providers if/as necessary.</i></p>	<p>Currently: TKOM - Kia Ata Mai (Structured Literacy) Peterehema - Cognition Education</p>	<p>Currently schools all have Literacy PLD in place.</p>	<p>At twice termly literacy hui and end of Term 2 and 4.</p>

Maths/Pāngarau Achievement Challenge 2025-2026

Maths/Pāngarau - Maths is a foundational learning area that is key to all learners' progress, achievement, wellbeing, and participation. Learning Maths supports students to develop their ability to think creatively, critically, strategically, and logically. The Ōtūmoetai Kāhui Ako will focus on improving Y0-13 Mathematics/Pāngarau achievement in both mainstream and Māori Medium contexts by supporting the mandatory use of the refreshed Mathematics and Statistics Learning Area from the NZC and the Pāngarau Wāhanga Ako from Te Marautanga o Aotearoa.

Target: To raise all ākonga Maths/Pāngarau competency in identified target groups.

Maths/Pāngarau Overarching Actions:

- Building a knowledge of the different schools in the Kāhui Ako, understanding their unique cultures and helping them to implement practices in a way that supports their kura.
- Supporting and promoting the overarching commitment to Hauora, Student Engagement, Leadership Development, Culturally Responsive and Relational Pedagogy and Partnership with local iwi and hapū.
- Ensuring an unrelenting focus on student achievement and acceleration

Achievement Challenge Action Plan -2025

Maths/Pāngarau

Goals/Targets	Actions What will we do to reach this target? What tools/data will we use?	How will we monitor and evaluate progress? Who will be responsible for monitoring and evaluating progress?	Evaluation Review End of Terms 2 & 4
<i>Establishing baseline data across and within schools.</i>	To establish consistent use of PATs across the Kahui Ako. All schools administer PAT (static test) in Term 1 from Years 3-10. Establish data protocol to focus on use of PAT Mathematics data across the Kāhui Ako. Establish purpose for collecting, analysing and interpreting data. Use insights from the data collection to take action eg: implications across schools.	ASTs to follow up through the use of NZCER cluster-wide data to identify patterns and trends across the Kāhui Ako.	AST access to NZCER for all schools
<i>Identifying target groups across and within schools.</i>	Schools (WST) to identify target groups from within their kura and enter into google form. ASTs to look at target groups across the Kahui Ako.	ASTs to create google form will be created to identify patterns and trends across the Kahui Ako.	End of Terms 2 & 4
<i>Reviewing assessment methods and tools for tracking student progress and achievement across and within schools.</i>	WSTs to identify what assessment is currently being used.	ASTs to look into upskilling ASTs and kaiako in using NZCER (PATs). PLD with NZCER.	End of Terms 2 & 4
<i>Focusing on improving teaching practices, grounded in the Science of Learning, to accelerate student outcomes.</i>	ASTs to become experts on the science of learning through a mathematics lens. Build understanding on how people learn (Nina Hood). Find literature on the Science of Learning that is mathematics related. Share learning with WSTs and discuss at scheduled hui. ASTs to talk to	Initially ASTs to create a google form to find out understanding across the Kahui Ako of the Science of Learning with regards to teaching mathematics. After delivering PLD to WSTs at scheduled hui, follow up with another google form.	End of Terms 2 & 4 Reporting to the Kāhui Ako

	Jo Matthews about the Science of Learning and what underpins the new curriculum.		Steering Committee twice a term.
<i>Developing a comprehensive Professional Learning Plan that responds to and supports teachers' ongoing professional growth.</i>	Curriculum refresh PLD to support implementations and understanding across the Kahui Ako. Four MOE days planned for WSTs to attend and take back key ideas/run meetings in their kura. ASTs to support where needed. -Later in 2025 WSTs to gather information (ASTs to develop a exemplar) from their kura around possible professional development requests. -Need to explore contexts relevant to our community to be used in mathematics, based on students' lived experiences to access the curriculum.	At planned hui ask WSTs feedback on what's going well, challenges, questions with the implementation of the new curriculum. ASTs to support where needs arise.	End of Terms 2 & 4
<i>Working with external PLD providers if/as necessary.</i>	ASTs to confirm what schools are involved (representatives involved in PLD workshops), plan for workshops in 2025-year 2 of TLF, organise host schools for workshops in term 1, 2 & 4 (different year levels covered?) NZCER PAT session with WSTs Maths snapshots- phase 1 (Jo Knox and Marie Hirst) Numicon PLD sessions for ASTs.		End of Terms 2 & 4 Reporting to the Kāhui Ako Steering Committee twice a term.
<i>Keeping up to date with MOE directives.</i>	Ask Jo Matthews at MOE PLD day to be on the contact list for any directives that come out regarding mathematics. ASTs to liaise with principals (and mentors) around MOE directives.		End of Terms 2 & 4

Across School Teachers 2025/2026

***Three Literacy/Te Reo Rangatira & Three Maths/Pāngarau ASTs have been appointed for 2025/2026.
Their job descriptions include:***

1. Building a knowledge of the different schools in the Kāhui Ako, understanding their unique cultures and helping them to implement practices in a way that supports their kura.
2. Supporting and promoting the overarching commitment to Hauora, Student Engagement, Leadership Development, Culturally Responsive and Relational Pedagogy and Partnership with local iwi and hapū.
3. Ensuring an unrelenting focus on student achievement and acceleration through:
 - Strengthening collaborative & evidence-based inquiry to inform next steps
 - Establish baseline data and monitor student progress of identified target groups.
 - Focusing on improving teaching practices in order to meet the shared achievement challenges
 - Working with colleagues to identify and address problems of professional practice
 - Working with external PLD providers if/as necessary
4. Reporting to the Kāhui Ako Lead Principal and the Kāhui Ako Steering Committee on a regular basis.

Ōtūmoetai Kāhui Ako Across School and Within School Kaiako

Year 0 - 13 Across School Teachers Literacy/Te Reo Rangatira - 2025/2026

School Name	Teacher Name	Area of Responsibility
Te Kura o Manunui	Helen Guthrie	Literacy/Te Reo Rangatira
Te Kura o Manunui	Te Kiriaho Hakiaha	Literacy/Te Reo Rangatira
Ōtūmoetai College	Vicky Jeffares	Literacy/Te Reo Rangatira

Year 0 - 13 Across School Teachers Mathematics/Pāngarau - 2025/2026

School Name	Teacher Name	Area of Responsibility
Bellevue School	Maree Logan	Mathematics/Pāngarau
Ōtūmoetai Intermediate	Loren Gardiner	Mathematics/Pāngarau
Ōtūmoetai College	Asokan Sadayan	Mathematics/Pāngarau

Ōtūmoetai Kāhui Ako Within School Teachers - 2025

School Name	Teacher Name	Area of Responsibility	Teacher Name	Area of Responsibility
Bellevue School	Lynley Skiffington	Literacy/Te Reo Rangatira	Rebecca Griffiths	Mathematics/Pāngarau
Bethlehem School	Tracey Lines/Tracey McSweeny	Literacy/Te Reo Rangatira	Gemma Goatley	Mathematics/Pāngarau
Te Kura o Manunui	Kirsty Schulze/Ebony Kahukura	Literacy/Te Reo Rangatira	Susan Wright	Literacy & Maths
Matua School	Emma Bryant/Vanessa Millar	Literacy/Te Reo Rangatira	Lauren Ripper/Brenda Wright	Mathematics/Pāngarau
Pillans Point School	Rachel Judkins	Literacy/Te Reo Rangatira	Steph Vaughan/Emma Whiting	Mathematics/Pāngarau
Ōtūmoetai School	Jo Denny/Cody Schou Anika Abbott/Sally Park	Literacy/Te Reo Rangatira Literacy/Te Reo Rangatira	Carl Acton/Kaaren O'Neill	Mathematics/Pāngarau
Ōtūmoetai Intermediat	Kerrin Andrews Ben Goodchild/Liz Ovenden	Literacy/Te Reo Rangatira Literacy/Te Reo Rangatira	Steve Ancell Stephanie Coleman	Mathematics/Pāngarau Mathematics/Pāngarau
Ōtūmoetai College	Julie Richards Josh Buxton Phil Newton Mark Thomas Simon Quin Dave Williams	Literacy Literacy Literacy Literacy Numeracy Numeracy	Stacey Shefferd Megan Fritsch Adam Braddock Maria Veronese Lana Moore	Transition Hauora Hauora Poutama Poutama
Te Wharekura o Mauao	Grant Rānui	Transition	Shannon Borell	Te Reo Rangatira