



# Te Maru o Ngongotahā Kāhui Ako

*Renewed Achievement  
Challenges 2025-2027*

*Vision Statement:*

***Kia ngongō i te tahā mātauranga o te iwi***

***Kia eke tahi***

***I raro i Te Maru o Ngongotahā ki Rotorua***

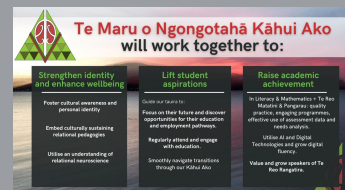
***To drink from the calabash of the combined knowledge  
and support of the people***

***To rise as one from where we began***

***Under the shelter of the mountain of Ngongotaha***

# Our Community













A Kāhui Ako is a group of schools that collaborate on identified Achievement Challenges to support taura throughout their learning journey.



Our Achievement Challenges are broad aspirational statements as a result of collecting and combining goals and the strategic planning direction across our kura.

Te Maru o Ngongotahā Community of Learning / Kāhui Ako includes a large secondary school, an intermediate school, three full primary schools, six contributing schools, and a specialist school. Six of these schools offer total immersion reo Māori units.

Our Kāhui Ako serves approximately 3,930 diverse students. Our taura identify as 65% Māori, 46% Pākehā, 10% Pasifika, 7% Asian, & 2% MELAA/Other. Many who identify as Māori are from Ngāti Whakaue or other Te Arawa iwi.

<b>AORANGI SCHOOL</b> 	<b>KAHAROA SCHOOL</b> 	<b>KAITAO INTERMEDIATE</b> 	<b>KAWAHA POINT SCHOOL</b> 
<b>MAMAKU SCHOOL</b> 	<b>NGONGOTAHA SCHOOL</b> 	<b>ROTORUA PRIMARY</b> 	<b>SELWYN SCHOOL</b> 
<b>SUNSET PRIMARY</b> 	<b>TE KURA PŪKENGĀ O ROTORUA</b> 	<b>WESTERN HEIGHTS HIGH SCHOOL</b> 	<b>WESTERN HEIGHTS PRIMARY</b> 

## High Level Review of our Original Achievement Challenges

The Kahui Ako has experienced three changes of Kahui Ako Leaders since its inception in 2015. It was without a Lead Principal for six months in 2022.

The 2015 Achievement Challenges focused on:

- **Culturally Responsive and Relational Pedagogy**  
An extensive programme of work over four years was conducted with outside facilitators to support teachers throughout all twelve schools. This remains a focus in schools with several incorporating key CRRP understandings in their Professional Growth Cycle.
- **Student Well Being**  
This has been a continuing focus for the Kahui Ako for a number of years. In 2021 the focus changed to Trauma Informed Practice and substantial professional learning (450 hours) has been allocated to this area.
- **Māori Medium Pathway**  
An ASL has been working on this challenge for 3.5 years and professional learning has had a significant impact on developing Rumaki teachers' understanding of Te Matauranga, increasing collegiality and sharing of ideas and greater consistency around moderation.
- **Transitions**  
This achievement challenge and has become a focus in the past two years. An ASL has been working with a number of WSLs on a range of goals to support the smooth transition of students through each sector of the education system. Participation by ECE personnel is a recent addition to the team.

Its 2018 Achievement Challenges were modified as follows:

- **Hauora - *Best practice for knowing and managing students with additional needs (health, physical and emotional wellbeing, and learning) by all school leaders and teachers - taking privacy matters into consideration.***  
300 hours of professional learning was allocated to this challenge. The original PLD provider had several changes of personnel during the Covid Pandemic which resulted in a change of supplier. The focus then changed to "Trauma Informed Practice" and two ASLs have been working in schools. The 300 hours were used by the end of 2023. A further 150 hours were allocated for 2024 and will be used by July 2024.
- **Te Reo Maori - *Increasing the use of Te Reo Maori across the Kahui Ako in all classes using the framework for competency***  
75 hours of PLD were provided to support the use of Te Reo in Auraki classrooms. A number of teachers participated in professional development opportunities that focused on second language acquisition and practical ways in which students could be engaged in classroom activities. This PLD was completed in 2023.
- **Rumaki Teachers - *Develop professional language of te reo Maori for Rumaki teachers in order to teach the curriculum.***

See above. This work has continued to the present day with original hours used by December 2023 and a further 100 hours allocated for 2024.

- **Localised Curriculum - *Develop school/kura culturally located curriculum relevant to Te Maru o Ngongotaha community (Tribal boundaries/Mana whenua)***  
75 hours PLD were allocated to Ngati Whakaue to provide support in developing a culturally located localised curriculum with the hours being used by June 2023. All schools have taken part in “Te Pataka Korero.”
- **Culturally Responsive and Relational Pedagogy - *Improve the consistency of CRRP practice in classrooms***  
See above.

### Survey of Current Achievement Challenges (2024)

November 2023: Online Survey - 47 Respondents				
1. To what extent do you see our current Achievement Challenges as still being relevant to our educational community? - <b>Te Reo Māori/Te Ao Māori?</b>				
<b>Not relevant</b> 2%	4%	17%	33%	<b>Highly Relevant</b> 44%
2. To what extent do you see our current Achievement Challenges as still being relevant to our educational community? - <b>Transitions and Engagement</b>				
<b>Not relevant</b> 2%	7%	9%	37%	<b>Highly Relevant</b> 44%
3. To what extent do you see our current Achievement Challenges as still being relevant to our educational community? - <b>Well being and Trauma Informed Practice</b>				
<b>Not relevant</b> 2%	6%	13%	28%	<b>Highly Relevant</b> 51%

## Analysis of Student Achievement Data and Attendance Data

### Learning Support Register Analysis - March 2024

- The Kāhui Ako has around 3,774 students
- 743 students in Years 0 - 8 (and including Rotorua Specialist School Ages 5 - 21) are on the Learning Support Register
- Of the identified needs
  - 326 are reading more than two years below their chronological age
  - 377 are writing more than two years below their chronological age
  - 264 are achieving in mathematics more than two years below their chronological age
  - 141 are significantly behind in their oral language
- 115 are facing significant trauma
- 71 have a diagnosis of ASD
- 27 have a diagnosis of ADD/ADHD or ODD
- 111 are dealing with significant anxiety
- 88 are attending less than 60% of the time
- 116 are attending less than 80% of the time

*N.b. Some students present with multiple needs*

### Ministry of Education Analysis of Attendance (March 2024)

- 37.3% of students attended regularly in Term Three, 2023. This is a slight improvement on 2022 (35.1%) but significantly down on 2021 (56.8%)
- 19% of students had 0% - 70% attendance in Term Three, 2023
- 16% of students had 70% - 80% attendance
- 28% of students had 80% - 90% attendance

### Ministry of Education Analysis of Achievement (2022)

- 68.3% of students left school with NCEA Level 2 in 2022. This is consistent for the previous two years but 2.8% lower than 2019
- 61.4% of Maori students left school with NCEA Level 2 in 2022. This is an improvement on the previous two years but 3.4% lower than 2019
- 29 students were granted early leaving exemptions in 2023 compared with 18 in 2022, 12 in 2021 and 9 in 2020

### Ministry of Education Analysis of Stand Downs, suspensions and exclusions (2023)

- 253 students were stood down in 2023, considerably higher than 2022 (164), 2021 (194) and 2020 (139)
- 38 students were suspended in 2023, compared with 18 in 2022, 30 in 2021 and 15 in 2020
- 10 students were excluded in 2023, compared with 7 in 2022, 12 in 2021 and 15 in 2020

## Further Data Gathered to Inform the Updated Achievement Challenges

Achievement Challenge	Covers identified areas listed below by survey respondents and informed by our Learning Support Register	Relevance to the National Education and Learning Priorities(See below)
<b>KĀHUI AKO WIDE CULTURE, CONNECTIONS AND SYSTEMS</b>		
To raise students’ aspirations through regular attendance, informed transitions and designing appropriate pathways for education and employment.	<ul style="list-style-type: none"> <li>● Attendance</li> <li>● Engagement</li> <li>● Transitions</li> <li>● Readiness for learning</li> <li>● Relationship building</li> <li>● Transience</li> <li>● Resilience</li> </ul>	<ul style="list-style-type: none"> <li>● Priority 1</li> <li>● Priority 2</li> <li>● Priority 6</li> <li>● Priority 7</li> </ul>
<b>ACADEMIC GOAL</b>		
<p>To raise students’ academic achievement in Literacy and Numeracy through appropriate assessment, effective programmes and quality teaching.</p> <ul style="list-style-type: none"> <li>● English</li> <li>● Mathematics</li> <li>● Te Reo Māori</li> <li>● Digital Technologies</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy and Numeracy</li> <li>● Assessment leading to quality teaching and learning</li> <li>● Curriculum refresh/expertise</li> <li>● Te Reo Māori</li> <li>● Achievement</li> <li>● Teacher reflection</li> <li>● Consistency of practice across Kāhui Ako</li> </ul>	<ul style="list-style-type: none"> <li>● Priority 2</li> <li>● Priority 3</li> <li>● Priority 4</li> <li>● Priority 5</li> <li>● Priority 6</li> </ul>
<b>CULTURE AND WELLBEING GOAL</b>		
Enhance cultural awareness, identity, and wellbeing by embedding culturally sustaining relational pedagogies and supporting student wellbeing through a trauma informed lens. And by valuing and growing speakers of Te Reo Rangatira.	<ul style="list-style-type: none"> <li>● Wellbeing and Trauma</li> <li>● Te Ao Māori</li> <li>● Te Reo Māori</li> <li>● Trauma Informed Practice</li> <li>● Neurodiversity</li> <li>● Hauora</li> <li>● Cultural Responsiveness</li> <li>● Restorative Practices</li> <li>● De-escalation techniques</li> <li>● Mental Health</li> <li>● Resiliency</li> <li>● Curriculum refresh/expertise</li> </ul>	<ul style="list-style-type: none"> <li>● Priority 1</li> <li>● Priority 2</li> <li>● Priority 3</li> <li>● Priority 5</li> <li>● Priority 6</li> </ul>

NATIONAL LEARNING AND EDUCATION PRIORITIES
<b>Objective 1: Learners at the centre</b>
<p><b>Priority 1:</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><b>Priority 2:</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>
<b>Objective 2: Barrier-free access</b>
<p><b>Priority 3:</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><b>Priority 4:</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>
<b>Objective 3: Quality teaching and leadership</b>
<p><b>Priority 5:</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><b>Priority 6:</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
<b>Objective 4: Future of learning and work</b>
<p><b>Priority 7:</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>

Each item highlighted in blue below is covered in one of the achievement challenges above.

PRINCIPALS' FEEDBACK	
The critical issues affecting your school that the Kāhui Ako ought to focus on.	Total
1. Attendance and Engagement	5
2. Wellbeing and Trauma	4
3. Literacy and Numeracy	3
4. Aspirations, Transitions and Pathways	2
5. Assessment leading to quality teaching and learning	2
6. Te Ao Maori (CRRP, Te Reo, Aotearoa NZ Histories, Local curriculum	2
7. Growing leaders	1
8. Overcrowding	1
9. Relievers	1

10. School Readiness	1
11. Staff wellbeing	1

<b>TEACHING AND SUPPORT STAFF FEEDBACK</b>			
<b>What are the most critical issues affecting you and your practice that the Kāhui Ako ought to focus on?</b>	<b>Teacher Only Day Survey February 2024 - 160 Respondents</b>	<b>Kāhui Ako Survey November 2023 - 47 Respondents</b>	<b>Total</b>
1. Trauma Informed Practice/Neuroscience	38	6	<b>44</b>
2. Engagement			
○ Community/whanau	31	2	<b>33</b>
○ Iwi/Hapu	2	1	<b>3</b>
○ Student	7	3	<b>3</b>
3. Attendance	23	8	<b>31</b>
4. Hauora/Wellbeing			
○ Staff	14	7	<b>21</b>
○ Students	7	9	<b>16</b>
5. Understanding neurodiversity - Meeting students' needs	15	4	<b>19</b>
6. Transitions	15	1	<b>16</b>
○ To School			
○ Between schools			
7. Curriculum refresh/expertise	8		<b>8</b>
○ Oral Language	1		<b>1</b>
○ Literacy	5	1	<b>6</b>
○ Localised		1	<b>1</b>
○ Marautanga	6		<b>6</b>
○ Numeracy	4	1	<b>5</b>
○ Te Reo Māori	3		<b>3</b>
○ Te Ao Māori (Knowing the history of our side of town)	7	2	<b>9</b>
8. Cultural Responsiveness	7	3	<b>10</b>
9. Relationship building	7	0	<b>7</b>
10. Workload pressures	5	1	<b>6</b>
11. Transience	5	0	<b>5</b>
12. Restorative Practices	5	0	<b>5</b>
13. Achievement	5	0	<b>5</b>

○ Getting students to required standard			
14. Poverty - impact of	1	2	3
15. Rewards and Consequences	3	0	3
16. De-escalation techniques	0	2	2
17. Teachers prepared to reflect on practice	2	0	2
18. Parenting skills	1	1	2
19. Teachers prepared to reflect on practice	2	0	2
20. Consistency of Practice across schools/Kāhui Ako	1	0	1
21. Mental Health	0	1	1
22. Principal/senior leadership buy in	1	0	1
23. Resiliency	0	1	1
24. Visible Learning	0	1	1

#### FEEDBACK FROM JACKIE WOODLAND - Education Consultant

Feedback received, discussed by ASLs and governance hui. Adaptations made in response to feedback and shared back.

#### ENGAGEMENT WITH LOCAL IWI

Reviewed Ngāti Whakaue 2030 Education plan and found strong alignment.

Rotorua Principal Association Wānanga Tuatahi Ngā Tūmanakotanga a Iwi held on 1st March 2024. Education priorities and perspectives were shared with guest speakers and a Iwi speakers. These were considered in the formation of our achievement challenge guiding documents.

Guest Speaker:

Dr Hiria McRae Associate Dean for Education, Victoria University

Iwi presentations:

- Tuhourangi Ngāti Wāhiao- Rangitihi Pene, Ngarepo Eparaima
- Ngāti Rangiwewehi – Te Ururoa Flavell
- Te Roro o Te Rangi/Ngāti Uenukukopako - Paraone Pirika & Molly Konui
- Ngāti Whakaue – Ben Manley, Merehira Savage, Matthew Heke, Hinemoa Anaru,
- Corinne Retemeyer
- Ngāti Pikiāo - Rehua Mihaka & Teina Mear

**FEEDBACK FROM SCHOOL BOARDS**

<b>School</b>	<b>Board Agreement</b>
Aorangi	Yes
Kaharoa	Yes
Kaitao Intermediate	Yes
Kawaha Point	Yes
Mamaku	Yes
Ngongotaha	Yes
Rotorua	Yes
Rotorua Specialist School	Yes
Selwyn	Yes
Sunset	Yes
Western Heights High	Yes
Western Heights Primary	Yes



# Te Maru o Ngongotahā Kāhui Ako will work together to:

## Strengthen identity and enhance wellbeing

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Foster cultural awareness and  
personal identity

Embed culturally sustaining  
relational pedagogies

Utilise an understanding of  
relational neuroscience

## Lift student aspirations

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Guide our taura to:

Focus on their future and discover  
opportunities for their education  
and employment pathways.

Regularly attend and engage  
with education.

Smoothly navigate transitions  
through our Kāhui Ako

## Raise academic achievement

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In Literacy & Mathematics + Te Reo  
Matatini & Pangarau: quality  
practice, engaging programmes,  
effective use of assessment data and  
needs analysis.

Utilise AI and Digital  
Technologies and grow digital  
fluency.

Value and grow speakers of Te  
Reo Rangatira.

## 2025 Action Plan - Strengthen student identity & enhance student wellbeing

### Strengthen student identity & enhance student wellbeing

*This has been a major focus of the previous KA plan. It is therefore now into the embedding and sustaining stage.*

**Kura** continue to: Foster cultural awareness, personal identity; Embed culturally sustaining relational pedagogies; Utilise an understanding of relational neuroscience.

**ASL and WSL** support teachers to continue to embed these approaches within and across schools.

**Students** will be mindful and inclusive of different cultural identities. They acknowledge and respect the values of people from different backgrounds. They are strong in knowing who they are and how they can make a contribution. (NELP objective 1 priority 2).

2025 - Support embedding of culturally sustaining relational pedagogy and relational neuroscience in pedagogy throughout the Kāhui Ako. Identify wellbeing needs. Identify strategies/programs/approaches schools are currently using and facilitate opportunities for cross pollination of these.

<b>Goal Statement</b> Long term Outcome	Focus	Who	What	When	How	
Student outcomes are enhanced when schools are supported in their mahi. By the end of term 1, ASLs will have a clear understanding of each of their liaison schools.	<b>ASLs Visit Kura &amp; Align with Strategic Plan</b>	ASL's	<ul style="list-style-type: none"> <li>- Schedule visits to each kura to understand their strategic plan.</li> <li>- Identify areas alignment between kura goals and Kāhui Ako priorities.</li> <li>- Scope potential areas for support (PLD, workshops, resources).</li> </ul>	Term 1 & early Term 2	<ul style="list-style-type: none"> <li>- Arrange initial meetings with kura leadership.</li> <li>- Review existing strategic documentation.</li> <li>- Document key needs and align them with ASL capabilities.</li> </ul>	
Kāhui Ako supports kura in seeking and/or providing PLD that meets their needs	<b>Scope Beneficial Support for Kura</b>	ASLs, school leaders, staff	Determine what type of PLD would be useful (e.g., staff meetings, after-school sessions, whole-school workshops).	Term 1 & ongoing throughout the year	<ul style="list-style-type: none"> <li>- Meet with SLT.</li> <li>- Conduct informal discussions</li> <li>- Record PLD requests and align with existing expertise/resources.</li> <li>- Offer a termly menu of PLD/workshop options for schools to opt into.</li> </ul>	

<p>A group of kaiako from a variety of kura are connected and having regular opportunities to share, problem solve and strategise with the shared kaupapa of wellbeing for staff and students</p>	<p><b>Connect with WSLs Focused on Wellbeing</b></p>	<p>ASLs &amp; Within-School Leaders (WSLs)</p>	<ul style="list-style-type: none"> <li>- Identify WSLs with wellbeing as part of their role.</li> <li>- Collaborate and facilitate to ensure shared learning across schools.</li> <li>- Understand what support they value and what gaps exist.</li> </ul>	<p>Term 1 &amp; ongoing check-ins</p>	<ul style="list-style-type: none"> <li>- ASLs connect directly with WSLs to discuss their needs.</li> <li>- Offer to support their initiatives or provide additional guidance.</li> <li>- Establish a WSL-ASL network for ongoing discussions.</li> </ul>	
<p>Strategies, programs and approaches to the broad kaupapa of wellbeing being used across the Kāhui Ako are identified and there is cross pollination of these.</p>	<p><b>Identify &amp; Share Effective Wellbeing Practices</b></p>	<p>ASLs, kaiako, WSLs</p>	<ul style="list-style-type: none"> <li>- Seek out wellbeing initiatives that are having a measurable impact.</li> <li>- Encourage schools and teachers to share successful strategies.</li> </ul>	<p>Term 2 onwards</p>	<ul style="list-style-type: none"> <li>- Regularly check in with kura on wellbeing programmes.</li> <li>- Create a platform (e.g., shared document, meetings) for sharing approaches.</li> <li>- Present effective practices at Kāhui Ako hui, sharefest or PLD sessions.</li> </ul>	
<p>By the end of Term 4, data is collected and analysed to provide useful information for schools about wellbeing to support planning for 2026</p>	<p><b>Promote Identity and Wellbeing Survey to School Leaders</b></p>	<p>ASLs, school leaders, Kāhui Ako Lead</p>	<ul style="list-style-type: none"> <li>- Encourage use of a wellbeing survey or collection of student voice to measure impact.</li> <li>- Find out what type of Identity and wellbeing data schools want/need to ensure survey is useful</li> <li>- Link this data to ERO requirements and school-wide evaluation.</li> </ul>	<p>- Begin Term 1, implement Term 2-3</p>	<ul style="list-style-type: none"> <li>- Meet with school leaders to discuss.</li> <li>- Support kura.</li> </ul>	

	<b>Data Collection &amp; Analysis</b>	ASLs, school leaders, Kāhui Ako Lead, NZCER (if applicable)	<ul style="list-style-type: none"> <li>- Determine whether data will be collected from all students, selected cohorts, or specific year levels.</li> <li>- Use findings to identify trends, strengths, and areas for PLD/support.</li> </ul>	Data collection in Term 2-3, analysis in Term 3-4	<ul style="list-style-type: none"> <li>- Collaborate with NZCER for data compilation.</li> <li>- Use data insights to shape future PLD sessions.</li> <li>- Provide a report to school leaders on key findings and recommendations.</li> </ul>	
All kaiako throughout the Kāhui Ako have a basic understanding of relational neuroscience (or the opportunity to do PLD to gain an understanding)		ASLs, School leaders, WSLs, staff	<ul style="list-style-type: none"> <li>-PLD available for teachers new to TMoN and schools that have not opted in yet to ensure all kaiako have the opportunity to gain an understanding of relational neuroscience.</li> <li>-Resources available for further reading/listening.</li> </ul>	Start PLD opportunities in Term 2	<ul style="list-style-type: none"> <li>-After school optional PLD open to everyone</li> <li>-PLD at school staff hui as requested</li> <li>-Sharing of changes in pedagogy, strategies and collaborative problem solving across kura at hui, sharefest, fb, newsletter etc</li> </ul>	
All kura continue to work to embed CSR		ASLs, school leaders, WSLs, staff	<ul style="list-style-type: none"> <li>-Connect with school leaders, WSLs and staff that have CSR as a responsibility or focus.</li> <li>-Ensure all kura have experts in using the same observation tool to measure and embed CSR</li> </ul>	Identify staff in Term 1	<ul style="list-style-type: none"> <li>-Encourage and promote the sharing of CSR continuum</li> <li>-Facilitate opportunities for kaiako to visit and observe in other kura</li> </ul>	

## 2025 Action Plan - Lift student aspirations

### Lift student aspirations

*This achievement challenge is an extension of the previous goal titled 'Transitions,' building upon it by incorporating links to attendance and pathways.*

**Kura:** Guide our students to focus on their future and discover opportunities for their education and employment pathways; Guide our students to regularly attend and engage with education; Guide our students to smoothly navigate transitions through our Kāhui Ako.

**ASL and WSL** Investigate and collate resources and ideas that inspire students to be forward looking including stories of local figures to inspire; Revisit Melinda Webber’s work around affirming Māori success and potential. Promote career education and pathways.

**Students** have a focus on their future and see possibilities in their education and employment pathways; Knowing what possibilities exist, being aware of their skills and attributes, and setting goals for themselves (NELP objective 4, priority 7).

**2025 - Explore resources. Scope current school career programmes. Explore attendance and engagement strategies that are working. Promote transition forms and encourage kura to connect with ECE.**

Goal Statement Long term Outcome	What	Who	Term 1 Milestone	Term 2 Milestone	Term 3 Milestone	Term 4 Milestone
<b>By the end of term 4 2025, teachers will be trialling or implementing the Te Maru o Ngongotahā resource hub, sharing their experiences on how it has supported or developed future-focused thinking for students.</b>	<b>Resources</b> Identify, collate, and share a collection of at least 10 resources (books, articles, videos) that highlight <b>future-focused thinking and pathways</b> for students by the end of the term.	<b>ASL Teachers</b>	<b>Engage with Experts and Whānau</b> Connect with local educators, iwi representatives, and industry professionals and resources to gather recommendations for high-quality resources that align with future-focused learning including Māori success.	<b>Create an accessible resource Hub</b> Organize and present the collected resources in a digital or physical format (e.g., a shared drive, website, or classroom display) to ensure easy access for students and staff.	<b>Implement and Trial Resources</b> Support teachers in integrating the curated resources into their teaching. Encourage teachers to trial at least one resource in their classroom and document student engagement and responses.	<b>Facilitate Collaborative Reflection</b> Organize a sharing session where teachers discuss their experiences using the resources, provide feedback on their effectiveness, and suggest adaptations or additional materials to enhance student engagement and learning outcomes.
<b>By the end of Term 2, 2025, a draft strategic plan will be developed to enhance career pathways for implementation in 2026.</b>	<b>School Career Programs</b>	<b>ASL Teachers</b>	<b>Conduct a Needs Analysis</b> Survey senior students to assess current perceptions, strengths, and gaps in the existing career programmes. Analyze student aspirations, career	<b>Review Existing Career Programmes</b> Audit current school career initiatives, partnerships, and resources to evaluate their relevance, accessibility, and impact on student	<b>Research Best Practices</b> Investigate successful career programmes in similar schools, including Māori-medium settings, to identify innovative approaches and strategies	<b>Develop a Strategic Plan</b> Based on findings, create a plan (to be introduced in 2026) to strengthen the career programme, incorporating more industry connections, hands-on

			interests.	engagement and future pathways.	that could enhance the school's offerings.	experiences, and culturally responsive practices that affirm Māori success and potential.
<b>By the end of Term 4, 2025, schools will have tried and provided feedback on the ECE and intermediate transition forms.</b>	<b>Transitions</b>	<b>Schools Teachers Leads</b>	<b>Transitions Forms</b> Schools trial and implement the transitions forms.	<b>Transitions Forms</b> Schools trial and implement the transitions forms.	<b>Transitions Forms</b> Gather feedback to identify strengths and areas for improvement in the transition forms. Make necessary adjustments based on the insights received.	<b>Transitions Forms</b> Reintroduced updated forms for schools to implement.
<b>By the end of Term 4, 2025, Rūmaki teachers will have an increased awareness of transition trends for Rūmaki pathways and be prepared to plan for enhanced transitions within Te Maru o Ngongotahā in 2026.</b>	<b>Rūmaki Transitions and Pathways</b>	<b>Rūmaki Leads Principals DP's</b>	<b>Rūmaki</b> Collect and analyze 2025 student transition data and across Rūmaki to identify cohorts who transitioned both within and beyond Te Maru o Ngongotahā.	<b>Rūmaki</b> Collect and analyze 2025 student transition data across Rūmaki to identify cohorts who transitioned both within and beyond Te Maru o Ngongotahā.	<b>Rūmaki</b> Share and discuss trends and findings from Rūmaki transition data, identifying existing initiatives that support strengths and positive patterns.	<b>Rūmaki</b> Wānanga with Rūmaki to co-construct a plan for improving transition data across Rūmaki pathways within Te Maru o Ngongotahā.

## 2025 Action Plan - Raise student academic achievement

### Raise student academic achievement

**Kura** continue to develop quality practice, engaging programmes, effective use of assessment data and needs analysis (In Literacy & Mathematics + Te Reo Matatini & Pangarau); Utilise AI and Digital Technologies and grow digital fluency; Value and grow speakers of Te Reo Rangatira.

**ASL and WSL** will support kura to enhance their te reo rangatira and te ao Māori implementation; support kura with with backmapping from co-requisite expectations, share ideas across schools for effective AI use, ensure effective information sharing for kura as they begin implementation of new national curriculums

**Students** will gain sound foundational skills including language, literacy and numeracy (NELP objective 2, Priority 4) and have meaningful incorporation of te reo Māori and tikana Māori into the everyday life of the place of learning (NELP objective 3, priority 5).

2025 - scoping and sharing expertise across schools, and through engagement with PLD and resources. Engaging with key personnel in each kura and establishing a working group to backmap from the co-requisites. Scope and monitor schools involvement with MOE PLD for structured literacy and numeracy. Ensure all kura are aware of opportunities for PLD.

<b>Goal Statement</b> Long term Outcome	<b>Focus</b>	<b>Who</b>	<b>What</b>	<b>When</b>	<b>How</b>
<b>By the end of Term 4, 2025, teachers across the Kāhui Ako will be using a shared directory and termly networking to grow their practice and improve student outcomes.</b>	<b>Scoping and Sharing Expertise Across Schools</b>	Across-School Leaders (ASLs), school leaders, teachers	Identify and document areas of expertise within and across schools.  Facilitate sharing of best practices through PLD, resource hubs, and networking.	Term 1 & ongoing	Develop a shared directory of expertise and resources.  Organise termly sessions for schools to showcase and exchange knowledge.
<b>By the end of Term 4, 2025, key curriculum personnel from each kura will be working together, using shared tools to support clearer and more aligned curriculum</b>	<b>Engaging with Key Personnel &amp; Establishing a Working Group</b>	ASLs, key school personnel, Kāhui Ako Lead	Identify key personnel in each kura responsible for curriculum development.  Establish a working group to backmap from the co-requisites.	Term 1 (establishment), Term 2 onwards (ongoing collaboration)	Meet with school leaders to identify key personnel.  Form a working group and set clear objectives and timelines.  Use collaborative tools (e.g., shared documents, online meetings) to coordinate efforts.

development.					
<p><b>By the end of Term 4, 2025, all kura will have engaged with MOE PLD for structured literacy and numeracy, with support to adapt the curriculum for neurodiverse learners.</b></p>	<p><b>Scoping &amp; Monitoring Schools' Involvement in MOE PLD for Structured Literacy &amp; Numeracy</b></p>	<p>ASLs, school leaders, PLD providers, Ministry of Education (MOE) representatives</p>	<p>Identify which schools are engaging with MOE PLD for structured literacy and numeracy.</p> <p>Support participation and understanding of these PLD sessions.</p> <p>Seek out PLD around adapting new curriculum to engage neurodiverse learners</p>	<p>Term 1 (initial scoping), Term 2-4 (monitoring and support)</p>	<p>Collect information from schools on their current MOE PLD involvement -specifically with regards to the new curriculum roll out</p> <p>Identify schools needing additional support and connect them with appropriate resources / PLD - with a focus on moderation of e-Asttle to develop consistency in our data reporting.</p>
<p><b>By the end of Term 4, 2025, all kura will have easy access to PLD information, with increased awareness and uptake of training to support teaching and learning.</b></p>	<p><b>Ensuring All Kura Are Aware of PLD Opportunities</b></p>	<p>ASLs, school leaders, WSLs, MOE PLD providers</p>	<p>Communicate available PLD opportunities to all schools.</p> <p>Ensure schools can easily access relevant training.</p>	<p>Ongoing, with targeted promotion at key points in the year</p>	<p>Develop a centralised communication channel (newsletter, shared drive) for PLD opportunities.</p> <p>Regularly update kura on available workshops, funding options, and application processes.</p>
<p><b>By the end of Term 4, 2025, kura will be strengthening their use of te reo rangatira and te ao Māori, supported by shared expertise, local resources, and opportunities to learn from each</b></p>	<p><b>Support kura to enhance their te reo rangatira and te ao Māori implementation</b></p>	<p>Across-School Leaders (ASLs), school leaders, kaiako, iwi/hapū representatives</p>	<p>Engage with kura leadership and staff to understand their aspirations for te reo rangatira and te ao Māori.</p> <p>Map existing expertise within the Kāhui Ako and the wider</p>	<p>Ongoing, with formal reflection points in Terms 2 and 4</p>	<p>Develop a shared directory of expertise and cultural resources.</p> <p>Collate and regularly update a list of PLD opportunities focused on te reo and te ao Māori.</p> <p>Encourage kaiako to share their practices at Kāhui Ako hui.</p> <p>Develop resource banks with iwi-sourced local</p>

<b>other.</b>			community.  Facilitate sharing of knowledge and resources across kura  Share examples of effective integration from other kura.		narratives and environmental knowledge  Create a platform to showcase progress, such as through videos, newsletters, or Kahui Ako hui.
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## Te Maru o Ngongotahā Kāhui Ako

Nā tō rourou, nā taku rourou  
ka ora ai te iwi