

Pūtaringamotu Kāhui Ako



2025 - 2027 Refreshed Achievement Challenge

1) Purpose and Vision

1.1 Vision for Pūtaringamotu Kāhui Ako 2025-2027

In our Kāhui Ako, we will have a collaborative and consistent approach to teaching and learning by ākonga, teachers and whanau which ensures a clear pathway to success, from primary through to the end of schooling and into the workforce or tertiary study.

Whakatauki

Haputia te ara whanaungatanga pumai ai te rangatiratanga mō ngā uri whakatipu.

Uplift relationships building to enhance self-determination for future generations.

1.2 Our Collective Kāhui Ako Values and Principles:

Our schools have agreed on the following principles as the basis of their work together:

- Culturally responsive to our bi-cultural heritage and the ethnic diversity of our communities.
- Collaborate positively for the shared benefit of all of our students.
- Maintain strong learner-focused relationships.
- Working together with whanau and other key stakeholders is crucial to raising levels of learning support and ultimately raising student achievement, particularly with our Priority Learners

1.3 Our theory of improvement: the underpinning research-based strategies we believe are likely to bring about improvement,

- **Mana whakapapa, mana reo, mana tikanga - identity, language and culture count.** There is a strong link between hauora (well-being) and achievement. Learners' wellbeing is strongly influenced by having a strong and positive sense of identity, and access and exposure to their own language and culture.
- **Te Ara Pūmanawa ākonga - learners - potential, approach.** Every learner has the potential to make a valuable social, cultural and economic contribution to the well-being of their whānau, hapū, iwi, community and Aotearoa as a whole. We strive to support all ākonga to become successful lifelong participators and contributors in society.
- **Te hua moe - productive partnerships.** A productive partnership in education is built on a reciprocal two-way partnership leading to, and generating, shared action, outcomes and solutions. Productive partnerships are based on mutual respect, understanding and shared aspirations.
- **Culturally responsive effective teaching and learning practices.** We will work together with our Kāhui Ako and with outside facilitators to improve pedagogy through a strong teacher as inquiry process.
- **An inclusive values-based pedagogy,** founded on relationships, is at the heart of all effective curricula, teaching and learning. These core values support improved outcomes for all: whakautu (respect), whanaungatanga (relationships), manaakitanga (integrity and hospitality) and the additional values underpinning cultural competencies of ako, wananga and Tangata whenuatanga.
- **Accelerating Achievement.** Teachers at effective schools respond innovatively to underachievement and successfully accelerate student progress. We will focus on integrating elements of students' identity language and culture into teaching and learning. We will use student achievement data to target resources for optimal effect. Provide early intensive support for those students at risk of falling behind. Create productive partnerships with parents, whānau, hapu, iwi, and communities, focused on educational success.
- **Collaborative professional learning cultures** represent a complex and adaptive challenge. They take time, but they can build teaching effectiveness and result in better learning for all students. Collaborative inquiry is important because we know from research and experience that a solution-based focus is broader and more holistic when multiple contributors are involved. The whole community, not individuals, should own standards of practice.
- **ESOL Principles** We know that students make stronger progress when all teachers understand and use research-based ESOL principles in their practice. This includes creating an environment where: empathetic and respectful relationships are forefront, their first language is valued and they are contributing to an inclusive environment, teachers use ELL strategies in all our teaching practice and academic English vocabulary for learning is explicitly taught.

1.4 Kāhui Ako At a Glance- History and Identity

Our Kāhui Ako;

- is situated in the western suburbs of Christchurch

- is made up of five Schools Riccarton High School, Te Kāpehu Riccarton School, Ilam School and Wharenui School
- has a history of collaboration
- has a supportive parent community who show a keen interest in their child's education
- is ethnically diverse which provides the Kāhui Ako with a distinctive and rich culture — (61% non-European)
- has an increasing number of English language learners
- has a strong interest in raising student achievement and professional practice
- consists of approximately 2000 students
- has a strong focus on effective transitional pathways between ECE, Primary and High School

1.5 Our Structure: Leadership Group: This is made up of the Principal of each school. This leadership group oversees the operating structures and achievement challenges. The leadership team meets every term to review progress and set new priorities.

2) Our Journey

The Pūtaringamotu Kāhui Ako have collaborated for six years.

2.1 Overview of the last two years;

2023: New Pedagogies for Deep Learning: We concluded a comprehensive deep learning Professional Learning and Development (PLD) contract, resulting in a transformation of our curriculum and the establishment of a common language of learning throughout the Kāhui Ako. To see tangible evidence of our growth, you can refer to the following:

Some Examples of work;

[Puturangamotu KA NPDL Impact-](#)

Te Whare Mauri Ora: We took part in Te Whare Mauri Ora PLD, which has brought about several notable outcomes, including:

- A collective emphasis on well-being extends across our Kāhui.
- Adoption of Te Whare Mauri Ora a well-being model that is now utilised across the Kāhui
- A process where each school has reviewed and reworked its values and curriculum through a bi-cultural perspective.
- Initiated efforts on Mauri and Mana-enhancing teaching strategies.

Some Examples of work;

[2023 Pūtaringamotu Te Whare Mauri Ora Resources to ShareResources to](#)

2024: Mauri-Informed Practice: We continued our collective work on culturally responsive, inclusive pedagogy, which we refer to as Mauri-enhanced practice or a Mauri-informed practice. This practice combines culturally responsive pedagogy, trauma-informed pedagogy, and inclusive pedagogy. We want to make our schools culturally safe for Māori learners and more readily accommodate diverse learners. We titled this work Mauri Enhanced Practice to link it with our shared well-being model. We also see this as a strength-based process.

Coherence in the Riccarton High School Year 9-10 Curriculum: In 2024, Riccarton High School completed some work on ensuring its Year 9 and 10 Curriculum was more cohesive, embedded in shared pedagogy, and focused on Literacy and Numeracy teaching across the curriculum. Within learning areas we have strengthened practice on literacy and numeracy, using data to inform practice, and using our Riccarton Way of Learning framework to design effective learning for all our ākonga.

2.2 Why do we want to collaborate? We want to collaborate to accelerate progress for ākongā through a more coherent approach across the Kāhui Ako, aimed at building teacher and leader capacity to design and implement authentic learning experiences in which students will become engaged in using language for real-life purposes. We also want to support teachers in effective pedagogies for English language learners.

Over time, our Kāhui Ako has evolved into a robust learning community, marked by effective collaboration and collective progress. This is at a leadership, middle leader and kaiako level.

3) Review and Evaluation of previous Achievement Challenges and Current Needs

3.1 Areas of shared need or our why? Recently, the Kāhui Ako Tumuaki conducted a review to identify our key priorities and determine the most effective areas for collaboration to achieve mutual growth. Based on this review, we have chosen to proceed with the achievement challenges and shared professional development outlined here.

3.2 Alignment with Government National Priorities: Our Kāhui Ako areas of focus align closely with the Government's national priorities for education, ensuring that our efforts contribute to a cohesive and effective education system. These priorities emphasise the importance of a detailed, knowledge-rich curriculum that supports teachers and schools in knowing what needs to be taught and when. They also focus on evidence-based approaches to teaching literacy and mathematics, ensuring that all pupils are learning in ways that best support their progress.

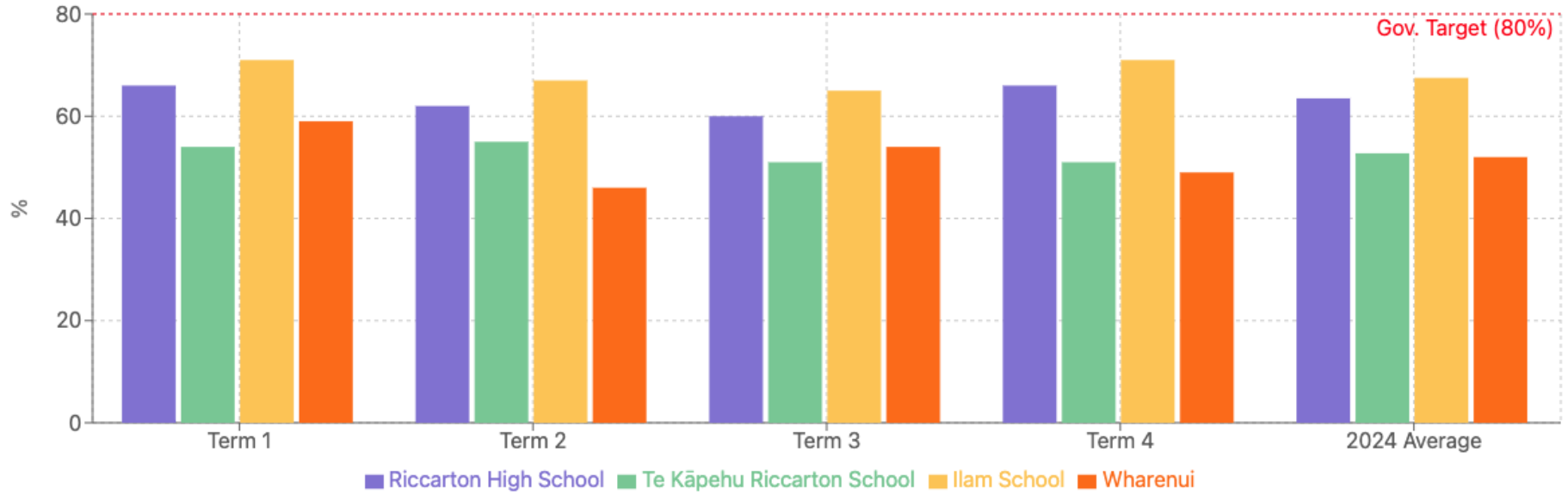
Additionally, the Government prioritises transparency and communication, ensuring that parents are informed about their child's progress and that teachers have the knowledge to adjust instruction as needed. The attraction and retention of teachers—both domestically and internationally—alongside improved teacher education at every stage of a teacher's career, is another key focus area. This is complemented by a commitment to providing targeted, effective learning support to meet diverse pupil needs. Finally, there is an emphasis on using data, assessment, and evidence effectively to identify and invest in supports and services that deliver measurable outcomes.

By aligning with these priorities, our Kāhui Ako ensures that our initiatives support the national vision for a high-quality, inclusive, and effective education system that benefits all learners.

3.3 Improving attendance: Focusing on attendance is crucial because regular school attendance is directly linked to student achievement and long-term success. When students consistently attend school, they have greater opportunities to engage with learning, develop essential literacy and numeracy skills, and build positive relationships with peers and teachers. In contrast, poor attendance can lead to learning gaps, disengagement, and decreased academic performance. By prioritising attendance, the Kahui Ako aims to create a supportive environment where all students feel valued, motivated, and included, reducing barriers to participation such as well-being challenges, socio-economic factors, or learning difficulties. Addressing attendance as a collective ensures that schools can identify and respond to patterns early, provide targeted support, and foster a culture where consistent attendance is celebrated as a key factor in academic and personal growth.

In April 2024, the Government announced a regular attendance target of 80% of students to be present for more than 90% of the term by 2030. In 2024 the kura within our Kahui Ako reported the following statistics for students attending more than 90%:

Pūtaringamotu Kahui Ako Regular Attendance 2024



School	Term 1	Term 2	Term 3	Term 4	2024 Average
Riccarton High School	66%	62%	60%	66%	63.5%
Te Kāpehu Riccarton School	54%	55%	51%	51%	52.75%
Ilam School	71%	67%	65%	71%	67.5%
Wharenui	59%	46%	54%	49%	52%

3.4 Improving our pedagogy while implementing the new curriculum: The Kahui Ako is working together on the new curriculum to ensure a cohesive, community-wide approach to educational change, to improve outcomes for all students. By collaborating, schools within the Kahui Ako can share expertise, resources, and effective teaching practices, which will support a smooth transition to the refreshed New Zealand Curriculum. This collective effort allows for consistent implementation across schools, ensuring that every student benefits from high-quality teaching and learning, especially in critical areas like literacy and maths. Furthermore, working together strengthens relationships within the community, enhancing teachers' professional development and fostering a shared commitment to student success in a rapidly evolving educational landscape.

3.5 A Shared Commitment to Implementing Structured Literacy: Working together on reading pedagogy, grounded in structured literacy and the science of learning, enables the Kahui Ako to adopt evidence-based approaches that are proven to enhance reading achievement. By focusing on structured literacy, which systematically teaches phonological awareness, decoding, and language comprehension, the Kahui Ako can provide students with the foundational skills necessary for fluent reading. Collaboration allows schools to share insights on how the science of learning, including cognitive principles like memory retention and skill automation, can be applied to improve literacy instruction. This collective effort ensures that teaching practices are aligned with the latest research, leading to more effective interventions for struggling readers and the development of strong, lifelong literacy skills across the community. By working together, the Kahui Ako can raise reading achievement levels, especially for students with diverse learning needs, ensuring that all students can thrive.

Below is an end of 2024 Analysis of Reading, Writing and Maths Achievement Data

[Te Kāpehu Riccarton School End of 2024 Data](#)

[Te Kāpehu Riccarton School Rates of 2024 Progress](#)

[Ilam School End of Year 2024 Data](#)

[Wharenui End of Year Data 2024](#)

[Wharenui Data Analysis](#)

[Wharenui Progress Analysis](#)

Review of 2024: Summary of End-of-Year Data Across Ilam, Wharenui, and Te Kāpehu Riccarton Schools

Overall Performance Trends Across Schools

1. Reading:

- Performance in reading varies significantly across the schools:
 - **Ilam School:** 71% of students are at or above expectations, with Māori learners performing well (76%) compared to other ethnic groups.
 - **Wharenui School:** 42.92% of students are at or above expectations, with significant challenges for Māori learners (28.09%), who are performing well below the school average.
 - **Te Kāpehu Riccarton:** 57.45% of students are at or above expectations, with Māori learners (45.46%) performing below the school average.
- **Key gender trends:**
 - Female learners outperform male learners in all schools. At Wharenui, females (44.64%) slightly outperform males (41.38%), while at Riccarton, the gender gap is more pronounced (67.04% female vs. 48.49% male).
- **Key Māori trends:**
 - Māori learners are consistently underperforming in reading across all three schools. Wharenui (28.09%) and Riccarton (45.46%) show particularly concerning gaps for Māori students.

2. Writing:

- Writing is an area requiring significant improvement across all schools:
 - **Ilam School:** 78% of students are meeting or exceeding expectations, but Māori learners perform slightly above average (81%), while Pasifika learners struggle (62%).
 - **Wharenui School:** Only 42.11% of students are at or above expectations, with Māori learners (26.97%) performing significantly below average.

- **Te Kāpehu Riccarton:** 52.3% of students are at or above expectations. Māori learners (36.36%) and NZ European learners (31.11%) are performing well below the school average.
 - **Key gender trends:**
 - Female learners consistently outperform male learners across all schools.
 - The gender gap is most pronounced at Riccarton, where females (65.39%) significantly outperform males (39.58%).
 - **Key Māori trends:**
 - Māori learners are struggling with writing across all schools, performing well below their peers, especially at Wharenui (26.97%) and Riccarton (36.36%).
3. **Maths:**
- Maths shows stronger performance compared to reading and writing:
 - **Ilam School:** 77% of students meet or exceed expectations, with Māori learners (81%) performing above average.
 - **Wharenui School:** 56.19% of students are at or above expectations, with Māori learners (42.7%) performing well below average.
 - **Te Kāpehu Riccarton:** 66.03% of students meet or exceed expectations, but Māori learners (43.93%) are again the lowest-performing group.
 - **Key gender trends:**
 - Gender differences in maths are smaller compared to reading and writing. At Riccarton, females (69.06%) slightly outperform males (63.1%), while at Wharenui, males (57.3%) slightly outperform females (55.36%).
 - **Key Māori trends:**
 - Māori learners consistently perform below the school average in maths at Wharenui (42.7%) and Riccarton (43.93%). Ilam is an exception, where Māori learners (81%) perform above average.

Key Trends Across Schools

1. **Gender Disparities:**

- Female learners consistently outperform male learners across reading, writing, and maths.
- The gender gap is most pronounced in writing (e.g., Riccarton: 65.39% female vs. 39.58% male).
- In maths, the gender gap is narrower, with males performing slightly better in some schools (e.g., Wharenui).

2. **Performance of Māori Learners:**

- Māori learners face significant challenges, particularly in writing and reading.
- At **Wharenui**, Māori learners have the lowest performance in all subjects (reading: 28.09%, writing: 26.97%, maths: 42.7%).
- At **Riccarton**, Māori learners also consistently perform below average (reading: 45.46%, writing: 36.36%, maths: 43.93%).
- **Ilam School** is an outlier, where Māori learners perform above average in maths (81%) and writing (81%).

3. **Subject-Specific Trends:**

- **Maths:** Stronger performance overall compared to reading and writing.
- **Writing:** The weakest area across all schools, with significant disparities for Māori and male learners.
- **Reading:** Mixed results, with room for improvement in all schools.

4. **High-Performing Groups:**

- Asian learners consistently perform well across all subjects at all schools (e.g., Riccarton reading: 62.65%, Wharenui reading: 47.73%, Ilam writing: 75%).

Recommendations for Improvement

1. **Address Gender Disparities:**

- Focus on engaging male learners through boy-friendly texts, gamified learning, and real-world applications in writing and maths.

2. **Support for Māori Learners:**

- Implement culturally responsive teaching practices, such as integrating te reo Māori, cultural narratives, and local contexts into all subjects.

- Strengthen whānau engagement to support Māori learners outside the classroom.
3. **Writing Focus:**
 - Develop school-wide writing initiatives with culturally relevant, engaging topics and targeted interventions for underperforming groups.
 - Provide professional development for teachers on differentiated instruction and scaffolding strategies.
 4. **Sustaining Strengths:**
 - Leverage the successful strategies used by high-performing groups (e.g., Asian learners) to inform broader practices.
 5. **Use of Data:**
 - Regularly monitor progress through formative assessments and adjust teaching strategies based on data insights.

By addressing these trends and disparities, the schools can work toward equitable and improved outcomes for all students in 2025.

Summary of Riccarton High School 2024 Corequisite Results

1. **Overall Trends:**
 - **Numeracy** is the weakest area across both Year 10 and Year 11.
 - **Writing** has the highest achievement rates, especially in Year 11.
2. **Enrolment-Based Results:**
 - **Year 10:** Reading (65%), Writing (66%), Numeracy (50%).
 - **Year 11:** Reading (71%), Writing (73%), Numeracy (61%).
 - Numeracy has the highest "Not Achieved" rates, with 76 students in Year 10 and 63 in Year 11.
3. **Participation-Based Results:**
 - **Year 10:** Reading (80%), Writing (82%), Numeracy (61%).
 - **Year 11:** Reading (82%), Writing (88%), Numeracy (70%).

- Participation-based results are stronger due to the selective enrolment of students likely to succeed.

4. **Key Insights:**

- **Numeracy Underperformance:** Consistently lower results compared to reading and writing, even with selective participation.
- **Year 11 Outperformance:** Higher results in all areas due to prior learning opportunities and selective practices.

The data highlights the need for targeted support in numeracy and continued focus on improving foundational literacy and numeracy skills.

[Riccarton High School End of Year 2024 Corequisite Results: Reading, Writing, Numeracy](#)

3.6 Continuing with the embedding of Mauri Informed Practice: Despite our genuine efforts, we continue to encounter challenges in adequately meeting the needs of our most vulnerable students, many of whom are neuro-divergent or have experienced trauma. Māori are overrepresented in these numbers across all Kāhui Ako schools. These learners represent a significant concern for our kaiako and can also impact the overall learning environment for all students. Our goal is to sustain the work that we have done in 2023 and 2024.

Summary and Trends Across the Kahui Ako's Well-Being Reports

The three reports—**Wharenui School**, **Ilam School**, and **Te Kāpehu Riccarton School**—offer insights into student wellbeing and school climate. Below is a concise analysis of key strengths, areas for improvement, and overarching trends.

Key Findings

Strengths

1. **Caring School Environment:**

- Ilam School reports strong caring teaching (67.8%), caring learning (68.9%), and home-school partnerships (69.9%).
 - Wharenui School highlights robust family and social well-being (Taha Whānau, 75%) and positive community relationships.
 - Te Kāpehu Riccarton School scores well in fostering a caring and collaborative school environment (66.6%), with respect for culture (68.1%) and safe practices (67.0%).
2. **Cultural Pride and Inclusion:**
- Wharenui School students demonstrate strong cultural pride (Taha Wairua, 64%-82%) and connection to the environment (Papatuanuku, 100% in some areas).
 - Te Kāpehu Riccarton School and Ilam School show moderate respect for culture scores (around 68%), though some students feel their cultural backgrounds are underrepresented.
3. **Low Aggression Levels:**
- Aggressive student culture scores are low across schools, reflecting generally safe environments.

Areas for Improvement

1. **Mental and Emotional Wellbeing:**
- Students at Wharenui School struggle with confidence and resilience (60%-66% positive ratings). Emotional well-being variability is also evident at Te Kāpehu Riccarton School and Ilam School.
2. **Pro-Social Skills and Peer Relationships:**
- Te Kāpehu Riccarton School's pro-social culture (59.7%) and social strategies (63.2%) scores suggest a need for stronger peer relationships. Similar concerns emerge at Ilam School, where 42 students report that peers don't stand up for others.
3. **Student Voice and Engagement:**
- Across schools, students want more say in decision-making:
 - 42 students at Ilam feel excluded from decisions.
 - Te Kāpehu Riccarton School highlights some students show disengagement in teaching and learning.

4. Cultural Inclusion:

- Both Te Kāpehu Riccarton and Ilam Schools report some students feel their cultural backgrounds are undervalued. Wharenui School could further integrate cultural values across teaching.

Conclusion

The reports from Wharenui School, Ilam School, and Te Kāpehu Riccarton School highlight strengths in community partnerships, cultural pride, and safe environments. However, there are shared challenges in mental health, peer relationships, and cultural inclusion. By addressing these areas and prioritising emotional well-being, schools can create inclusive and supportive environments for all students.

[Te Kāpehu Riccarton School 2024 NCER Wellbeing Report](#)

[Ilam School 2024 NCER Wellbeing Report](#)

[Mauri Ora @ Wharenui 2024 - NCER Wellbeing Report](#)

4. New Achievement Challenges

4.1 Strategic Goal: *Through a process of inquiry and collaboration undertaken in 2024 we have decided to continue our overarching strategic goal “**How can we collaborate to best meet the needs of our diverse learners?**”*

Our challenges are:

Achievement Challenge 1

- To continue to sustain Mauri enhanced practice
- To collaborate as a Kahui Ako to ensure we offer our targeted learners the best pastoral, learning and wellbeing support.

Achievement Challenge 2

- To improve regular attendance across all Kahui Ako Schools

Achievement Challenge 3

- To raise the level of achievement in reading for targeted underachieving students in Years 1-10, with a particular focus on boys and Māori and to see an improvement in the attitude to learning of these students. This will be through a change in pedagogy based on structured literacy.

Achievement Challenge 4

- Provide a more coordinated approach to the RHS junior curriculum area, with a focus on supporting kaiako to provide effective learning experiences through a UDL approach and using transition information.

4.2 2025 - 2027 Achievement Challenges- Actions and Success Indicators

Achievement Challenge 1 - <ul style="list-style-type: none"> • To continue to sustain Mauri enhanced practice • To collaborate as a Kahui Ako to ensure we offer our targeted learners the best pastoral, learning and wellbeing support. 		
Actions	Personnel	Success Indicators
<ul style="list-style-type: none"> • Develop an induction process including online resources for new staff for Mauri Enhanced Practice • Review Kāhui Ako-wide data on targeted learners to identify specific needs (academic, well-being, and pastoral). • Establish a cross-school team to create & Share shared intervention plans for learners requiring Tier 2 and Tier 3 support. • Share resources and expertise, including tailored PD for staff supporting complex needs. • Analyse learner progress and outcomes, and share success stories across the Kāhui Ako to refine collaborative practices. 	Wellbeing Leads Māori Success Leads	<ul style="list-style-type: none"> • There will be a reduction in behavioural instances of 10% across Kahui Ako schools • Enhanced alignment of tikanga, te reo Māori, and cultural narratives across Kāhui Ako schools. • Improved well-being, engagement, and achievement for targeted learners. • Stronger collaboration between

<p>Evaluation:</p> <ul style="list-style-type: none"> • Collect feedback from whānau, students, and staff at the end of each term. • Measure progress using attendance, achievement, and well-being data. • Regular Kāhui Ako reflection sessions to ensure ongoing alignment with objectives. 		<p>schools, fostering a shared vision for pastoral and learning success.</p>
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<p>Achievement Challenge 2</p> <ul style="list-style-type: none"> • To improve regular attendance across all Kahui Ako Schools 		
<p>Actions</p>	<p>Personnel</p>	<p>Success Indicators</p>
<p>Understand Attendance Barriers: Term 1:</p> <ul style="list-style-type: none"> • Analyse attendance data and gather whānau and student voice to identify challenges. • Launch a Kāhui Ako-wide attendance campaign highlighting the importance of regular attendance. • Form an attendance working group to share resources and coordinate efforts. <p>Term 2: -3</p> <ul style="list-style-type: none"> • Develop strategies to address barriers tailored to each school community. • Celebrate improvements with certificates, assemblies, and peer-led initiatives. Share success stories to inspire others. • Partner with community organisations to address systemic barriers like transport and health needs. 	<p>Wellbeing Leads</p> <p>Māori Success Leads</p> <p>Kaiako, SLT</p>	<ul style="list-style-type: none"> • There will be a 10-20% shift in regular attendance across Kahui Ako schools. • There will be a 10% reduction in chronic absences across Kahui Ako Schools

Term 4: Evaluate progress, share effective practices, and celebrate successes.		
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<p>Achievement Challenge 3 To raise the level of achievement in reading for targeted underachieving students in Years 1-10, with a particular focus on boys and Māori and to see an improvement in the attitude to learning of these students. This will be through a change in pedagogy based on structured literacy.</p>		
Actions	Personnel	Success Indicators
<p>Improving Pedagogy, Raising Achievement & Student Monitoring</p> <ul style="list-style-type: none"> • Establish a system for regularly monitoring and sharing student progress data related to reading achievement across the Kāhui Ako. • Use common assessments and screening tools (such as BSLA literacy assessments) to gather data on student literacy progress. • Schedule regular data-sharing meetings to track progress, identify trends, and share best practices. • Develop protocols for early identification and intervention for students who are at risk of falling behind, with a focus on collaboration between schools. 	<p>AST, Literacy Leads, Principals, Kaiako</p>	<p>Raised student achievement in reading;</p> <ul style="list-style-type: none"> • Each School will see a 10% increase in achievement from the end of 2024 data in reading. This will include an increase in equity in achievement for boys and Māori. • There will be an improved attitude with boys and reading. • Regular sharing of literacy data across schools. • Targeted support plans in place for students identified as needing additional support.

<p>Professional Development (PD) and Teacher Support</p> <ul style="list-style-type: none"> • Provide comprehensive professional development on the BSLA for all Year 1-3 teachers, support staff, and leadership teams. • Organise Kāhui Ako-wide PD sessions on BSLA teaching strategies, phonics instruction, and oral language development. • Set up coaching and mentoring systems where experienced Structured Literacy-trained teachers support others across the Kāhui Ako. • Create a shared repository of teaching resources, lesson plans, and assessments related to Structured Literacy. 	<p>AST, Literacy Leads, Principals, Kaiako</p>	<ul style="list-style-type: none"> • Teachers report increased confidence in implementing Structured Literacy practices through feedback surveys. • Improved consistency in Structured delivery across all schools. • A detailed action plan agreed upon and shared across the Kāhui Ako.
<p>Collaborative Leadership and Planning</p> <ul style="list-style-type: none"> • Form a Kāhui Ako Structured Literacy Leadership Team comprising literacy leaders, school principals, and representatives from each school in the Kāhui Ako. • Responsibility: Kāhui Ako Lead Principal, Literacy Lead Teachers from each school • Schedule regular meetings (e.g., once a term) to plan and coordinate the rollout of the Structured Literacy. • Develop a shared vision and goals for improving literacy outcomes using Structured Literacy across the Kāhui Ako. • Create an action plan for supporting teachers, monitoring student progress, and sharing resources. stan 	<p>AST, Literacy Leads, Principals, Kaiako</p>	<ul style="list-style-type: none"> • Clear communication pathways were established between schools for the Structured Literacy rollout. • A detailed action plan is agreed upon and shared across the Kāhui Ako.
<p>Engagement with Whānau and Community</p>	<p>AST, Literacy Leads,</p>	<ul style="list-style-type: none"> • Strong attendance at whānau workshops.

<ul style="list-style-type: none"> Actively involve whānau (families) and the community in supporting Structured Literacy across the Kāhui Ako. Host information sessions and workshops for parents and whānau, introducing the providing strategies to support literacy learning at home. Develop resources for whānau, including take-home activities, online resources, and tips for reading with children. Foster a collaborative approach between teachers and whānau by setting up regular communication and feedback channels. 	Principals, Kaiako	<ul style="list-style-type: none"> Positive feedback from families on their understanding of structured literacy and their role in supporting literacy development at home.
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<p>Achievement Challenge 4: Provide a more coordinated approach to the RHS junior curriculum area, with a focus on supporting kaiako to provide effective learning experiences through a UDL approach and using transition information.</p>			
Goals	Actions	Personnel	Success Indicators
<p>Kaiako will deepen their knowledge and practice of UDL's 3 core principles:</p> <ul style="list-style-type: none"> Providing multiple means of engagement Offering multiple means of representation Allowing multiple means of action and expression 	<ul style="list-style-type: none"> Through the Junior Leads group, support kaiako to provide effective learning experiences for our diverse kaiako (fortnightly) Present UDL within the Te Whare Mauri Ora and Riccarton Way frameworks so the focus is on strengthening what we already do. (throughout 2025 as needed) Colleagues who present PL will role model UDL in their mahi. 	KT + Junior leads + kaiako KT KT + WSL + other presenters KT + kaiako	<p>Outcomes for students:</p> <ul style="list-style-type: none"> 70% of our ākonga will have 90% or higher attendance. 95% of our ākonga will earn an average of 3 or higher in their fortnightly grades. Positive feedback from ākonga and the student voice committee about

<p>Use transition information to create effective teaching and learning experiences for new Y9 ākonga:</p> <ul style="list-style-type: none"> Review the transition data-gathering process to ensure the information we collect is used to create effective learning experiences. Increase communication between kura around teaching and learning practices that aid the transition of ākonga Y8 to Y9. 	<ul style="list-style-type: none"> Visit kāhui ako kura and bring ideas of good UDL practice to RHS. Discuss UDL practice with kura colleagues incl RHS. (2x per term, per kura) Work with Junior Leads rōpū to support RHS kaiako to find and use transition information to create effective learning experiences. (fortnightly) Survey feeder kaiako, ākonga, and whānau about the data collected and the process used to collect it. (term 1-2) Report recommendations to SLT so any adjustments they decide can be made ready for 2026 enrolment starting in term 3-4) Visit kura to observe the way kura teach so that we might bring those practices to RHS to ease transition. What do they need from us? 	<p>kāhui ako</p> <p>KT + RHS Jn Leads + RHS kaiako</p> <p>Pastoral team, whānau, ākonga, Y8 kaiako</p> <p>SLT</p> <p>Kāhui ako kura + KT + RHS pastoral team</p> <p>Kt + Pr + +</p>	<p>UDL learning experiences.</p> <ul style="list-style-type: none"> Ākonga report they notice familiar strategies in classes at RHS. <p>Evidence of kaiako growth;</p> <ul style="list-style-type: none"> Kaiako can articulate how the prof learning relates to Te Whare Mauri Ora and the Ricc Way of Learning. Kaiako report experiencing UDL role modelling in Prof Learning. Relevant data collected is available to RHS kaiako in Kamar. All RHS kaiako use collected data to create effective learning for their diverse ākonga. Review report shared with SLT in T2-3. RHS kaiako incorporates useful teaching and learning practices used in primary kura. Increased Y8 exposure to RHS before arriving in Y9.
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<ul style="list-style-type: none">● Reintroduce Y8 day	<ul style="list-style-type: none">● Review past Y8 programmes● Set Y8 day programme for 2025	RR + Y8 kaiako	
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