

How we have given effect to Te Tiriti o Waitangi at Manurewa Central School

MĀORI DIMENSIONS and CULTURAL DIVERSITY

Manurewa Central School reflects Cultural Diversity by:

- Ensuring that the experiences, cultural traditions, histories and languages of our diverse community are respected and valued*
- Ensuring our curriculum acknowledges the unique position of Māori, the place of Pacific Nation communities and other cultural groups in NZ*
- Providing learning support for our students with non-English speaking backgrounds*
- Acknowledging and utilising our local community in the learning experiences for our children*

Manurewa Central School recognises and values the unique position of Māori by:

- Ensuring the Treaty of Waitangi guides our practice*
- Acknowledging that New Zealand is foremost a bicultural nation*
- Ensuring that all learners have the opportunity to learn Te Reo and an understanding of everyday conversational language*
- Acknowledging and respecting the values, traditions and history of Māori, observing cultural sensitivity to Tikanga Māori (Māori protocol) and showing respect for local Māori identity involved in the school and community*

Manurewa Central School incorporates Tikanga Māori into the school curriculum by:

- Integrating Te Reo across the school day and promoting Tikanga Māori within programmes*
- Encouraging the correct pronunciation of Te Reo Māori*
- Making efforts to provide kapa haka opportunities for our students*
- Promoting and participating in Māori Language Week and celebrating Matariki*

Manurewa Central School consults with our local Māori community by:

- Communicating policies, plans and targets to support the achievement of Māori students*
- Seeking Māori voice in matters relating to the wellbeing and learning of their children*

When a parent of a student requests that their child/ren be provided with instruction in Te Reo Māori beyond the resources of the school, the Principal will:

- Discuss with the whānau the ways Manurewa Central School currently includes Te Ao Māori-Te Reo and Tikanga Māori in our programmes*
- Assist parents to gain information on schools in the district that have capacity for more intensive instruction*

Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. Our Statement of Variance demonstrates our commitment to ensuring we comply with Section 127(1)(d) of the Education and Training Act 2020. The act defines how schools must give effect to Te Tiriti o Waitangi by

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori (including progress we have made); and
- achieving equitable outcomes for Māori students.

The following strategies have been incorporated into our planning during 2025 to ensure we meet our obligations under Te Tiriti and our commitment to promoting an inclusive and equitable education for our Māori students (also referred to in our Māori dimensions and Cultural Diversity Statement above).

Strategic Goal 3 - Quality Teaching and Leadership - Rangitiratanga - Māori achieving Success as Māori

- **Incorporate Te Reo Māori (Māori language) and Tikanga Māori (Māori customs and protocols) into the curriculum:** achieved through working in partnership with our facilitator from the Māori Achievement Collaborative (MAC) to develop a te reo programme that offers progression from Year 1 to Year 6; developing teachers' cultural competency and responsiveness through the understanding and use of key documentation (Ka Hikitia and Tātaiako) and its application in practice; empowering middle leadership to grow capacity in their teams' cultural capabilities through research based literature to guide conversations (Teaching/Leading to the North East and Niho Taniwha);
- **Ensure plans and policies reflect local tikanga Māori, mātauranga Māori and te ao Māori;** achieved through Hautū training for board, professional development for teachers supported by external facilitators (MAC) focusing on culturally responsive pedagogy linked to Māori achieving Success as Māori, and an understanding of the key documents that support us to meet our Tiriti obligations.
- **Ensure local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori:** achieved through working in collaboration with our Kahui Ako Rōpū Ngā Manu Taiko, strengthening local curriculum design through inclusion and implementation of Manurewa Histories Units gifted to us by Ngāti Tamaoho; we continue to build on our successful promotion of cultural celebrations and events through celebration of Te Wiki o te Reo Māori, Matariki, and Waitangi Day; continued resourcing to support whānau expectations that culture, language and identity is valued and our Māori students have a strong sense of belonging in the school.

Strategic Goal 2 -Barrier Free Access - Ako

- **Improving/Accelerating outcomes for Māori Learners;** ensuring we recognise the individual needs of our Māori students by tracking their progress and reflecting on our teaching practice and programmes; providing interventions to accelerate Māori students at risk of under achieving; focused approach to monitoring and providing interventions to support Māori students with low attendance rates.

Strategic Goal 1 - Learners at the centre - Whanaungatanga

- **Create a culturally inclusive environment;** achieved through community engagement and the work of our Kahui Ako TiS with Te Rōpū Whānau, active engagement with Waikato Tainui, Ngāti Tamaoho and Ngati Te Ata through work with Kahui Ako and Ngā Manu Taiko; teacher, student and whānau voice is captured formally and informally throughout the year to support plans for Māori students; development of Pūrongorongo for Māori students - a self assessment tool developed in collaboration with students and whānau; continuation of collaboration with Mitey facilitators.

Outcomes in reading, writing and mathematics for Māori students were analysed termly to enable equitable outcomes. At the end of the year the following outcomes were reported.

Reading (whole school)			Writing (whole school)			Mathematics (whole school)		
Outcomes shown as percentages, based on end of year OTJs, for students achieving at or above age related expectations								
Year level	All students (excl Māori) %	Māori students %	Year level	All students (excl Māori) %	Māori students %	Year level	All students (excl Māori) %	Māori students %
Whole School (118/528)	84%	79%	Whole School (118/528)	81%	63%	Whole School (118/528)	77%	67%
1 (15/95)	99%	100%	1 (15/95)	97%	87%	1 (15/95)	97%	100%
2 (17/82)	78%	94%	2 (17/82)	75%	77%	2 (17/82)	68%	94%
3 (20/78)	86%	65%	3 (20/78)	77%	55%	3 (20/78)	75%	70%
4 (25/78)	89%	72%	4 (25/78)	67%	44%	4 (25/78)	67%	44%
5 (15/77)	70%	80%	5 (15/77)	67%	40%	5 (15/77)	60%	43%
6 (15/71)	64%	60%	6 (15/71)	57%	60%	6 (15/71)	59%	47%

NB: Small cohort size and/or over representation of Māori students with special educational needs, in some year groups, is significant when interpreting the data shown. As a result, actions for 2026 will reflect any trends, patterns or specific interventions needed to ensure equitable outcomes for Māori students (*number of students shown in brackets*).