

## TE TIRITI O WAITANGI CONSIDERATION AT WAVERLEY PARK SCHOOL

*Example provided: the “school understands their position as Crown agents and affirms Māas tangata Whenua.”*

**Waverley Park School** does indeed understand our position is characterised as being Crown agents; and willingly affirms / acknowledges / supports Māori as tangata whenua.

*Example provided: the “school is governed honourably - decisions are made with those who are impacted the most by them.”*

**Waverley Park School** is governed honourably, positively, and proactively. Decisions are made by and with those who are most impacted by them.

(Example provided) school:	Waverley Park School:
<ul style="list-style-type: none"> <li>● Worked to ensure our plans, policies and local curriculum reflect local tikanga Māori and te ao Māori</li> </ul>	<ul style="list-style-type: none"> <li>● Has plans, policies, and local curriculum that reflect local tikanga Māori and te ao Māori</li> <li>● Has kaupapa Māori woven through the curriculum</li> <li>● Emphasises whāngaunatanga, manākitanga and whakamanawatanga as key attributes for all ākonga</li> </ul>
<ul style="list-style-type: none"> <li>● Māori have agency, voice and choice, the power to act. A shared decision-making process with whānau, hapū and iwi (partnership) is important.</li> <li>● Communication is meaningful, ongoing, reciprocal and transparent.</li> <li>● Strong links have been made with Tuahiwi Marae.</li> </ul>	<ul style="list-style-type: none"> <li>● Māori have agency, voice and choice, the power to act. Consultation processes with whānau are effective, mutually supportive, and ākonga-centric</li> <li>● Iwi partnership continue to develop</li> <li>● Communication is open, regular .</li> <li>● Strong links are mutually valued and maintained with Te Toimarangi Marae.</li> <li>● Regularly visits and maintains positive relationships with nga Takutai O Te Tītī, and Te Rau Aroha marae are valued</li> <li>● Has a steadily growing and strengthening relationship with Murihiku marae</li> </ul>
<ul style="list-style-type: none"> <li>● Took all reasonable steps to make instruction available in te reo Māori</li> <li>● Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, and starting to be practiced and celebrated.</li> <li>● Waka Ama started this year, children are learning about the rich cultural heritage Waka Ama represents. Our values and intentions in providing this opportunity for our young people sit within a kaupapa Māori worldview. Our Focus: Teamwork through tikanga waka, and an opportunity to learn and have fun in a Te Aō Maori space.</li> </ul>	<ul style="list-style-type: none"> <li>● Continues to develop the capacity to increase instruction available in te reo Māori</li> <li>● now qualifies for, and receives, Māori Language Programme (Level 4) funding</li> <li>● Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practised, and celebrated.</li> <li>● Tuakana are trained annually to be He Pī Ka Rere kaitiaki for the teina classes in particular</li> <li>● Kapa haka: <ul style="list-style-type: none"> <li>- is an integral component of the school curriculum</li> <li>- three rōpu participate in the annual Mīharo Polyfest</li> <li>- Tuingā annually competes in Pūtangitangi</li> </ul> </li> <li>● Start of year powhiri, and end of year hui whakapumau; are well-established features of the school year</li> </ul>
<ul style="list-style-type: none"> <li>● Achieved equitable outcomes for our Māori students</li> <li>- Educational barriers and inequalities are removed to ensure equitable educational outcomes.</li> <li>- In the area of reading, writing and numeracy there were equitable results for Māori when compared to all other ethnicities.</li> </ul>	<ul style="list-style-type: none"> <li>● Achieved equitable outcomes for our Māori students</li> <li>- Educational barriers and inequalities are removed to ensure equitable educational outcomes.</li> <li>- In the area of reading, writing and numeracy there were equitable results for Māori when compared to all other ethnicities: <ul style="list-style-type: none"> <li>“Features of the 2023 data include</li> <li>- the <b>Bell Curve remains as consistent</b> as ever - across all three literacies.</li> <li>- the trend of recent years showing <b>NZM and NZE achievement data being on par</b> continues.”</li> </ul> </li> </ul>