

Manurewa Central School

Statement of Variance

2025

STRATEGIC GOAL 1: Learners at the Centre - Whanaungatanga

ANNUAL TARGET/GOAL: Develop Students' Social and Emotional Competencies

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances)between the target and the outcomes	Planning for next year - where to next?
Embedding the Mitey Programme	<ul style="list-style-type: none">Increased teacher confidence in use of Mitey units of workSustainable practices in place to support further development of Mental Health curriculum and design for learning.Board follows statutory requirements	<ul style="list-style-type: none">Mitey Wellbeing Review Tool August 2024Updated Mental health PoliciesTe Ara Huarau/School Improvement Framework	<ul style="list-style-type: none">At the beginning of the year, evidence indicated inconsistency across the school in the uptake of the Mitey Programme. Systems and processes are now firmly established to support all teachers to deliver an effective programme e.g. included in induction	<ul style="list-style-type: none">Student Leadership and voice in the delivery of Mental Health EducationEngaging with the communityMonitor, review and report progression in mental health across the curriculum

Me and My School Survey	<ul style="list-style-type: none"> Students feel they can communicate their worries if they have problems at school, they look forward to coming to school and feel proud, safe and valued 	<ul style="list-style-type: none"> Me and My School Survey T1 2024 	<ul style="list-style-type: none"> In the future, we will conduct the survey in T2 to provide opportunity for the students to settle into their new environment and support them in accessing the tool to ensure integrity of findings 	<ul style="list-style-type: none"> Use of paper rather than online resources Continuing to embed He Manu Rere - Learner Profile
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ANNUAL TARGET/GOAL: Enhance Staff Hauora

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances)between the target and the outcomes	Planning for next year - where to next?
Involvement in the Mitey Programme	<ul style="list-style-type: none"> Leadership implemented policies that support mental health There is a confidential process for reporting all mental health and well being needs 	<ul style="list-style-type: none"> Mitey Wellbeing Review Tool August 2024 	<ul style="list-style-type: none"> There has been strong growth in all 5 categories (Curriculum, Learners, Leadership, Stewardship and Partnership) according to teacher feedback 	<ul style="list-style-type: none"> Include a wellbeing question in PGC reviews Include wellbeing as an agenda item in team meetings
Use of wellbeing resources to support staff hauora	<ul style="list-style-type: none"> EAP is accessed by staff The following resources have been distributed and unpacked with staff - Mental Health Foundation, Gold Star & Health Promotion Agency - self help ideas 	<ul style="list-style-type: none"> Mana Model Staff Reflections T2 2024 	<ul style="list-style-type: none"> The pod structure has created comfortable silos at the expense of whole school connection. This is an area teachers would like to address. 	<ul style="list-style-type: none"> Incorporate a wellbeing question in PGC discussions Consider team building activities to further strengthen mana whānau in our environment

ANNUAL TARGET/GOAL: Promote Community Engagement - whānau/school partnerships

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances)between the target and the outcomes	Planning for next year - where to next?
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Consultation with whānau	<ul style="list-style-type: none"> Established Te Rōpū Whānau Surveyed our parents and incorporated their responses into our workstreams He Manu Rere Learner Profile has been shared with community via newsletters 	<ul style="list-style-type: none"> Whānau Snapshot Survey Cultural Festival Continued upgrade of website/parent calendar 	<ul style="list-style-type: none"> Parent workshops did not proceed as planned due to the timeline and release of curriculum refresh expectations 	<ul style="list-style-type: none"> Board/Community engagement Community Consultation Bi annual Survey Development of an Action Plan and tools to measure impact of parental engagement and reciprocity of systems/processes for whānau school partnerships.
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STRATEGIC GOAL 2: Barrier Free Access - Ako

ANNUAL TARGET/GOAL: Develop Student Agency and Engagement

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances)between the target and the outcomes	Planning for next year - where to next?
Embedding of He Manu Rere Learner Profile	<ul style="list-style-type: none"> Dispositions from He Manu Rere are celebrated with certificates in assemblies and language of learning embedded through tools such as the learning pit 	<ul style="list-style-type: none"> Me and My School Survey T1 2024 	<ul style="list-style-type: none"> He Manu Rere Learner Profile is firmly embedded across the school. 	<ul style="list-style-type: none"> The graphics for He Manu Rere and a revised student inquiry model will be live on our website in 2025 Revisit Making Thinking Visible routines when discussing Science of Learning Principles and the 'Do' element of the curriculum Embed our student
Raising the profile of our student inquiry model	<ul style="list-style-type: none"> We reviewed our student inquiry model to support delivery of the 'DO' element of the NZ 	<ul style="list-style-type: none"> Staff Meeting Presentation 	<ul style="list-style-type: none"> Due to other priorities and time pressures of introduction of NZ curriculum refresh PLD 	

	<ul style="list-style-type: none"> Curriculum Refresh Introduced staff to 'Making Thinking Visible' routines and resources to raise student engagement levels 		<p>we are still to review the visual of our inquiry model and embed it as common practice across the school</p>	<p>inquiry model to provide breadth of curriculum coverage</p>
Kāhui Ako Teacher in School Inquiry	<ul style="list-style-type: none"> Introduction of Choice Boards for GAT students to empower student agency 	<ul style="list-style-type: none"> Feedback from Kāhui Ako Inquiry Survey feedback from GAT students 	<ul style="list-style-type: none"> Intervention didn't get the traction expected due to an increased focus on meeting the needs of well below and target students Students reported they do not set themselves challenging learning goals even though teachers agree this would support extension of their learning 	<ul style="list-style-type: none"> Goal setting for all students including higher expectations of challenge for gifted students Update GAT register and associated practices

ANNUAL TARGET/GOAL: Ensure Rigour in Teaching of Core Curriculum Areas

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?
Engagement with NZ refreshed curriculum for Maths and English	<ul style="list-style-type: none"> Timetables provided opportunities for 1 hour of reading, writing and maths daily Use of MoE resources and AfL external consultants provided PLD in NZ Curriculum refresh of core subjects e-asTTle workshops attended by senior school middle leaders improved understanding of use of assessment tool Participated in the 	<ul style="list-style-type: none"> Termly OTJ and summative assessment reporting Termly tracking and reflection documents Feedback and feedforward from Research Panel of Schools Balanced Maths Programme Teachers' Survey Pod evaluations Staff Meeting/TOD presentations Te Ara Huarau School 	<ul style="list-style-type: none"> There is a great deal of information for teachers to absorb and put into practice in a very short space of time. Our journey is one of slow release to allow teachers ample opportunity to learn and implement the new curriculum A challenge to overcome is that of our high percentage of ELLs students. This impacts our overall achievement 	<ul style="list-style-type: none"> PLD in structured literacy and mathematics continues Science of Learning PLD ELLs PLD Monitoring and evaluating planning and assessment, including moderation processes and use of teaching sequence Improve evaluative capability of teachers

	<p>Research Panel of Schools focus on reading and writing to support our evaluation of these subjects</p> <ul style="list-style-type: none"> • We have a balanced approach to teaching mathematics over a 5 day programme 	Improvement framework	<p>results at the end of the year.</p> <ul style="list-style-type: none"> • Another challenge is that of across school inconsistency in making OTJs 	
Accelerating progress in writing in Year 5	<ul style="list-style-type: none"> • Year 5 pod introduced an extra teacher for T1, T2 and partial T3 to reduce class size for focused instruction and accelerated progress 	<ul style="list-style-type: none"> • Planning • Termly tracking and reflection documents • Termly OTJ assessment reporting • Student work • Feedback from Research Panel of Schools 	<ul style="list-style-type: none"> • Writing was accelerated (see results below) due to smaller groups which offered ability to conference and meet individual needs more effectively 	<ul style="list-style-type: none"> • Continue to use whānau groupings setting high expectations of engagement and output
Kāhui Ako Teacher in School Inquiry	<ul style="list-style-type: none"> • The maths TiS inquiry focused on elevating our pedagogical practices, particularly problem solving using a research based approach. • Within their 3 weekly meetings successes and challenges were shared to support next steps. 	<ul style="list-style-type: none"> • Kāhui Ako TiS Evaluation 	<ul style="list-style-type: none"> • Inquiry was not completed due to TiS leave absence 	<ul style="list-style-type: none"> • We may not require a TiS position for Mathematics next year due to the commitment made to participate in external maths PLD

Raising Achievement in Reading	What did we achieve?	<ul style="list-style-type: none"> • Attitude towards reading is good across the school and overall school achievement is 79% at or above age related expectations. • In Years 3-5 Māori achievement was above that of all students for their year group- 79%, 90%, 78% respectively. Māori students in Year 2 and Year 6 achieved below their peers as a group - 63% and 47% - respectively. • In Years 1, 3, 4 and 6 Pacific achievement was above that of all students for their year group - 96%, 84%, 88% and 67% respectively. Pacific students in Year 2 and 5 achieved below their peers as a group - 63% and 61 % respectively. • PAT reading data indicates a large positive gain for those students in Year 4-6 (186 students) who completed the Term 1 and Term 4 test - effect size 0.54
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	Evidence	<ul style="list-style-type: none"> End of year data Board Reports (includes OTJs and analysis of e-asTTle/PATs)
	Reasons for any differences (variances) between the target and the outcomes	<ul style="list-style-type: none"> Reading remains a school strength and overall school achievement rose by 4% on the previous year. However, we were still short of our 85% target. The Year 5 cohort performed exceptionally well on the PAT test with a large significant gain and accelerated progress represented in a 0.75 effect size calculation. The Year 6 cohort did not show a gain with an effect size of 0.39. Although we report on Māori and Pacific cohort achievement, percentages can be misleading if there are few students represented in that year group). Further analysis is undertaken to find the story behind the data. This deeper dive enables rigorous planning of next steps according to individual needs. The school has an over representation of students with complex learning needs and English as an additional language. These students are either priority learners and/or targeted learners with Individual Education Plans or participants in intervention programmes. All children's OTJ data is reflected in the overall achievement statistics which has impacted end of year results, particularly for cohorts highly represented by ORS students. Accelerated progress in the Year 5 team may be associated with a focus on support for the ELLs students and the deliberate links made between the reading and writing programme.
	Planning for next year - where to next?	<ul style="list-style-type: none"> Involvement in structured literacy and ELLs PLD across the school Use of NZ Curriculum progress outcomes and relevant teaching sequence stem Review of reading programme in Year 6 AfL practices to support rigour in planning and differentiation with a focus on active reflection Planning monitored and programmes regularly evaluated for impact on outcomes Focus on teaching all curriculum functions through targeted reading materials that provide breadth and depth as children consolidate levels in order to move to the next Intervention programmes targeted at our lowest achievers including a review of ELLs provision Tracking and Reflection Documents to capture sharing of effective 'accelerated learning' pedagogy and culturally responsive teaching and assessment pedagogies to develop teaching practice
Raising Achievement in Writing	What did we achieve?	<ul style="list-style-type: none"> Attitudes towards writing are variable across the school and overall school achievement is 65% at or above age related expectations. Māori achievement was below that of their cohort groups in all but Year 1 and Year 4. Pacific achievement was above that of their cohort groups in all but Year 2, Year 4 and Year 5 Writing achievement in Year 2 was significantly below the overall school achievement with only 50% achieving at or above age related expectations. Māori students 44% and Pacific students 41%. The Year 4 cohort dropped 2% from their overall achievement as Year 3s.
	Evidence	<ul style="list-style-type: none"> End of year data Board Reports (includes OTJs and analysis of e-asTTle/writing samples)
	Reasons for any differences	<ul style="list-style-type: none"> We have seen an increase in our writing data of 3% since 2023 but our aspirational target of 80% was not met The Year 2 cohort figures are a cause for concern given their reading achievement was 77%. This

	(variances)between the target and the outcomes	<ul style="list-style-type: none"> could be a result of moderation precision when analysing writing samples. Although we report on Māori and Pacific cohort achievement, percentages can be misleading if there are few students represented in that year group). Further analysis is undertaken to find the story behind the data. This deeper dive enables rigorous planning of next steps according to individual needs. The school has an over representation of students with complex learning needs and English as an additional language. These students are either priority learners and/or targeted learners with Individual Education Plans or participants in intervention programmes. All children's OTJ data is reflected in the overall achievement statistics which has impacted end of year results, particularly for cohorts highly represented by ORS students.
	Planning for next year - where to next?	<ul style="list-style-type: none"> Involvement in structured literacy and ELLs PLD across the school Use of NZ Curriculum progress outcomes and relevant teaching sequence stem Improved moderation processes Teaching across the writing genre as per our Curriculum Overview 2025/2026 Building on AfL practice in writing Tracking and Reflection Documents to capture sharing of effective 'accelerated learning' pedagogy and culturally responsive teaching and assessment pedagogies to develop teaching practice Review of ESOL Programme - better alignment between class and withdrawal group planning Priority learner targets - involvement of whānau with regular contact to discuss ways to support at home, particularly for our Māori and Pacific students Planning monitored and programmes regularly evaluated for impact on outcomes
Raising Achievement in Mathematics	What did we achieve?	<ul style="list-style-type: none"> Student attitudes towards mathematics is good across the school and overall school achievement is 76% at or above age related expectations In Years 4 -6 Māori attitudes toward mathematics were reported as lower than that of the general school cohort. The OTJ data confirms 52% at or above expectations. On the other hand, Pacific achievement in Years 4 -6 was above that of all students for this group at 70% PAT mathematics data shows a large positive gain for the 206 students who took both the term 1 and Term 4 PAT test - effect size of 0.58. There was a large significant gain for year 4 students who made accelerated progress - effect size 0.77. There was a moderate positive gain for Year 6 - effect size 0.48
	Evidence	<ul style="list-style-type: none"> End of year data Board Reports (includes OTJs and analysis of e-asTTle/PATs)
	Reasons for any differences (variances)between the target and the outcomes	<ul style="list-style-type: none"> We have seen an increase of 9% in our OTJ mathematics data from 2023 to 2024, falling just short of our 80% target. Although we report on Māori and Pacific cohort achievement, percentages can be misleading if there are few students represented in that year group). Further analysis is undertaken to find the story behind the data. This deeper dive enables rigorous planning of next steps according to individual needs. The school has an over representation of students with complex learning needs and English as an additional language. These students are either priority learners and/or targeted learners with Individual Education Plans or participants in intervention programmes. All children's OTJ data is

		<p>reflected in the overall achievement statistics which has impacted end of year results, particularly for cohorts highly represented by ORS students.</p> <ul style="list-style-type: none"> The overall progress of mathematics achievement in Years 1-5 could be a result of whānau grouping rather than cross grouping which continued to be a Year 6 practice in 2024.
	<p>Planning for next year - where to next?</p>	<ul style="list-style-type: none"> Use of NZ Curriculum progress outcomes and relevant teaching sequence stem Mathematics PLD Building on AfL practice in mathematics Low floor high ceiling learning opportunities to engage all learners, particularly our cusp students Planning for rigorous number knowledge acquisition across all aspects of number Frequent 'check ins' of progress using formative and summative tools to accelerate progress of less able mathematicians Planning monitored and programmes evaluated regularly for impact on outcomes Increasing positive attitudes towards maths and acceleration of learning for our priority learners

ANNUAL TARGET/GOAL: Deliver Inclusive Initiatives that Value the Diversity of Students

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances)between the target and the outcomes	Planning for next year - where to next?
Improve regular attendance rates	<ul style="list-style-type: none"> Weekly, termly and annual attendance initiatives were introduced Attendance codes reviewed with teachers to ensure consistency across the school Regular attendance rates have been trending upwards since 2022 	<ul style="list-style-type: none"> Every Day Matters Reports 	<ul style="list-style-type: none"> Our attendance initiatives have had a slight impact on our regular attendance rates throughout the year but we are still short of our 70% target T4 - 62% (2023 53%) T3 - 49% (2023 50%) T2 - 58% (2023 47%) T1 - 60% (2023 61%) Māori student attendance rates require closer scrutiny 	<ul style="list-style-type: none"> Review of attendance initiatives and culturally responsive strategies Target 70% regular attendance for 2025 Focused approach to monitoring students with irregular attendance rates (specifically Māori students)

Review use of Tapasā in school practices	<ul style="list-style-type: none"> Tapasā was not addressed due to time constraints 			<ul style="list-style-type: none"> Revisiting Tapasā through our PGC
Extend provision and support for students with learning needs	<ul style="list-style-type: none"> Reviewed programme for ELLs students to ensure closer alignment between withdrawal groups and classroom work Tier 2 literacy programme planned to replace Reading Recovery High functioning learning support team partner effectively with agencies to deliver targeted support to students with ongoing learning challenges Board appointed a special needs teacher to support teaching and learning for our ORS students 	<ul style="list-style-type: none"> ESOL Audit Outcomes Learning Support Report Reading Recovery Support Te Ara Huarau School Improvement framework 	<ul style="list-style-type: none"> We still need to refine our programmes for ELLs students as numbers are growing, particularly in the mid and senior levels of the school. PLD in 2025 will focus on the use of the English Language Learning Progressions to support barriers to curriculum engagement 	<ul style="list-style-type: none"> Implementation of ESOL Verification Report considerations Introduction of termly reports to highlight progress for students on targeted interventions Tier 2 literacy intervention by specialist teacher

STRATEGIC GOAL 3: Quality Teaching and Leadership - Rangatiratanga

ANNUAL TARGET/GOAL: Ensure Māori achieve success as Māori

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year - where to next?

<p>Work in partnership with the Māori Achievement Collaborative</p>	<ul style="list-style-type: none"> • Board training in Hautū • PLD for teachers - understanding of key documents e.g. Kāhikitia - supporting Māori students to experience success as Māori, Tātaiako - teacher's cultural competencies and the Hikora Schema - culturally responsive teaching and learning. Teachers were able to identify their strengths and areas of development aligned to obligations of Te Tiriti 	<ul style="list-style-type: none"> • Board minutes • Pod minutes 	<ul style="list-style-type: none"> • Board need a deeper working knowledge of how schoolwide process, practice and documentation aligns with culturally responsiveness and Te Tiriti obligations • Pod feedback provided evidence that staff have a good grasp of the following; what a culturally competent teacher does, how they prepare to teach and how they engage with ākonga. 	<ul style="list-style-type: none"> • Te Tiriti to be a standing agenda item at each Board meeting • Board to lead the review using Hautū tool
<p>Kāhui Ako Teacher in School Inquiry</p>	<ul style="list-style-type: none"> • Development of Te Reo Māori progressions supported teachers to adopt a progressive approach to learning and teaching 	<ul style="list-style-type: none"> • Kāhui Ako TiS Evaluation 	<ul style="list-style-type: none"> • With the progressions completed our TiS inquiry has come to an end 	<ul style="list-style-type: none"> • Use of Te Reo progressions as cited in our Curriculum Delivery Guidelines
<p>Work in partnership with Ngā Manu Taiko</p>	<ul style="list-style-type: none"> • Regular hui were held to begin to plan units of work from histories gifted by Ngati Te Ata 	<ul style="list-style-type: none"> • Ngā Manu Taiko minutes 	<ul style="list-style-type: none"> • Engagement with Te Ata was slow at the beginning of the year but from Term 3 the group had attracted strong personnel to continue this mahi and produce resources for schools to access across the Kāhui 	<ul style="list-style-type: none"> • Completion and implementation of our local history curriculum units
<p>Middle Leadership Professional Learning</p>	<ul style="list-style-type: none"> • Revisiting Tātaiako at leadership and teacher level to ensure alignment with teaching standards and expectations of our PGC • Middle leadership were involved in review of the school's annual statement to the MoE detailing how 	<ul style="list-style-type: none"> • Feedback loop from Leadership Programme (inhouse PLD) • Termly tracking and reflection documents • Tātaiako teacher reflections/self evaluations • Te Ara Huarau School Improvement Framework 	<ul style="list-style-type: none"> • The middle leadership team has strength in leading to the North East and the importance of relationship based teaching and learning in practice. • We need to explore the use of the Hikairo Schema to further grow cultural 	<ul style="list-style-type: none"> • Continued PLD in culturally responsive teaching using the Hikairo Schema, Tātaiako and Tapasā

	<ul style="list-style-type: none"> we give effect to Te Tiriti o Waitangi Professional learning focused on cultural competence, cultural capability and culturally responsive practice. 		responsivity.	
Review use of Tātaiako in teacher practice	<ul style="list-style-type: none"> Staff meeting time was used to re engage teachers with the expectations of Tātaiako in order to meet our Tiriti obligations Tātaiako was incorporated into PGC discussions 	<ul style="list-style-type: none"> Termly tracking and reflection documents Tātaiako teacher reflections/self evaluations 	<ul style="list-style-type: none"> Teachers were able to align Tātaiako objectives with their practice and are in the early stages of evaluating impact 	<ul style="list-style-type: none"> Implement next steps highlighted in the Tātaiako evaluation e.g. engagement with whānau, culturally responsive teaching and learning, improved knowledge of local history and Tikanga

ANNUAL TARGET/GOAL: Improve Assessment for Learning Practices

ACTIONS	What did we achieve?	Evidence	Reasons for any differences (variances)between the target and the outcomes	Planning for next year - where to next?
Provide professional learning to improve AfL practice	<ul style="list-style-type: none"> Completed a 2 year AfL programme with an outside provider . The school now aligns its practice with the AfL archway. PAC observation feedback confirmed teachers are effective in modelling, students are able to articulate their learning and are being prompted to explain their thinking, and they are engaged in the maths lessons observed. Participated in assessment literacy PLD 	<ul style="list-style-type: none"> Feedback from provider's observations of lessons Tracking and reflection documents 	<ul style="list-style-type: none"> There is still inconsistency of practice across the school in some aspects of AfL as this pedagogy takes time to embed and become a 'habit of mind.' Some teachers and leaders need support to view data not as static numbers but as a conversation. It needs to stimulate discussion to challenge ideas, rethink direction and monitor progress as a school's direction progresses. Our tracking and reflection 	<ul style="list-style-type: none"> Explore consistent and sustainable AfL pedagogies to embed schoolwide expectations in differentiation, self/peer assessment, goal setting practices and assessment literacy Continue to develop assessment literacy practice in line with assessment expectations of curriculum refresh

	upskilling teachers in using data with rigour to support planning, ongoing formative and summative assessment and tracking, and programme planning		documents will capture progress towards these aims in the quality of discussion minuted.	
ANNUAL TARGET/GOAL: Develop Middle Leadership Capability				
Maximise opportunities for collaborative decision making	<ul style="list-style-type: none"> In house Leadership programme supported middle leaders to grow capacity and the skills needed to drive their teams towards the goals in our strategic plan. Fortnightly leadership meetings focused on readings, discussions and implications for practice. 	<ul style="list-style-type: none"> Minuted discussions Tracking and reflection documents 	<ul style="list-style-type: none"> The aim of the programme is to develop strategic leadership to sustain progress of initiatives. For some, they are at an early stage of developing these skills. Differentiated support is required to ensure leaders feel supported to do their best. This is also important to ensure their wellbeing. 	<ul style="list-style-type: none"> Strengthen links between collaborative inquiry and our PGC Continue development of our Leadership Programme
Provide professional learning to develop leadership capability	<ul style="list-style-type: none"> Leaders continued to work with a coach to develop team building skills in their role as middle leaders 	<ul style="list-style-type: none"> External Provider feedback 	<ul style="list-style-type: none"> Feedback confirms middle leaders are becoming more self reflective, particularly in their ability to manage conflict and deal with challenges 	<ul style="list-style-type: none"> Provide PLD in Practice Analysis Conversations with a focus on AfL Provide opportunities to develop evaluative capacity

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

MAORI 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 Maori, 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 Maori 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
- Acknowledge and respect the values, traditions and history of Maori, observe cultural sensitivity to Tikanga Maori (Maori protocol) and show respect for local Maori identity involved in the school and community

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

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

Manurewa Central School consults with our local Maori community by:

- Communicating policies, plans and targets to support the achievement of Maori students
- Seeking Maori 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 Maori beyond the resources of the school, the Principal will:

- Discuss with the whānau the ways Manurewa Central School currently includes Te Ao Maori-Te Reo and Tikanga Maori 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 2024 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 Maori

- **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 teachers' cultural competency and responsibility - understanding of key documentation e.g. Ka Hikitia, Tātaiako, Hikoira Schema; working with our Kahui Ako WiS to explore the best pedagogical approach to the teaching of te reo Māori - introduction of Mahi Pai (Manurewa Marae initiative) in selected pods/classes and the development of Te Reo Māori progression document across the school; incorporation of Tātaiako into PGC conversations to monitor teachers' growth.
- **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, Unteaching Racism and an understanding of the key documents that support us to meet our Tiriti obligations.; middle leadership development in leading to the North East and relationship based teaching and learning.

Strategic Goal 2 -Barrier Free Access - Ako

- **Ensure local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori:** achieved though working in collaboration with our Kahui Ako rōpū Ngā Manu Taiko, strengthening the local curriculum through implementation of NZ Histories (NZ Curriculum Refresh) incorporated through the redesign of a progressive school wide curriculum overview; 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; 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.

Strategic Goal 1 - Learners at the centre - Whanaungatanga

- **Create a culturally inclusive environment;** achieved through Formation of Te Rōpū Whānau and themes arising from first Hui incorporated into Annual Plan 2024/25, 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.

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 79%)			Writing (whole school 65%)			Mathematics (whole school 76%)		
Outcomes shown as percentages, based on end of year OTJs, for students achieving at or above age related expectations								
Year level	All students %	Māori students %	Year level	All students %	Māori students %	Year level	All students %	Māori students %
1	94	91	1	95	96	1	96	96
2	77	63	2	50	44	2	78	82
3	78	79	3	62	52	3	73	75
4	81	90	4	57	60	4	59	50
5	76	78	5	70	56	5	65	45
6	65	47	6	54	40	6	64	61

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 2024 will reflect any trends, patterns or specific interventions needed to ensure equitable outcomes for Māori students.