



2025-2028

**LYTTON
STREET SCHOOL**

MĀORI ACHIEVEMENT PLAN

Our Vision Statement

Together, we Live to Learn and Learn to Live

Kia Ora Kia Tahi, Kia Tahi Kia Ora

Our vision at Lytton Street School is to be an inclusive and culturally responsive kura, firmly rooted in the principles of Te Tiriti o Waitangi. Through ongoing commitment and collaboration, we recognise that upholding Te Tiriti is a collective responsibility shared by all stakeholders - staff, students, whānau, community members, and mana whenua.

We actively integrate perspectives of tangata whenua, culture, and history throughout our curriculum. This includes incorporating Te Reo Māori, teaching about Māori tikanga, traditions, and significant historical events, and promoting an understanding of the Māori worldview. Our goal is for every student to comprehend the historical significance of the Treaty of Waitangi, its principles, and its relevance to today.

We lead the revitalisation of the Māori language by offering a Te Reo Māori focus and integrating Māori language learning into our curriculum. We foster cultural awareness by engaging with local iwi, inviting Māori guest speakers, artists, or performers to share their knowledge and experiences with our students. Building relationships with our local iwi, Ngāti Kauwhata, is essential to us. We seek their guidance on cultural protocols, involve Māori community members in school events and decision-making processes, and ensure Māori perspectives are represented in our school governance structures.

Empowering students to actively participate in decision-making processes and fostering their understanding of citizenship, social justice, and the importance of honoring Te Tiriti o Waitangi is a priority for us. Students lead initiatives such as organizing cultural events, promoting diversity, and advocating for equity within our school community.

Māramatanga

Consultation with all members of our kura community is currently underway to define Māramatanga as our core school value.

The development of Māramatanga within our tamariki enables them to build awareness. Awareness involves being curious, mindful of both ourselves and others, making connections, and fostering deep understanding, empathy, and personal growth across local, national and global contexts.

Our Pedagogy

Our school pedagogy is structured around our four main values, each specifically chosen as representation of the kōtare with its own pūrākau that has been gifted by our local iwi, Ngāti Kauwhata.



Values for Learning

Observant

Observant - pay close attention and notice what's happening around you.

Kōtare (the bird) will sit on tree branches and observe the coming and going of other creatures and people. It reacts depending on the situation, watching quietly and taking in the surroundings, or alerting others nearby if there is danger. This is called the wairea or sweeping of the broom - clearing the way for others who may be scared or nervous.

Reflective

Reflective - think carefully about what you've done or learned, so you can continue to improve in the future.

Kōtare (the bird) gathers its food from the river. It sits high on branches and when it can see an opportunity it will dive deep into the water to collect the kai. Once the kōtare returns to its perch, it will shake its whole body and ruffle its feathers. This removes the icy cold water from its body.

Responsive

Responsive - be quick to listen, think, and act when you need to learn or support others.

Kōtare, the father of Kauwhata, places himself lower than his son at the wharenuī. This shows his humble nature as well as the care and love he had for his son. The people of Ngāti Kauwhata cover the carving of Kōtare with a korowai.

Inquisitive

Inquisitive - be curious, and ask questions to learn more about the world and the people around you.

Kōtare (the bird) would sit on the whata (fish and eel drying stand) and watch for the fish in the river, then dive to capture their kai. The kōtare would then move to the vegetable patch during the growing season and would eat the insects and lizards which stopped those creatures from damaging the crops.

Te Tiriti o Waitangi & The Cultural Diversity Of Lytton Street School



Our kura reflects New Zealand's cultural diversity and promotes the uniqueness of New Zealand's bi-cultural society. The school is continuing to forge a strong connection with Ngāti Kauwhata.

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākonga Māori as Māori. Our kura is committed to honouring Te Tiriti o Waitangi, recognising it as an agreement for all people to co-exist peacefully while retaining their own language, culture, and identity. Our kura acknowledges and values Te Tiriti o Waitangi by enacting the articles of Kawanatanga (honourable governance), Rangatiratanga (self-determination) and Ōritetanga (equity). Our school values, through genuine engagement, the voice of our whānau Māori in all aspects of governance, decision making and learning.

Our ongoing commitments towards building Tiriti centric practices include:

Community	School	Staff
<ul style="list-style-type: none"> Te Kāhui Ako o Kawakawa Feilding Matariki Ceremony Te Wiki o te Reo Māori Celebration Festivals Te Pae Tamariki Kapa Haka Festival Local Curriculum integration Local Histories/ Narratives Marae Noho Board of Trustees representation NZEI Board representation 	<ul style="list-style-type: none"> Close links with Mana Whenua Ngāti Kauwhata- 'Kauwhatatanga' Te Rerenga Kōtare Kapa Haka Performance Te Pae Tapū Lytton Street School Te Reo Māori Progressions School wide Kapa Haka Lytton Street School Matariki Hautapu & hangī Māhuru Māori Te Wiki o te Reo Māori Whānau Hui Weekly Te Ao Māori newsletter articles Termly Pōwhiri & Mihi Whakatao Consultation of whānau Māori Ākonga Māori awards Waharoa development School signage 	<ul style="list-style-type: none"> Te Tiriti o Waitangi Te Ahu o te Reo Māori Professional Development Māori Made Easy Reo Program Niho Taniwha professional readings and reflections Te Akatea Māori Principals Association Māori Achievement Collaborative Tātaiako- Cultural Competencies Ka Hikitia- Accelerating Success Tū Rangatira- Model of Leadership Pūrākau development & delivery Karanga Professional Development

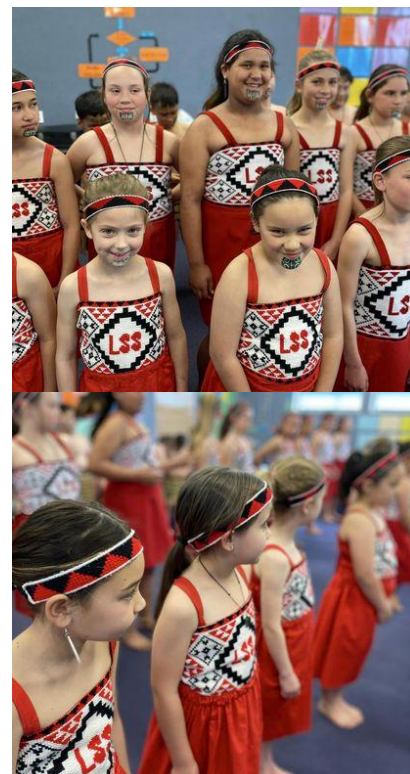
Te Rerenga Kōtare (Lytton Street School Kapa Haka)

Te Rerenga Kōtare is a name that was gifted to the Lytton Street School kapa haka rōpū in 2021 to acknowledge the korowai (cloak) of manaaki (care) that covers them. It was gifted by their tutor, Rārite Mātaki, who is of Ngāti Kauwhata descent and is part of the Mana Whenua collective of the region.

The name comes from the manu kōtare, the sacred kingfisher bird, and was chosen because of the behaviours and characteristics that are similar to our tamariki. The kōtare likes to sit on the riverbanks and observe. Our tamariki love to observe and watch with keen eyes and are strongly influenced by what they see and hear. Dame Whina Cooper said, "Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will be the shape of Aotearoa". The name Te Rerenga Kōtare reminds us as influencers in the lives of these tamariki, to be mindful of what we gift them to carry into the future. It further reminds our tamariki to keep looking, to keep searching for the taonga of this world and treasure them.

The kōtare enjoys the habitat of the rivers and estuaries. This inclination is especially important for Māori, as it reminds us of our connection to the awa, and how it shapes our own identity. It is the river that helps breathe life into the surrounding environment and the people. For our tamariki, we hope that they also learn to recognise and identify the great influences in this world that they can connect with to enrich, grow, and flourish in their own lives, that they learn to give and take, just as the environment does, to maintain balance in the world.

The final connection of the name, kōtare, is the name of Kauwhata's father, Kōtare. Though the group is not named after Kōtare the tupuna, there remains a link to the whakapapa of Kauwhata itself. For those who know the stories of Kōtare, they will also know he was a short man, much like some of our children who are still growing. Kōtare sits at the base of the post outside the front of the whare tūpuna of Kauwhata, with his son Kauwhata placed at the top. This denotes an attribute of humility by the father (Kōtare) to place his son (Kauwhata) above himself. May our tamariki grow this attribute to place the needs of others above their own.

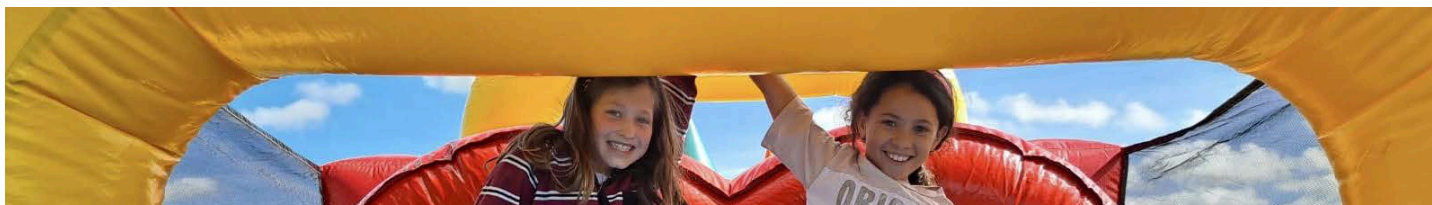


Lytton Street School Mihi Whakatau Procedures

A Mihi Whakatau is an official welcome for all new students to Lytton Street School. It removes the tapu (restrictions) of the manuhiri (visitors) to make them one with the tāngata whenua (hosts). Mihi Whakatau are held at Lytton Street School at the beginning of each new term and to welcome visitors. When manuhiri arrives, they will be greeted by our leadership team. The ambassadors are there to help guide and prepare manuhiri for the processes prior to being welcomed on to our school tūrangawaewae. It is our aim to include as many students as possible during each Mihi Whakatau.

Inclusion

The board will ensure that students with diverse learning needs are supported in their learning so they can thrive, and make progress, in relation to The New Zealand Curriculum. Ākonga will fully participate in, contribute to and feel included in the life of the school and the community.



Statement of Our Fundamental Aim

The aim of our kura is to be responsive and attentive to the needs of our students, continuously improving practices, and creating a dynamic learning environment that fosters student success. Responsiveness is about both reacting to issues when they arise and, proactively addressing the varied academic, emotional, and social needs of students.

Te Tiriti o Waitangi

PARTNERSHIP

The Treaty principle of partnership benefits all learners. It harnesses the knowledge and expertise of the diverse people who can contribute to students' learning, including families, whānau, iwi, and other community members. Partnership is realised as schools collaborate with Māori and non-Māori to develop, implement, and review policies, practices, and procedures. By working collaboratively, schools learn to share power, control, and decision-making while validating the unique position of Māori as tangata whenua and recognising the contribution Māori make to education. As part of the school's commitment to honour the spirit of partnership symbolised by the Treaty, the principal ensures that majority decision-making does not override Māori viewpoints.

Lytton Street School has worked very hard to form partnerships with local iwi and hapū as part of engaging with their Māori community. Our school regularly visits Kauwhata Marae and gives our tamariki the opportunity to spend the day on the marae and for our senior classes to stay overnight. This is a unique experience and also enables us to invite local iwi to support the venture.

PROTECTION

The principle of protection is about actively protecting Māori knowledge, interests, values, and other taonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that "culture counts" and describes a commitment to "knowing, respecting and valuing where students are, where they come from and building on what they bring with them" (page 20).

As part of their developing identities, all New Zealand students need to understand New Zealand's unique bicultural heritage. Consequently, all students need opportunities to learn te reo Māori and gain knowledge and experience of important Māori concepts and customs, considering them in relation to those of other cultures. Language and culture are intertwined, so this learning provides insights into te ao Māori and Māori world views. It can occur in many contexts and across the curriculum.

Through our Localised Curriculum, we are actively bringing to the forefront the knowledge, identity and language of our local iwi and hapū. Our tamariki are exposed to local narratives and histories of our town and the relationship with the region.

PARTICIPATION

Participation is about equality of opportunity and outcomes. Students need to learn how to participate and contribute as active citizens through opportunities to explore and appreciate the rich and diverse cultures, languages, and heritages that shape their identities as New Zealanders. Informed civic participation is a key aspect of the New Zealand Curriculum's future focus principle. Participation also emphasises positive Māori involvement at all levels of education.

Through consultation and ongoing discussion about our learners and our programmes of learning, whānau voice is collected and used to support key decision making. Lytton Street School works to maximise educational success for all students through focusing on their learning and building strong relationships with students, parents, and whānau. Its success in achieving these goals is reflected in the outcomes for students, including the participation of Māori students in leadership programmes such as Te Raukura.

Strategic Goals - Overview

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships



Pou Herenga Tangata | People

Pou Herenga Tangata is designed to foster responsive, engaging and reciprocal relationships that empower students' self-identity, achievement and well-being through a deep understanding of our shared heritage and connections.

He aha te mea nui i te ao?

He tangata, he tangata, he tangata.

What is the most important thing in the world?

It is people, it is people, it is people.

Attendance & Engagement

- Strengthen and enhance our learning connections and relationships with our local iwi Ngāti Kauwhata
- Engage our ākonga in regular and formative consultation
- Utilise a multiple-agency approach to support the learning of our ākonga
- Use digital tools to gather holistic information and respond to the hauora needs of our ākonga
- Operate a culturally and developmentally focused play-based learning (Walker Learning) programme
- Conduct thorough and regular self review to ensure that the structures that have been put in place are sound and that all programmes are running smoothly and efficiently
- 'Māramatanga' will be upheld as our guiding philosophy
- Operate programmes that ensure all ākonga attend school, avoiding poor attendance and chronic absences
- Review our school programmes of teaching and learning to ensure ākonga are actively engaged

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuetanga Ako

Learning | Ways of Teaching & Leadership

Responsive and relevant systems and content of curriculum, pedagogy and leadership



Whenua | Tūrangawaewae | Place

Pou Herenga Whenua is designed to create a responsive and locally relevant curriculum that nurtures future focused learners, connecting them deeply to their environment, passions, cultural identity and the world around them.

Tangata ako ana i te whare, te turanga ki te marae, tau ana

A person who is taught at home, will stand connected on the Marae.

Curriculum & Achievement

- Continue to develop and embed our localised Curriculum
- Provide effective support, extension and cultural programmes
- Operate a responsive approach to property modifications, accommodating the needs of our students, and to further market and promote the school in the community
- Embed coaching, professional learning and development as a means to develop teaching and leadership
- Use online tools to gather, collate and report progress and achievement analysis
- Complete structured professional learning and development to support the implementation of the new English and Mathematics curriculum

Strategic Goals - 2025

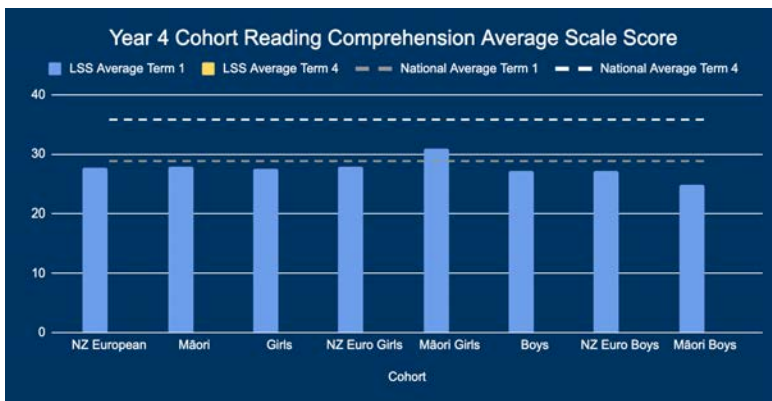
Our Strategic Goals form the foundation for our Annual Targets and also all specific goals that support the learning of our Māori tamariki.

Annual Targets - 2025

Māori Progressive Achievement Tests (PAT) - 2025

We conduct PAT assessments three times throughout the year, in Terms one, two, and four. This is done to identify where students are sitting at the start of the year, then once they have settled into their learning. Scale score growth is the focus for the middle and end of year assessments. Our Māori cohorts are closely followed with senior leaders and classroom teachers being a part of the process. The charts below indicate where our Māori students sit when compared to their peers.

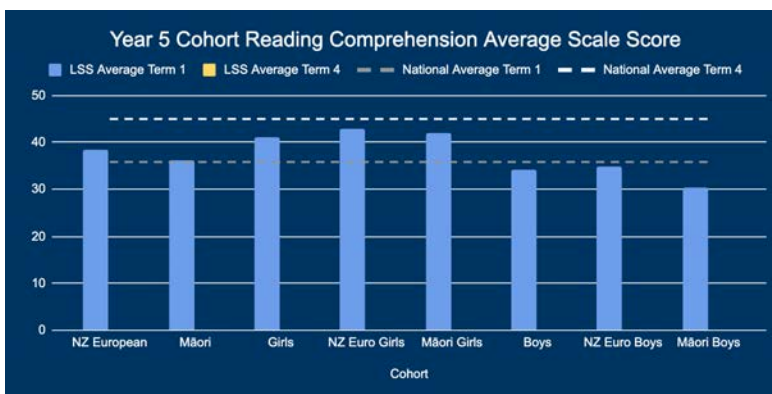
Reading



Year 4 Reading Comprehension

In the Year 4 group, Māori girls are performing exceptionally well - above the national average scale score of 28.8, achieving 30.9. However, our Māori boys fall short of the national average and it is our lowest achieving cohort in the group reaching a scale score of 24.9. The boys in the Māori cohort have been identified by classroom teachers and are being closely monitored in their achievement.

Target: Māori boys cohort to exceed the Term one national average and reach an average scale score of 32.

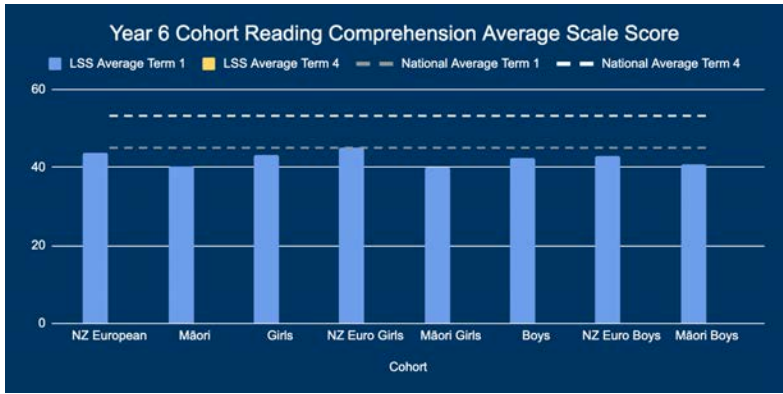


Year 5 Reading Comprehension

In the Year 5 group, girls in all cohorts are performing above the national average. Boys of all cohorts, in contrast, are working below the national average. Specifically, our Māori boys cohort achieved an average of 30.3.

Target: For Māori boys to be exceeding the term one national average and achieve a scale score average of 40.



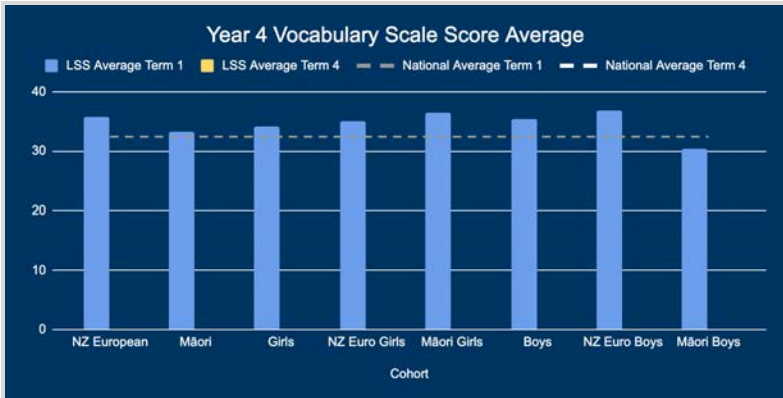


Year 6 Reading Comprehension

This year group is a focus within our school charter. We are aware of the learning difficulties and home life challenges this cohort brings with them. Our Māori cohorts have not reached the national average.

Target: For all Māori cohorts to be exceeding the term one national average and achieve an average scale score of 50.

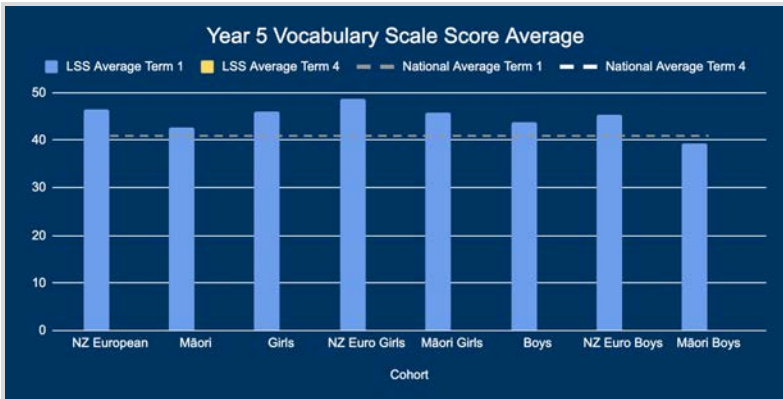
Vocabulary



Year 4 Vocabulary

As Māori boys are the only cohort who haven't met the national average sitting just below the national average at 30.4, they will be our focus.

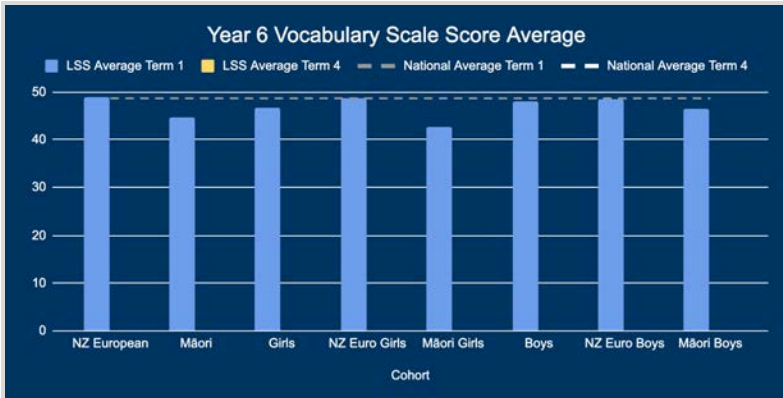
Target: Māori boys to achieve a scale score average of 37.



Year 5 Vocabulary

Similar to the year 4 group, the Māori boys cohort in year 5 is the only cohort that has not met the national average. However, they are only sitting 1.6 points below the national average.

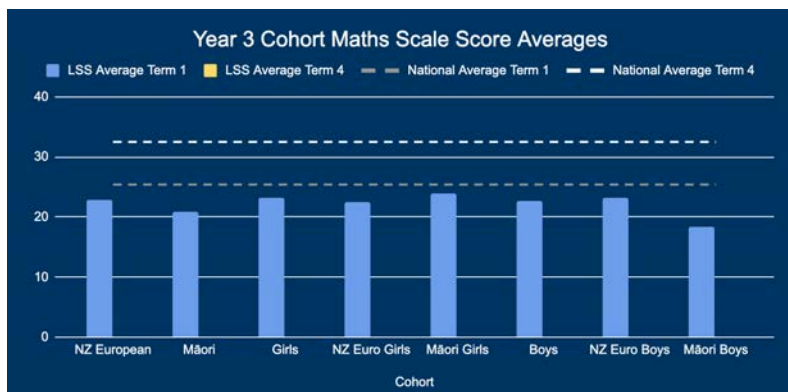
Target: to close this gap and have Māori boys meet the Term 4 national scale score average.



Year 6 Vocabulary

As previously mentioned, there are numerous aspects contributing to the underachievement of this year group. All Māori cohorts have not met the national average scale score with Māori girls being the lowest achievers here.

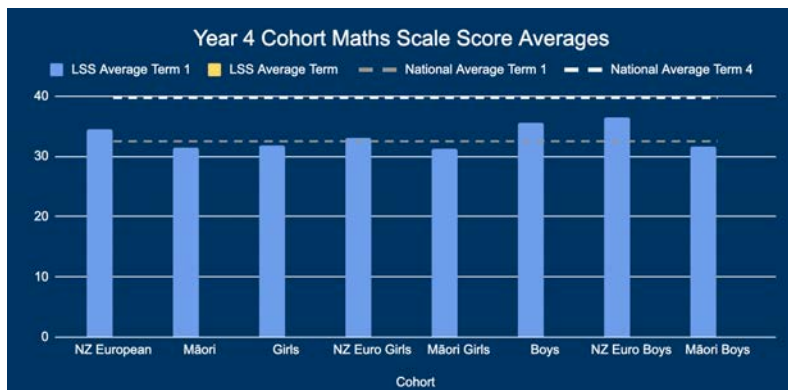
Target: to have all Māori students close the achievement gap and achieve a scale score average of 55.



Year 3 Maths

This group was identified at the end of 2024 as a focus group for 2025. Although they had not completed national assessments in year 2, our in house assessment processes showed they were going to be having difficulty. Māori boys are the critical focus here as they are the lowest achievers, which in turn impacts the achievement of the Māori cohort.

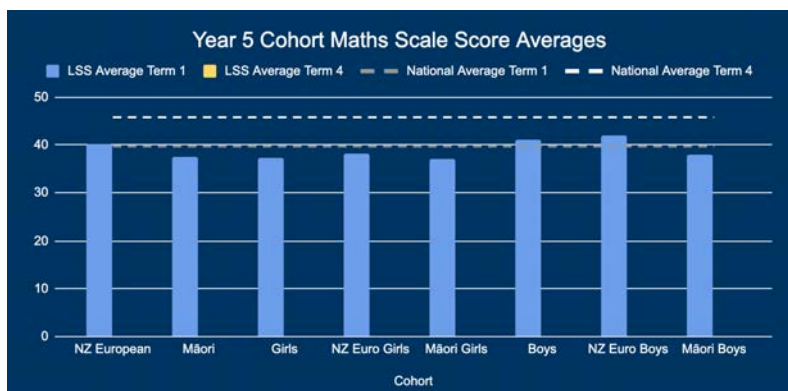
Target: Māori boys to exceed the Term 1 national average scale score.



Year 4 Maths

This group has performed well. All Māori cohorts are performing just below the national average scale score by only a few points.

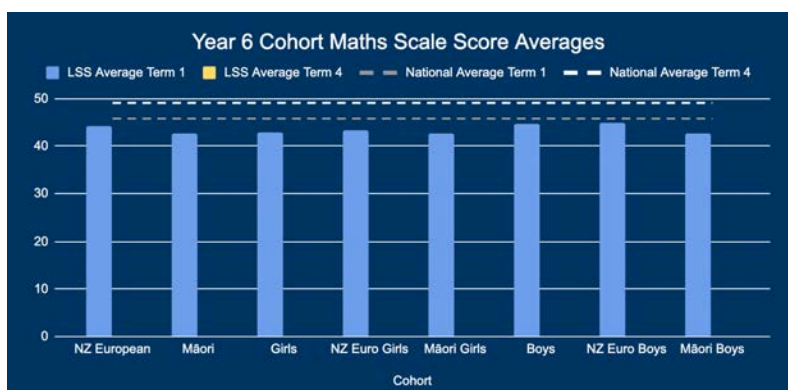
Target: To have all Māori cohorts reach the national average scale score in Term 4.



Year 5 Maths

This group has also performed well with Māori cohorts achieving just under the national average scale score.

Target: To have all Māori cohorts reach the national average scale score in Term 4.



Year 6 Maths

When we consider how this year group has performed across the board, this shows a strength in maths, especially for the Māori cohorts. They are sitting just below the national average scale score.

Target: To have all Māori cohorts reach the national average scale score in Term 4.

Writing

This year we are a part of the first PAT Writing trial. This has involved completing two writing assessments in Year 5/6. As this is a trial, there is no national average to compare against, however, we do have text types and scores that have informed us of student achievement against a NZCER rubric. Currently, we are in the process of understanding this assessment. It is also important to note that this assessment is in a trial phase and we no longer have access to the data. The rubric has been shared with teachers in an easy to read format and they will be able to refer to that during their writing lessons to show growth when we have access to the next trial.

Consultation

In Term 1, 2025, Māori whānau were invited to participate in a survey designed to gather feedback on how we as a kura are meeting the holistic development of children, encompassing their academic, social, emotional, and cultural growth, as well as the quality of the school environment and teacher-student interactions. All respondents spoke highly of the kura, teachers and the increased focus on these areas of development. Many highlighted the confidence of their tamariki to share their learning with whānau. There were numerous comments about how happy their tamariki are about attending kura and the focus on their well-being, both socially and emotionally.

Whānau recognise that our kura is a safe and secure place for themselves and their tamariki where they feel welcomed and valued. Engagement from their tamariki is highly valued and the whānau welcome the steps made towards creating an inclusive and culturally rich school environment.

Click here to view the results and feedback given - [2025 Whānau Consultation](#)

Previous Information

Click here to view the results and feedback given - [2023 Whānau Consultation Summary](#)
[2022 Te Manawanui Whānau Consultation](#)
[2020 Community Consultation](#)
[2020 Whānau Consultation](#)
[2017 Whānau Survey](#)



Learning Goals - 2025

Specific learning goals have been created to focus intensively on aspects of Māori engagement, learning and achievement. These will be reviewed at the end of the school year.

Goals	Links To Ka Hikitia & Actions		Actions / PLD Plan
To ensure that all teachers are using evidence based, developmentally and culturally appropriate teaching and learning approaches/ practices that engage Māori students.	All Māori students are engaged in <u>quality teaching and learning</u> experiences.	Develop and expand engaging, effective, and enjoyable teaching and learning approaches for all Māori students.	<ul style="list-style-type: none"> ● Support and observations for all staff ● Weekly PLD offered - Structured Literacy and MSL ● Maths PLD offered ● Year Level meetings - collaborative planning, reflecting and problem-solving ● Independent learning programme that promotes self-regulation and intrinsic motivation
To collaborate and consult regularly with whānau, promoting high expectations.	<u>Collaborating</u> to achieve excellent education and Māori language outcomes.	Strengthen capability and accountability for Māori education and language outcomes.	<ul style="list-style-type: none"> ● Learning Conversations in Term 1 ● Learning Conversations in Term 3 ● Reports shared home in Term 4 ● Consultation with Te Manawanui whānau
To provide regular opportunities for teachers to collaborate to share knowledge and evidence of what works.	Sharing and growing <u>knowledge and evidence</u> of what works. All Māori students have <u>access to learning pathways</u>	Support all stakeholders to set high expectations for Māori students.	<ul style="list-style-type: none"> ● Weekly meetings focused on student achievement and data analysis; planning and professional development
To ensure all teachers continue to examine and reflect on their cultural responsiveness.	of their choice that lead to excellent education and Māori language outcomes.	Use networks to share knowledge and evidence. Develop clear pathways that lead to excellent education and Māori language outcomes.	<ul style="list-style-type: none"> ● Embed tikanga Māori into LSS via: <ul style="list-style-type: none"> ■ Termly Powhiri ■ Daily karakia ■ General tikanga
To provide high quality Māori language programmes.			<ul style="list-style-type: none"> ● Kapa Haka group - Te Rerenga Kōtare ● Performance Kapa Haka

Skodel Well-being Data (Year 4-6 Māori Students)

Students learn and work best when they feel welcome and understood in their kura and it is essential that our kaiako have the tools and skills to effectively build this whanaungatanga. Through the use of Skodel, kaiako are able to get real data, daily, from the tamariki they interact with.

As you can see on the table below, our Māori students are just as positive about home and school life as students in our other cohorts.

End of 2024 Data												
Group	Year 6	Year 6 Girls	Year 6 Boys	Year 6 Māori	Year 5	Year 5 Girls	Year 5 Boys	Year 5 Māori	Year 4	Year 4 Girls	Year 4 Boys	Year 4 Māori
Score	94%	95%	96%	96%	92%	94%	91%	92%	91%	89%	93%	90%

For 2025 we have broken our data down further into gender and ethnic groups to gain a deeper insight into our Māori students' dispositions. Here is the wellbeing data generated so far for Term 1.

Term 1 2025 Data						
Group	Year 6 Māori	Year 6 Māori Girls	Year 6 Māori Boys	Year 5 Māori	Year 5 Māori Girls	Year 5 Māori Boys
Score	86%	80%	93%	94%	98%	92%

This data is currently surpassing our target of 70%. However, this year we have been presented with some unexpected challenges with Skodel. Early in Term 1 the original creator and IT support person at Skodel died and the company put a pause on all support as they worked through their processes, this has resulted in a slower roll out of the interactions by teachers. You will also notice that Year 4 data is not included at this stage. Again, this is a flow on effect from the changes within the Skodel company; the support for iPads has recently undergone updates which have not made it as easy to use for children and teachers. This is currently being looked into.

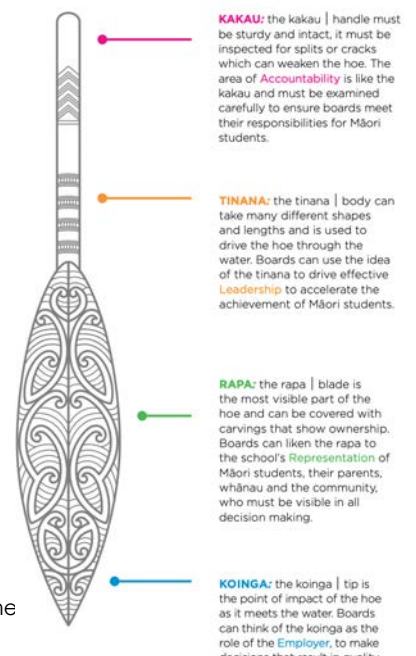
Hautū

Hautū is a self review tool that Boards can use to evaluate their level of Māori cultural responsiveness to then identify priorities and actions for implementation. The information gathered from this review will also help guide the goals and actions in this Māori Achievement Plan.

Hautū are the leaders in a waka that call the time to the kaihoe/paddlers and guide the waka to travel in the direction of their vision. This analogy represents the Board of Trustees as the Hautū who are setting the direction and vision for the school and staff (kaihoe) to implement the plans and directions of the school.

[2025 HAUTŪ - A SELF REVIEW TOOL - BOARD OF TRUSTEES](#)

The four key areas of governance are represented by the parts of the hoe | paddles. A visual of this representation is shown to the right.



Ka Hikitia

Ka Hikitia is a cross-agency strategy for the education sector. The agencies include: Ministry of Education; Te Aho o Te Kura Pounamu; Education New Zealand; Education Review Office; New Zealand Qualifications Authority; The Teaching Council Aotearoa.

The education sector includes all learning, schooling, and tertiary education provision. It sets out how we will work with education services to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent outcomes and equitable outcomes and provides an organising framework for the actions we will take.

At Lytton Street School we aim for our learning to be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Key Measures

Ka Hikitia will be successful when:

- Māori learners are engaged and achieving excellent education outcomes, and
- Māori whānau, hapū and iwi are active partners with our education services in defining and supporting excellent outcomes for Māori learners

Ngā Whetū Hei Whai / Guiding Principles

EXCELLENT OUTCOMES	BELONGING	STRENGTHS-BASED	PRODUCTIVE PARTNERSHIPS	TE TIRITI O WAITANGI
We will support Māori learners and their whānau to achieve excellent education outcomes	Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system	Strengths-based: We will recognise and build on the strengths of Māori learners and their whānau	Productive Partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes	Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system

The 30 year vision and objectives form the core of our overall approach to education. To create change it is important to embed Ka Hikitia into this framework to ensure we are aligning vision, purpose and action within our education system to support Māori enjoying and achieving education success as Māori.

Ka Hikitia informs and is informed by the overall Education Work Programme.
www.education.govt.nz/our-work/information-releases/issue-specific-releases/education-portfolio-work-programme

Whakamaau te pae tata kia tika – Take hold of your potential so it becomes your reality...

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters

Whaka te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near!

OBJECTIVES FOR EDUCATION

- Learners at the centre**
Learners with their whānau are at the centre of education.
- Barrier-Free Access**
Great education opportunities and outcomes are within reach for every learner.
- Quality Teaching and Leadership**
Quality teaching and leadership make the difference for learners and their whānau.
- Future of Learning and Work**
Learning that is relevant to the lives of New Zealanders today and throughout their lives.
- World class Inclusive Public Education**
New Zealand education is trusted and sustainable.

WHĀIA TE ITI KAHURANGI
Outcome Domains to support excellent outcomes for Māori learners and whānau:

- TE WHĀNAU**
Education provision responds to learners within the context of their whānau. We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services. We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.
- TE TANGATA**
Māori are free from racism, discrimination and stigma in education. Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.
- TE KANORAUTANGA**
Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences. Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.
- TE TUAKIRITANGA**
Identity, language and culture matter for Māori learners. Our education services will support the growth and development of the Māori language. We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in be as Māori, Aotearoa and the wider world.
- TE RANGATIRANGA**
Māori exercise their authority and agency in education. Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system. We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.

Ka Hikitia - Schoolwide Actions

LYTTON STREET SCHOOL ACTIONS

<ul style="list-style-type: none"> • Effective and regular consultation • Multimedia communication • Inter Agency utilisation 	<ul style="list-style-type: none"> • Disposition development programme • Regular wellbeing Survey Analysis • Culturally responsive environments 	<ul style="list-style-type: none"> • Robust data analysis • Local tikanga is valued and shared • Māori teachers are desired 	<ul style="list-style-type: none"> • Te Reo and Tikanga are prominent and treasured • Localised curriculum development 	<ul style="list-style-type: none"> • Valuing and fostering our affiliation with local iwi • Growing the knowledge and understanding of our local iwi • To have a local iwi representative on the Board of Trustees
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Te Manawanui Ki Te Reo (Te Ao Māori Programme)

In essence, Te Manawanui Ki Te Reo involves learning and teaching with a higher percentage of Māori language, culture and tikanga. We have a mixture of strong and developing speakers of te reo which offers our students a chance to follow a pathway of reo development and growth through their time at school.

Our Te Manawanui whanau team is represented by 6 teachers ranging from Year 1 - 6.



Te Reo Programme Overview

Our school has developed a set of language outcomes to support teaching and learning at each level.

WHAKARONGO

LISTENING



KŌRERO

SPEAKING



NGĀ ARA REO

LANGUAGE MODES

TAUMATA 1 - LEVEL 1

- | | |
|--|--|
| <ul style="list-style-type: none"> • Identify the sounds of letters of the Māori alphabet (arapū), letter combinations, intonation, and stress patterns • Recognise and understand simple, familiar spoken words, phrases, and sentences | <ul style="list-style-type: none"> • Imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences • Respond appropriately to simple, familiar instructions and simple questions, • Ask simple questions • Initiate spoken encounters in te re Māori, using simple greetings, questions, and statements |
|--|--|

TAUMATA 2 - LEVEL 2 (Level 1 +)

- Understand a range of short oral texts containing familiar phrases and sentences
- Get the gist of slightly more complex or less familiar reo Māori phrases and sentences
- Begin to use pronunciation, intonation, stress, and rhythm for emphasis and to clarify meaning
- Respond appropriately to simple, familiar instructions and simple questions
- Initiate simple conversations in te reo Māori

Te Reo Programme - In Detail

NGĀ WHĀINGA PAETAE ACHIEVEMENT OBJECTIVES	ĒTAHI HOROPAKI MŌ TE AKO I TE REO POSSIBLE LANGUAGE AND LEARNING CONTEXTS			
TE WHĀNAU	TE TANGATA	TE KANORAUTANGA	TE TUAKIRITANGA	TE RANGATIRATANGA
TAUMATA 1 - LEVEL 1	Students will be exposed to:			
1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgements	Full School <ul style="list-style-type: none"> • Karakia • Kapa Haka • Waiata Māori • Pepeha 			
1.2 introduce themselves and others and respond to instructions				
1.3 communicate about number, using days of the week, months, and dates	<hr/> Te Manawanui Ki Te			
1.4 communicate about personal information	<ul style="list-style-type: none"> • Te Wā - time, lunar, calendar 			
1.5 communicate about location	<ul style="list-style-type: none"> • Te Whanau - and belonging 			
1.6 understand and use simple politeness conventions	<ul style="list-style-type: none"> • Ngā Mihi - and informal introductions 			
1.7 use and respond to simple classroom language	<ul style="list-style-type: none"> • Whakatauki • Local Landmarks • Marae Tikanga - people and places • Origin, Identity, Location 			
TAUMATA 2 - LEVEL 2 (Level 1 +)	Students will be exposed to:			
2.1 communicate about relationships between people	<ul style="list-style-type: none"> • Kīwaha • Pepeha - iwi specific 			
2.2 communicate about possessions	<ul style="list-style-type: none"> • Waiata Māori • Whakatauki 			
2.3 communicate about likes and dislikes, giving reasons where appropriate	<ul style="list-style-type: none"> • Te Marae - People and places • Tūrangawaewae - my place to stand • Celebrations 			
2.4 communicate about time, weather, and season	<ul style="list-style-type: none"> • Kai / Hākari 			
2.5 Communicate about physical characteristics, personality, and feelings				



Reo seasons,
Family formal

Te Reo Māori Kaiako

Our school has employed a te reo Māori kaiako to support students to further grasp their knowledge and understanding in a small group setting.