

## Ponsonby Primary – Maori achieving success as Maori at PPS

2023 Maori Achievement Plan	Outcomes	Actions		Notes
<p><b>Accelerating Māori student Success</b></p>	<p>PPS is committed to ensuring Māori students as with all students are successful learners.</p>	<p>A dedicated Te Ao Māori leader Morgan Johnston supported by DP Francis Naera.</p>	<p><b>Date &amp; Responsibility</b></p>	<p><b>Teachers to demonstrate commitment to bicultural partnership in Aotearoa New Zealand</b></p>
<p>To put in place systems that support our Māori students in their achievement and Celebrating their success as Māori. We support the Ka Hikitia Accelerating Success.</p> <p><b>2023 PPS vision statements:</b> #Māori learners successfully participate in and contribute to the school. #Māori learners successfully realise and value their cultural distinctiveness. # Māori learners gain the universal skills, competencies and knowledge needed in the 21<sup>st</sup> century to successfully participate in and contribute to the social, economic and cultural well-being of Aotearoa New Zealand and the world.</p>	<p>#Pastoral Support programme in place that supports the Māori students so that their successes are recognised, retention through to the senior school is high and pathway to future learning is in place- Faces to the data. Susan Robins examines the data closely for any identifiable downward and success trends. #Māori student data analysed and shared to identify potential at-risk students. #Māori parents and students are consulted on their vision for their Māori student achievement. #Charter ensures Māori values and worldview are embedded. #Active involvement in co-curricular activities is monitored and involvement recorded by teachers in student files. #Hika Māori available for self-teaching of Te Reo.</p> <p>Through the PLD programme, staff will have engaged with</p>	<p>Pastoral support within the Whanau supports Māori students, with their successes recognised.</p> <ul style="list-style-type: none"> <li>● Develop and implement a ‘transitioning ‘ process that is culturally responsive to retain &amp; achieve successful educational outcomes for new Māori students entering school.</li> <li>● Longitudinal tracking sheets are established through the intervention registers.</li> <li>● Reporting of progress against NZC, including, common assessment data and co-curricular activity.</li> <li>● Data is shared with teachers and whānau to recognise those on track to achieve targets and intervene with students not on track.</li> <li>● Language encouraged with buddy classes- share learning experiences.</li> <li>● 1 x per year hui, held with Māori students and their</li> </ul>	<p>Ongoing/senior management</p> <p>Ongoing/senior management</p> <p>Term 3/SLT</p> <p>Ongoing/SLT</p> <p>June/November -teachers</p> <p>Sanjay &amp; whānau</p> <p>Termly teachers</p>	<p><b>Tangata whenuatanga: Affirms Maori akonga/learners as Maori - provides contexts for learning where the identity, language and culture (cultural locatedness) of Maori akonga/learners and their whanau/families is affirmed.</b></p> <p><b>Indicators</b> Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi. Teachers develop own Reo skills along with knowledge of, tikanga and Māori history in 2021.</p> <p><b>Evidenced through</b> Students by year 6 can articulate the importance of the Treaty of Waitangi as a seminal New Zealand document. Māori focus recorded in planning. Classroom teaching environment evidences respect for bi culturalism (signs, greetings, waiata, karakia and tikanga). Thursday programme Kapa Haka- open to all Māori.</p> <p>EOTC- year 5 marae visit and preparedness for pepeha/mihi in Term 4 annually. Pronunciation of vocabulary correctly – especially names by staff- upskilling of te reo across all teaching staff. Resources available and used i.e. school flip charts.</p> <p>Robust Māori language programme within the classroom appropriate to the age including correct tikanga, Kapa Haka, Māori myths and legends, an understanding of our local area and making connections to our school pepeha,</p>

	<p>government documents Ka Hikitia and Tātaiako. Competencies to build personal cultural capital and responsiveness and the support of Morgan Johnston will help to build their Te Reo competency along with their knowledge of tikanga and Māori history throughout 2023.</p>	<p>whānau – as directed by the whānau at July hui 2019.</p> <ul style="list-style-type: none"> <li>● Teachers to establish and share what co-curricular (curriculum) activities Māori are involved in and what activities they would like to be involved in (2021 focus to ensure success as Māori).</li> <li>● Opportunities for Māori to share their language and culture includes but is not limited to, Pōwhiri, Assembly, Kapa Haka, pepeha, classroom studies relating to Te Tiriti O Waitangi and Māori myths and legends, Matariki and Te Wiki O Te Reo Māori celebrations.</li> <li>● Professional Development sessions developed to respond to staff needs.</li> <li>● All children by year 6 and staff learn the school pepeha and waiata and understand the school whakatauki.</li> </ul>	<p>Ongoing</p>	<p>Matariki, Te Wiki O Te Reo Māori and Waitangi day celebrations.</p> <p>Continuing monitoring of Māori students by DP in charge of assessment with feedback to teachers if concerns.</p>
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