

Lifting aspiration and raising educational achievement for every New Zealander - Giving effect to Te Tiriti o Waitangi

OGHS Rautaki Mātauraka Māori / Māori Strategic Plan 2022-2025

| | | | | | |
|--|--|--|---|--|---|
| <p>OBJECTIVES FOR EDUCATION</p> | <p>Learners at the centre Learners with their whānau are at the centre of education.</p> | <p>Barrier-Free Access Great education opportunities and outcomes are within reach for every learner.</p> | <p>Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau.</p> | <p>Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p> | <p>World class Inclusive Public Education New Zealand education is trusted and sustainable.</p> |
| <p>WHĀIA TE ITI KAHURANGI Outcome Domains to support excellent outcomes for Māori learners and whānau</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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 te ao Māori, Aotearoa and the wider world.</p> | <p>TE RANGATIRATANGA 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.</p> |

- we show manaakitanga and invite whānau and community to be welcome and to share in our school and the students’ journey through school
- we make connections with people and celebrate our inter-connectedness and diversity
- we consult regularly with whānau and rūnaka/iwi/mana whenua on matters of importance
- we encourage tuakana-teina relationships and seek opportunities to enrich these relationships

- we give mana to Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand and school strategic planning incorporates specific goals for taura Māori
- we commit to working to ensure plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- Teacher commitment to Te Tiriti o Waitangi is emphasised within the Code of Professional Responsibility and Standards for the Teaching Profession (Education Council, 2017). Teachers explicitly demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi

- we work to achieve equitable outcomes for Māori students
- we put learners at the centre and provide mana-enhancing classroom and learning environments where students feel they belong and that they are valued and supported by high aspirations
- we endeavour to make learning relevant and contextual, explaining the ‘why’ of the learning we are doing
- we pursue fair, equitable, respectful and culturally appropriate opportunity and access to services and use Universal Design for Learning and flexible approaches to achieve this goal

- we enhance the mana of every person by acknowledging their identity, whakapapa, knowledge, language, culture and place
- we promote that a child educated to be strong in their own identity stands confident in the world
- we provide maximum opportunity for students to study Te Reo Māori, Te Ao Haka and Mātauranga Māori contexts
- kaiako take action as co-learners with ākongā, ensuring that te reo Māori is increasingly part of each day
- we know about the local area, the environment, the local marae, hapū, iwi and community

- we foster Māori leadership opportunities, acknowledging the vast potential of all Māori learners
- we recognise the concept of Mana Motuhake and consult with Kahui Kōrero - the Māori Student Council, whānau and rūnaka/iwi/mana whenua on important matters
- we foster Māori representation on the School Board, the OGHS Student Council and Prefect Team, as well as other groups and organisations both in and out of school
- we provide leadership training for both staff and taura Māori around Māori leadership and careers

STRATEGIES

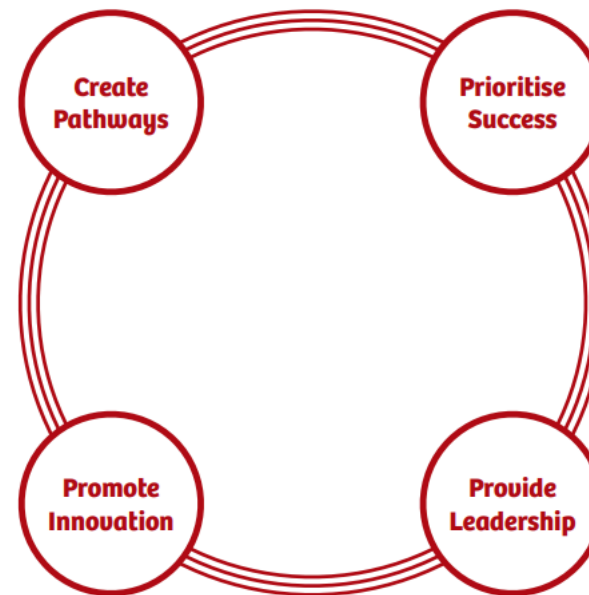
Ngāi Tahu has four key strategies it will employ to achieve this vision:

Create Pathways: Ngāi Tahu will increase the options in education for Ngāi Tahu learners and their whānau.

Prioritise Success: Ngāi Tahu will redefine success through whānau aspirations for education, and supports all Ngāi Tahu learners to achieve best outcomes.

Provide Leadership: Ngāi Tahu will be leaders of change for Ngāi Tahu learners and their whānau by influencing policies, programmes and people.

Promote Innovation: Ngāi Tahu will promote innovative learning opportunities and environments for Ngāi Tahu learners and their whānau.



Mātairangi
The guiding kaupapa

Excellent and equitable outcomes, reflecting the Treaty of Waitangi | Te Tiriti o Waitangi, for every student through inclusive, knowledge-rich teaching and learning informed by the science of learning. (page 5)

Mātaitipu
Growing a love of lifelong learning

The vision for students attaining their highest possible standard in educational achievement, providing for positive life outcomes. (page 7)

Mātainuku
Strong foundations for all students

Making sure all students are developing the capabilities, literacy and maths that are essential to support lifelong learning. (page 8)

Mātaiaho
Learning areas and subjects

The sequence of disciplinary knowledge and practices to be taught to all students during Years 0-10 (learning areas) and within subjects as they begin to specialise from Year 11. (page 11)

Mātaioho
School teaching and learning programmes

Evidence-informed pedagogies and practices that enable all students to access and engage the curriculum and progress in their learning. (page 14)

Mātairea
A focus on progress

Effective assessment practices for noticing and responding to student progress and achievement so that learning is not left to chance, progress is celebrated, and individual needs are met. (page 18)

Mātaiahikā
Relationships for learning

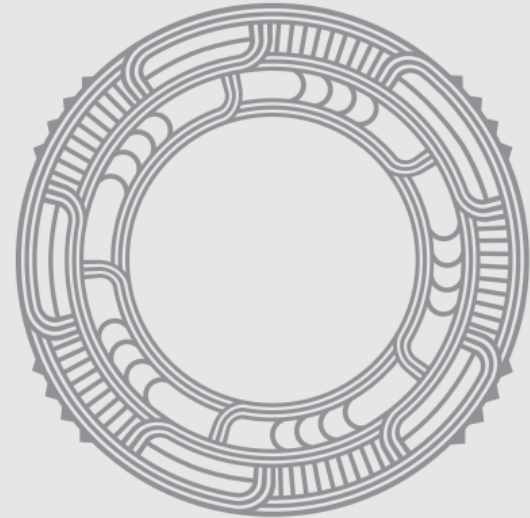
Forming strong relationships with students, parents and whānau to enable supportive, inclusive learning environments that recognise individual interests, backgrounds, progress and achievement. (page 21)

'mātai', meaning to observe, examine, and deliberately consider.

WHY

WHAT

HOW



The main objective of schooling in New Zealand is to support every student to attain their highest possible educational achievement and grow a love of lifelong learning in a safe, inclusive, and supportive environment.

The whakapapa underpins the system and emphasises the important role schools and communities have in delivering the national curriculum in ways that are responsive to their students' needs.

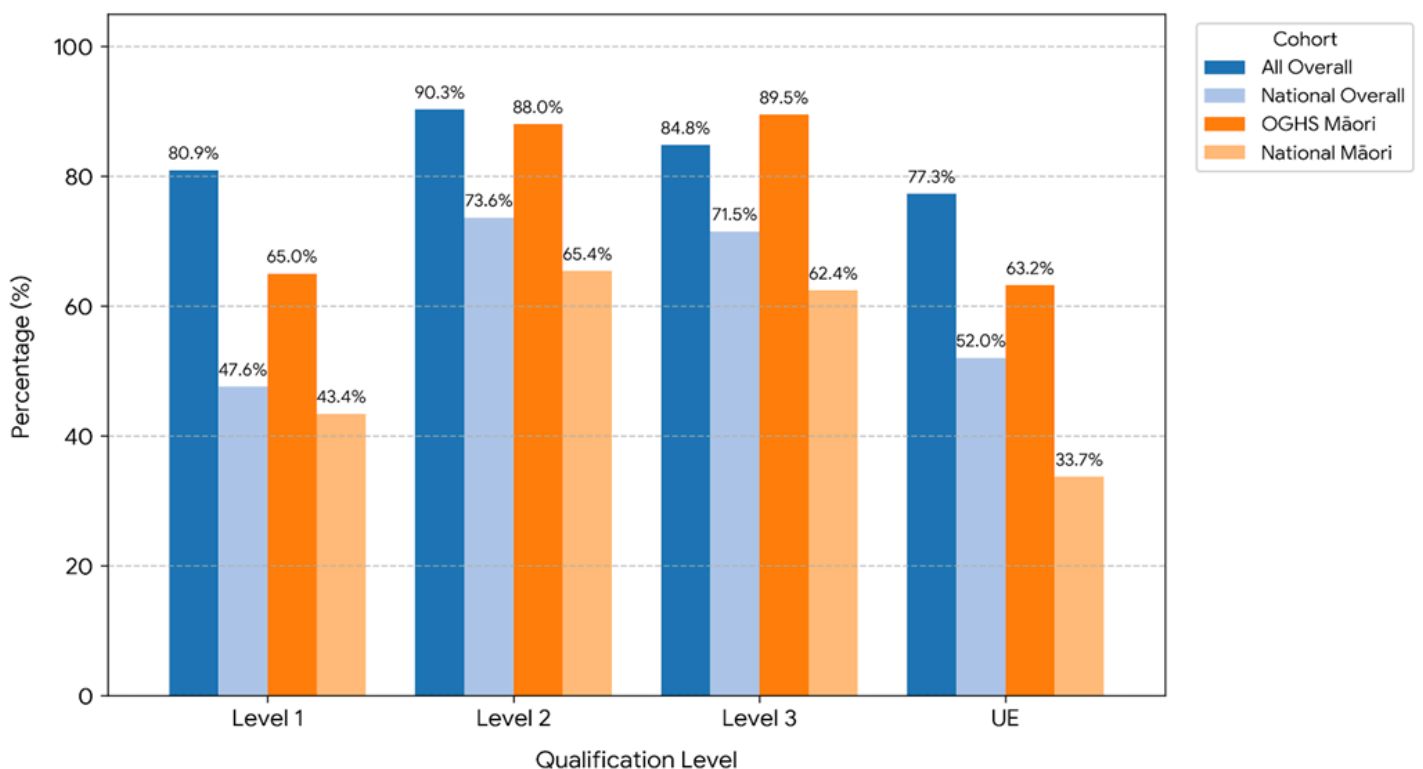
Lifting aspiration and raising educational achievement for every New Zealander. Achievement and progress of Taurira Māori at Otago Girls' High School in 2025.

2025 was a very successful year for the achievement of taurira Māori at OGHS. Of particular note is achievement of an 89.5% pass rate in Level 3 NCEA – compared with 84.8% in the whole Year 13 OGHS cohort and 62.4% nationally. Achievement in Level 2 NCEA was also very high with an 88% pass rate – comparable with 90.3% for the entire Level 2 cohort.

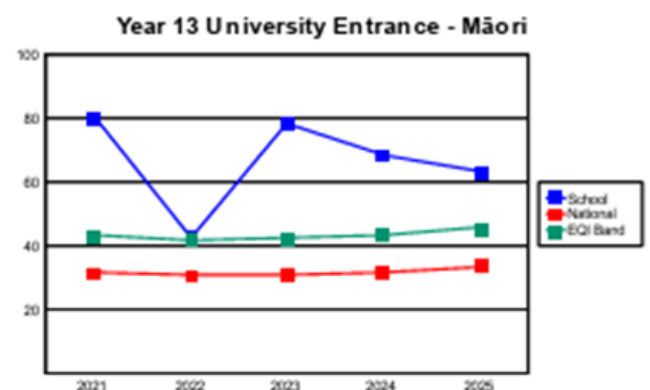
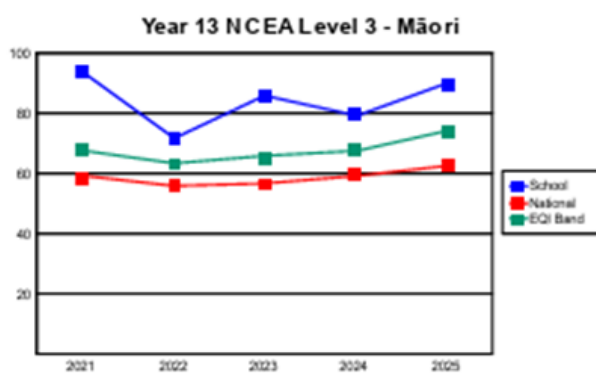
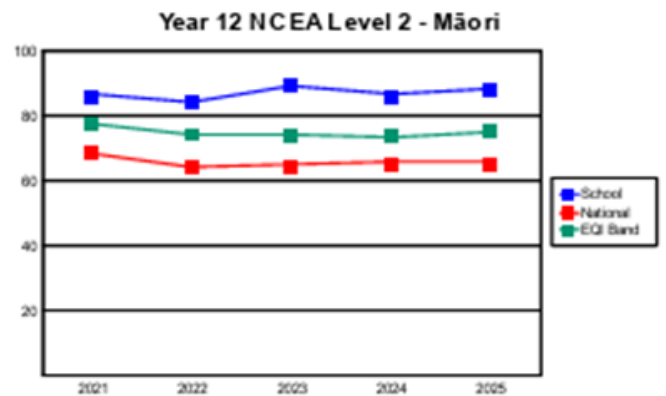
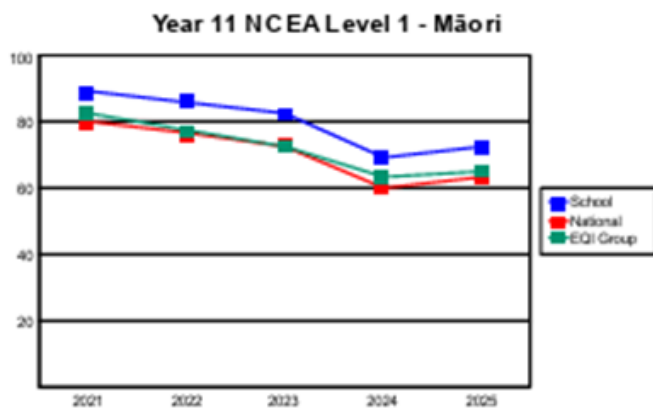
| | All Overall | National Overall | OGHS Māori | National Māori |
|---------|-------------|------------------|------------|----------------|
| Level 1 | 80.9 | 47.6 | 65.0 | 43.4 |
| Level 2 | 90.3 | 73.6 | 88.0 | 65.4 |
| Level 3 | 84.8 | 71.5 | 89.5 | 62.4 |
| UE | 77.3 | 52.0 | 63.2 | 33.7 |

A large number of taurira Māori received University Scholarships. Two taurira Māori were awarded Scholarships and OGHS was in the top two schools for Scholarship for girls across 27 schools in Otago.

Academic Achievement Comparison: OGHS vs National



Māori and Pacific student achievement in NCEA Levels 1,2,3 and University Entrance is well above the national average in most areas.

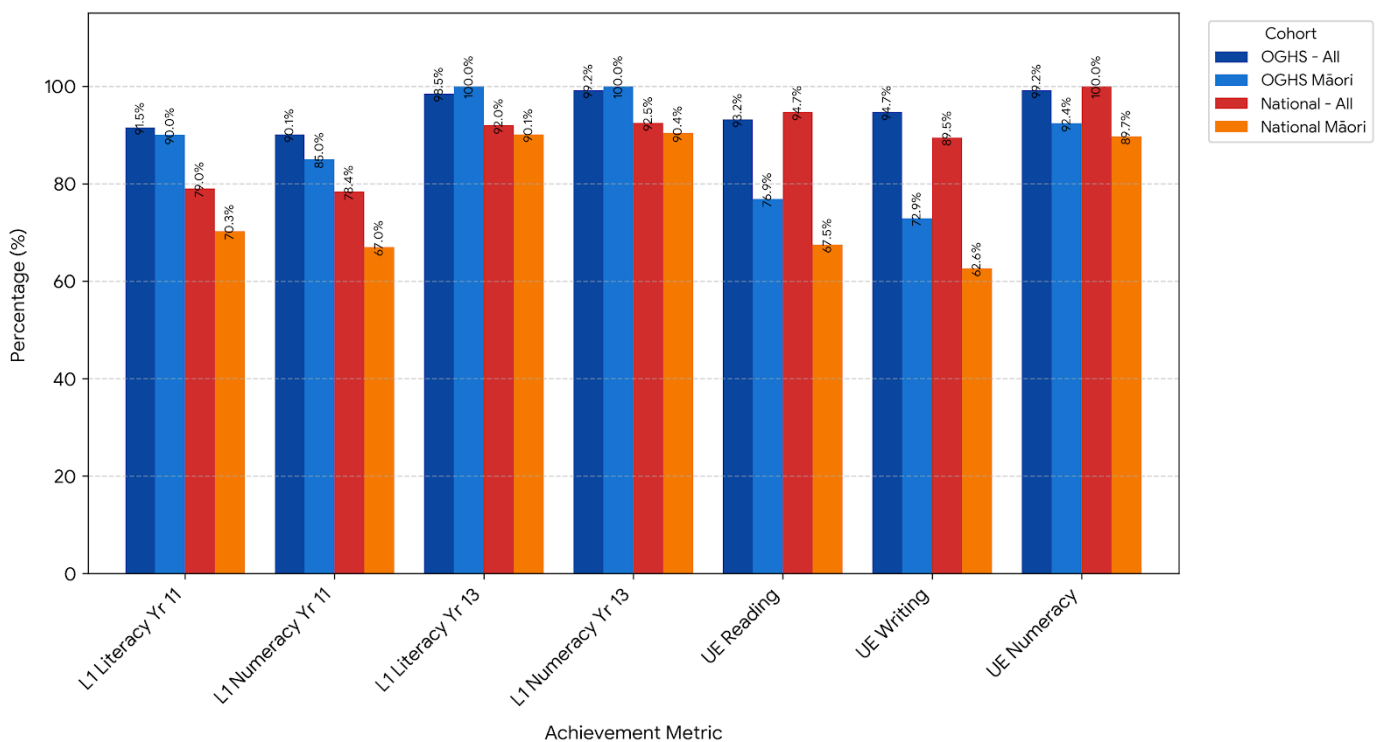


Key Observations:

- **Higher Achievement Rates:** The "All Overall" and "OGHS Māori" cohorts consistently achieve significantly higher results compared to national baselines across all qualifications.
- **Level 2:** Performance peaks across all cohorts at NCEA Level 2, with "All Overall" reaching 90.3% and "OGHS Māori" reaching 88.0%.
- **University Entrance (UE):** While UE figures drop across the board compared to NCEA levels, the local cohorts maintain a substantial margin above the national averages (e.g. OGHS Māori at 63.2% compared to National Māori at 33.7%).

| Literacy and Numeracy | OGHS - All | OGHS Māori | National - All | National Māori |
|-----------------------|------------|------------|----------------|----------------|
| L1 Literacy Yr 11 | 91.5 | 90.0 | 79.0 | 70.3 |
| L1 Numeracy Yr 11 | 90.1 | 85.0 | 78.4 | 67.0 |
| L1 Literacy Yr 13 | 98.5 | 100 | 92.0 | 90.1 |
| L1 Numeracy Yr 13 | 99.2 | 100 | 92.5 | 90.4 |
| UE Reading | 93.2 | 76.9 | 94.7 | 67.5 |
| UE Writing | 94.7 | 72.9 | 89.5 | 62.6 |
| UE Numeracy | 99.2 | 92.4 | 100 | 89.7 |

Literacy, Numeracy, and UE Achievement Comparison



Key Observations:

- **Strong Foundation in Year 11:** Both OGHS cohorts show clear advantages in Level 1 Literacy and Numeracy by Year 11 compared to national averages, tracking over 10% to 15% higher than their respective national benchmarks.
- **Near Perfect Completion by Year 13:** By Year 13, Level 1 Literacy and Numeracy achievement reaches near 100% for OGHS students, with the OGHS Māori cohort hitting a perfect 100.0% in both categories.
- **UE Literacy and Numeracy:** OGHS students excel notably in **UE Writing** (94.7%) compared to the national average (89.5%). For the Māori cohort, OGHS students outperform national Māori baselines significantly across UE Reading (+9.4%), UE Writing (+10.3%), and UE Numeracy (+2.7%).

Other observations:

- Provision of courses in Te Reo Māori (two teachers) at all levels. Provision of Te Ao Haka at all five levels from 2025. Te Ao Haka aligned to provision of courses at Otago Boys' High School. Year 10 Te Ao Haka introduced 2025.
- Six teachers who are Māori (12% of teaching staff)
- Teachers - Ongoing PLD, whole staff full day visit to Otakou Marae November 2022, Teach the Teachers Te Reo lessons during lunchtimes, TupuOra regionally allocated PLD 2021-2023, new karakia and waiata 2025
- Focus on Te Mataiaho and Matauranga Māori in PLD
- Implementation of ANZHC in Social Sciences and one teacher on NZHTA and leading this work. Much of this retained despite the curriculum changes
- Formation of OGHS Māori Parent Komiti 2025
- Parent Manager appointed to help communications and support events and fundraising
- Election of Ricky Hohaia-Fife to School Board as Mana Whenua representative 2022-2025
- Formation and tracking of Maōri Strategic Plan 2022-2025
- Embedding of tikanga Māori: karakia at staff meetings, assemblies and classes; Hui Whānau, Matariki celebrations, teaching of pepeha and waiata. Introduction of 'Tikanga Fridays' at staff meetings.
- Powhiri for Year 9 incoming students and mihi whakatau for visiting international schools
- Yr 10 Marae visits for all Year 10 students in Social Studies
- School Haka and House Haka competition
- Bi-lingual signage and visibility – pare, lighted pou, mauri stone and poupou in foyer, tukutuku panels for hall, koru on sick bay, tukutuku panels for hall completed
- Bi-annual Mana Wahine event for all OGHS Māori students at Te Tumu School of Māori, Pacific and Indigenous Studies at the University of Otago. Thursday 10th April Term 1 2025. Full day leadership immersion with 45 students in attendance. Facilitated by postgrad University of Otago students. Two planning sessions with Mt and Da with Tama Walker - Māori Centre, University of Otago
- Māori Prefect who leads whole school opening and closing karakia at assembly
- TEFA resourcing for kapa haka tutors and other initiatives
- Resourcing of two Deans – Dean Māori and Poutama Dean – 6 hours deaning and two management units
- Resourcing of Kapa Haka – one management unit and release time. Extra tutors in 2025

- Resourcing of Te Teo Māori and Te Ao Haka - two Middle Management Units and 2 x FTTE
- Mahana and Outdoor Education programmes specifically targeting at-risk Māori students, including STAR Māori Tourism course at Karitane
- Support and resourcing for two tiers of kapa haka – development and Te Wairua Pūhou – presence at community events. Greatly increased numbers in 2025
- Active participation in Manu Korero speaking competition and Mana Pounamu Young Māori Achiever Awards
- Highest success in New Zealand for schools applying for tertiary entrance Scholarships at the University of Otago
- Kahui Korero – Māori Student Council – meets weekly
- Kickstart, Wananga and other tertiary opportunities
- Māori Business initiatives and mentorship
- Inaugural Māori Prizegiving Thursday 13th November
- Establishment and opening of traditional Māori Medicinal Garden November 2025
- Prestigious specifically Māori prizes at Prizegiving
- Reintroduction of planning for hikoi following Covid
- Participation in Polyfest every year
- Tuakana-teina Yr 13 and Yr 9 ‘Sisters’ programme introduced 2023
- Strong Māori representation in leadership:

In 2025 approximately 16% of all students were recorded at Māori. Leadership roles across five key areas of the school are listed below, including the percentage of leaders in each group that were Māori.

☐ Prefects (Year 13 only, included 3% Māori): 16%

☐ Peer Support Leaders (Year 13 only, included ?% Māori): 5%

☐ House Leaders (all year levels): 15%

☐ Wellbeing Team (all year levels): 14%

☐ Whānau Class Leaders (all year levels): 15%

☐ Tuakana – Teina ‘Sisters’ programme introduced in January-February 2024 was hugely successful with an emphasis on benefits to Year 13 students as well as Year 9.

All leadership groups had a percentage of Māori students that was approximately at or above the proportion of Māori students overall. There is particularly strong Māori leadership representation in whānau class leaders, the wellbeing team and house leaders.

- Attendance targets met. 2025 – Māori ākongā attendance 80.1%. Met 80%+ target. 81.85% 2025 for whole school.
New attendance categories below. MoE Target : 80% of all students attending 90%+ by 2030
- Staff Professional Growth Cycle includes specific reference to te reo me ngā tikanga Māori as specified by the Teaching Council of Aotearoa New Zealand.
- Board recommitment to Te Tiriti o Waitangi after removal of mandate
- Six University of Otago Entrance Scholarships awarded to taurira Māori in 2025 - valued at approximately \$100 000 - 2 x Leaders of Tomorrow and 4 x Māori Entrance Scholarships

Next Steps

- Māori representation on School Board
- Curriculum review - specifically around senior Te Reo Māori
- Resourcing of termly Planning days - one per term
- Clear expectations and guidelines for tutors, teachers and others working in our taurira Māori space
- Generous resourcing of professional learning and development for tutors and teachers
- Ongoing consultation around our school Strategic Plan 2026-2029
- Specific goal-setting around Strategic Plan Māori 2027-2030
- Kotahitanga - school, whānau, Komiti, teachers and tutors on same page working as one towards common goals

E Waka Noa ~ We are all in this together