



Burnside High School
Te Kura o Waimairi-iri

Waimairi-iri | Burnside High School Māori and Bicultural Strategy 2022-2026

Objectives/goals, plans and targets to foster the achievement of Māori students at Waimairi-iri | Burnside High School

*Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei, ko Aoraki anake
Pursue excellence, and if you are to ever bow, let it only be to a lofty mountain, Aoraki*

To be read in conjunction with the BHS Strategic Plan 2026-2028, the School Annual Implementation Plan, Tātaiako – Māori Cultural Competencies and Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy.

Introduction

He Māhuri – The seed to the sapling

A Māori Achievement Focus Group was first established at Waimairi-iri in 2005. Since then, Waimairi-iri has made substantial progress in its achievement of Māori students, particularly through the He Kākano Professional Learning Programme (2011-13). The phrase 'He Kākano' translates to 'a seed', and has planted within our kura the essential kaupapa of Māori students seeing success as Māori. As the He Kākano programme concluded, it was important that we not lose sight of our aims and continue to seek improved educational outcomes for our Māori students.

As a result, in 2014, the Māori Focus Group at Waimairi-iri changed its name to the 'He Māhuri' ('a sapling') Steering Group in order to continue our whakapapa. This group consists of the senior leadership team, faculty heads, and representatives across the school, as well as whānau and students. The focus is on engagement, pedagogy (culturally responsive practices), pastoral support/wellbeing and data analysis.

In 2016, a Māori Student Achievement (MSA) subcommittee was formed to lead the staff professional learning and development of culturally responsive practices. This committee now consists of the Deputy Principal – Engagement, Kaitiaki o Te Ao Māori and Within School and Across School Kāhui Ako Leaders.



Rationale

Tino Kaupapa

Waimairi-iri is committed to supporting the aspirations of Māori students and whānau. This strategy presents a coordinated approach to meet **four key objectives and related goals**. It represents a formalised commitment by Waimairi-iri to act in partnership with Māori by addressing Māori and bicultural issues in teaching and learning as they present at Waimairi-iri. It is designed to create positive opportunities for Māori achievement and for non-Māori to understand the importance of our bicultural heritage.

Background

Raupapa

- Waimairi-iri has a significant number of Māori students (200+) within our ethnically and culturally diverse local and international community. This represents 8.5% of the school roll.
- The principles of the Treaty of Waitangi (*refer appendix 1*) require teachers to develop strategies that will support the learning and cultural needs of our Māori students and acknowledge the bicultural world that we live in. Teachers are encouraged to recognise, support and value Māori cultural identity.

This includes:

- ☐ a knowledge of local Ngāi Tūāhuriri Māori history, tikanga and waiata
 - ☐ understanding of cultural ceremonies such as pōwhiri, tangihanga requirements and marae protocol (kawa)
 - ☐ correctly pronouncing Māori words and names
 - ☐ welcoming extended family members (whānau) into the school
 - ☐ supporting local and national speech competitions (Manu Kōrero) and regional song and dance organisations (kapa haka)
- Research shows that 'What is best for Māori students benefits all students'. Our aim is for our BHS Māori students to enjoy success as Māori. This will involve culturally responsive practices that focus on strengthening their profile and sense of identity, language and culture through the provision of a broad curriculum that incorporates Māori content and perspectives.

NCEA Results 2025

- Our recent NCEA Statistics show overall academic achievement of Māori students is improving.

Level 1 2025

2025 Results by Ethnicity



Note: Pacific (n=23) and Māori (n=43) cohort sizes shown. Small samples mean higher variance — interpret year-on-year changes cautiously.

Level 2 2025

2025 Results by Ethnicity



Note: Pacific (n=23) and Māori (n=43) cohort sizes shown. Small samples mean higher variance — interpret year-on-year changes cautiously.

Level 3 2025

2025 Results by Ethnicity



Note: Pacific (n=23) and Māori (n=43) cohort sizes shown. Small samples mean higher variance — interpret year-on-year changes cautiously.

Historical School developments to date include:

Ngā Whanaketanga

1. To foster the concept of mana tamariki (pride and identity) for Māori students:

- Bicultural signage is displayed at the main entrance and on school buildings
- Introduction of Māori leaders/mentors
- Māori 24/7 Youth Worker
- Year 9 whakapapa sessions with Dr Terry Ryan
- Development of our whare ako – a new building in 2012
- Establishment of a pā harakeke (flax plantings behind K Block)
- Celebration of ‘Te Wiki o Te Reo Māori’ and Matariki
- Purchase of kapa haka uniforms and employing kapa haka tutors
- Participation in the Regional and National Secondary Schools’ Kapa Haka and Manu Kōrero competitions (hosted regional competitions) and Tūhono
- Poroporoaki for Year 13 Māori students
- Introduction of a service award for kapa haka
- Raising the profile of Māori student leaders within the school – Head Māori Prefect Taonga established in 2016
- School Waiata was created and is being learned by staff and students; the Divisional Waiata competition started 2019
- Korowai purchased for significant events
- Waiheke Island Cultural Camp since 2018 (through the Gateway programme)

2. To promote bi-cultural perspectives and understandings among all staff and students:

- Involvement in the ‘He Kākano’ Professional Learning Programme (2011-13)
- He Māhuri Steering Group since 2014
- Mihi whakatau at the beginning of the school year to welcome new students and staff
- Staff online kete – ‘Staff intranet’
- Year 9 Turangawaewae transdisciplinary unit (our place), including marae experience at Rāpaki, Te Puna Wānaka and Tuahiwi
- Professional development sessions for staff on strategies to engage Māori students in learning
- Māori Student Achievement Team (MSA) was established in 2016 to lead staff professional learning focused on culturally responsive practice (a subcommittee of He Māhuri)
- Establishment of the BHS Poutama in 2014 based on tuku tuku design panels (***refer appendix 2***) – a stepwise pathway for the school to identify where we have been, where now and where we are heading, to improve the outcomes for our Māori students through culturally responsive practices
- Tātaiako cultural competencies used to review faculty goals/poutama
- Oral History Project (started in 2014), our cultural narrative
- BHS values aligned with Māori values and customs in 2018
- Culturally responsive practice recognised in the strategic vision, master plan and direction of BHS
- Te Reo Māori lessons for staff since 2014

3. To develop partnerships with parents/whānau so they can contribute to the promotion of wellbeing and ongoing learning for all Māori students.

- Regular whānau meetings/student hui to communicate and consult with our Māori community about issues relating to Māori students
- Establishment of links with local rūnanga and local advisers; ongoing links with Te Ora Hou (community-based organisation)
- Participation in the University of Canterbury He Puna Pūtaiao for Year 10 Māori students
- Participation in the University of Canterbury Te Ara programme for Year 11-13 Māori students (2012-13) and then the Te Ara Pathways programme for Year 12 Māori students since 2014
- Participation in the University of Canterbury Ekea programme for Year 10 and 12 Māori students since 2016
- Participation in the MOE ART initiative

4. To foster high achievement levels among Māori students:

- A Māori Achievement Focus Group was first established in 2005
- The employment of a full-time teacher of Te Reo Māori and subsequent Kaitiaki o te Ao Māori
- Te Reo Māori classes are taught at all levels
- Introduction of a multilevel Māori Performing Arts Course (Years 11-13) in 2012
- Introduction of a prize for the most successful senior student in NCEA Te Reo Māori
- Establishment of a Homework Club on Thursdays after school
- A number of notable Māori successes in the ARA Rakatahi Awards
- Introduction of a Māori Achievement Support Teacher (2011-14)
- Māori Youth Mentor since 2016 ,Te Ora Hou – kai Hononga Māori and Pasifika support since 2018
- Tuakana Teina Mentoring Programme since 2016 – framework developed 2019
- Te Ora Hou leadership initiatives since 2006
- Waiheke Island Cultural Camp
- Involved with Pūhoro STEM Academy since 2021, raising achievement and awareness in Maths and Science
- Introduction of PMP (Programming Māori Potential) in 2022
- Annual Ōnuku camp
- Te whānau session runs each week in the whare - kai and kōrero
- Rōpū mentoring each Wednesday in the whare (Year 9's)



Māori and Bicultural Strategy 2022-2026

Key Objectives/Goals:

Ngā Tino Whāinga/Wawata

To develop an inclusive community where Māori students can achieve success as Māori

1. **To foster the concept of mana tamariki (pride and identity) for Māori students.**

*Inā kei te mohio koe ko wai koe, I anga mai koe I hea, kei te mohio koe, kei te anga atu ki hea
If you know who you are and where you are from, then you will know where you are going*

To achieve this we will:

- 1.1 continue to promote and develop the Year 9 to 13 Te Reo Māori programmes
- 1.2 develop the school's kapa haka group so that it has a prominent place in school activities and regularly competes at regional competitions
- 1.3 support students to participate in Manu Kōrero and other events in the Māori community
- 1.4 encourage staff to further foster and build positive relationships with Māori students by sharing their own identity e.g. mihi and participation in extracurricular activities
- 1.5 encourage staff to use te reo as an integral part of their practice
- 1.6 promote and support 'Te Wiki o Te Reo Māori' and other initiatives that support Māori students to achieve
- 1.7 encourage and support students to research/learn about their own whakapapa
- 1.8 encourage and support Māori students to take leadership positions in the school so that they provide role models of 'Māori achieving as Māori'

2. **To promote bi-cultural perspectives and understandings among all staff and students.**

*Te manu e kai i te miro, Nōnā te ngāhere. Te manu e kai i te mātauranga; Nōnā te ao
The bird that partakes of the miro berry reigns in the forest
The bird that partakes of the power of knowledge has access to the world*

To achieve this we will:

- 2.1 integrate Te Ao Māori and the BHS cultural narrative throughout the master plan
- 2.2 hold a mihi whakatau to welcome new students/families and staff to the school
- 2.3 develop a school haka, karakia and waiata that is known and understood by all students and staff
- 2.4 embed Māori perspectives and content in curriculum programmes, units of work and at assemblies, and in the general life of the school
- 2.5 endeavour to employ staff who are Māori and/or have an understanding of Te Ao Māori
- 2.6 further develop the Year 9 Tūrangawaewae programmes across all faculties as a continuation of the mihi whakatau and induction to our school, in order to develop bicultural perspectives of student's whakapapa and the whakapapa of BHS
- 2.7 investigate the re-introduction of a Māori Performing Arts Course
- 2.8 continue to ensure that biculturalism is apparent in the physical environment of the school and in its formal documentation with particular emphasis on the prospectus, website and newsletters

3. To develop partnerships with parents/whānau so they can contribute to the promotion of wellbeing and ongoing learning for all Māori students.

*He waka eke noa
A canoe which we are all in with no exception*

To achieve this we will:

- 3.1 hold regular hui to keep whānau up-to-date and involved with Māori kaupapa happening in the school community, and to gain feedback on student learning
- 3.2 to increase links with Māori support services, local iwi and other agencies to support initiatives that promote Māori achieving as Māori
- 3.3 develop stronger relationships with individual Māori whānau, particularly of those with students at risk
- 3.4 further develop connections with schools in the Waimairi-iri Kāhui Ako to enhance te reo programmes and facilitate a smooth transition for Māori students
- 3.5 continue to grow relationships with the runanga (Tuahiwi and Otautahi) and kaumatua

4. To foster high achievement levels among Māori students.

*Ehara taku toa i te toa takitahi, engari he toa takitini
My success is not my own, but from many others*

To achieve this we will:

- 4.1 monitor and support the attendance, engagement and achievement of Māori students
- 4.2 further develop junior mentoring programme to support progress of identified students
- 4.3 provide professional development opportunities for teachers on teaching and learning strategies to engage Māori students and for all staff on culturally responsive practices
- 4.4 provide opportunities for all Māori students, at each year level, to develop career management competencies, including participation in all targeted tertiary and future pathway events
- 4.5 regularly acknowledge and celebrate Māori academic achievement and successes at all levels
- 4.6 regularly seek Māori student voice about their learning, engagement and achievement
- 4.7 evaluate the impact of our programmes and processes in improving outcomes for Māori students and to identify the next steps for the learning of individuals and groups



The Treaty of Waitangi

The Treaty of Waitangi was signed in 1840 between Māori and the British Crown. The Waitangi Tribunal was established by the Treaty of Waitangi Act 1975. This was the first law to refer to the principles of the treaty. At first these were not defined but through court cases, new laws, Waitangi Tribunal findings and a 1989 government statement, the meaning of the treaty to contemporary New Zealand society has been outlined.

The treaty text itself is not regarded as a law because:

- The English and Māori versions are not exactly the same,
- It focuses on the issues relevant at the time it was signed.

Instead, the intentions and goals of the treaty are taken into account.

Principles

Treaty principles include:

- The treaty set up a partnership, and the partners have a duty to act reasonably and in good faith
- The Crown has freedom to govern
- The Crown has a duty to actively protect Māori interests
- The Crown has a duty to remedy past breaches
- Māori retain rangatiratanga over their resources and taonga, and have all the rights and privileges of citizenship
- The Crown has a duty to consult with Māori
- The needs of both Māori and the wider community must be met, which will require compromise
- The Crown cannot avoid its obligations under the treaty by conferring authority on some other body
- The Treaty can be adapted to meet new circumstances
- Tino rangatiratanga includes the management of resources and other taonga according to Māori culture
- Taonga include all valued resources and intangible cultural assets

Poutama

Appendix 2

We must all understand the importance of biculturalism to become inclusive and caring citizens of New Zealand. Successfully navigating a bi-cultural landscape and being conscientious treaty partners is vital to participating in a culturally inclusive society that embraces Mātauranga Māori. As a school, we are making progress in developing cultural sustainability by focusing on Te tuakiri me te tūhono/ Identity and belonging, Kia ū ki te ako/ Purposeful and engaging learning, Kia tūhono ki te hapori/ Partnership with our community, and Kia tipu, kia puāwai/ Sustainable growth.

Poutama 2022 -2026

Cultural Competence

FUTURE # 2

- All students have the opportunity to learn through Te Ao Māori
- All Māori celebrate success as Māori
- Māori and indigenous studies department with Whare
- Equity in achievement with other groups within the school

Bicultural Engagement

2026 - FUTURE # 1

- Full staff wānanga targeting Mātauranga Māori
- Faculties taking responsibility for developing capacity and implementing Mātauranga Māori Tikanga/Kawa/Te Reo - karakia, whakatauki, waiata, haka, greetings and praise
- School celebrating student and staff champions
- Whānau collaboration and representation - whānau focus groups
- Strong connections with Ngāi Tūāhuriri Rūnaka and wider community
- Māori Bicultural strategy embedded
- All puna waiata, haka mōteatea at assemblies or events

Culturally Responsive

2022

- He Māhuri - faculties represented and committed
- Māori celebrating success as Māori (Poroporoaki), Whānau Hui
- Tūāhuriri Runaka and Tertiary connections are ongoing
- Māori bicultural strategy implemented and ongoing renewal
- Whānau and rangatahi consultation in progress
- Increased profile of Māori student leaders, supported by a structured leadership program
- Tuākana Teina concept growing
- Faculties beginning to take agency with Te reo Māori - waiata, karakia, mihimihi
- Faculties gaining knowledge of Te Ao Māori/ Mātauranga Māori, inclusive of subject contexts
- Provide opportunities for Māori to identify and succeed as Māori-Kapa Haka, Manu Kōrero, Pūhoro
- All Year Nine students to visit marae, Haka and Mōteatea upskilling
- Contributing schools transition programme, Whakawhiti
- Māori leaders and NCEA language learners marae visits - noho

