

# Wai Ora Tāmaki Makaurau

Welcome

Reference Group Meeting – 26 October 2023

# Agenda

Opening & Intro (15mins)	Connecting dots to WOTM
Successful Milestones (30 mins)	Stakeholder voices
Project updates (20 mins)	Exposé of 8 work streams
Ways of doing (10mins)	Changes to improve outcomes for you.
Awards & Closing (15 mins)	Building Collaborative Muscle

# Success Measures

*Collaboration*  
(Qualitative)

*Project  
Completion*  
(Quantitative)

*Funding -  
Capacity*  
(Quantitative)

*Statistics*  
(Quantitative)

# Success Milestone

Stakeholder voices

*examples*

*examples*

*examples*

*examples*

# Success Measures

*Milestones along the way.*

## *Collaboration*

- *Common goal*
- *Relationships*
- *Engagement*
- *Shared Trust*
- *Collective voice*

## *Project Completion*

- *Sector led*
- *Emergent*
- *System change*

## *Funding - Capacity*

- *Developing collective approach*
- *Diversifying sources*

## *Statistics*

- *Micro - x25*
- *Meso - dots*
- *Macro - reach*

# Project update

Exposè of 8 work streams

Integrated Aquatic Pathway

Business Strategy – Point of Sale

Employment Journey

Event Calendar

Rule 91 - Lifejackets


Profile and Identity

Funding and Capacity

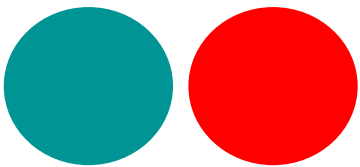
Aviation Partnerships

Provider	0 year	Early Childhood	5yrs	Primary	10 yrs	Intermediate	12yrs	College	18 yrs	Young adult	30 yrs	Adult	60 yr +	Aged adult
Yachting NZ									Dinghy Learn to sail - T & P. Club based					
Waterwise									R/NA - T & P - Primarily Yr 5-10, but engagement can be up to Year 13					
Waterside									Trailer Yach/Mkeel Learn to sail - T & P - club based					
YMCA									Coach Development					
Auckland Coastguard									Rescue Boat skipper training - for coaches and volunteers and events					
Coastguard														
Surf Life Saving														
OPA														
WSPNZ														

## 15 Water Competencies



- 1. Safe Entries**  
Enter the water safely in different situations and know where you are going to exit before entering. The type of entry technique you use will depend on your own experience, the water depth and environment you're in.
- 2. Breath Control**  
Increasing or decreasing the amount of air in our lungs can help us to sink or float. Closing your mouth when entering cold water will help prevent a gasp reflex, and slower, deeper breaths will assist in reducing panic in an emergency.
- 3. Stationary Surface**  
The stationary surface water competency refers to floating (on front or back) and treading water. It is essential to be able to keep your head above water in an emergency.
- 4. Water Orientation**  
Orientation in the water means being able to move around both ways.

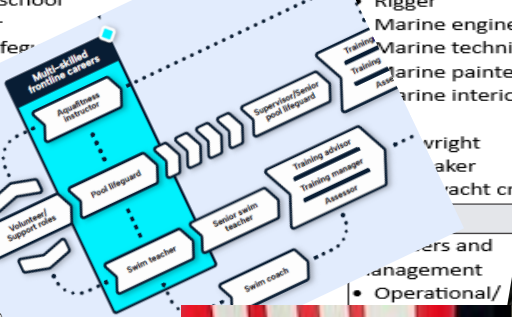


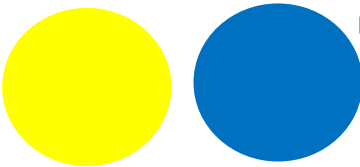


App	Brief Description	Surfing	Boating	Sailing	SUP	Diving	Swimming	Land B...
Boating New Zealand GPS Charts (iOS)	Worldwide marine and outdoor maps							
Buoyweather (Free/Paid)	View accurate wind, swell and tide forecasts for any offshore location							
Coastguard Tautaki Moana (iOS/Android)	Trip logging, forecasts, tides, n...							
DiveMate (Android) (in app purchases)	DiveMate is the dive log book...							
Divespot (iOS/Android)	Connect with divers, track di...							
Fishbrain	...including weather, tur...							






Swimming	Surf	Boats	Fishing
<ul style="list-style-type: none"> <li>Swim teacher</li> <li>Swim school operator</li> <li>Pool lifeguard</li> <li>Aquatics instructor</li> </ul>	<ul style="list-style-type: none"> <li>Swim teacher</li> <li>Swim coach</li> </ul>	<ul style="list-style-type: none"> <li>Boat building</li> <li>Rigger</li> <li>Marine engineering</li> <li>Marine technician</li> <li>Marine painter</li> <li>Marine interior</li> </ul>	<ul style="list-style-type: none"> <li>Commercial fishing</li> <li>Recreational fishing</li> <li>Officer</li> <li>Observer</li> <li>Culture</li> </ul>

### November 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7				
					17	18
			22	23		
26	27	28	29	30		






[Tik Tok](#)

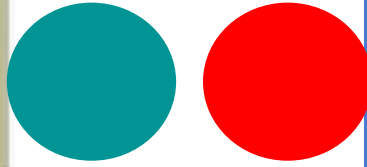
**The national rule**

FFDs must be carried for everyone aboard and be worn at times of heightened risk (some exceptions for practical or safety reasons apply).

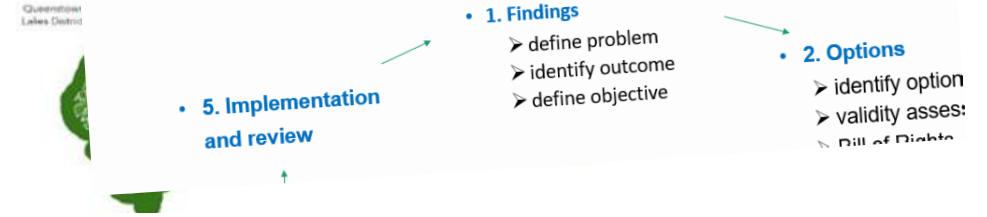
**Local bylaws**

- FFDs must be worn on small craft.
- FFDs must be worn on small craft, unless the skipper allows their removal.
- FFDs must be worn on paddlecraft unless person in charge over 15 years old allows their removal, and at all times on other small craft under 6m length while underway
- FFDs must be worn on small craft while the vessel is underway or making way, unless prior approval is obtained from the Harbourmaster.
- FFDs must be worn on small craft while the vessel is underway or making way.

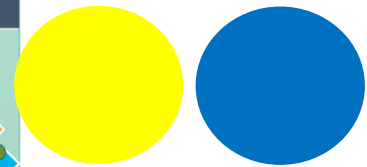
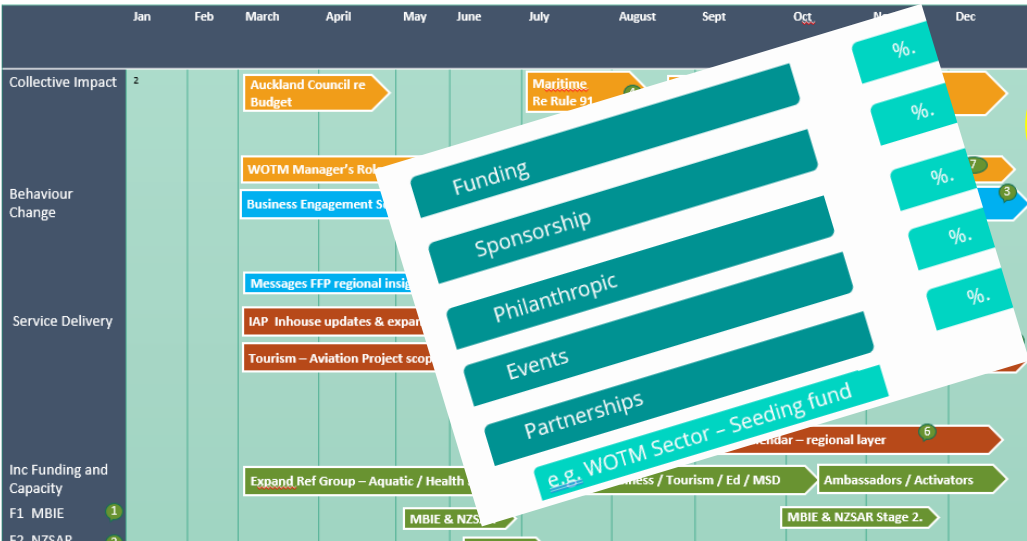
Note: Small craft means craft of 6m length or less.



Process to make a bylaw?



**WAI ORA TĀMAKI MAKAURAU**  
Auckland's Water Safety and Drowning Prevention Strategy





DPA, WSNZ, MNZ, CNZ, SLSNR, CBE, NZSUP, MERC,  
NZSAR, Maritime Police, YNZ, Auckland Council,  
Fyfod, CLM, YMCA, Belgravia, Te Mahi Ako, ACC,  
MSD, SafeKids, Aktive, Swimsation, WorkSafe,  
FERGS, Harbour Sport.

# Ways of doing

*Changes to improve  
outcomes for you.*

*feedback*

*feedback*

*feedback*

*feedback*

# Appreciation Awards

*Story telling*

Yuin	Creativity
Ants	Perspective
Heather	Connectivity
Alvin	Adaptability
Ant	Interest
Charles	Listening
Danni	Encouragement
Naadira	Considered
Tom	Clarity
Jonny	Passion





Spontaneous

## COMMON GOAL

**Everyone in Tāmaki  
Makaurau, Auckland  
has the opportunity to  
safely connect with and  
enjoy the water.**

Thank you

## The 4 strands

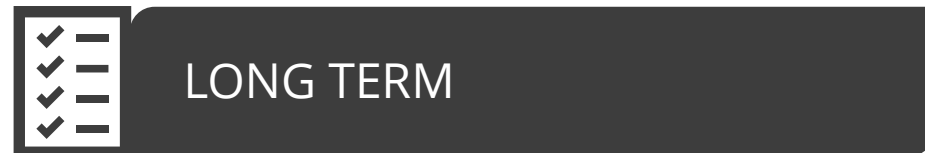
1. Collective impact

2. Behaviour change

3. Improved service delivery

4. Increased funding and capacity

## Outcomes





Workstreams	Results Impact	Strategic Pillars
<ol style="list-style-type: none"> <li>1. Navigation Bylaw</li> <li>2. Event Calendar</li> </ol>	<ol style="list-style-type: none"> <li>1. PFD law change to regulate use.</li> <li>2. Partnering campaigns; streamline messages; and resources.</li> </ol>	Collective Impact
<ol style="list-style-type: none"> <li>1. Data /research</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence sourced to inform and guide.</li> <li>2. Behaviour change required is identified and associated target groups.</li> <li>3. Short, medium, and long term measures are created to track change.</li> </ol>	Behaviour change
<ol style="list-style-type: none"> <li>1. Business Engagement</li> <li>2. Employment Journey</li> <li>3. Aviation project</li> <li>4. Integrated Aquatic Prog</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase customer education at point of sale.</li> <li>2. Increase awareness of aquatic opportunities and retention.</li> <li>3. Increased education for those pre-flight, on-board, and post-flight.</li> <li>4. Improving effectiveness and efficiencies of current programmes offered in TM across lifespan by reducing duplications and addressing gaps.</li> </ol>	Improved service delivery
<ol style="list-style-type: none"> <li>1. Collaborative applications</li> <li>2. Stakeholder expansion.</li> <li>3. Seek alternative funding sources</li> </ol>	<ol style="list-style-type: none"> <li>1. Efficient use of available funds.</li> <li>2. Expand non-monetary resources through community reach.</li> <li>3. Create philanthropic avenues.</li> </ol>	Funding and capacity

# WOL refocused priorities through until 2025 & alignment with WOTM

Education and Training	Data, research and insights	Communication, Collaboration and Partnership	Leadership, Advocacy & Influence	Frontline Prevention, Search and rescue
<p>E1. Expand Water Skills for Life Pool &amp; Beach – ensure fit for purpose, covers all ages through to include adults. Evaluate WSFL, scale up &amp; develop an expansion plan.</p>	<p>D1 Invest in data and research to derive insights &amp; understanding.</p>	<p>C1 Partnership with Māori and multi-ethnic communities: Strengthen and develop further genuine engagement</p>	<p>L1. Use the performance story to inform the next iteration of strategy</p>	<p>F1. “Step change” intervention are sought out e.g. pool fencing, life jackets...what’s next?</p>
<p>E2. Expand WSFL access through private lessons &amp; curriculum</p>	<p>D2 Measure impacts &amp; evaluate programmes: Commit to monitoring, evaluation and continuous learning</p>	<p>C2 Build interventions based on data and evidence to generate behavioural change.</p>	<p>L2. Collectively plan and advocate for sector positions and resourcing</p>	<p>F2. Equip frontline with appropriate assets, training and response equipment. Climate change challenges for frontline are addressed e.g. flooding</p>
<p>E3. Education and training for at-risk communities: Evidence drives E&amp;T programmes and their delivery for specific at-risk communities e.g. Māori, older adults, migrants</p>	<p>D3 Better understand incident data, near miss &amp; causal factors to derive insights</p>	<p>C3 Consistent communication with the public is supported by partner collaboration</p>		
	<p>D4 Undertake prioritised research to fill knowledge gaps</p>			