



Matangi School

# Charter, Strategic & Annual Plan

*Strategic thinking and planning  
for equity and excellence*

2021-2022-2023

# Vision & Values

The Matangi Vision statement is:

## Vision in Action

*Empowering learners to make a positive impact.*

*A Matangi learner is a 'Tui Riffic' learner -  
to Seek Challenge, Take Action, Grow Together and Aim High.*

## *He Taonga a tatou Tamariki*

*Our Children Are Our Treasure*

Each student, by the time they leave Matangi School as a Year 6 student, will be expected to encompass the key statements the NZ Curriculum strives for but also reflect what the community values. They will:

- Be connected to others and the world
- Be confident
- Be creative
- Be a risk taker

The school community supports developing students committed to personal excellence and pride. Every child will be encouraged to be a self directed learner both through the home and school.



## *TUI VALUES*

### • **WHANAUNGATANGA**

*Relationships*

### • **WHAKAUTE**

*Respect*

### • **MANAWAROA**

*Resilience*

### • **WHAI WHAKAARO**

*Reflection*

### • **HAEPAPA**

*Responsibility*



## MATANGI SCHOOL MASCOT

Tui Riffic is a very special part of the Matangi learning community and is someone that all students and teachers are very proud of. Tui understands and demonstrates high levels of our school values and maintains very high expectations towards his learning. He is a loveable character that all of our students connect with to support their learning journey's.

# Curriculum

## MATANGI SCHOOL CURRICULUM

The Matangi School Curriculum is based on our shared understandings of the New Zealand Curriculum Principles. The NZC Principles are evident in our school wide and collaborative planning as well as in our curriculum, student and self-review processes.

The Matangi School Curriculum design allows teachers the scope to make interpretations in response to the particular learning needs, interests, and talents of individuals and groups of students in their classes. It involves considering the specific needs of the community in educating their students.

The Matangi Curriculum embraces collaboration, authentic learning experiences, flexibility, student centered learning, creativity, and connectivity.

Our learning community embraces and instills a 'Love of learning and Respect for others' with all learners. This ensures learning at Matangi is student sensitive and personalised within a caring environment.

Scope and Sequence					
Learning the capability skills required to communicate					
Level 1 Stage 1	Levels 1&2 Stages 2-4	Levels 2-4 Irregular words Decodable texts	Levels 2-4	Levels 2-4	Levels 2-5
<b>Phonological Awareness</b>	<b>Alphabetical Principle</b>	<b>Fluency</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Communicating applicable to the purpose and audience</b>
Auditory Discrimination. Rhyme ID and generation. Initial sound awareness. Blending and isolating sounds.	Vowels, consonants, digraphs, blends, vowel teams, sound to symbol, symbol to sound.	Reading sounds smooth, with pace, phrasing and expression.	Words and phrases we know and use.	The process of making meaning and links in the text read or listened to.	Students think critically about the message being shared.

Learning Model – Making Links to Our Capabilities and Capacities			
Forms of Cognitive Thinking Skills – Making Links to: Kinaesthetic, Oral, Visual learning (Ways to Learn and Teach)			
Teaching and Learning Process	Isolation	Application	Transference
<b>Student Engagement</b>	<b>Make Sense of Their World</b>	<b>Organise, Acquire, Use, and Apply Ideas and Information</b>	<b>Transfer Understandings, Skills, and Knowledge</b>
<b>Thinking and Communication Skills</b>	<b>Explore Notice Curiosity</b>	<b>Engage Experiment Take Action Apply</b>	<b>Reflect Share Transfer</b>
<b>Linked to Curriculum Areas</b>	<b>Information Gathering</b> Sensing – seeing, hearing, touching Retrieving – Memory Skills	<b>Basic Understanding</b> Organising gathered information Forming Concepts Linking Ideas Together	<b>Productive Thinking</b> Using Information and understanding

# CULTURAL DIVERSITY AND MĀORI DIMENSION

*Matangi School will reflect:*

New Zealand Cultural Diversity	The Unique Position of Māori Culture	Our Unique Community
<ul style="list-style-type: none"> <li>• Continue to create opportunities in Inquiry Plans to cater for cultural diversity.</li> <li>• Use of other languages at assembly e.g. children could use home language.</li> <li>• Learn about the language, culture and identity of our Asian and Pacific learners, and their families. - using our links with our Sister City school</li> <li>• Ensure our Pacific learners have opportunities and view themselves as successful learners.</li> <li>• Celebrate Cultural Diversity through our Houses and elective options</li> <li>• Links with other cultures through community groups and wider global citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop Kapa haka groups</li> <li>• Further extend our performance group- poi, patu more extensive waiata.</li> <li>• Continued participation in the Kahu Ako</li> <li>• Consultation on Strategic Direction with our Māori parents at Kaupapa Maori meetings.</li> <li>• Schoolwide programme - unit plans to reflect aspects of Tikanga Maori. Evidence of progression in learning.</li> <li>• Identify and acknowledge Māori children with leadership potential and provide enrichment opportunities.</li> <li>• Further develop links to our local iwi and partnership with Te Iti o Haua Marae.</li> <li>• Principal participation in the WAIMAC programme</li> <li>• Celebration of Matariki as a community event</li> <li>• Development of a school haka, pepeha</li> <li>• Further develop the knowledge of Matangi History</li> </ul>	<p>At the start of the 2023 school year we have 191 learners. .</p> <p>2023 Cultural Diversity</p> <p>African 2.6%            Chinese 1.04%            Cook Island/Maori 0.52%            Indian 2.08%            Latin American 0,52%            Maori 14.06%            New Zealand European 70.31%            Other European 6.777%            Other Pacific 0.52%            Southeast Asian 1.56%</p>
<p><b>Inclusiveness</b></p>		<p><b>What are some areas which make our school unique and are important to the community?</b></p>
<p><b>At Matangi School we believe:</b></p> <ul style="list-style-type: none"> <li>• Every student has the right to achieve success and make progress at school, regardless of their ability.</li> <li>• All Students (including those who are Māori, Pasifika and with special learning needs) are able to access The New Zealand Curriculum and their progress and achievement will be monitored effectively in relation to curriculum levels.</li> <li>• Effective partnerships between the Board,, school personnel, specialists and whānau will provide a strong platform towards meeting the special education needs of all students.</li> <li>• Students' identities, languages, abilities and talents should be recognised and affirmed.</li> </ul> <p><b>At Matangi School this is achieved through:</b>            Inclusive practices which engage all students fully in The New Zealand Curriculum and require teachers and whānau in partnership to take responsibility for the learning progress of all students.</p>		<ul style="list-style-type: none"> <li>• Rural nature of our school community</li> <li>• Increasingly diverse cultural community</li> <li>• Stable, supportive parent community.</li> <li>• Strong links with cluster schools – MLA, COL.</li> <li>• Strong leadership opportunities for all teachers</li> <li>• Agents of Positive Impact - supporting ourselves, our community, global communities</li> </ul>

# Board Undertakings

## Consultation

- The Matangi School Board consults annually with the Māori community and wider community.
- Processes for consultation include School Newsletters, Parent Teacher Association and Board Meetings, Parent Teacher Interviews, Curriculum Evenings, Annual School Questionnaire, hui, and kanohi ki te kanohi (face to face with parents and family).

## Reporting

### Planning Year

Matangi School's planning year is January 28th to December 16th. The implementation of the school's plans is from the beginning of the new school year.

### School's Charter

The Matangi School Board intends to send a copy of the School Charter to the Ministry of Education by 1 March each year.

### Annual Report

The Matangi School Board holds an Annual Meeting of the Board in March/April at which time the Board reports to the community on the previous year's operations, including a financial report and a report on student achievement.

Our Vision.....

**EMPOWERING learners *to make a positive impact***

Our Strategic Goals  
2021 - 2023

Our Practice - Mahi	Our People - Iwi	Our Place - Turangawaewae
To strengthen teacher/learner capability to enhance & sustain progress	To strengthen connections with our learning and community	To know our cultural and rural heritage and create an optimal learning environment

Our Principles

<p>Developing 'best practice', that is deep in content knowledge and reflective practice.</p> <p>Enabling us to always meet the needs of the learners, empowering them to flourish.</p> <p>It is providing an integrated learning experience to support the holistic development of a learner. Using learner input to drive our practice.</p>	<p>Strengthening a deep understanding of ourselves and how we best connect with others.</p> <p>Understanding the importance of having a voice. Building opportunities to amplify and enhance our strengths, to ultimately improve our relationships.</p> <p>Create a strong bond between our school community and the Matangi Village community.</p>	<p>To know and understand our cultural &amp; rural heritage to use this knowledge to direct our focus and actions.</p> <p>Maintain our green space to encourage interaction with the environment.</p> <p>Strengthening a deep understanding how we best connect with our environment.</p>
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# Matangi School Road Map 2021 - 2023

## Strategic Priorities

2021

2022

2023

### Our Practice – Mahi

To strengthen teacher/learner capability to enhance & sustain progress

Strategic Goal 1 - Initiative A

Strategic Goal 1 - Initiative B

Strategic Goal 1 - Initiative C

Strategic Goal 1 - Initiative C

Strategic Goal 1 - Initiative C

### Our People -Iwi

To strengthening connections with our learning and community

Strategic Goal 2 - Initiative D

Strategic Goal 2 - Initiative D (Review)

Strategic Goal 2 - Initiative E

### Our Place - Turangawaewae

To know our cultural and rural heritage and create an optimal learning environment

Strategic Goal 3 - Initiative F

# Strategic Goals & Initiatives

1

Our Practice - Mahi

To strengthen teacher capability & capacity to sustain effective impact for student learning and achievement - NAGs 1 & 2

Initiative:

- A. Empowering learners to use assessment to enhance progress
- B. Develop Leadership capability & capacity
- C. Strengthen our cultural competencies

2

Our People -iwi

To Strengthen connections with our learning & community

Initiative:

- D. Establish a clear process to initiate, develop and sustain partnerships.
- E. Develop our rural culture and historical knowledge through our local connections

3

Our Place -  
Turangawaewae

To know our cultural and rural heritage and create an optimal learning environment  
Strategic initiatives

Initiative:

- F. Establish a clear process to initiate, develop and sustain partnerships



# Strategic Implementation Plan - Goal 1 2023

## Our Practice - Mahi

To strengthen teacher capability & capacity to sustain effective impact for student learning and achievement - NAGs 1 & 2

## Initiative:

A. Empowering learners to use assessment to enhance progress

Action	Responsibilities	Resources	Outcome
HERO is utilised efficiently as a platform for school records, reporting and communication to parents and whaanau	Principal Deputy Principal Teachers	Helpdesk Debbie Thorpe – Endeavour School Focus for ongoing teacher Professional Development for 2023	Teachers, Students, and Parents will use HERO as the primary means for communicating about student progress and achievement as well as communication from the school to home.
Review school-wide assessment schedules and practices.	Principal Deputy Principal Team Leaders	NZCER	The assessment schedule reflects school assessment practices and links to the HERO platform.
Provide opportunities for student voice and choice within learning programmes. Learner Agency enhanced.	Principal Deputy Principal Team Leaders Teachers	Carol Dweck	Students monitor their own learning progress and can identify their next learning goals and have plans to support these.
Priority Learners are identified and monitored throughout the year to enhance progress and achievement, with a particular focus on raising student	Principal Deputy Principal Team Leaders	MOE	Priority learners continue to make accelerated progress across all learning areas.

# Strategic Implementation Plan - Goal 1 2023

## Our Practice - Mahi

To strengthen teacher capability & capacity to sustain effective impact for student learning and achievement - NAGs 1 & 2

## Initiative:

A. Empowering learners to use assessment to enhance progress

Action	Responsibilities	Resources	Outcome
Teacher inquiry into what makes a difference for priority learners in writing.	Principal Deputy Principal Team Leaders Teachers	Literacy Progressions asTTle Moderation ERO Publications	Teachers know and monitor the progress of all learners and can identify best teaching practices to support them.
Develop teacher understanding of the draft revised New Zealand Curriculum	Principal Deputy Principal Team Leaders	MOE Online curriculum resources Kaahui Ako Curriculum Lead Teachers	Teachers are familiar with the revised New Zealand Curriculum and use elements of it in their planning with a particular focus on writing.
Provide opportunities to enhance student well-being.	Board Principal Deputy Principal Team Leaders Teachers	Student well-being survey Pause, Breathe, Smile professional development	Students feel valued, connected and secure in their lives at school.

# Strategic Implementation Plan - Goal 1 2023

## Our Practice - Mahi

To strengthen teacher capability & capacity to sustain effective impact for student learning and achievement - NAGs 1 & 2

## Initiative:

B. Develop leadership capability and capacity.

Action	Responsibilities	Resources	Outcome
Strengthen the use of the school values to support learning and well-being for all students and school-wide practices.	Principal Deputy Principal Team Leaders Teachers	Guy Claxton – Learning Powered School	School values are evident in all school practices.
Build capacity with leadership team.	Principal	Professor David Giles Kaahui Ako	Distributed leadership of responsibilities is evident and monitored
Ongoing Matangi School Curriculum review and development	Principal Deputy Principal Team Leaders Teachers	Revised curriculum documents and supporting resources Kaahui Ako	Matangi school curriculum reflects student needs and is responsive to the expectations of MOE, Parents and the school requirements.
Review and develop tools for internal evaluation and reporting on student progress and achievement.	Board Principal Deputy Principal Team Leaders Teachers	Kaahui Ako ERO Partnership	The community as a whole is well informed of student progress and achievement that reflects the school curriculum.

# Strategic Implementation Plan - Goal 1 2023

## Our Practice - Mahi

To strengthen teacher capability & capacity to sustain effective impact for student learning and achievement - NAGs 1 & 2

## Initiative:

C. Strengthen our cultural competencies.

Action	Responsibilities	Resources	Outcome
Provide opportunities for whaanau hui to happen throughout the year to set the direction and monitor outcomes for Maaori students	Principal Deputy Principal Team Leaders Teachers	Kaahui Ako MOE	Te Reo and Tikanga are valued and recognised in all practices at Matangi School.
Design and implement Te Reo and Tikanga progressions across the school	Principal Deputy Principal Team Leaders Teachers	MAC Aotearoa NZ Histories resources online	Students' understanding of Te Reo and Tikanga are developed across the school. Schoolwide resources support the teaching and learning of Te Reo and Tikanga.
Participate in Kahui Ako and implement action plan	Principal	Kaahui Ako Principals Across school leaders Within school leaders	Principal and staff implement new learnings.
Whole School visit to Te Iti o hauā Tauwhare Marae to build connections	Principal Deputy Principal Team Leaders Teachers	MAC Local Kaumatua	All students have experienced the protocols and practices that come with being Manuwhenua visiting a marae. Strengthening the connections Matangi School has with Te Iti o Hauaa.
Embed Enviro Schools across the school.	Principal Deputy Principal Team Leaders	Enviro Schools	An enhanced environment that reflects Matangi School as a rural school.

# Strategic Implementation Plan - Goal 2 2023

Our People -iwi

To Strengthen connections with our learning & community

Initiative:

D. Establish a clear process to initiate, develop and sustain partnerships.

Action	Responsibilities	Resources	Outcome
Continued Board communication with the school community.	Board	School newsletter Facebook page	Decisions made by the Board are well understood by the community and staff.
Teacher Professional Growth Cycle with a personal professional goal and school-wide goal focused on improving student learning in writing and building partnerships with parents and whaanau	Principal Deputy Principal	NZ Teachers Council Professional Growth Cycle Regular meetings with critical friend Ongoing discussions with Principal and Deputy Principal	Teacher's practice continues to enhance better student progress and achievement.

# Strategic Implementation Plan - Goal 2 2023

Our People -iwi

To Strengthen connections with our learning & community

Initiative:

E. Develop our rural culture and historical knowledge through our local connection

Action	Responsibilities	Resources	Outcome
Develop Matangi School Curriculum in all teaching and learning across the school	Principal Deputy Principal Team Leaders Teachers	NZC MoE updates Matangi School Curriculum	Teachers can articulate and make strong links to their practice based on the Matangi Curriculum
Enhance school environment to reflect rural nature of the school and learning outcomes	Board Principal Deputy Principal Team Leaders Teachers	Enviro Schools	School values are evident throughout the school and students and teachers use and care for the school environment
Induction for new staff into the community and practices of Matangi School	Board Principal Deputy Principal Team Leaders	Matangi School Curriculum	Staff are strongly connected and resourced to participate fully in the life of the school
Implement the Aotearoa New Zealand Histories Curriculum across the school and make links with local community resources	Principal Deputy Principal Team Leaders Teachers	School wide planning template Teacher Only Day start of Term 2	Teachers implement curriculum and it is evident in student learning. Links to the community identified and utilised to support learning.

# Strategic Implementation Plan - Goal 3 2023

Our Place -  
Turangawaewae

To know our cultural and rural heritage and create an optimal learning environment

Initiative:

F. Establish a clear process to initiate, develop and sustain partnerships

Action	Responsibilities	Resources	Outcome
Embed the Vision and Values as an integral part of all teaching and learning, assessment, reporting, behaviour and culture	Principal Deputy Principal Team Leaders Teachers	Classroom displays HERO	The 5R'S are evident throughout all school practices
Visual representation of the values to be strengthened across the learning spaces and school environment	Principal Deputy Principal Team Leaders Teachers	Website Angels	The 5R's are used as a visual reminder to support school practices
Review the content and updates for the school website	Principal Deputy Principal	Website	The school website is an attractive portal that contains relevant and current information about the school
Research, record and share our local stories and history and integrate these into our teaching and learning programmes	Principal Deputy Principal Team Leaders Teachers	Community resources Kaahui Ako	Teachers and students know our local history and make connections to them now being part of the Matangi community
Nurture relationships with Kaumatua	Board Principal Deputy Principal Team Leaders Teachers	MAC Kaahui Ako	The school has a relationship that strengthens te reo and tikanga practices and recognises the importance within our local community
Strengthen connections with local iwi and Te Iti o Hauā Tauwhare Marae	Board Principal Deputy Principal Team Leaders Teachers	MAC Kaahui Ako	Partnerships are formed and regular and ongoing communication established.