

## Vision Statement

Whakamana Aakonga Empowering Learners

## Tui Values

|                |                |
|----------------|----------------|
| Whakaute       | Respect        |
| Manawaroa      | Resilience     |
| Whakaata       | Reflection     |
| Whanaungatanga | Relationships  |
| Takohanga      | Responsibility |



## Strategic Goals

### Our People Iwi

Learners, with their whaanau, are at the centre of education.

## Strategic Initiatives

- Strengthen our connection with our local iwi - Ngaati Haua.
- Continue to develop ways we communicate and celebrate with our community.
- Strengthen teaching, leadership and learning support capability.

## Strategic Outcome

The school has strengthened its connection with our local iwi - Ngaati Haua. Whaanau is consulted and informed on student progress and achievement. The leadership team and Board lead strategically, underpinned by current research related to best practices.

### Our Place Turangawaewae

Our environment provides opportunities and outcomes for every learner.

- Enhance our environment to ensure it provides safe, equitable, exciting and meaningful learning opportunities.
- Provide opportunities for student engagement with our environment and wider community.
- Continue to maintain and strengthen the connections to our rural and historic heritage.

The school provides a safe physical, emotional and social environment for all. Our local curriculum is implemented across the school in authentic contexts. Matangi School is a valued and contributing part of the community.

### Our Practice Mahi

Teaching and leadership make a difference for learners and their whaanau.

- Continue to develop practices that reflect Te Reo Maaori, Tikanga, Matauranga and Te Ao Maaori to enable Maaori students to achieve success as Maaori.
- Implement Te Maataiaho, The Refreshed New Zealand Curriculum, and build on our Matangi School Local Curriculum.
- Support and enhance student wellbeing through our teaching and learning.

Te Reo Maaori and Tikanga are embedded in the daily life of the school. Matangi Local Curriculum is implemented across the school. Students continue to achieve and make progress across the New Zealand Curriculum. Student wellbeing is enhanced.

## Summary of the information used to develop this plan

The school vision underpins all we do. The school vision has been reviewed and updated as part of our consultation. We used a number of sources.

Matangi School has used a number of sources to inform its strategic plan and set priorities for 2024-2025. The Board has gathered feedback from the leadership team, staff, parents, whaanau, community and local iwi. We also used the Education Review Office evaluation, which identified strengths and next steps.

From this consultation process, the Board has identified common themes and needs for the school to continue to build, implement and strengthen. These common themes and needs formed our strategic plan.

Strategic goals were prioritised in terms of what is achievable over 2024-2025, Government priorities for education, including literacy and numeracy, National Education and Learning Priorities (NELPS) and Te Maataiaho/The Revised New Zealand Curriculum, and our priorities as a school identified from the consultation.

Our annual goals reflect the aspirations of our community.

| Strategic Goal  | Board Primary Objectives  | Education requirements   | Expectations  | How will we achieve or make progress towards our strategic goals?  | Measurement of Success  |
|---|---|--|---|--|---|
| <p><b>Our People Iwi</b></p> <p>Learners, with their whaanau, are at the centre of education.</p> | <p>The school is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993, and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school (2)</p>   | <p><b>Quality Teaching and Leadership</b><br/>Quality teaching and leadership make the difference for learners and their whaanau.</p> <p><a href="#">Ka Hikatia - Ka Haapaitia</a></p> <p><a href="#">Tau Mai te Reo</a></p> | <p>Learners and whaanau are engaged in community consultation and the life of the school.</p>   | <p>Regular and ongoing opportunities to gather community voice.</p> <p>Opportunities throughout the year for whaanau to connect with teachers around student learning.</p> | <p>Evidence of community feedback informs the decisions that the school makes.</p>  |
|   | <p>The school gives effect to Te Tiriti o Waitangi, including by</p> <ul style="list-style-type: none"> <li>-working to ensure that its plans, policies, and local curriculum reflect local tikanga Maaori, Maatauranga Maaori, and te ao Maaori.</li> <li>-taking all reasonable steps to make instruction available in tikanga Maaori and te reo Maaori.</li> <li>-achieving equitable outcomes for Maaori students. (4)</li> </ul> |  | <p>Whaanau is consulted and informed on student progress and achievement.</p>   | <p>We will engage whaanau in changes the school makes to how we report on student progress and achievement.</p>  | <p>Annual whaanau feedback on our school reporting.</p>   |
|   |   |  | <p>The focus for the leadership team is centred around the priorities outlined in the strategic and annual plans.</p> <p>Everything in the school contributes to our vision - Empowering Learners, Whakamana Aakonga.</p> | <p>School leaders engage in ongoing professional development and conversations about our strategic goals and annual implementation plan.</p>                               | <p>The leadership team can articulate the purposes for their practices in connection to our strategic goals and annual implementation plan.</p> <p>The school vision is known by aakonga/learners, kaiako/teachers, whaanau/family and our community.</p> |
|   |   |  | <p>Undertake clear and authentic engagement with our local iwi - Ngaati Haua, to support building our knowledge of local stories and history.</p>   | <p>We will ensure local iwi will determine the Matauranga Maaori, Te Reo Maaori, and Tikanga included in the local curriculum.</p>   | <p>Tangata Whenua have been authentically engaged in the development of the local curriculum has been designed with them.</p>   |

| Strategic Goal  | Board Primary Objectives   | Education requirements  | Expectations  | How will we achieve or make progress towards our strategic goals?  | Measurement of Success  |
|---|--|---|---|--|---|
| <p><b>Our Place</b><br/>Turangawaewae</p> <p>Our environment provides opportunities and outcomes for every learner.</p> | <p>The school is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993, and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school (2)</p> <p>The school is inclusive of, and caters for, students with differing needs (3)</p> <p><a href="#">Link</a></p> | <p><b>Barrier free access</b><br/>Great education opportunities and outcomes are within reach for every learner.</p> <p><b>Future of Learning and Work</b><br/>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</p> | <p>Our local curriculum is implemented across the school in authentic contexts.</p> <p>Kaiako are clear and confident about the learning that matters within our local school curriculum and access and utilise it easily with aakonga.</p> <p>The school provides a safe physical, emotional and social environment for all students, staff and whaanau.</p> | <p>We will build awareness and grow understanding of our local curriculum with kaiako, parents, whaanau and our school community.</p> <p>We will provide opportunities for student engagement with our environment and our community.</p> <p>We will ensure all learners are safe and included in our school, their needs are supported, and that learning support programmes are robust and effective.</p> <p>We will engage in ongoing professional development to meet the diverse needs of learners.</p> | <p>Annual aakonga learning and progress achievement data analysis with respect to our local school curriculum.</p> <p>Tracking our local school curriculum development and implementation plan.</p> <p>Student feedback affirms that school is a positive place for learning.</p> <p>Annual aakonga wellbeing and belonging survey.</p> |

| Strategic Goal   | Board Primary Objectives  | Education requirements  | Expectations   | How will we achieve or make progress towards our strategic goals?  | Measurement of Success  |
|--|---|---|--|--|---|
| <p><b>Our Practice Mahi</b></p> <p>Teaching and leadership make a difference for learners and their whaanau.</p> | <p>Every student at school is able to attain their highest possible standard in educational achievement. (1)</p> <p>The school is inclusive of, and caters for, students with differing needs (3)</p> <p>The school gives effect to Te Tiriti o Waitangi, including by</p> <ul style="list-style-type: none"> <li>-working to ensure that its plans, policies, and local curriculum reflect local tikanga Maaori, Maatauranga Maaori, and te ao Maaori.</li> <li>-taking all reasonable steps to make instruction available in tikanga Maaori and te reo Maaori.</li> <li>-achieving equitable outcomes for Maaori students. (4)</li> </ul> | <p><b>Learners at the Centre</b></p> <p>Learners with their whaanau are at the centre of education.</p> | <p>Te Reo Maaori and Tikanga are embedded in the daily life of the school.</p>   | <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and kaiako.</p> <p>We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua.</p> | <p>Annual tracking of our local school curriculum development and implementation plan against Te Maataiaho implementation guidance.</p>   |
|  |   |   | <p>Implement Te Maataiaho, The Refreshed New Zealand Curriculum, and build on our Matangi School Local Curriculum.</p> <p>Students continue to achieve and make progress across the New Zealand curriculum.</p> <p>Established systems and processes to measure and report on individual and school-wide student progress.</p> | <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and kaiako.</p> <p>We will develop progressions that will provide consistency with moderating and assessing student progress and achievement.</p>                                      | <p>Annual aakonga learning and progress achievement data analysis with respect to our local school curriculum.</p> <p>Teachers can articulate and demonstrate teaching practices that align to the progression and Te Maataiaho.</p>                                      |
|  |   |   | <p>Students who know what they are learning and why they are learning it to enhance Learner Agency.</p> <p>Kaiako are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with aakonga.</p>   | <p>We will build awareness and grow understanding of Learner Agency and what this looks like in practice.</p> <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and kaiako.</p>  | <p>Aakonga participate in play-based learning, bush school and project-based learning.</p> <p>Aakonga can articulate what they are learning and why they are learning it.</p> <p>Wellbeing survey identifies that students value the learning that happens at school.</p> |
|  |   |   | <p>Our teaching and learning supports and enhances student wellbeing.</p>  | <p>We will implement the necessary teaching and learning changes through the ongoing development of our local school curriculum.</p>   | <p>Aakonga participate in play-based learning, bush school and project-based learning.</p> <p>Tracking of our local school curriculum development and implementation plan.</p>  |

## Initiatives

2024

2025

### Our People - Iwi

Update our reporting to parents to reflect the progress outcomes in Te Maataiaho.  
Undertake clear and authentic engagement with our local iwi - Ngaati Haua.

Whaanau are engaged in community consultation and in the life of the school.

### Our Place - Turangawaewae

Teachers and students learning to work collaboratively in flexible learning environments.  
Continue to develop clear and authentic learning pathways that utilise our school environments.  
Develop Restorative Practices across the school.

Our local curriculum is implemented across the school in authentic contexts.  
The school environment reflects the learning needs of students and our local curriculum.

### Our Practice - Mahi

Continued implementation of professional learning on mathematics and writing.  
Continue to identify and monitor priority learners.  
Continue to develop practices that reflect Te Reo Maaori, Tikanga, Matauranga and Te Ao Maaori.

Te Reo Maaori and Tikanga are embedded in the daily life of the school.  
Continued implementation of Te Maataiaho, the New Zealand Refreshed Curriculum.  
Student achievement continues to be monitored and evaluated.  
Teaching continues to support and enhance student wellbeing and learning.

## Where we are currently at?

### Targets for End of 2023

- Ensure there is no disparity between all students achieving in reading, writing and mathematics with 85% achieving within or beyond.
- List the disparity between boys and girls in writing so that 85% of boys and girls are achieving within or beyond.
- Lift the disparity of achievement for all Maaori students so that 85% of Maaori students are achieving within or beyond in reading, writing and mathematics.
- Lift the disparity between girl and boy achievement in mathematics so that 85% of boys and girls are achieving within or beyond.

All targets set at the end of 2022 were aspirational and reflect our belief of high expectations for teaching and learning for all. These targets provide a framework for teachers to work towards and provide opportunities for professional discussion and development to support student progress and achievement.

Teachers worked in their teams when entering end-of-year data to strengthen their OTJs and discuss student progress and trends that they were identifying.

Our mid-year data points and our end-of-year data points are different. Mid-year is a check-in point to help monitor progress, and our end-of-year represents the level the students have achieved.

End-of-year data was collected in Week Five of Term Four. This data may not represent the final six weeks of teaching and student progress that is then entered into the end-of-year reports.

We have reduced the disparity between female and male achievement in mathematics so that 76% of males and 78% of females are achieving at or above the expected curriculum level in Mathematics. We recognise that we have not met the 85% of males and females achieving at or above the expected curriculum level in Mathematics.

“Well below” students have been identified as priority learners.

Teachers know who their priority learners are, and these are clearly identified for these student’s teachers in 2024.

In Term Four, teachers have met with the whaanau of priority learners to discuss progress and achievement and next steps.

As a leadership team, we have identified that we need to strengthen opportunities to formalise check-in times where we discuss teachers monitoring, planning and tracking of priority students’ learning.

Te Maataiaho/The Revised New Zealand Curriculum and the Common Practice Model were expected to be provided to schools during 2023. We saw this as an opportunity to strengthen our teaching and learning. We have begun to use the revised Social Science and English curriculums to help us plan for Term One 2024.

It has been signalled that these changes will help assist schools to focus teaching and learning programmes to lift student achievement and progress.



## Where we are currently at?

We have recognised a need for ongoing schoolwide opportunities for teacher moderation with reading, writing and mathematics in 2024. This will be reflected in our professional development during staff meetings throughout the year.

DMIC professional development through Massey University will no longer continue in 2024. As a staff, our next steps are to identify the best practices from this professional development and solidify these into our teaching across the school. These practices will become part of our Local Curriculum.

RTLb's have been successfully sourced to support either individuals or groups of students who have been identified as needing additional support with their learning.

Our SENCO/ORS is highly supportive of students who are priority learners and works alongside teachers to develop individual education plans that help these students to make progress.

Our professional growth cycle focus for 2023 was on writing. There will be ongoing focus on writing in 2024. This will continue to be a focus for our professional growth cycles and development.

In-class observations and feedback of teachers' writing practice will continue in 2024, with the Team Leaders leading this with teachers.

There will be a school-wide focus on lifting the disparity of achievement for Maaori and male students in writing. The leadership team will develop a plan for this, including contacting schools that are making a difference for Maaori and male students.

There is an ongoing focus with staff to ensure that the data being entered into HERO is valid and reliable through teacher moderation and professional development.

Comparing end-of-year writing data from students in years 3 and 4 2022 and years 4 and 5 2023 show similar trends in progress and achievement. We need to continue prioritising these students, tracking their progress and achievement, and planning accelerated learning programmes.

There is still evidence that Covid has had an impact on student progress and achievement of the cohorts that are in years 3-6 this year. Other primary schools have also identified this.

### **Our continued areas of focus are:**

- Lifting the achievement of reading, writing and mathematics for our Maaori students.
- Writing continues to be a focus across the school, particularly on raising the achievement of male students.

In 2023, the school completed professional development with DMIC. Teachers' Professional Growth Cycles had a focus on writing. The school employed Kapa Haka tutors who weekly worked with students across the school. Staff began to engage with and use Te Maataiaho, The New Zealand Refreshed Curriculum.

Our 2024 annual goals reflect our priorities and actions to address our continued areas of focus.

## How will our targets and actions give effect to Te Tiriti o Waitangi

The school ensures that it reduces the barriers for all, including Maaori students so that they gain sound foundational skills in literacy and numeracy by giving effect to Te Tiriti o Waitangi.

We will do this by:

- Engaging and working more closely with our local iwi.
- Regularly holding whaanau hui to gather feedback and advice on what their aspirations are for their tamariki.
- Ensuring Tikanga and Te Reo are embedded in our daily practices across the school.
- Kapa Haka is incorporated into our local curriculum and provided for all students.
- The development and implementation of Tikanga progressions across the school.
- Ongoing staff professional development.
- Senior leadership working with Maaori Achievement Collaborative (MAC).

## Strategic Goal

### Our People Iwi

Learners, with their whaanau, are at the centre of education.

### Annual Target/Goal

Strengthen our connection with our local iwi - Ngaati Haua.  
Continue to develop ways we communicate and celebrate with our community.  
Strengthen teaching, leadership and learning support capability.

### What do we expect to see by the end of the year?

The school has strengthened its connection with our local iwi - Ngaati Haua.  
Whaanau are consulted and informed on student progress and achievement.  
The leadership team and Board leads strategically and is underpinned by current research related to best practice.

| Actions   | Who is responsible  | Resources Required   | Timeframe                     | How will you measure success?   |
|---|---|--|-------------------------------|---|
| <p>Update our reporting to parents to reflect the progress outcomes in Te Maataiaho.</p> <ul style="list-style-type: none"> <li>Written reports twice a year on progress and achievement that can be easily understood by whaanau.</li> </ul> | <p>Principal<br/>Deputy Principal<br/>Team Leaders</p>                        | <p>Te Maataiaho<br/>HERO<br/>Community consultation</p>  | <p>Term Two<br/>Term Four</p> | <p>Whaanau surveys and feedback on progress and reporting.</p>  |
| <p>The focus for the leadership team and the Board is centred around the priorities outlined in the strategic and annual plans.</p> <p>Implementation of the strategic plan.</p>  | <p>Principal<br/>Board<br/>Deputy Principal<br/>Team Leaders<br/>Teachers</p> | <p>Leadership Unit Allocation</p> <p>PLD Budget</p> <p>Strategic Plan</p> <p>Identified local community connections and expertise</p> <p>MOE policies and requirements<br/>School policies and procedures</p> <p>Professional Growth Cycles</p> <p>New Zealand School Trustees Association (NZSTA)/ New Zealand Educational Institute (NZEI)</p> | <p>Term One - Term Four</p>   | <p>Whaanau and community feedback through community consultation.</p> <ul style="list-style-type: none"> <li>What do you value about Matangi School?</li> <li>What do you value most about your child's education?</li> <li>Are we meeting their needs?</li> </ul> <p>Leadership team professional growth cycle goals reflect the leadership capabilities needed to embed to school priorities.</p> <p>The Board meetings reflect the strategic plan and have a ongoing reporting and review of annual goals.</p> |
| <p>Undertake clear and authentic engagement with our local iwi - Ngaati Haua to support building our knowledge of local stories and history.</p>  | <p>Curriculum Lead<br/>Principal<br/>Board</p>                                | <p>Published documents and research about our rohe and tangata whenua and all information we have about tangata whenua aspirations for their aakonga.</p> <p>Identified local community connections and expertise.</p> <p>Termly Whaanau Hui.</p>  | <p>Term One - Term Four</p>   | <p>We will have knowledge of local stories and histories connected to Ngaati Haua.</p> <p>Our local school curriculum reflects our deepened understanding of our rohe's history and people.</p> <p>Evaluation of our developing relationships and networks with tangata whenua (success will be when tangata whenua report that the relationship is strong).</p>  |

## Strategic Goal

### Our Place Turangawaewae

Our environment provides opportunities and outcomes for every learner.

## Annual Target/Goal

Enhance our environment to ensure it provides safe, equitable, exciting and meaningful learning opportunities.  
Provide opportunities for student engagement with our environment and wider community.  
Continue to maintain and strengthen the connections to our rural and historic heritage.

## What do we expect to see by the end of the year?

Our local curriculum is implemented across the school in authentic contexts.  
Teachers and students are working collaboratively in flexible learning environments.

| Actions   | Who is responsible  | Resources Required   | Timeframe               | How will you measure success?   |
|---|---|--|-------------------------|---|
| Teachers and students learning to work collaboratively in flexible learning environments. | Team Leaders<br>Teachers                                  | PLD Budget<br>Visits to schools<br>Leadership Unit Allocation<br>Release time<br>Bespoke build completed | Term Two -<br>Term Four | Our school learning spaces reflect our deeper understanding of teaching and learning collaboratively.<br><br>Evaluation of feedback from students, parents, whaanau and staff on the teaching and learning happening in the flexible learning spaces. |
| Develop clear and authentic learning pathways that utilise our school environment.        | Teachers  | Enviro-school resources<br>Longworth Education - PLD and resources<br>NZ Army                            | Term One -<br>Term Four | Progression developed for bush school and play based learning are evident in our local curriculum.<br><br>Reporting to parents reflects learning in these contexts.   |
| Continue to develop Restorative Practices across the school.                              | Principal<br>Deputy Principal<br>Team Leaders<br>Teachers | PB4L<br>Mitey<br>Pause, Breathe, Smile<br>PLD Budget   | Term One -<br>Term Four | Restorative conversations are used by staff and student.<br><br>Evaluation of the aakonga wellbeing survey.   |

## Strategic Goal

### Our Practice - Mahi

Quality teaching and leadership make a difference for learners and their whaanau.

## Annual Target/Goal

Implement Te Maataiaho, The Refreshed New Zealand Curriculum, and build on our Matangi School Local Curriculum.

Students continue to achieve and make progress across the New Zealand Curriculum.

Continue to develop practices that reflect Te Reo Maori, Tikanga, Matauranga and Te Ao Maori to enable Maaori students to achieve success as Maaori.

## What do we expect to see by the end of the year?

Kaikao have developed in depth knowledge of the refreshed learning areas of English and Maths & Statistics within Te Maataiaho. This will include aakonga and whaanau having had opportunities to engage in understanding Te Maataiaho and the changes that are coming.

Consistency in the assessment practices across the school to monitor and report on progress and achievement.

Students continue to achieve and make progress across the New Zealand Curriculum

| Actions  | Who is responsible  | Resources Required  | Timeframe               | How will you measure success?  |
|--|---|---|-------------------------|--|
| <p>Staff professional learning on the mathematics learning area.</p> <ul style="list-style-type: none"> <li>Develop a consistent staff understanding of the requirements of mathematics within Te Maataiaho.</li> <li>Develop mathematics assessment practices that provide validity and reliability.</li> <li>Review data collection and collation for reporting to parents, Board and community.</li> </ul>              | Principal<br>Deputy Principal<br>Team Leaders<br>Teachers | <p>Te Maataiaho and the Refresh documents.</p> <p>Implementation supports document</p> <p>PLD Budget ALL (accelerated literacy learning - 3 teachers)<br/>Professional Learning (MOE)</p> <p>Current local curriculum</p> | Term One -<br>Term Four | <p>School curriculum exemplifies assessment tools.<br/>Teachers use assessment to inform practice.</p> <p>Pathway document created and used by all teachers.</p> <p>Teachers monitor the progress of all learners and identify best teaching practices to support progress and achievement.</p> <ul style="list-style-type: none"> <li>Professional Growth Cycle which identifies current focus, progress, new learning and next steps.</li> <li>Observations</li> </ul> |
| <p>Staff professional learning on the writing learning area.</p> <ul style="list-style-type: none"> <li>Develop a consistent staff understanding of the requirements of writing within Te Maataiaho.</li> <li>Develop writing assessment practices that provide validity and reliability.</li> <li>Review mid-year and end-of-year data collection and collation for reporting to parents, Board and community.</li> </ul> | Principal<br>Deputy Principal<br>Team Leaders<br>Teachers | <p>Current local curriculum</p>   | Term Two -<br>Term Four | <p>Kaiakio surveys and feedback on Te Maataiaho and local curriculum PLD.</p> <p>Evaluation of our Te Maataiaho professional development plan for school leaders and kaiako.</p> <p>Mid-year and end-of-year data reflect the progressions in Te Maataiaho, the Refreshed New Zealand Curriculum.</p>  |
| Priority learners are identified and monitored throughout the year with strategies implemented to support their progress.  | Team Leaders<br>Teachers                                  | 2023 End-of-year data<br>HERO   | Term One -<br>Term Four | <p>Priority learners continue to make accelerated progress across all learning areas.</p> <p>Teachers monitor the progress of all learners and identify best teaching practices to support them.</p>   |
| Within our Local Curriculum, develop practice that reflect te reo, Tikanga, Matauranga and Te Ao Maaori to enable Maaori students to achieve success as Maaori.  | Curriculum Lead   | <p>MAC</p> <p>Niho Taniwha</p> <p>MAC book</p> <p>Poutama Reo</p> <p>Ako Framework</p>  | Term One -<br>Term Four | <p>Te Reo and Tikanga are evident in the daily life of the school.</p> <p>Evaluation of 'Self Review for Improvement' from Poutama Reo resource.</p> <p>Students identify and articulate how they see their culture acknowledge, celebrated and part of their school life.</p> <p>Kaiako feedback on cultural competency PLD e.g. Taataiako: cultural competencies for teachers of Maaori learners.</p>  |