



Matangi School Board May 12th 2025

Student Enrolment Data

04/05/25	0	31	30	32 28	36	33	190	12	192		12.70
13/03/25	0	24	30	32 29	36	33	184	13	196		12.22
11/02/25	0	23	30	33 28	36	33	183	13	196	11.43	12.36

Start of year enrolled students in 2024 was 193

Start of year enrolled students in 2023 was 187

Attendance Rate

04/05/2025	3.28%	2.33%	0.61%	0%	93.78%
13/03/2025	3.21%	2.32%	0.83%	0%	93.63%

11/02/2025	1.83%	4.82%	0.43%	0%	92.83%
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The government has set a target: by 2030, 80% of students are present for more than 90% of the term.

Please also refer to our Everyday Matters Attendance report, which shows 75% of our students had regular attendance in Term Four (over 90% attendance, missing fewer than 5 days across a Term)

Student Achievement Priority Learners	<p>We are placing greater focus on <i>deliberate acts of teaching</i>—purposeful strategies that help students make meaningful progress in their learning. This is an area we are currently exploring more deeply as a school, with an emphasis on how these actions can support our priority learners. Teachers are reflecting on what they are doing in the classroom and making intentional adjustments to better meet individual learning needs.</p> <p>Examples of deliberate acts of teaching include:</p> <ul style="list-style-type: none"> • Showing students exactly how to do something before they try it themselves (<i>modelling</i>) • Asking thoughtful questions to guide and extend thinking • Breaking tasks into manageable steps and offering support along the way (<i>scaffolding</i>) • Giving immediate, specific feedback to reinforce learning • Working with small groups to revisit and strengthen key concepts • Practising new skills together before students work independently <p>Tōtara Team: Report written by Lisa</p> <p>The junior team has been working together to build a strong shared understanding of who our priority learners are and how we can best support them. One of the key steps we've taken is making sure that each teacher has had one-on-one conversations about their priority learners. This has been a valuable opportunity to check in, share ideas, and talk about what's working. These conversations are a consistent part of our school-wide approach and are helping us respond more deliberately to student needs.</p> <p>There's a real sense of shared responsibility across the team. We're regularly taking time in our team meetings to reflect on the progress of our priority learners, celebrate small wins, and brainstorm next steps. This has helped us all</p>

get clearer on where our learners are and what they need next. It's also helped us create a more unified and supportive approach across classrooms.

To give extra support where it's needed, we've set up several booster groups, mainly focused on literacy, to work alongside our regular small-group teaching. These groups target foundational skills that we've identified through observations and assessments. We'll be keeping a close eye on how these are going and making adjustments as needed to keep things responsive and effective. Teachers are also using deliberate acts of teaching to target specific learning goals, ensuring each interaction is intentional and tailored to support progress for our priority learners.

One of the assessments used to support our understanding of priority learners is the Phonics Check. The Phonics Check, introduced by the Ministry of Education, is a quick, one-on-one assessment for students at 20 and 40 weeks. It helps teachers identify how well students can decode words using phonics knowledge, supporting early reading development and targeted teaching.

The information below provides a summary of the phonics screening checks administered to students across the current two terms. This includes ten students who have recently met their 20 week milestone at school. The checks are designed to assess the development of early reading skills and phonemic awareness in line with national expectations.

Out of the current 10 students assessed:

- **6 students** achieved a score that **exceeded expected standards**, demonstrating strong phonological awareness and the ability to decode unfamiliar words with accuracy and confidence.
- **2 students** were identified as **proficient**, meeting the expected standard for their age group.
- **1 student** is currently **progressing towards the standard**, indicating some understanding but requiring further support to secure key skills.
- **1 student** was assessed as **needing additional support**, particularly in blending and segmenting phonemes.

These results reflect positively on the effectiveness of our phonics instruction and early intervention strategies, with 80% of this group meeting or exceeding the expected level.

	Rimu Team - report written by Amelia
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	In the Rimu team we identified our priority learners in our classes last term and we have documented what we are providing for students currently, through our deliberate acts of teaching. It has been great to take time to share ideas about what is working well for our learners and gain new ideas from each other. This term we have altered our focus within our structured literacy teaching so that we are providing more opportunities for our priority learners to have small group learning of morphology and spelling patterns.
Annual Plan Update	Evidence of how we are working towards our annual plan can be found in the Board meeting folder.

<p>SENCO</p>	<p>SENCO Report: Written by Lisa, Week 2 Term Two, 2025</p> <p>Since the last report, we've had a few important changes. While we were initially seeking a significant board contribution to retain our fourth learning assistant, this request was reduced thanks to the successful acquisition of additional behavioural funding. On top of this, we still required additional funding support, and I would like to thank the board for their support and contribution in ensuring we could do this and maintain adequate learning assistant allocation, allowing for strong coverage across the school day.</p> <p>At the end of Term 1, one RTLB case was closed, and we have since applied for another. We are currently waiting to hear back regarding that request. In an unusual situation, we are still awaiting confirmation of ESOL funding approval. I've spoken with other local schools who are experiencing the same delay, and we're hopeful we will receive an update soon.</p> <p>So far this term, I have submitted one new RTLB application and a request for support from a learning psychologist. I have also updated our assistive technology register, uploaded our phonics check data to the Ministry, purchased new sensory equipment and furniture, and submitted a SHHNF (Specialised School High Health Needs Fund) review request. In addition, I've supported a whānau in accessing health care and diagnostic assessments and met with our early intervention Ministry support to prepare for an upcoming enrolment.</p> <p>Looking ahead, I will be attending IEP meetings over the next two weeks, including one for an ORS review and others to update current care plans for our students receiving high health and behavioural funding. I also plan to submit two new behavioural support requests to the Ministry, prepare another RTLB</p>
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application focused on social and communication needs, meet with a whānau of a dual-enrolled student with high health needs, and continue to monitor and update high health records. I also have another SHHNF review application due to be completed.

It's been very encouraging to see the positive progress our students who are receiving additional support are making. It has been a productive term so far.

ORS	SNNHF	RTLB	Speech & Language	Behaviour
(Ongoing Resourcing Scheme)	(School High Health Needs Fund)	(Resource Teacher for Learning and Behaviour)		
1 Student	3 Students	5 Students	3 Students	3 Students

ESOL	Assistive Technology	StepsWeb Literacy Support	ICS
(English for Speakers of Other	(Auditory		(In Class Support)

	<p>processing Languages) devices)</p> <p>8 Students 2 Students 22 Students 1 Student</p>
Staffing	<p>Kat and Tōtara One: Kat has opened Tōtara One with 6 students, bringing the total number of students in that part of the hub to 25. This change has allowed for a more balanced distribution of students, ensuring that their learning needs are supported across the space.</p> <p>Beginning Teacher (BT) Allowance: Janelle has applied for the BT allowance. Sarah and Paige are both currently receiving this allowance, benefiting from the additional release time and mentoring to help with their induction process. Paige is receiving this as it is her first year teacher, while Sarah is a qualified</p>

	<p>teacher, she also receives this as it is her first year working in a Primary School.</p> <p>Cover for BT and CRT Release Time: Karen is providing cover for both Paige and Sarah's BT release time. Additionally, Karen is covering Paige's Classroom Release Time (CRT) which has helped provide consistency of teachers working in that space.</p> <p>Farewell to Contractors and Welcome New Caretaker: We recently farewelled Mark and Peter, who had been our contractors providing maintenance services across the school. We are pleased to announce the hiring of Cam as our new caretaker. Cam started on May 2nd and will be taking on the responsibility of maintaining the school grounds and facilities.</p>
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Attendance	<p>On the 2nd of April, I met with Sandra Jeffrey to discuss her role in supporting our school with improving attendance. Sandra will be working closely with Rylee from Bluelight Services. She will have weekly meetings with Amy and I to discuss attendance and can support us by visiting whaanau in their homes to help create a plan to get their children back to school.</p> <p>It is important to note that the <i>Every Day Matters</i> attendance data may differ from the on-time attendance figures shown in our Hero system. This discrepancy is due to the <i>Every Day Matters</i> dataset not including any approved Education Outside the Classroom (EOTC) activities as present. As a result, some students who were attending authorised school activities off-site may be marked as absent in this data.</p> <p>From the <i>Every Day Matters</i> data, we have observed a noticeable dip in student attendance on Fridays.</p> <p>As of Friday, 2nd May, 154 of our students have been present for more than 90% of the year. Thirty-six students have been present for less than 90% of the year.</p> <p>As this report was prepared after only one week of Term 2, a detailed breakdown of Term 2 attendance will be provided at our Week 8 Board meeting once a more complete and reliable data set is available.</p>
Policies and Procedures	<p>All policies for review can be found in the Board Meeting Minutes folder</p>

	<p>In term 2, we are reviewing policies in the Health, Safety and Welfare Policy section • Planning and Preparing for Emergencies, Disasters, and Crises - Board review</p> <ul style="list-style-type: none"> • Communication During and Emergency, Disaster, or Crisis - Board review • Emergency Closure - Board review • Emergency Management • Disaster Management • Crisis Management <p>As a school, we are currently reviewing one policy per week during our morning meetings. This ongoing process allows staff to engage with key policies regularly and provide thoughtful feedback. Any policies requiring Board review will have staff feedback collected, collated, and presented at the Week 8 Board meeting for discussion. Policies that are reviewed and approved at the school level will be submitted directly to SchoolDocs, with a summary of changes and key points also shared with the Board for transparency and record-keeping.</p>
<p>Enviro-Schools</p>	<p>Enviro-Schools Board report written by Amelia</p> <p>On Wednesday 30 April we held the launch of the Matangi Produce Stand that has been organised by the Matangi Community Committee with Matangi Gardening Club and was made by Brian Bowell and painted by Colin Gibbs. This is a great initiative and our school is happy to support it by looking after the produce stand and also placing produce we have grown on the produce stand for people to take. The</p> <p>idea is that people take what they need for their whānau and share any excess produce. It has been great to see many children bringing produce from home and placing it on the stand in the last few weeks.</p> <p>We have a team entered in a Mara Kai challenge organised by Enviroschools Waikato. Teams use produce they have grown to create a meal that judges can eat, Masterchef style. We have been growing onions, beetroot, spinach, carrots and bok choy to use in our cooking. This will take place on Tuesday 27th May.</p>

	<p>We will not hold a Kaitiakitanga day this term as it is a short term and the main foci are winter sports and the school production. Instead we will have a whānau working bee one weekend and take trailer loads from our organic heap to a dump. We plan to have a larger focus next term aiming to have waste free lunch boxes across the school.</p> <p>We are also hoping to have some resources donated so we can make boxes to store traps in to follow on from our tracking for pests last term. The outdoor classroom is almost finished so we will hold an opening once it is completed.</p>
Te Ao Maaori	<p>Te Ao Maaori Board Report written by Scott Johnson</p> <p>I have collected voice from students and collated their thoughts and ideas. I am still in the process of collecting voice from staff members to support the meeting I will be leading in Week 6. The purpose of this is to look at next steps and goals for the school that will feed into our strategic plan for 2026-2028. I am using the text Niho Taniwha: Improving Teaching and Learning for Akonga Maaori to provide team leaders with questions to take to their team about their Maaori learners. Wednesday Waananga will be continuing this term to upskill staff confidence and pronunciation when speaking Te Reo.</p> <p>We're currently exploring opportunities to collaborate with Tauhei and Newstead Primary Schools to support student participation in the <i>Tipu Ake</i> carving course. Our goal is to combine resources and strengthen connections between our schools, making it easier for tamariki to access and benefit from the course's unique blend of creativity, tikanga Māori, and skill-building.</p>
IT	<p>IT Board Report written by Scott Johnson</p>

	<p>Scott has completed a register of all active IT devices that are being used in classrooms. This involved collecting serial numbers and labeling each device. Devices that are used in the junior school are iPads. In the middle and senior school they are chromebooks. Through this, it was found that there is a need for more chromebooks to be purchased for the school.</p> <p>Rimu 1 - 4 Chromebooks Rimu 2 - 6 Chromebooks Kahikatea 1 & 2 - 24 Chromebooks Kahikatea 3 - 14 Chromebooks Totara Hub - 13 iPads.</p> <p>Many chromebooks have become unusable just through their age and general use. This begins to happen around the 4-5 year mark. This has happened to many of the chromebooks that we have throughout the school.</p>
Behaviour	<p>I am currently building my understanding of the stand-down and suspension policy. As a school, we acknowledge the importance of having clear procedures in place to address student behaviour. We believe there is a place for stand-downs when necessary, but our primary focus is on using restorative practices to address these behaviours and support students in making better choices. Our aim is to create a positive and respectful environment for everyone.</p> <p>This term, we are planning a community hui to actively involve whānau in shaping the school's kaupapa. This collaborative event will be an important opportunity to develop a clear, shared school-wide kaupapa that guides our approach to behaviour management. Together with our school community, we aim to create a consistent, data-driven system for recording and responding to behaviour incidents. Our goal is to engage whānau in the process, ensuring that the behaviour management approach reflects our values and supports the positive development of all students. We are working closely alongside both Daniel Marietta from Positive Behaviour 4 Learning (PB4L) and Robert Nauman.</p> <p>We have recently improved our data tags on behaviour posts to enhance the way we collect and track data. This update allows us to gather baseline data and better assess the impact of the strategies and interventions we are implementing.</p>

Stand downs/Suspensions	<p>From our improved behaviour data tags, we have identified that the majority of behaviour incidents were occurring during lunchtime. In response, we have introduced a more structured sports duty. This duty ends slightly before the bell to allow teachers time to facilitate student reflection, providing an opportunity for students to discuss how the break went and address any concerns before returning to class. Additionally, we are launching a house sports competition at lunchtime, where points will be awarded not only for winning teams but also for teams demonstrating strong 'house spirit' and involvement. This initiative aims to foster teamwork, positive behaviour, and a sense of community, all while reducing incidents and increasing student engagement during break times. Behaviour for Term One graphs are in the Board meeting folder.</p> <p>No stand-downs or suspensions.</p>
Tui House	<p>Our school holiday programme over December/January was well attended and covered the costs to run the programme. Thank you to Josie Kingham and her team for the great work they did.</p> <p>Accident register graphs found in the Board meeting folder.</p>
Fundraising Committee	<p>The Fundraising Committee had a very successful start to the year with the Easter raffle, which proved to be a highly effective fundraiser. A special thank you is extended to the parents for their exceptional effort in organising and supporting this event. In addition to the raffle, hot cross buns and Naughty Bars were sold, adding to the overall success of the term's fundraising efforts. These initiatives have contributed positively to our school community, and we greatly appreciate the continued support of our whānau.</p> <p>The committee met on the 5th of May. A group of students presented letters outlining ideas for items and experiences they would like to fundraise for. They have also asked for feedback from the staff as well. The committee is reviewing these suggestions to determine feasible goals.</p> <p>Additionally, the committee would like to know how imminent the pool resurfacing project is, as this may influence future fundraising priorities and planning.</p>

Community Meeting	<p>Kat attended the Matangi Community meeting on Monday, 5th May.</p> <p>Strategic plan from meeting can be found in the Board folder.</p>
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Literacy	<p>Literacy Board Report written by Laura Robinson</p> <p>Since my last update to the board, I have continued to support staff in enhancing our collective understanding of writing instruction, building on the work initiated in Term 1.</p> <p>Following our discussions about what makes a good writing teacher and our shared beliefs about writing, I facilitated a staff meeting focused on further defining the qualities of a good writer. This meeting built on our previous work and helped deepen our understanding of the skills, behaviours, and dispositions we aim to foster in our students. It also reinforced the importance of a consistent and cohesive approach to writing instruction across the school.</p> <p>Last Tuesday, I facilitated a writing moderation session in which staff reviewed student writing samples, using phases 1 and 2 of the refined curriculum to guide discussion and assessment. This session supported staff in becoming more familiar with the new curriculum progressions and provided an opportunity for collaborative, focused reflection on student writing development.</p> <p>As a next step, I will continue to strengthen collaborative reflection among staff by encouraging ongoing discussion around moderation outcomes and sharing of effective writing strategies. I am also hoping to support further moderation opportunities—potentially within teaching teams—prior to reporting to parents. All of this work continues to support the consistency of practice and the tracking of student progress across the school.</p> <p>Additionally, we are beginning to explore practical tools for tracking individual writing goals. The aim is to implement a consistent system that can be used across all classes to support student agency and make progress more visible.</p> <p>I am pleased with the high level of engagement and collaboration among staff and look forward to continuing to support the growth of writing instruction at Matangi School.</p>
Term One	<p>In Term One, Kat and Karen were both actively involved in providing classroom and teacher support</p>

Teacher/Student Support	<p>across the school. Their roles have been integral in supporting the learning environment and assisting with various classroom needs. Kat and Karen have each written a summary of their contributions and the impact they've had during this term.</p> <p>Kat</p> <ul style="list-style-type: none"> • Team teaching and learning support in Term 1, teaching alongside Lisa/Paula. This has included whole class teaching, teaching of small reading groups, individual learning support in writing and maths and supporting New Entrants with their transition to school. • Kat has continued to run our Kickstart programme and coordinate transition for Kickstarters and their families. • Supporting students with learning needs across the school, including play-based learning opportunities, small group and individual learning support and guided lessons, Tier Two BSLA and Taumata lessons • Providing support for teachers and learning assistants with students who have additional learning needs, both in class and in a separate learning space. • Researched and implemented a sensory room space for students requiring space for regulating emotions. <p>Karen</p> <ul style="list-style-type: none"> • Implemented a structured handwriting programme in the three senior classrooms - modelled and set up for independent and guided lessons • Supported students with a higher level of learning in literacy by providing extension reading contracts for groups across the three senior classrooms. This has included instructional guided reading sessions at Level 3 and 4,, independent follow ups and enrichment activities for each group • Assessment and analysis of reading levels of students in senior classes • Learning support in literacy and maths for students with additional needs in K1 and K2
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	<ul style="list-style-type: none"> • Learning support for Year One and Year Two students who are currently below expectations, including running record assessments and teaching instructional guided reading lessons at instructional colour-wheel level • Providing Beginner Teacher Release and CRT in K3 • Continuing to coordinate and support New Entrant students and their families with their transition to school, alongside Kat.
Leadership	On Wednesday, April 9th (Week 10), we had a leadership day with Daniel Marietta to discuss behaviour strategies. Another meeting is planned for Friday, May 9th (Week 2), to continue our planning for the upcoming community hui.
Relationships and Sexuality Education	<p>On the March 12, the New Zealand Principals Federation shared an update from the Ministry of Education regarding the relationships and sexuality education (RSE) curriculum.</p> <ul style="list-style-type: none"> • The review is part of the broader curriculum changes, approved by Cabinet in December 2024. • A draft RSE framework was due to be release in Term 1, 2025, with consultations before the full Health and Physical Education (HPE) draft later in 2025. • The new curriculum will be age-appropriate, evidence-informed, and aligned with Education Review Office (ERO) recommendations. • Resources and updates will be available on Tāhurangi throughout the refresh.
Professional Development Request	<p>Please see request in Board folder</p> <p>I would like to request approval for a teacher to attend online behaviour management professional development sessions with Claire from The Unteachables.</p> <p>The cost for the session is \$402 to access the Masterclass: real consequences, real change.</p> <p>This professional development opportunity aligns with their PGC and would provide valuable strategies to be shared with the wider staff, benefiting our overall approach to behaviour management</p>
BSLA Trial	BSLA Trial Board Report written by Lauren Dawber

	<p>Last term, I conducted a four-week trial of the BSLA programme with my class. Teaching the morphology of words and implementing a structured spelling programme was a positive aspect of the trial. My students particularly enjoyed the vocabulary activities and expanding their vocabulary range. I have continued with some of the aspects of the spelling programme this term, whilst waiting for the Year 4-6 programme to start. While navigating whole-class reading has presented its challenges, I am eager to further explore and enhance this aspect of my teaching.</p>
Trauma Responsive Education	<p>We have three teachers who are attending online professional development run by Trauma Responsive Education. Following the development, the teachers will run a short hui to share what they have learnt across the school</p> <ul style="list-style-type: none"> • Soothing an over-active nervous system • Classroom supports for ASD • Classroom supports for ADHD

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Property Staffroom Area: We are looking into replacing the clearlight outside the staffroom with a more durable iron structure to improve safety and functionality.

Pavers Florida has said that the work on the pavers will start in 2-3 weeks.

Clear light: The clear light above the deck to the staff room needs to be replaced. All clear light now needs to be a type that you can walk on. Shane Drury has said that this was budgeted for in our 5YA.

Septic Tank: The septic tank was emptied and maintenance has been carried out to ensure it is functioning properly.

	<p>Alarm Issues: The alarms went off multiple times during the holidays. After investigation, it was determined to be a false alarm with no visible issues (no windows open, nothing hanging, air conditioning off). A technician from Smartway Security confirmed that the alarm was being triggered by a rat. Multiple traps were set up and have been in place since the holidays to address the issue.</p> <p>Managed Network Upgrade: The network upgrade was successfully completed on May 5th, transitioning from Spark to 2 Degrees for improved service.</p> <p>Blinds A quote for blinds has been approved for the admin block and tōtara wet area.</p> <p>Site Wide Security Installation I have confirmed with Select Alarms that we have not completed the site wide security installation. This work has been put on hold until we have an asbestos management plan in place. They have completed the work in the Tōtara build and upgraded our CCTV system. I have emailed Select Alarms to receive a correct invoice for the work that has been completed, and then I will contact Jacob Draper.</p>
Finance	<p>Approval of April accounts. Financial reports will be in the Board folder by Wednesday</p>
Sick Bay, Accidents and Near Misses	<p>See report in folder.</p>
Health and Safety and Wellbeing	<p>Wellbeing Amelia led a school-wide workshop to reflect on our current wellbeing policy. As a result of this session, an updated version of the policy has been created and is now available in the Board folder.</p> <p>Health and Safety</p> <ul style="list-style-type: none"> • Florida has been contacted to complete the work on the pavers. • Risk register has been updated. Hazards check has been included as part of Cam's daily check.

EPro8	<p>From our school-based event, three teams qualified to represent Matangi at the inter-school EPro8 competition. We are proud to share that all three teams progressed to the semi-finals, which were held last week. One of our teams went on to win their semi-final and will now compete in the grand final held in Rotorua — a fantastic achievement! Following the event, several parents have expressed interest in supporting the continued development of STEM learning at our school and have offered to donate funds toward the purchase of an EPro8 electronic kit, which would allow for further hands-on opportunities for students.</p>
House Sports Competition	<p>House Sports Competition Board Report written by Lauren Dawber</p> <p>We are excited to start the Year 3-6 house sports competition this term to foster a healthy competition among our students. The lunchtime house competition will involve Year 3-6 students in a term-long sport competition e.g., tee ball, capture the flag, dodgeball. House points will be awarded (30 points for the winning team, 10 points for the other team, and 20 points if it is a draw). Bonus points for house spirit can be earned too.</p> <p>This term, our chosen sport is football, selected by our House Captains. The House Captains will be rallying their houses to participate, organise equipment, and help as referees during matches involving other houses. This responsibility will enhance the leadership skills of our House Captains through developing teamwork, effective communication, decision-making, and positive role modelling.</p>