

Annual Report 2024



For your first Annual Report under the new regulations, reporting on the 2024 year (due 31 May 2025), this will be based on what was in your last charter which was created prior to the new Education (School Planning and Reporting) Regulations 2024. Your local Te Mahau office can support you to meet the new requirements as much as possible for this first Annual Report however we understand that this is a time of change and therefore will be a process of continuous improvement over time.

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List of all school board members

Board member names	Date that the board member's term finishes
Matt Silverton – Presiding member	September 2025
Brad Ward – Presiding Member	September 2025
Sarah Bourke	September 2025
Karina McLuskie	September 2025
Amelia Meertens – Staff Trustee	September 2025
Sarah Godsall	Acting Principal

Statement of variance: progress against targets (required)

Strategic Goal 1: Our Practice – Mahi Quality teaching and leadership make a difference for learners and their whaanau

Annual Target/Goal: <i>As per the annual implementation plan</i>				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for 2025 – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Priority learners are identified and monitored throughout the year with strategies implemented to support their progress	<p>Of our priority learners in Writing, 5% are now achieving at the expected curriculum level, 5% made progress from ‘well-below to below’, and 90% maintained their trajectory, making progress, but still working towards the expected curriculum level.</p> <p>Of our priority learners in Reading, 31% are now achieving at the expected curriculum level, 20% made progress from ‘well-below to below’ and 49% maintained their trajectory, making progress, but still working towards the expected curriculum level.</p> <p>Of our priority learners in Maths, 21% are now achieving at the expected curriculum level, 4% made progress from ‘well-below to below’ and 75% maintained their trajectory, making progress, but still working towards the expected curriculum level.</p>	<p>Updated the Priority Learner Tracking Documents designed to support accelerated progress of identified students. Each document included termly reflections on specific teacher actions trialled to boost learning outcomes. Actions were targeted, evidence-informed strategies tailored to individual learner needs. Teachers reflected each term on the effectiveness of strategies, using student data and observations to evaluate impact and inform next steps.</p> <p>Moderation both within and across teams.</p>	<p>The variance can be explained in many ways but the key point is we need to improve our approach to writing, and focus in on what and how we are teaching writing to ensure it is responsive to our student’s diverse needs.</p> <p>Staff discussed the results and the variance and a decision was made to continue our focus on writing PLD. Also, to review our writing programmes to develop responsive planning and teaching approaches.</p> <p>The leadership identified the need to strengthen our school-wide recording of our teacher actions in writing to support our students at risk of not achieving.</p> <p>Reflection on tracking document was that it was quite wordy and felt time-consuming to complete.</p>	<p>Develop a priority tracking document that has one line for each student. Continue to reinforce that our actions are short, specific and easy to implement.</p> <p>Team leaders to work with teachers to strengthen writing programmes.</p> <p>Review our writing framework.</p> <p>Staff professional development in Term Two on writing. Planning for professional development on writing using the Revised New Zealand Curriculum.</p> <p>Apply for BSLA professional development through the Ministry of Education for Year 4-6 teachers.</p> <p>Kaahui Ako Within-School leader position to be advertised with a focus on priority learners in writing.</p>
Action 2 Staff professional learning on the mathematics learning area.	Developed a consistent staff understanding of the pedagogy that we want to underpin the teaching and learning of mathematics.	Staff meeting minutes – unpacking the revised mathematics curriculum. Statement created that reflects a purpose statement for mathematics and statistics.	Our initial focus for 2024 was to strengthen staff professional learning in the mathematics learning area, specifically aligned with Te Maataiaho.	Staff professional learning in Term One will focus on unpacking the Revised New Zealand Mathematics Curriculum and the new phases.

<ul style="list-style-type: none"> Develop a consistent staff understanding of the requirements of mathematics within Te Maataiaho Develop mathematics assessment practices that provide validity and reliability. Review data collection and collation for reporting to parents, Board and community. 		<p>This statement is continuing to drive what we are doing as a school in mathematics to ensure that we are using the new PR1ME resources to support our teaching.</p> <p>Utilised PR1ME based testing.</p>	<p>This included developing a consistent understand of the requirements within the curriculum, refining assessment practices and review data collection. However, with the change in government and the introduction of a revised curriculum direction, priorities and timelines shifted. As a result, aspects of our planned professional learning were paused or adapted to align with the evolving expectations. While foundational work was completed, full implementation of our original goals will be realigned for 2025.</p>	<p>Using the PR1ME resources to support teaching and learning.</p> <p>Continue to develop assessment practices that provide validity and reliability</p>
<p>Action 3 Staff professional learning on the writing learning area.</p> <ul style="list-style-type: none"> Develop a consistent staff understanding of the requirements of mathematics within Te Maataiaho Develop writing assessment practices that provide validity and reliability. <p>Review data collection and collation for reporting to parents, Board and community.</p>	<p>Developed a consistent staff understanding of the pedagogy that we want to underpin the teaching and learning of writing.</p> <p>Professional development planning with Anne Grady</p> <p>Moderation using e-asTTle tool.</p>	<p>Staff meeting minutes – unpacking the revised English curriculum. Statement created that reflects a purpose statement.</p> <p>Used the new curriculum goals to plan and assess writing.</p>	<p>Our initial focus for 2024 was to strengthen staff professional learning in the mathematics learning area, specifically aligned with Te Maataiaho. This included developing a consistent understand of the requirements within the curriculum, refining assessment practices and review data collection. However, with the change in government and the introduction of a revised curriculum direction, priorities and timelines shifted. As a result, aspects of our planned professional learning were paused or adapted to align with the evolving expectations. While foundational work was completed, full implementation of our original goals will be realigned for 2025.</p>	<p>Exploring the new phases for writing, and how we can use these to moderate writing that students are doing.</p> <p>Continuing to build our understandings and beliefs about what we would like a 'Matangi Writer' to be.</p>
<p>Action 4 Continue to develop Restorative Practices across the school.</p>	<p>Professional development with Janine McKay, PB4L restorative practices.</p> <p>Developed a consistent understanding of behaviours across the school (major and minor) and what role the classroom teacher and SLT have in supporting the child.</p> <p>Professional development with Daniel Marietta, PB4L</p>	<p>Behaviour flow chart plan created and utilised across the school.</p> <p>Team meeting minutes reflect role playing of situations where restorative practices can be used.</p> <p>Staff meeting in leading 'circle time' in our classes.</p>	<p>Creating a behaviour document has brought greater consistency to our approach, providing a clear, shared framework for managing student behaviour. Role-playing different scenarios has been especially valuable – helping staff internalize the process and build confidence in using key questions effectively.</p>	<p>Reflecting on the behaviour plan to see if any changes need to be made.</p> <p>Involving the community and hosting a hui to get feedback on our behaviour processes.</p>

Evaluation and analysis of the school's students' progress and achievement (required)

All achievement targets set reflected the Government's expectations for student outcomes by 2030. These targets were intentionally aspirational, reflecting our high expectations for teaching and learning across all year levels.

Teachers worked collaboratively within their teams when entering end-of-year data, which helped strengthen overall teacher judgments (OTJs) and facilitated meaningful discussion about student progress and emerging trends.

In 2024, team leaders introduced the use of the e-asTTle writing rubric to support moderation practices. This has contributed to improved consistency, as evidenced by the reduced variation between mid-year and end-of-year data points—a positive indicator of strengthened school-wide moderation.

End-of-year data was collected in Week 5 of Term 4. While this timing enabled early analysis, it may not fully capture the progress made during the final four weeks of instruction, which is included in the end-of-year reporting.

The gender disparity in mathematics achievement continues to reflect 2023 trends, with 76% of males and 79% of females achieving at or above the expected curriculum level. While encouraging, we recognise that we have not met the 80% of males and females achieving at or above the expected curriculum level in Mathematics.

Students identified as "well below" expectations have been designated as priority learners. In 2024, a tracking sheet was introduced for both "towards" and "well below" learners. Teachers used this tool to record observations, set student goals, and plan targeted teaching strategies. This reflective practice will be a continued focus for development in 2025.

Each term, teachers held progress meetings with the whaanau of priority learners to discuss achievement and next steps. Feedback has been positive, with parents appreciating the transparency of classroom strategies and being informed about how they can support learning at home.

We have now received the final versions of the revised New Zealand English and Mathematics & Statistics curriculum. There will be a shift away from curriculum levels that we currently use for assessing, reporting and gathering mid-year and end of year data. From 2025, learning will be structured in phases: Years 0–3 in Phase One and Years 4–6 in Phase Two. The Ministry of Education has indicated that assessment and reporting support for these changes will be provided to schools in 2025.

We have identified a continued need for robust assessment practices in reading, writing, and mathematics. This will be a professional development priority throughout 2025, supported by ongoing staff meeting workshops.

Resource Teachers of Learning and Behaviour (RTLB) have been successfully engaged to support individual students and small groups identified as needing additional assistance. Our SENCO/ORS coordinator, Lisa Murray, continues to play a pivotal role in supporting priority learners and working alongside teachers to develop effective individual education plans.

Teachers participated in the Better Start Literacy Approach (BSLA) and Accelerated Literacy Learning (ALL) initiatives during Terms 3 and 4, both of which align with the updated English curriculum.

Our professional growth cycle focus for 2024 was on our schools strategic goals with teachers choosing an area that interested them the most. In 2025 we will have a school wide goal that focuses around consistency of teacher practice in reading, writing and mathematics.

We have also begun working with Aleise White from Cognition Education to develop a consistent pedagogical approach across the school.

In line with our Kaahui Ako priorities, there will be a focused effort in 2025 to address achievement disparities in writing, particularly for Maaori and male students. To support this, we plan to engage Anne Grady for whole-staff professional development in writing.

The Ministry of Education has allocated two Teacher Only Days in 2025 to support implementation of the revised curricula. These days will be used to deepen teacher understanding of the new documents and their implications for teaching practice.

We are currently reviewing our school timetable to support more consistent learning blocks. One proposal under consideration is a two-hour block from 9:00–11:00 am, followed by a 20-minute break and a second block from 11:20 am–12:30 pm. This structure maintains the required daily instructional time while supporting focused teaching and learning.

Additionally, the Ministry now mandates a minimum of one hour each day dedicated to reading, writing, and mathematics. While we are adjusting our programmes to meet this requirement, we remain committed to offering a rich and balanced curriculum across all learning areas.

The move of how the school is physically structured in 2025 will allow for further collaboration between teachers with Year 0-2 teachers in the same block, Year 3-4 teachers in classrooms beside each other and our Year 4-6 teachers connected in their space.

How we have given effect to Te Tiriti o Waitangi (required)

Matangi School actively upholds the principles of Te Tiriti o Waitangi by integrating Te Reo Māori, waiata, pepeha and fostering whanau engagement into our daily practices. With time dedicated to speaking Te Reo in each class, we preserve the language and instil cultural pride, Tikanga and understanding among our students.

Through consistent use of Te Reo, we honour the treaty's commitment to partnership, ensuring that Māori language and culture thrive within our school community. Additionally, our emphasis on waiata, pepeha, and whanau engagement strengthens relationships and promotes inclusivity, embodying the spirit of mutual respect and cooperation envisioned by Te Tiriti o Waitangi.

All students receive instruction in kapa haka each week through the Board, which provides funding for the employment of a specialised tutor. The school has also created a kapa haka group with students from Years 3-6 who train with the tutor each week. We also have four Year 6 students who are selected to lead kapa haka throughout the school and support staff and students.

Our Te Ao Māori lead holds termly Whaanau Hui to gain feedback and direction to support the achievement and progress of our Māori students.

We continue to build and strengthen relationships with Te iti o Hauā marae representatives.

Matangi School is deeply committed to upholding the principles of *Te Tiriti o Waitangi* through the integration of *Te Reo Māori*, *waiata*, *pepeha*, and fostering whaanau engagement in our daily practices. Each class spends time to speaking *Te Reo*, supporting the preservation of the language while fostering *tikanga*, cultural pride, and understanding among all students.

By consistently using *Te Reo Māori* in classrooms and school-wide events, we honour the Treaty's principle of partnership and ensure that Māori language and culture are visible, valued, and celebrated within our school community. Our emphasis on *waiata*, *pepeha*, and strong whaanau connections reinforces inclusive practices and strengthens the sense of belonging for all learners.

All students receive weekly *kapa haka* instruction, supported by Board funding for a specialist tutor. In addition, a dedicated *kapa haka* group made up of Years 3–6 students trains regularly with the tutor, while four selected Year 6 students take on leadership roles, guiding *kapa haka* across the school and supporting both staff and peers.

Scott Johnson holds regular *Whānau Hui* to gather feedback and direction, ensuring that the voices of our Māori community guide decision-making and support the achievement and progress of Māori students.

To further embed *Te Ao Māori* across our school, one of our staff members holds a unit for *Te Ao Māori* and leads professional learning focused on deepening staff understanding of both *tikanga* and *Te Reo Māori*. He facilitates Wednesday morning meetings where teachers engage in collaborative learning, resource sharing, and guided practice,

helping to strengthen cultural competency and build confidence in using *Te Reo* authentically in the classroom.

We continue to nurture and strengthen our relationship with representatives from *Te Iti o Hauā Marae*, further embedding authentic connections with local iwi and hapū in our school culture.

Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Statement of Compliance with Employment Policy. For the year ending 31st December 2024, the Matangi School Board has developed and implemented personnel policies within policy and procedural frameworks to ensure employees' fair and proper treatment in all aspects of their employment. Has reviewed its compliance with its personnel policy and procedures, can report that it meets all requirements, and has identified best practices. Is a good employer and complies with the conditions in the employment contracts of all staff employed by the Board. Ensures all employees and applicants are treated according to their skills, qualifications and abilities, without bias or discrimination. Meets all Equal Employment Opportunities requirements.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Matangi School Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.
How do you practise impartial selection of suitably qualified persons for appointment?	The board may delegate the recruitment and appointment process to the principal and senior management and may be represented in appointment committees. For the specific make-up of appointment committees according to positions, see Appointment Committee . The board and delegate(s) endeavour to appoint appropriately trained and qualified staff for all teaching and non-teaching positions and find the best person for each position.
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and Greater involvement of Māori in the Education service?	<p>Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Matangi School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.</p> <p>As mandated by the Education and Training Act 2020, the board of Matangi School is steadfast in its primary objective to actively give effect to Te Tiriti o Waitangi. We do this by:</p> <ul style="list-style-type: none"> Working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori

	<ul style="list-style-type: none"> • Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori • Achieving equitable outcomes for Māori students • Provide opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori. <p>Matangi School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.</p>
How have you enhanced the abilities of individual employees?	<p>Each staff member has an individual job description that identifies their roles and responsibilities.</p> <p>We promote high levels of staff performance through performance management and professional development through:</p> <ul style="list-style-type: none"> • budgeting for training and development programmes intended to enhance the abilities of individual employees. • Acknowledging staff achievements • Salary units and classroom release time <p>(Employer Responsibility Policy – reviewed Term Three 2023)</p>
How are you recognising the employment requirements of women?	<p>The school has an Equal Employment Opportunities policy.</p> <p>The principal assures the Board complies with the EEO policy and that a statement on EEO is included in the annual report.</p> <p>The principles that underpin our EEO framework, particularly those relating to women, are to treat current and prospective staff fairly, make decisions based on relevant merit, and work to eliminate bias and discrimination.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>The school has an Equal Employment Opportunities policy.</p> <p>The principal assures the Board complies with the EEO policy and that a statement on EEO is included in the annual report.</p> <p>The principles that underpin our EEO framework, particularly those relating to persons with disabilities, are to treat current and prospective staff fairly, make decisions based on relevant merit, and work to eliminate bias and discrimination.</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Kiwisport statement (required)

Kiwisport is a Government funding initiative to support sport for school aged children. Our school received \$3094 as part of the 2024 operational grant through this initiative. We used this money to go towards school

sports equipment to increase our student participation in daily exercise. This money also helped contribute to expenses and equipment for our swimming pool for daily exercise for students during summer months. We also used this money to help cover hardship students costs to join sports teams in equipment and sports fees.