



Matangi School Board June 16th 2025

Student Enrolment Data

| As at: | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Current Roll Total | Pre Enrol | Predicted Roll (EOY) | YTD Total/Entitlement | MoE Staffing Allowance |
|----------|--------|--------|--------|--------|--------|--------|--------|--------------------|-----------|----------------------|-----------------------|------------------------|
| 10/06/25 | 0 | 34 | 30 | 32 | 28 | 36 | 34 | 194 | 9 | 197 | 123.57/126.72 | 12.7 |
| 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

| As at: | Justified Absences | Unjustified Absences | Intermittent Unjustified Absences | Students Overseas Holidays | Attendance Rate |
|------------|--------------------|----------------------|-----------------------------------|----------------------------|-----------------|
| 10/06/25 | 4.48% | 2.5% | 0.5% | 0% | 95.52% |
| 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% |

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)

| Our People | |
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| Te Ao Maaori Matangi School has an authentic connection with our local iwi - Ngaati Hauaa | <p>During our recent Kaahui Ako hui, we had the opportunity to hear from Nathan Riki, who spoke about the importance of aligning our school practices with <i>Te Tiriti o Waitangi</i>. It reinforced that our Maaori learners must be able to succeed as Maaori - to thrive in their identity, language, and culture - and that as a school we must reflect on what we are doing to support this.</p> <p>Nathan emphasised that Aotearoa is the only place in the world when Maaori can learn about their culture and language. He posed a powerful question: <i>What would a visitor hear, see, and feel in our school that tells them we value and celebrate Maaori culture and heritage?</i> This is an area we are committed to exploring further.</p> <p>As a staff, we held a staff hui to reflect on what we want for our Maaori learners. Key themes that emerged included the importance of students feeling a sense of belonging and being value for who they are, developing an understanding of <i>te reo Maaori</i> and <i>tikanga</i>, and building authentic, meaningful engagement with whaanau.</p> |
| Community Hui | <p>At our recent community hui, we were please to have 35 of our families attend - representing 26% of our school community. It was a valuable opportunity to connect, share, and gather feedback.</p> <p>A Google Form with the same questions from the hui has also been shared to give whaanau who weren't able to attend the opportunity to contribute their feedback. The posters that were displayed on the night will also be available to view in the Koowhai Hub for anyone who would like to see the prompts and discussion points that guided the evening.</p> |

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| | <p>A summary of the feedback collected will be written and shared with our community. This summary will reflect the voice of our whaanau as it was shared - honest, authentic, and in their own words.</p> |
| <p>Priority Learner Meetings Whaanau is consulted and informed on student progress and achievement</p> | <p>Priority meetings were held with students who are working towards the expected curriculum level. These meetings are an opportunity to share where each child is currently working, identify their next learning steps, and discuss ways whaanau can support learning at home.</p> <p>Priority Learner Meeting Update Written by Lauren Prentice</p> <p>Over the past few weeks, the Kahikatea team has been actively engaging with the whānau of our priority learners. These meetings have been both productive and positively received by parents, though they have required a significant time commitment. Importantly, they have provided a valuable opportunity to discuss the new curriculum and its expectations. This has been particularly timely, given the considerable shift in expectations—especially for our Senior students.</p> |

| Our Place | |
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| <p>Attendance Attendance - the Government has set a target: by 2030, 80% of students are present for more than 90% of the term.</p> | <p>As of Wednesday, 11th June, 143 of our students have been present for more than 90% of the year. 52 students have been present for less than 90% of the year.</p> <p>Of those 52 students:</p> <ul style="list-style-type: none"> • 33% are students who took a holiday during term time. • 75% are students who were sick. • 37% are students who are priority learners. |

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| | <p>We have been having conversations with whaanau of students whose attendance is currently below 50%. These discussions focus on how we can support a smooth transition back into school, and what additional supports may be needed to help their child.</p> |
| <p>Enviro-Schools Matangi School is a valued and contributing part of the community.</p> | <p>Maara Kai Challenge A team of four students took part in the Maara Kai Challenge, using fruits and vegetables grown both at home and at school. This hands-on experience ties in beautifully with our Enviro-School focus, promoting sustainability and a strong connection to the whenua. A huge thank you to Rachel and Lisa Pirie, who put so much time and effort into supporting the team - helping in the garden and guiding the students as they worked to figure out what to cook for the challenge.</p> |
| <p>Behaviour Enhance our environment to ensure it provides safe, equitable, exciting and meaningful learning environments.</p> | <p>Behaviour Policy We have worked alongside Dan to create a behaviour policy that reflects and incorporates our Tui Values and outlines the process we follow when responding to different situations. This policy will help ensure our approach is consistent, values-based and transparent for both students and whaanau. We have shared the draft policy with our community through the recent hui and a Google Form, inviting feedback to help shape the final version.</p> |
| <p>Trauma Responsive Education Enhance our environment to ensure it provides safe, equitable, exciting and meaningful learning environments.</p> | <p>Board report written by Laura Robinson Workshop Summary: Soothing an Overactive Nervous System Amelia and I recently attended a Zoom workshop titled "<i>Soothing an Overactive Nervous System – The Control and Communication System of the Brain and Body.</i>" The session focused on understanding the autonomic nervous system, with particular attention to the parasympathetic (calm and regulated) and sympathetic (fight, flight, or freeze) states. We explored how the body responds to stress and how important it is for teachers to recognise physical cues that indicate a child's nervous system state, such as breathing patterns, dilated pupils, body</p> |

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| | <p>temperature, and overall movement. The workshop also introduced us to the basics of sensory processing and common indicators of an overactive nervous system.</p> <p>One powerful takeaway was the reminder that as teachers, we can shift our attention to what we <i>can</i> do—a simple but effective way to bring ourselves and our students back into a sense of control and safety.</p> <p>Key tools discussed included the use of breathing, movement, temperature regulation, and consistent routines to support nervous system regulation.</p> <p>Next Steps in the Classroom:</p> <ul style="list-style-type: none"> • Incorporate breathing exercises during transitions or moments of dysregulation. • Increase awareness of physical indicators of stress or dysregulation in students. • Continue to use movement breaks, sensory tools, and calming routines to support self-regulation. • Support student agency by helping them identify what <i>they</i> can do to feel more in control. • Stay consistent in our classroom environment to promote emotional safety and predictability. <p>This workshop provided practical strategies and reaffirmed the importance of our role in supporting the emotional and psychological well-being of our learners.</p> |
| <p>Vision and Values Embed our Vision, Whakamana Aakonga and our Tui-riffic values into all aspects of school life.</p> | <p>We are beginning to intentionally incorporate our Tui Values more into the language and praise we use with the students. By using the specific language of our values when acknowledging positive behaviour, we're helping students clearly understand what they are doing well and why it matters. This will help strengthen all of our connection to the Tui Values.</p> <p>The use of the fortnightly values focus has been positive. We are seeing more students actively aware of the value focus, noticing it in others, and reflecting on their own behaviour.</p> |

Our Practice

Assessment

We have been using the updated curriculum to guide our Overall Teacher Judgements (OTJs) for mid-year data. With the shift in curriculum and language, our team leaders are planning to host a parent information evening in Term 3, ahead of parent-teacher conferences and the mid-year reports going out. This session will help unpack what the new mid-year reports will look like and support whaanau in understanding the updated curriculum language and expectations.

Literacy

Board report written by Laura Robinson

We have had a continued focus on writing as part of our literacy development. It has been valuable for staff to spend time together in moderation sessions, focusing explicitly on writing samples from children who require extra support. These sessions have been particularly relevant with reporting approaching.

In addition to moderating student writing, we have also been discussing and unpacking the new curriculum. The language used in the updated literacy content is notably different from the previous version, and these discussions have helped us build a shared understanding of expectations and terminology. This has ensured consistency across classrooms and helped us align our judgments with the revised curriculum.

Shared Beliefs About Writing

As a staff, we have collaboratively agreed on our shared beliefs about writing, with the most important being:

- Pictures are a message
- Learners see themselves as writers
- Know your audience
- Writing is thinking, discovering, and expressing

What Makes a Good Teacher of Writing

Staff have collaboratively identified the qualities of an effective teacher of writing:

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| | <ul style="list-style-type: none"> • Knowledgeable about the curriculum • Models writing as a part of the process • We are writers too — modelling and mindset matter • Organised and set high expectations <p>What Makes a Good Writer</p> <p>We have prioritised the following as key characteristics of a successful young writer:</p> <ul style="list-style-type: none"> • Is imaginative, expressive, and owns their writing • Every child is a writer and every voice matters • Verbalises their ideas and experiences • Shows resilience and pushes themselves • Is confident and willing to take risks • Has something to say and a story to tell • Believes in themselves as a writer |
| <p>BSLA</p> <p>Teaching approaches/planning is refreshed in line with government directives, and Te Mataiaho to ensure learning reflects the NZC</p> | <p>BSLA Board Report written by Lauren Prentice</p> <p>All Kahikatea teachers have participated in three intensive 6-hour Zoom sessions as part of the Better Start Literacy Approach (BSLA). These sessions build on the trial that Kahikatea 1 and 2 undertook in Term 1. As a result, all three classes are currently engaged in phonetic and comprehension assessments, with the full BSLA teaching programme set to begin next term.</p> |

| Our School | |
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| Annual Plan Update | Evidence of how we are working towards our annual plan can be found in the Board meeting folder. |
| Staffing | Our staffing remains at 12.7. With Bernard's resignation, the total staffing we are currently using is 11.9. |

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| | <p>In Term Three, we will hire someone in a fixed-term 0.6 position. This teacher will be our first point of contact if a class needs a reliever to maintain continuity and will work alongside our priority learners. The fixed-term contract will have an 'event-based' end date, which will be when a principal starts.</p> <p>Kat and Karen have increased their hours again to 0.8 each. With the increasing numbers in Tōtara One, Kat will spend four full days (Monday through Thursday) teaching, while Karen will teach in Tōtara One on Friday. Karen will also continue to cover Paige's classroom release time (CRT), beginning teacher allowance (BT) and Sarah's BT time.</p> <p>Syd is a community member who is completing a New Zealand Certificate in Education Support. She will be doing 10 volunteer hours a week as part of this.</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</p> <ul style="list-style-type: none"> • Planning and Preparing for Emergencies, Disasters, and Crises - Board review • Communication During and Emergency, Disaster, or Crisis - Board review • Emergency Closure - Board review • Emergency Management • Disaster Management • Crisis Management <p>The staff have been reviewing on policy each week. One key observation that emerged was the need for clearer guidance around who to contact, when to do so, and how communication should take place.</p> <p>Amy has done an excellent job updating our Emergency Management procedures and documentation. The updated document now includes key information such as important contact numbers and processes to follow in a range of emergency situations.</p> |
| Tui House | <p>Tui House has planned a school holiday programme in July. Josie and I also drafted a set of expectations that outline what students need to be able to do independently in order to attend Tui House.</p> |

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| | <p>Accident register graphs found in the Board meeting folder.</p> <p>Tui House requirements can be found in the Board meeting folder.</p> |
| Fundraising Committee | <p>This term, the Fundraising Committee raised \$500 through the sale of 110 pairs of socks. To celebrate this success and encourage further fundraising, we held a fun 'Funky Sock Day' on 13th June. Looking ahead, the committee has planned a school disco and bingo night in Term 3, and an exciting colour run event for Term 4. We're looking forward to these community events and the continued support they bring to our school.</p> |

| Asset Management | |
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| Property | <p>Pavers</p> <p>Florida completed the work on the pavers around the trees.</p> <p>School toilets</p> <p>We have received multiple pieces of feedback regarding the condition of the student toilets. As this issue is not currently included in our property plan, I will be collecting and collating data to assess whether it may constitute a health and safety concern or pose a risk to student wellbeing. This will help determine the appropriate next steps.</p> <p>Ceiling Leak</p> <p>After the heavy rain, we found that there was a leak in the roof. We have contacted the roofers that completed the roof on the outdoor classroom.</p> <p>Tui House - Hall</p> <p>The door leading into the kitchen of Tui House is leaking. A rubber seal has been installed along the bottom of the door; however, this has not resolved the issue. We are currently exploring whether a sealant can help prevent further leakage. If this is not effective, we will contact a builder to obtain</p> |

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| | <p>quotes, as the leak affects an area where food is prepared and multiple electrical appliances are used, posing both safety and hygiene concerns.</p> <p>Fence</p> <p>The fence behind the green water tanks is bowing into the neighbouring property. The neighbour popped over to the office, asking for us to move the things that were leaning up against it. When we looked further, one of the posts is rotten and other posts are in the process of rotting. Is there a reason why the fencing wasn't continued down?</p> <p>Borer</p> <p>On the back of our resource room we have borer holes - it looks like it needs to have two lengths of timber removed and then the whole area treated. The gutter above is also rusted and needs replacing.</p> <p>Gutters</p> <p>The gutters above the red door on the deck beside Kahikatea 3 is difficult to get to with a ladder to remove the build up or dirt, plants and moss. Amy has contacted Washrite to see if they are able to clean gutters.</p> |
| Finance | <p>Approval of April accounts.</p> <p>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 | <p>Health and Safety</p> <ul style="list-style-type: none"> • Florida has completed the work on the pavers around the trees. • Risk register has been updated. Hazards check has been included as part of Cam's daily check. |