

# Annual Plan 2026

The 2025 annual plan is the second of a two year planning cycle and was developed following consultation with whaanau, Board and staff.

*The three strategic goals and related programmes are linked and support each other.*

<p><b>Our People</b> <b>Iwi</b></p>	<p><b>Our Place</b> <b>Turangawaewae</b></p>	<p><b>Our Practice</b> <b>Mahi</b></p>
<p>Learners, with their whaanau, are at the centre of education.</p> <p>3 year outcomes:</p> <ul style="list-style-type: none"> <li>• The school has strengthened its connection with our local iwi - Ngaati Haua.</li> <li>• Whaanau is consulted and informed on student progress and achievement</li> <li>• The leadership team and Board lead strategically, underpinned by current research related to best practices.</li> </ul>	<p>Our environment provides opportunities and outcomes for every learner.</p> <p>3 year outcomes:</p> <ul style="list-style-type: none"> <li>• The school provides a safe physical, emotional and social environment for all.</li> <li>• Our local curriculum is implemented across the school in authentic contexts.</li> <li>• Matangi School is a valued and contributing part of the community.</li> </ul>	<p>Teaching and leadership make a difference for learners and their whaanau.</p> <p>3 year outcomes:</p> <ul style="list-style-type: none"> <li>• Te Reo Maaori and Tikanga are embedded in the daily life of the school.</li> <li>• Matangi Local Curriculum is implemented across the school.</li> <li>• Students continue to achieve and make progress across the New Zealand Curriculum.</li> <li>• Student wellbeing is enhanced.</li> </ul>

While the overarching strategic plan remains unchanged, we have slightly adjusted our goal focus to better reflect current priorities and support ongoing improvement.

## Key Programmes of Work for 2026 to Achieve Strategic Goals

**Strategic Goal: Our People. Iwi. Learners, with their whaanau, are at the centre of education**

**Enhance the collaborative partnerships between the school, staff, whaanau and iwi with a learner focused lens.**

### Baseline Data/Rationale:

Our goal to enhance collaborative partnerships with a learner-focused lens is informed by both staff and whaanau feedback. During our community hui, whaanau expressed a need for improved follow-up and follow-through on conversations with staff, while staff highlighted the importance of consistent and timely communication.

We have implemented processes to strengthen communication, particularly for parents of children tracking below expectations with priority learner meetings held at least once a term. A range of monitoring and communication systems are in place, including 1:1 meetings, teacher-whaanau conferences, emails and phone calls. Moving forward, we aim to build on this success by reflecting on the effectiveness of our follow-through and enhancing how we communicate about student wellbeing and behaviour concerns.

Staff have also highlighted a need for clearer internal communication. To support this, we hold a school pitopito koorero three mornings a week, which was initiated to enable timely discussion of administrative, behaviour and wellbeing concerns.

### Actions

<b>Planned Outcome</b> What do we aspire to see	<b>What will happen/action plan</b> Who (responsible participants) and when (timeframe)	<b>Indicators of progress/Measure of Success/Outcomes</b> Against/impact on the strategic goal
Clear and consistent communication systems are implemented to ensure whaanau are informed, consulted and actively partnered in their child's learning, progress, behaviour and wellbeing.	Regularly review communication systems to ensure accuracy, accessibility and effective follow-up. <ul style="list-style-type: none"> <li>• Implement clear follow-up processes after parent-teacher interviews and priority learner meetings, specifically addressing any concerns or questions that arise.</li> <li>• Develop a consistent school-wide approach to using Hero and Hero Posts to share learning and goals with whaanau.</li> </ul> Maintain ongoing termly communication with priority learner	100% engagement from whaanau during formal parent/teacher interviews or conversations. .  50% engagement from whaanau with consultation for our 2027-2029 strategic plan.  Information evening nights are held or documents develop to inform parents on key information about the year and updates to how we are reporting, changes to the

	<p>whaanau.</p> <p>Practice whakawhanaungatanga each term utilising formal and informal opportunities</p> <ul style="list-style-type: none"> <li>• Shared responsibility for goal setting and student achievement</li> <li>• Teachers are clear on what goals students are working towards and how these connect to the progress outcomes in the New Zealand Curriculum - they can articulate next steps for students and how whaanau can help at home.</li> </ul> <p>Parents are informed about changes to the curriculum, reporting and teaching in a timely manner.</p> <p>Ensure teachers can clearly articulate student goals, next steps, and how these align with the New Zealand Curriculum, including how whaanau can support learning at home.</p>	<p>curriculum and assessment.</p> <p>Brief summaries of communication with whaanau are recorded on Hero.</p> <ul style="list-style-type: none"> <li>• After any communication with whaanau, record agreed actions and deadlines, and track completion to ensure follow-through.</li> </ul> <p>Successes are shared and celebrated with whaanau.</p> <p>Clear system in place to discuss and record behaviour and wellbeing concerns.</p> <ul style="list-style-type: none"> <li>• Follow-up email/phone call or meeting time that this is to be expected is confirmed.</li> <li>• Middle leaders and senior leadership team oversee system development and monitor consistent use.</li> </ul> <p>Whaanau feedback reflects clarity on their child's learning, behaviour and wellbeing.</p>
<p>Clear communication channels are implemented to ensure staff are aligned and informed.</p>	<p>Meetings are strategically scheduled to enable consistent messaging across teams.</p> <p>Assessment schedules and term plans are used to proactively plan key communications.</p> <p>A termly overview and action plan are developed and shared prior to each term.</p> <p>Staff responsible to review the termly overview to stay well informed and aligned.</p>	<p>Middle leaders and senior leadership teams will implement after-action reviews as a structured process to assess whether communications and initiatives achieved their intended outcomes.</p> <p>Leadership meetings are timed so that clear and consistent messages can be shared at team meetings.</p> <p>Middle leaders and senior leadership develop a termly overview and action plan.</p>

<p>Matangi School has an authentic connection with our local iwi - Ngaati Hauaa</p>	<p>Teachers prioritise the identity and contexts for every learner. Integrating elements of students' identity into their curriculum, teaching and learning programmes.</p> <p>Adam Whauwhau is consulted on the ways that the iwi and members of Te Iti o Hauaa would like to be involved at Matangi School and the different events that they would like to attend.</p> <p>Whaanau hui held each semester. Whaanau Hui information is summarised so that our Maaori community know what was discussed and have the opportunity to reflect and add more information.</p>	<p>Adam Whauwhau/Fred Haimona is consulted and invited to Whaanau hui - Kat with support from senior leadership.</p> <p>Iwi are invited and attend a variety of events at Matangi School.</p> <p>Identities and contexts of our learners can be identified in our planning.</p> <p>Attendance and contribution towards our Whaanau Hui increases with at least 50% of our Maaori community engaging with our Te Ao Maaori lead.</p>
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**Strategic Goal: Our People. Iwi. Learners, with their whaanau, are at the centre of education**

**Foster safe and inclusive learning environments where all feel respected, empowered, and guided by our Vision and Tui-riffic Values**

**Baseline Data/Rationale:**

In the context of significant recent change, feedback from staff has identified inconsistencies in the management of student behaviour and a lack of clarity regarding school-wide expectations. These inconsistencies can impact student engagement and wellbeing.

Establishing safe, inclusive, and consistently managed learning environments is critical to promoting positive student behaviours, respectful interactions, and a strong sense of belonging.

Staff seek clear systems and structures that empower them to support learners effectively and to hold colleagues accountable. Embedding the schools Vision and Tui-riffic values into all aspects of school life provides a coherent framework to guide interactions, promote consistency, and foster a positive and sustainable school culture.

Concurrently, feedback from the school community underscores the value placed on the school's small community-focused environment, where students feel proud to attend.

<b>Planned Outcome</b> What do we aspire to see	<b>What will happen/action plan</b> Who (responsible participants) and when (timeframe)	<b>Indicators of progress/Measure of Success/Outcomes</b> Against/impact on the strategic goal
<p>Enhance our environment to ensure they are safe, equitable, engaging and meaningful spaces that actively reflect our Vision and Tui-riffic values.</p>	<p>We will promote and celebrate our vision and values by:</p> <ul style="list-style-type: none"> <li>● Students articulating how they are demonstrating the Tui-riffic values in their daily learning and play with others.</li> <li>● Celebrations of our learning will be shared regularly across our communication platform Hero</li> <li>● Students, staff and whaanau demonstrate, vocalise and hold themselves accountable for the Matangi Tui-riffic Values throughout the school day.</li> </ul> <p>Teams collaboratively evaluate the impact our actions are having on sustaining a positive culture of learning.</p> <ul style="list-style-type: none"> <li>● Agree on key actions to sustain our positive culture of learning</li> </ul> <p>Behaviour expectations are consistent, clearly communicated and accessible to all learners through written and visual displays.</p> <p>Behaviour management practices are consistently applied across all classrooms and school spaces, reinforcing a positive, respectful culture.</p> <p>Prioritise a safe environment for all - everyone has a voice and opinions are valued and respected (adults and children)</p>	<p>Learning reflects the school's Vision and Tui-riffic values in routines, interactions and displays.</p> <ul style="list-style-type: none"> <li>● Opportunities to grow students' understanding of the values is evident in weekly planning, especially during our Hauora morning time.</li> <li>● Discussions around what an empowered staff member and learner is at Matangi School is regularly revisited during staff and team meetings.</li> <li>● All learners can articulate and demonstrate what our Tui-riffic Values look like in action.</li> </ul> <p>End of semester (two terms) evaluative reports to the Board record the impact of our continuous efforts to further promote our positive culture of learning.</p> <p>Professional development with PB4L educator Daniel Marietta.</p> <p>Professional development with Amie from Mitey</p> <ul style="list-style-type: none"> <li>● Baseline student data collected as part of our professional development with Mitey</li> <li>● Regular reviews show improvements in</li> </ul>

		the physical, social and cultural aspects of the school environment, supporting equity, engagement and wellbeing.
<p>Attendance - the Government has set a target: by 2030, 80% of students are present for more than 90% of the term.</p> <p>This section and goal forms part of our school's Attendance Management Plan.</p>	<p>90% attendance means that students will be absent for no more than one day per fortnight.</p> <p>Respond to absences and address barriers to attendance and learning.</p> <p>Engage students and whaanau in a variety of ways to improve attendance</p> <ul style="list-style-type: none"> <li>• Demonstrating care and warmth towards every child and their whaanau</li> <li>• Promoting 'every day matters'</li> <li>• Monitoring and following up on absences</li> </ul>	<p>Attendance at the MoE target of 90% of students attending 80% of the time.</p> <p>Absences are monitored and followed up where necessary.</p> <ul style="list-style-type: none"> <li>• Utilising Hero features to support with this</li> </ul> <p>STAR and Attendance Management plan shared and published on school website.</p> <p>Conversations about attendance are recorded on the Pastoral Care page on individual students. .</p>

**Strategic Goal: Our Practice. Mahi. Teaching leadership make a difference for learners and their whaanau.**

**Strengthen teaching practices by effectively implementing new curricula and assessment practices to improve student outcomes.**

**Baseline Data/Rationale:**

End of 2025 data highlights that, while overall student achievement in reading and mathematics is strong, there remain disparities in writing achievement between genders, and for Maaori students. Staff consultation emphasised the need for assessment practices that are purposeful, deliberate, and directly inform learning, noting that more consistent procedures would reduce workload and build clarity and confidence across the school.

Developing a shared understanding of formative assessment and how it is applied in classrooms has been identified as a key next step.

Implementing the new curriculum alongside aligned assessment practices provides teachers with clear guidance, timely data, and

structured tools to monitor learning, identify next steps and respond effectively to individual and group needs.		
<b>Planned Outcome</b> What do we aspire to see	<b>What will happen/action plan</b> Who (responsible participants) and when (timeframe)	<b>Indicators of progress/Measure of Success/Outcomes</b> Against/impact on the strategic goal
<p>Te Reo Maaori and Tikanga are embedded in the daily life of the school.</p>	<p>Staff to work across the school, sharing and utilising strengths, to increase and support the use of Te Reo and tikanga.</p> <p>Student, whaanau and staff voice is collected and used to develop an action plan to embed Te Reo Maaori and Tikanga at Matangi School.</p>	<p>Embed consistent Matangi tikanga e.g. opening and closing Karakia used across the school.</p> <p>Students understand and can articulate why the tikanga is implemented.</p> <p>Students actively participate in Kapa Haka and Waiata.</p> <p>Gather data to ensure that staff are more confident in integrating Te Reo Maaori.</p>
<p>Teaching approaches/planning is refreshed in line with government directives, and Te Mataiaho to ensure learning reflects the NZC</p>	<p>Teams develop learning plans that incorporate clear links to the updated English and Mathematics and Statistic curricula. Developing consistency in strategies and processes of planning, teaching and assessment within and across teams.</p> <p>Working with facilitator, Aleise White - unpacking Teaching and Leading to the North-East, Hattie/Marzano's effective teaching practices and what this looks like in our school context.</p> <ul style="list-style-type: none"> <li>Teachers set termly goals informed by evidence-based teaching practices and engage in structured reflection individually and collaboratively to enhance student learning outcomes.</li> </ul> <p>Aligning teaching approaches will support us in lifting the disparity between females and males in writing so that 85% of boys and girls are achieving the curriculum expectation.</p> <ul style="list-style-type: none"> <li>End-of-year 2025 data had 56% of males and 79% of females.</li> </ul>	<p>Curriculum connections evident in team and teachers planning</p> <ul style="list-style-type: none"> <li>Clear links made to the relevant year level expectations and phase</li> <li>Formative, summative and diagnostic assessment practices of learning, reporting and evaluation used in valid and reliable ways.</li> <li>Professional growth cycle conversations reflect actions to help support accelerated learning for priority learners.</li> </ul> <p>Lesson reflections, peer observations and student work samples demonstrating understanding and progress.</p> <p>Teachers will attend one collaborative session per term to share strategies, challenges, and</p>

	<p>From our end-of-year data discussion. Staff and team meetings where we are collaboratively exploring:</p> <ul style="list-style-type: none"> <li>• How to explicitly teach the writing process to students</li> <li>• Ensure, rich, engaging contexts for learning while still teaching the specific curriculum goals.</li> <li>• Developing focused learning experiences for boys that connect to their interests.</li> </ul>	<p>successes, and receive support from colleagues or facilitators.</p> <p>Teachers identify termly goals aligned to Hattie/Marzano's effective teaching strategies and school priorities.</p> <ul style="list-style-type: none"> <li>• Evidence in team meetings of discussions of goals.</li> </ul>
<p>Students continue to achieve and make progress across the New Zealand Curriculum.</p> <p>Assessment approaches reflect how students and aakonga are progressing against the new Year 0 to 6 English and Mathematics curricula.</p>	<p>We will work to deepen teacher understanding and use of assessment practices that promote conceptual understanding and learning-to-learn capabilities.</p> <ul style="list-style-type: none"> <li>• Teachers use valid and reliable assessment tools to inform individual learners' achievement and next learning steps.</li> <li>• Teacher moderation will be used to strengthen the learning process.</li> <li>• Teachers will implement formative assessment strategies to monitor learning in real time, provide timely feedback, and adjust instruction to meet students' needs.</li> <li>• Moderation meetings held to support teachers OTJs, shared understanding of curriculum expectations and consistency across the school.</li> </ul> <p>Professional development for all staff on how to use reliable assessment tools to ensure validity and consistency across the school.</p> <ul style="list-style-type: none"> <li>• SMART assessment tool used in 2026</li> <li>• 20 and 40 week phonics checks</li> </ul> <p>Update our priority learner tracking document and use this document to regularly reflect on our priority learners during both staff and team meetings.</p>	<p>Planning and reporting on student progress and achievement will show that assessment practices have connections with the new refreshed curricula.</p> <p>A Matangi Assessment schedule is developed to provide consistency across the school.</p> <p>Evidence of formative assessment practices in planning, modelling and students books.</p> <p>Evidence in staff and team meeting minutes - discussing what teacher actions are helping to support priority learners and accelerating progress.</p> <p>Discussion on how we are empowering our learners based on student voice is evident in our team meetings.</p>