



Annual Report 2025



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Principal's Report

Tēnā koutou e te whānau,

As we reflect on the past year at Matangi School, there is much to celebrate and acknowledge with pride. Our school continues to grow through the strength of our students, staff, whānau, Board, and wider community working together to provide the very best opportunities for all learners.

At the end of 2025, Matangi School welcomed both a newly elected Board and a newly appointed Principal. Together, we remain committed to building strong foundations for the future while ensuring learners and their whānau remain at the centre of education.

Throughout the year, the school has continued to strengthen partnerships between home and school. Parent engagement remained strong through parent teacher interviews, priority learner meetings, community hui, and school events. Reporting and communication processes have also been refined in response to curriculum changes and whānau feedback.

Attendance continues to move in a positive direction, although maintaining consistent attendance throughout the year remains an important focus. The strong link between regular attendance, wellbeing, engagement, and achievement continues to guide our work alongside students and whānau.

The wellbeing of students and staff has remained a priority. Significant work has been undertaken to strengthen behaviour systems, restorative practices, and inclusive support structures. Staff have also engaged in professional learning aligned with PB4L, Trauma Responsive Education, structured literacy, mathematics, assessment practices, and the refreshed New Zealand Curriculum.

We are also proud of the progress made in strengthening culturally responsive practice within the school. Mihi whakataua, karakia, kapa haka, Te Reo Māori professional learning, and partnerships with iwi and whānau continue to strengthen the visibility and authenticity of Te Ao Māori within school life.

The development of our outdoor classroom and Enviro-school initiatives has provided exciting opportunities for authentic environmental learning and student leadership. We also acknowledge the tremendous support of our wider community, whose involvement continues to enrich opportunities for our students.

While there is much to celebrate, schools continue to face challenges including increasing operational costs, attendance expectations, curriculum change, and the growing complexity of student needs. Despite these challenges, the school remains committed to providing a safe, inclusive, and future-focused learning environment for all learners.

Looking ahead, our focus will remain on strengthening attendance, embedding curriculum refresh practices, continuing wellbeing initiatives, strengthening PB4L and restorative approaches, and deepening partnerships with whānau, iwi, and the wider community.

On behalf of the school, I would like to sincerely thank our students, staff, Board members, whānau, and wider community for their ongoing support and commitment to Matangi School. Together, we continue to create meaningful opportunities for all learners to thrive.

Ngā mihi nui,

Kurt O'Connell
Principal
Matangi School

List of all school board members

Board member names	Date that the board member's term finishes
Hayden Pirie	September 2028
Lisa Murray	September 2028
Kim Anderson	September 2028
Andrew Buttimore	September 2028
Kurt O'Connell (Principal)	Ongoing
Kat Osborne (Staff Representative)	September 2028
Francis Van Den Einden	September 2028

Statement of variance: progress against targets (required)

Strategic Goal 1: Our People, Iwi Learners with their whaanau are at the centre of education

Annual Target/Goal: 1: Matangi School has an authentic connection with our local iwi - Ngaati Hauaa

As per the annual implementation plan

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 next year – 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>
<p>Further develop relationships with Te iti o Hauaa te marae.</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 Iiti 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 term. Te Ao Maori unit holder to call all whaanau to personally invite. 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>Relationships to Ngaati Haua were further developed through invitations to schools events.</p> <p>Student and whaanau voice were actively gathered and used to inform school direction and priorities.</p> <p>Staff continued to build staff capability in Te Ao Maaori through learning opportunities and staff discussions.</p> <p>Opportunities for students to engage in culturally authentic experiences were also expanded through carving programmes, kapa haka presentations, and planning for a whole-school marae visit. Students who identify as Maaori were provided with opportunities to see their culture reflected and celebrated within school life, supporting belonging, engagement, and pride in identity.</p>	<p>Student voice collected from students who identify as Maaori (7 March).</p> <p>Whaanau hui held to gather whaanau and student perspectives (13 March).</p> <p>Adam Whauwhau invited to attend Whaanau Hui and consulted regarding iwi involvement in school events and planning.</p> <p>Leadership hui involving Adam Whauwhau, Daniel Marietta, and Robert Naumann to plan for a community hui (1 May).</p> <p>Consultation with Adam Whauwhau regarding tikanga for Sarah speaking during the mihi whakatau (1 May).</p> <p>Teacher Only Day presentation delivered by Nathan Riki (30 May).</p> <p>Te Ao Maaori staff meeting reflecting on priorities for Maaori learners (3 June).</p> <p>Four students participated in the Tipu Ako Carving Course.</p> <p>Carving ceremony held at Matangi School.</p>	<p>While progress was made in strengthening relationships with Ngaati Haua and increasing culturally responsive practices, engagement from the wider Maaori community at Whaanau Hui did not yet consistently reach the target of 50% participation.</p> <p>The school established stronger consultation processes and cultural opportunities for students; however, embedding learner identity consistently across all planning and teaching programmes remains an ongoing area for development.</p> <p>Some planned initiatives, such as the marae visit, required extensive preparation and we are looking to do this in 2026 once staff have been welcomed on.</p> <p>Te Ao Maaori led resigned and a new leader was only established at the beginning of Term 2, 2026.</p>	<p>The school will continue strengthening partnerships with Ngaati Hauaa and Te Iiti o Hauaa Marae through regular consultation, shared planning, and increased iwi participation in school events and curriculum experiences.</p> <p>A continued focus will be placed on increasing whaanau engagement by maintaining personal invitations, improving communication following Whaanau Hui, and creating opportunities for whaanau voice to shape school direction.</p> <p>Staff will continue building capability in culturally responsive practice and integrating student identity, language, and culture into planning and teaching programmes. Professional learning in Te Ao Maaori and tikanga will remain a priority.</p> <p>The school will further develop authentic cultural learning opportunities for students, including marae experiences, carving programmes, kapa haka, and collaboration with neighbouring schools. Consideration will also be given to embedding these priorities into the next annual implementation plan to ensure sustained progress and accountability.</p>

		<p>Budget allocated for four students to continue participation in 2026.</p> <p>Collaboration with Tauwhare, Tauhei, and Newstead schools.</p> <p>Students worked with Pene to prepare kapa haka performances for Prizegiving.</p> <p>Senior leadership worked alongside Adam Whauwhau to organise a whole-school marae visit in Term Four, including staff and student preparation around protocol and tikanga.</p>		
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Annual Target/Goal: 2: Whaanau is consulted and informed on student progress and achievement
As per the annual implementation plan

<p>Practice whakawhanaungatanga each team utilising formal and informal opportunities</p> <ul style="list-style-type: none"> Share responsibility for goal setting and student achievement Teachers are clear on what goals students are working towards and how these connect to the progress outcomes in Te Mataiaho. Includes meetings, events, phone calls and emails <p>Parents are informed about the changes to the curriculum, reporting and teaching in a timely manner.</p> <p>Develop a consistent school-wide approach to using Hero and Hero Posts to share learning and goals with whaanau.</p> <p>Empower whaanau by having regular and clear communication.</p>	<p>Matangi School strengthened communication and partnerships with whaanau through a range of formal and informal opportunities throughout the year. Parent and caregiver engagement was prioritised through interviews, meetings, information evenings, phone calls, emails, and ongoing communication via Hero.</p> <p>A more consistent approach to reporting student progress and achievement was developed, including clearer alignment to Te Mātaiaho and updated reporting processes. Staff worked collaboratively to ensure reporting language, goals, and assessment practices reflected curriculum changes and could be communicated clearly to whaanau.</p> <p>Priority learner meetings ensured targeted support for students requiring additional assistance and strengthened partnerships between teachers and families in supporting student achievement.</p> <p>Parents were better informed about curriculum changes, assessment updates, and new reporting approaches through information evenings, meetings, and planned support documents explaining reporting language, graphs, and progress indicators.</p> <p>Staff developed greater consistency in the way goals and student progress were discussed and documented. The use of structured interview templates supported more focused learning conversations centred on evidence and student</p>	<p>Senior Leadership Team reviewed and adjusted parent-teacher interview timing based on parent feedback to ensure earlier communication about student progress (23 December).</p> <p>“Meet the Teacher” evening held to share school priorities, curriculum focus areas, and key information with whaanau (19 February).</p> <p>Parent-teacher interview template developed by Amelia to support structured conversations around student goals, evidence of learning, and progress (11 March).</p> <p>Parent-teacher interviews held on 19–20 March.</p> <p>91% of students had interviews booked during parent-teacher interview evenings.</p> <p>Whaanau unable to attend interview evenings were contacted and alternative meetings or phone conversations arranged.</p>	<p>The school achieved strong engagement with parent-teacher interviews, with 91% participation, although this was slightly below the target of 100% engagement. A range of factors, including availability and scheduling challenges for some whaanau, impacted attendance. However, staff made significant efforts to follow up with families through alternative meetings and phone calls.</p> <p>The target of 70% engagement in wider consultation processes is still developing as systems for tracking engagement and recording communication consistently across the school are being refined. Further work is needed to ensure all informal and formal interactions are accurately documented.</p> <p>Curriculum and reporting changes required significant staff preparation and moderation to ensure consistency and clarity before information was shared with whaanau.</p>	<p>Next year, the school will continue strengthening partnerships with whaanau through clear, timely, and consistent communication about student learning, achievement, and wellbeing.</p> <p>A continued focus will be placed on improving systems for tracking and recording whaanau engagement, including formal and informal communication. Staff will continue developing consistent school-wide expectations around Hero posts, learning updates, and recording parent conversations.</p> <p>The school will further support whaanau understanding of Te Mātaiaho, assessment, and reporting changes through information evenings, explanatory resources, and ongoing opportunities for discussion.</p> <p>Priority learner meetings and targeted communication with families of students requiring additional support will remain a key focus. Consideration will also be given to embedding these actions into the next annual implementation plan to ensure ongoing improvement in whaanau engagement and communication practices.</p>
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	<p>progress rather than solely summative assessment data.</p> <p>The school also focused on improving the way learning, goals, and student successes were shared through Hero and parent meetings, ensuring whaanau were informed and empowered to support learning at home.</p>	<p>Leadership discussed holding a parent information evening regarding curriculum changes and reporting updates (2 May).</p> <p>Reporting processes updated and moderated using new curriculum goals.</p> <p>Development of support documents to explain reporting language, graphs, and progress indicators for whaanau.</p> <p>Priority learner meetings completed by the end of Week 6 to discuss student progress, next steps, and home support strategies.</p> <p>Reports published on 25 July.</p> <p>Parent interviews held on 30–31 July to discuss student progress and achievement.</p> <p>Additional priority learner meetings held with families of students working below expectations.</p> <p>End-of-year reports and 2026 class placements shared in Week 10.</p> <p>Consultation intentions and feedback shared with the Board.</p>		
<p>Actions Adjusting the timing and structure of parent teacher interviews based on whānau feedback.</p> <p>Holding Meet the Teacher evenings to strengthen communication and understanding of school priorities.</p> <p>Developing new parent interview templates focused on student goals, evidence of learning, and next steps.</p> <p>Updating reporting processes and moderation practices in line with curriculum changes.</p>	<p>Outcomes included:</p> <p>Improved whānau engagement and communication regarding student achievement and progress.</p> <p>Earlier and more meaningful conversations with families about student learning.</p> <p>Increased consistency in teacher judgement and moderation practices across the school.</p> <p>Greater staff understanding of effective literacy, assessment, and behaviour practices.</p> <p>Improved alignment between classroom practice and the refreshed curriculum.</p>	<p>Evidence used to determine outcomes included:</p> <p>Parent teacher interview participation data.</p> <p>Priority learner meeting records and follow-up communication.</p> <p>Staff meeting notes and professional learning records.</p> <p>Curriculum moderation and assessment discussions.</p>	<p>The school identified the need to further strengthen systems for recording and tracking whānau engagement to ensure consistency across the school. Curriculum changes also required additional staff support and parent communication to help unpack new reporting language and expectations.</p> <p>Developing authentic iwi partnerships and cultural understanding continues to be an evolving journey requiring ongoing consultation, planning, and professional learning.</p> <p>Some initiatives, such as whole-school marae engagement and embedding refreshed curriculum practices, remain works in progress and will continue into the following year.</p>	<p>Continuing to strengthen whānau engagement and communication around student achievement.</p> <p>Embedding refreshed curriculum reporting and moderation practices.</p> <p>Further developing systems for tracking whānau engagement and priority learner support.</p> <p>Continuing professional learning in literacy, assessment, PB4L, and curriculum implementation.</p> <p>Deepening partnerships with iwi and Māori whānau.</p>

<p>Conducting priority learner meetings with whānau to discuss student progress and strategies for support at home.</p> <p>Providing staff professional learning focused on writing, assessment, moderation, behaviour management, and curriculum implementation.</p> <p>Engaging with PB4L facilitators to strengthen behaviour systems and leadership practices.</p> <p>Collecting student and whānau voice from Māori learners and holding whānau hui.</p> <p>Strengthening partnerships with local iwi and marae representatives.</p> <p>Providing authentic cultural opportunities including carving programmes, kapa haka preparation, and planning for marae visits</p>	<p>Stronger relationships and consultation with Māori whānau and iwi representatives.</p> <p>Increased student participation in authentic cultural learning opportunities.</p> <p>The actions undertaken contributed to:</p> <p>Strong levels of whānau engagement, with 91% attendance at parent teacher interviews.</p> <p>More informed and collaborative partnerships between school and home.</p> <p>Increased staff confidence and consistency in teaching and assessment practices.</p> <p>Strengthened cultural responsiveness and visibility of Te Ao Māori within the school.</p> <p>Enhanced opportunities for Māori learners to connect with their identity, language, and culture.</p> <p>Greater alignment between leadership decisions, strategic planning, and evidence-based best practice.</p>	<p>Student and whānau voice collected through hui and consultation.</p> <p>PB4L facilitation and leadership discussions.</p> <p>Participation in cultural programmes including carving and kapa haka.</p> <p>Strategic planning and leadership reflection meetings</p>		<p>Continuing authentic cultural opportunities for students, including marae-based learning experiences.</p> <p>Building staff confidence and understanding in tikanga and Te Ao Māori.</p> <p>Aligning strategic goals and annual planning with ongoing student achievement, wellbeing, attendance, and cultural responsiveness priorities.</p>
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Strategic Goal 2: 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 environments
As per the annual implementation plan

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 next year – 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>
<p>Enhance staff wellbeing.</p> <p>Prioritise a safe environment for all - everyone has a voice and opinions are valued and respected (adults and children)</p> <p>Provide opportunities for student leadership and whole school involvement in enhancing the school environment</p>	<p>Matangi School continued to strengthen both the physical and relational learning environment to support student wellbeing, engagement, and belonging. Significant work was undertaken to improve behaviour management systems, embed school values, enhance student leadership opportunities, and develop learning spaces that connect students with the local environment.</p>	<p>Student leaders and Enviro leaders announced at school assembly, with leadership development supported by Amelia (28 February). Staff wellbeing policy reviewed and discussed by staff, led by Amelia during Pitopito Kōrero (18 March). Sarah met with PB4L educator Daniel Marietta to plan leadership and behaviour-focused professional learning (19 March).</p>	<p>Some initiatives, including embedding consistent school-wide behaviour systems and fully integrating the revised values approach, are ongoing and require continued implementation over time.</p> <p>The development of systems for recording and analysing behaviour data is improving but still requires ongoing refinement to ensure consistency and effectiveness across the school.</p>	<p>Next year, the school will continue embedding consistent wellbeing and behaviour management practices aligned with the school vision, values, and PB4L approaches. Continued work with PB4L and an introduction of Mitey to support student and staff wellbeing.</p> <p>The school will continue developing student leadership opportunities, particularly within environmental and sustainability initiatives, to foster</p>

<p>Learning utilises our local environment and native area. Reflecting on the local spaces that we can use and utilise.</p> <p>Embed Tui-riffic values into all aspects of school life. Reflecting on how we respond to behaviours.</p>	<p>Staff wellbeing and student wellbeing remained a priority throughout the year. The school reviewed wellbeing and behaviour practices, strengthened systems for responding to behaviour, and provided professional development to build staff capability in trauma-responsive and inclusive practice.</p> <p>Students were given authentic leadership opportunities through Enviro leadership roles, Kaitiaki days, and involvement in designing and enhancing learning environments, including the development of the outdoor classroom in the ngahere area.</p> <p>The review and refinement of school wellbeing and behaviour systems resulted in a clearer and more consistent school-wide approach that better reflects the school's vision and values. Updated behaviour management systems and improved data tracking enabled staff to respond more effectively and consistently to student needs.</p> <p>Professional development with Daniel Marietta and trauma-responsive education workshops strengthened staff understanding of behaviour, regulation, autism support, and ADHD support. This contributed to more inclusive and supportive classroom environments.</p> <p>The development of the sensory space provided additional support for students requiring regulation and sensory breaks, helping improve engagement and wellbeing for identified learners.</p>	<p>Sensory space developed by Kat, including a plan outlining student access and use during Term 1. Leadership team met with Daniel Marietta to review behaviour management systems and identify next steps, including developing a school-wide kaupapa and improving behaviour data systems (9 April). Behaviour management data tags updated to better reflect student behaviour trends and improve data collection (29 April). Outdoor classroom in the ngahere area completed, designed by students and built by New Image Homes (30 April). School behaviour policy updated by staff to better align with the school vision and values. Four teachers participated in professional development focused on Trauma Responsive Education, autism supports, ADHD supports, and nervous system regulation. Outdoor classroom opening held on 8 August with community contributors invited, including Matangi Garden Club, Matangi Community members, Tamahere Lions, and New Image Homes. Kaitiaki days coordinated successfully by Amelia, with participation from all classes. Enviro Group representatives visited other Enviro schools and hosted visiting schools at Matangi School. Students participated in harvesting vegetables, setting pest traps, and natural craft activities in the outdoor classroom.</p>	<p>While the sensory space has been established successfully, further development of processes and staff understanding around its use may continue into next year to maximise impact for students.</p> <p>The "back to work" transition planning identified in the indicators of success was not specifically evidenced within the documentation provided and may require further formalisation moving forward.</p>	<p>student agency and connection to the local environment.</p> <p>Further development and use of the outdoor classroom, ngahere area, and sensory spaces will support authentic, engaging, and inclusive learning experiences.</p> <p>The school will also continue reviewing systems and policies related to staff wellbeing, student wellbeing, and behaviour management to ensure they remain responsive and effective. Consideration will be given to including these priorities within the next annual implementation plan to support ongoing development and sustainability.</p>
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Annual Target/Goal: Attendance - the Government has set a target: by 2023, 80% of students are present for more than 90% of the term
As per the annual implementation plan

<p>Respond to absences and address barriers to attendance and learning. Engage students and whaanau in a variety of ways to improve attendance</p> <ul style="list-style-type: none"> Demonstrating care and warmth towards every child and their whaanau Promoting 'every day matters' 	<p>Matangi School strengthened systems and processes for monitoring attendance, responding to absences, and supporting students and whaanau to improve attendance outcomes. The school worked closely with the Community of Learning (CoL) attendance lead and external support personnel to develop a more proactive and supportive approach to attendance management.</p>	<p>In Term One, 37 students were identified as attending less than 90% of the term.</p> <p>Teachers discussed attendance barriers with students, including tutoring during class time and absences due to illness.</p>	<p>The school did not yet achieve the government attendance target of 80% of students attending more than 90% of the term. A number of factors impacted attendance throughout the year, including illness, student wellbeing needs, family circumstances, and the timing of external tutoring programmes during school hours.</p>	<p>Next year, the school will implement the Matangi School Attendance Management Plan to provide clearer systems, expectations, and processes for monitoring and responding to attendance concerns.</p> <p>The school will continue working closely with attendance services, whaanau, and external</p>
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<ul style="list-style-type: none"> Monitoring and following up on absences Utilise the CoL attendance lead 	<p>A strong focus was placed on identifying barriers to attendance, engaging with whaanau, and ensuring students felt connected and supported at school. Attendance conversations and pastoral support processes became more intentional and consistent throughout the year.</p> <p>The school also began developing a formal attendance management plan and explored transition processes for students returning after extended absences or illness.</p> <p>Conversations with whaanau of students with low attendance helped identify barriers impacting attendance and enabled the school to provide targeted support and encouragement. These collaborative approaches strengthened home-school partnerships around attendance expectations.</p> <p>The school responded to parent feedback regarding tutoring during school hours, leading to discussions about scheduling support outside school time where possible to minimise disruption to attendance and classroom learning.</p> <p>Support from Sandra Jeffery and the attendance service strengthened staff understanding of attendance processes and informed the development of a Matangi School Attendance Management Plan for implementation in 2026.</p>	<p>Email correspondence with Sandra Jeffery regarding approaches other schools use to support students transitioning back after illness (13 March).</p> <p>Sarah met with Sandra Jeffery to discuss support for improving attendance, resulting in weekly meetings with Amy and Sarah (2 April).</p> <p>Ongoing fortnightly meetings held with Sandra Jeffery throughout the year to review attendance concerns and seek guidance.</p> <p>Conversations held with whaanau of students attending less than 50% of the time to discuss supports and reduce barriers to attendance.</p> <p>Parent hui held regarding tutoring during school time, with feedback indicating a preference for tutoring outside school hours.</p> <p>Targeted support provided to students with low attendance to remove barriers and encourage more regular attendance.</p> <p>Sarah met with Sandra Jeffery to discuss development of a Matangi School Attendance Management Plan to be completed by Term One 2026 (27 August).</p> <p>Attendance improved during Term Four.</p> <p>Michaela and Sarah began developing the 2026 attendance plan.</p> <p>Collaboration with the attendance officer supported improved attendance for a family experiencing ongoing attendance challenges.</p>	<p>While attendance improved in Term Four, a significant number of students remained below the target threshold earlier in the year. The school identified the need for more formalised systems and clearer attendance management processes to ensure consistent follow-up and support.</p> <p>The development of the STAR framework adaptation and the formal attendance transition policy is still in progress and will continue into 2026.</p> <p>Holidays during term time and sickness continue to be our main reason students are away from school.</p>	<p>agencies to identify and reduce barriers preventing regular attendance.</p> <p>A stronger focus will be placed on early intervention, transition support following extended absences, and consistent documentation of attendance conversations through pastoral care systems.</p> <p>The school will also continue promoting positive attendance messaging, including "every day matters," while maintaining caring and supportive relationships with students and whaanau.</p>
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Annual Target/Goal: Embed our Vision, Whakamana Aakonga, and our Tui-riffic values into all aspects of school life
As per the annual implementation plan

<p>We will promote and celebrate our vision and values by:</p> <ul style="list-style-type: none"> Students articulating how they are demonstrating the Tui-riffic 	<p>Throughout the year, Matangi School continued to strengthen the visibility and understanding of <i>Whakamana Ākonga</i> and the Tui-riffic values across</p>	<p>Teacher Only Day focused on unpacking the vision <i>Whakamana Ākonga</i>, what empowered learners</p>	<p>While progress was made in increasing visibility and discussion of the school values, maintaining consistent implementation across all areas of the</p>	<p>Next year, the school will continue strengthening the implementation of <i>Whakamana Ākonga</i> and the Tui-riffic values through consistent school-wide</p>
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<p>values in their daily learning and play with others.</p> <ul style="list-style-type: none"> • Celebrations of our learning will be shared regularly across our communication platform Hero • Students, staff and whaanau demonstrate, vocalise and hold themselves accountable for the Matangi Tui-riffic Values throughout the school day. <p>Teams collaboratively evaluate the impact our actions are having on sustaining a positive culture of learning.</p> <ul style="list-style-type: none"> • Agree on key actions to sustain our positive culture of learning • Identify further opportunities to enhance school processes, practices and actions that support 	<p>school life. Staff, students, and whaanau engaged in ongoing conversations about what empowered learners and positive school culture look like at Matangi School.</p> <p>The school introduced a consistent school-wide values focus, where specific values were highlighted fortnightly and celebrated during assemblies. Teachers also began creating more opportunities for explicit teaching and discussion of values through Hauora learning and classroom programmes.</p> <p>Leadership and staff regularly reflected on the effectiveness of school-wide practices, behaviour approaches, and values implementation to identify next steps and areas for improvement.</p> <p>Staff developed a clearer shared understanding of what <i>Whakamana Ākonga</i> looks like in practice and reflected on the teaching approaches needed to empower learners. Discussions during teacher-only days and leadership meetings strengthened consistency in expectations and language around the school values.</p> <p>The fortnightly values focus and celebration of students demonstrating Tui-riffic values increased the visibility of the values within the school environment. Students were encouraged to recognise and discuss how values could be demonstrated in learning, relationships, and play.</p> <p>Whānau engagement with the school values was supported through communication in newsletters and reminders, including prompts and questions families could use to discuss values at home.</p> <p>Community consultation provided feedback on the relevance and clarity of the school values and how they are modelled in practice by adults within the school community.</p>	<p>look like at Matangi School, and identifying practices staff should continue, stop, and begin (29 January).</p> <p>Staff unpacked the Tui-riffic values and explored what these values look like in action across the school (29 January).</p> <p>Fortnightly school-wide values focus introduced through Monday Pitopito Kōrero sessions during odd weeks in Term One.</p> <p>Students demonstrating the focus value were recognised and celebrated during Friday assemblies.</p> <p>Positive feedback gathered regarding the introduction of fortnightly values and celebrations during Term One.</p> <p>Reflection identified the need to further utilise Hauora time for explicit teaching and discussion about the values and their meaning.</p> <p>School values shared through the Principal's report and school reminders, including discussion prompts for whaanau (1 May).</p> <p>Community hui gathered feedback on the school values, including whether statements required updating and what values should look like in practice for adults (10 June).</p> <p>Leadership discussions held regarding behaviour approaches and "values in action" developed during Term Two (29 August).</p> <p>Leadership continued working with Daniel Marietta on PB4L and restorative practice approaches.</p> <p>Planning underway for staff support in developing positive classroom culture at the beginning of 2026.</p> <p>School intends to apply for the Mitey mental health programme through the John Kirwan Foundation.</p>	<p>school remained challenging. Leadership identified this as an ongoing area of development.</p> <p>Efforts to strengthen behaviour expectations and consistency following Term Two resulted in some pushback from parts of the school community, creating uncertainty around the next steps and approach moving forward.</p> <p>Although values were regularly promoted and celebrated, embedding them deeply and consistently into everyday practice for all students, staff, and whaanau requires ongoing reinforcement and shared understanding over time.</p> <p>Further professional learning and support are needed to ensure restorative practices, positive classroom culture, and PB4L approaches are consistently implemented across the school.</p>	<p>expectations, explicit teaching, and restorative practices.</p> <p>Professional learning with Daniel Marietta will continue to support staff in developing healthy classroom culture, PB4L approaches, and restorative practice strategies at the beginning of 2026.</p> <p>The school will further develop opportunities for students to explicitly learn about, reflect on, and demonstrate the school values through Hauora programmes, assemblies, classroom learning, and school-wide initiatives.</p> <p>Whānau and community voice will continue to inform the development and refinement of school values and behaviour approaches to ensure they reflect the aspirations of the Matangi School community.</p> <p>The planned application for the Mitey mental health programme will further support student wellbeing, emotional literacy, and positive school culture.</p>
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Strategic Goal 3: Our Practice, Mahi
Quality teaching and leadership make a difference for learners and their whaanau

Annual Target/Goal: Te Reo Maaori and Tikanga are embedded in the daily life of the school
As per the annual implementation plan

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 next year – 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>
<p>Unit holder to work across the school to provide PLD 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>Wednesday Waananga is held each week to provide professional development to all staff at Matangi School.</p>	<p>Professional learning opportunities were established through Wednesday Wānanga sessions, led by the Te Ao Māori unit holder, to build staff confidence in pronunciation, vocabulary, and practical classroom use of Te Reo Māori.</p> <p>Students participated in kapa haka and school pōwhiri processes, while student voice from Māori learners was gathered to help inform future planning and priorities for Māori success at Matangi School.</p> <p>Staff hui and professional discussions encouraged reflection on Māori achievement and what success as Māori should look like at Matangi School. This helped prioritise actions and identify areas for further development.</p> <p>The actions undertaken helped increase awareness and visibility of Te Reo Māori and tikanga within daily school life. Students and staff became more familiar with tikanga practices and opportunities to engage with Māori language and culture.</p>	<p>Closing karakia introduced, with meetings and the school day beginning and ending with karakia (29 January).</p> <p>Mihi whakatau held to welcome new students and staff (7 February).</p> <p>Wednesday Wānanga professional learning sessions initiated by Scott, focusing on pronunciation and classroom use of Te Reo Māori (5 March).</p> <p>Kapa haka began for students (12 March).</p> <p>Scott shared a “Wednesday Wānanga Wishlist” with staff to guide future professional learning content (9 April).</p> <p>Student voice collected from Māori students during Term One to inform future planning and staff discussions.</p> <p>Staff meeting planned to share Māori student voice and reflections with staff.</p> <p>Mihi whakatau held to welcome new students and staff, with Brad Ward invited to speak on behalf of the school (2 May).</p> <p>Staff hui held to reflect on messages shared by Nathan Riki regarding Māori achieving success as Māori and to prioritise goals for Māori learners (3 June).</p> <p>Additional mihi whakatau held for new students (18 July).</p> <p>Planning began for a Term Four marae visit.</p>	<p>Positive progress was made during the first half of the year; however, momentum reduced later in the year as focus shifted to other school priorities. Without a dedicated lead person continuing to drive Te Reo Māori and tikanga initiatives, fewer new developments occurred during the second half of the year.</p> <p>The planned marae visit was postponed until 2026 due to the preparation and organisation required to ensure staff and students were appropriately prepared for tikanga and protocol expectations.</p> <p>While staff confidence in Te Reo Māori increased in some areas, consistent integration across all classrooms and programmes remains an ongoing area for development.</p>	<p>Next year, the school will prioritise re-establishing leadership and coordination for Te Reo Māori and tikanga development to ensure initiatives are sustained and continue to build momentum.</p> <p>The planned marae visit will be revisited and implemented in 2026, alongside continued development of staff understanding of tikanga and culturally responsive practice.</p> <p>The school will also continue strengthening opportunities for students to engage in kapa haka, waiata, mihi whakatau, and culturally authentic learning experiences.</p> <p>Student, staff, and whānau voice will continue to inform future planning to ensure Te Reo Māori and tikanga are meaningfully embedded across the school. These priorities should remain part of the next annual implementation plan to support ongoing growth and sustainability.</p>

Annual Target/Goal: Teaching approaches/planning is refreshed in line with government directives, and Te mataiaho to ensure learning reflects NZC
As per the annual implementation plan

<p>Start to explore how we can develop student agency - the learner is at the centre of all learning experiences</p> <p>Teams develop learning plans that incorporate clear links to the updated English and Mathematics and Statistic curricula.</p> <p>Developing consistency in strategies and processes of planning, teaching and assessment within and across teams.</p> <p>Numeracy leads develop consistency in strategies and processes of planning, teaching and assessment of maths across teams.</p> <p>By the end of Term 4, each teacher will implement Pr1me Maths lesson structures, ensuring they consistently use the 'teach, do, apply' approach in at least four maths lessons per week.</p> <p>Within School CoL lead and Coaching CoLab educator and develops consistency in strategies and processes of planning, teaching and assessment of writing across teams.</p> <p>Working with a facilitator from Coaching CoLab - unpacking Teaching and Leading to the North-East and what this looks like in our school context.</p> <p>Students achieving in writing with 80% achieving within or beyond the expected curriculum level. (Currently 62.5%)</p>	<p>Matangi School made significant progress in refreshing teaching practice, planning, and assessment approaches to align with government curriculum changes and <i>Te Mātaiaho</i>. Staff engaged in extensive professional learning focused on literacy, mathematics, teaching practice, assessment, and student agency.</p> <p>Teams strengthened curriculum alignment by incorporating updated English and Mathematics curriculum expectations into planning and teaching programmes. Consistency across teams was also prioritised through collaborative professional development, shared planning discussions, and the implementation of common teaching approaches.</p> <p>Professional learning in BSLA (Better Start Literacy Approach), PR1ME Mathematics, and writing instruction supported teachers to strengthen evidence-based teaching practices and improve consistency across the school.</p> <p>Professional Growth Cycle (PGC) conversations became more aligned with the school's strategic priorities, with staff reflecting on practice using a "keep, stop, start" model to support continuous improvement.</p> <p>Consistency in mathematics and literacy approaches across teams improved, supporting clearer learning pathways for students and more cohesive teaching practice school-wide.</p>	<p>Teacher Only Day led by Anne Grady focused on literacy teaching and strategies for sharing learning goals and intentions with students (30 January).</p> <p>Tōtara team implemented BSLA structures during Term One.</p> <p>Scott participated in BSLA training for Years 0-3.</p> <p>Kahikatea team participated in BSLA trials for Years 4-6 and were accepted into Cohort 4.</p> <p>Team leaders facilitated a mathematics staff meeting focused on beliefs about mathematics teaching and learning (25 February).</p> <p>Staff meeting led by team leaders explored the PR1ME resource and alignment with school beliefs and priorities (4 March).</p> <p>Kahikatea and Rimu teachers participated in professional development with Emma Nahna (13 March).</p> <p>Professional Growth Cycle goals aligned with the strategic plan were created and discussed with Sarah during Term One.</p> <p>Parent-teacher interviews included discussion of refreshed curriculum goals and how these were reflected through Hero reporting (19-20 March).</p> <p>Staff engaged in reflective discussions using the "keep, stop, start" model during PGC conversations.</p> <p>PR1ME placement testing used to group students and inform teaching decisions.</p> <p>Teachers attended a PR1ME roadshow to strengthen understanding and use of PR1ME resources (12 June).</p> <p>Kahikatea teachers undertook further professional development and study related to BSLA for Years 4-6.</p> <p>Laura Robinson (CoL Writing Lead) facilitated a staff meeting linking spelling goals from the refreshed</p>	<p>Strong progress was made toward refreshing teaching approaches and curriculum alignment; however, this work remains ongoing as staff continue building confidence and consistency with the refreshed curriculum expectations.</p> <p>The target of 80% of students achieving at or above expected curriculum levels in writing was not yet achieved, with achievement data indicating that further acceleration is still required for some learners.</p> <p>Implementing multiple new initiatives simultaneously, including PR1ME, BSLA, refreshed curriculum expectations, and changes to assessment and reporting, required significant staff learning and adjustment throughout the year.</p> <p>Consistency across all teams and classrooms continues to develop as teachers refine practice and integrate new approaches into daily teaching.</p>	<p>Next year, the school will continue professional learning and implementation work related to <i>Te Mātaiaho</i>, PR1ME Mathematics, BSLA, and effective teaching practice.</p> <p>A continued focus will be placed on strengthening student agency by supporting students to engage with learning goals, reflect on progress, and articulate next steps in their learning.</p> <p>Collaborative planning, moderation, peer observations, and reflective practice will continue to support consistency in teaching, assessment, and curriculum implementation across teams.</p> <p>Professional learning with Aleise Whight and other facilitators will continue to deepen staff understanding of effective teaching strategies and curriculum delivery.</p> <p>Accelerating writing achievement for priority learners will remain a key focus area, with ongoing support through CoL writing leadership, structured literacy approaches, and targeted teaching strategies.</p>
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<p>Annual Target/Goal: Students continue to achieve and make progress across the NZC. Assessment approaches reflect how students and aakonga are progressing against the new Year 0 to 6 English and Mathematics curricula. <i>As per the annual implementation plan</i></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"> Teachers use valid and reliable assessment tools to inform individual learners' achievement and next learning steps. Teacher moderation will be used to strengthen the learning process. <p>Professional development for all staff on how to use reliable assessment tools to ensure validity and consistency across the school.</p> <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>Student feedback collected in the 'Relationships First Voice Analysis' in Term 3 2024, is reflected on.</p>	<p>Matangi School strengthened assessment practices and systems to align with the refreshed English and Mathematics curricula and support improved understanding of student progress and achievement across the school.</p> <p>Teachers and leadership worked collaboratively to refine assessment approaches, strengthen moderation processes, and improve consistency in how achievement information is gathered, analysed, and used to guide teaching practice.</p> <p>The school updated tracking systems, assessment processes, and Hero reporting structures to better reflect the new curriculum phases, goals, and expectations. Staff also engaged in professional learning to strengthen confidence and consistency in the use of assessment tools and teacher judgements.</p> <p>The updated priority learner tracking systems enabled staff to more clearly identify student progress, monitor priority learners, and focus discussions on actions needed to accelerate achievement.</p> <p>Teams increasingly used student work samples, moderation discussions, and ongoing classroom evidence to make Overall Teacher Judgements (OTJs) aligned with the refreshed curriculum goals.</p> <p>Professional learning on assessment practices, including running records and writing moderation, improved consistency in assessment approaches across teams and supported greater reliability in teacher judgements.</p> <p>The updating of Hero to align with the refreshed curriculum provided clearer reporting pathways for</p>	<p>Priority learner tracking document updated and simplified to allow clearer visibility of all students within each year level and improved monitoring of student progress (Term One). Teams reflected on how to assess against refreshed curriculum goals and discussed the use of student work samples and moderation processes to support OTJs during team meetings. Priority learner tracking documentation updated and completed by the end of the school holidays. Leadership discussions held regarding which assessment tools best support learners and how assessment analysis can better guide teaching practice (2 May). Hero updated to reflect curriculum phases and goals from the refreshed curriculum, with teachers beginning to update student goals using OTJs. Staff hui focused on using and analysing running records consistently across the school (6 May). Writing moderation undertaken using refreshed curriculum goals (27 May). Mid-year student achievement data collated and analysed for reporting to the Matangi Board of Trustees. Priority learner tracking board regularly reviewed and reflected upon.</p>	<p>Strong progress was made toward aligning assessment practices with the refreshed curriculum; however, this work remains ongoing as staff continue building consistency and confidence with new curriculum expectations and assessment approaches, especially with the new SMART tool available from Term Two 2026.</p> <p>The development of a fully embedded Matangi Assessment Schedule is still evolving as the school refines which assessment tools and practices provide the most valid and reliable information for learners.</p> <p>Some assessment systems and moderation practices are still being strengthened to ensure consistency across all year levels and teams.</p>	<p>Next year, the school will continue refining assessment systems, moderation practices, and curriculum-aligned reporting processes to strengthen consistency and reliability across the school.</p> <p>A continued focus will be placed on using assessment information to guide responsive teaching, accelerate progress for priority learners, and support student understanding of their own learning and next steps.</p> <p>The school will further develop and implement the Matangi Assessment Schedule to provide clearer expectations and consistency around assessment practices school-wide.</p> <p>Professional learning related to Ministry of Education assessment strategies and refreshed curriculum expectations will continue to build teacher capability and confidence.</p> <p>Priority learner tracking, moderation discussions, and collaborative inquiry into teacher actions that accelerate learning will remain a strong focus within staff and team meetings.</p>

	<p>teachers, students, and whānau regarding student progress and achievement.</p> <p>Mid-year achievement data was collated and analysed to support evaluation, reporting to the Board, and identification of next steps for teaching and learning priorities.</p>	<p>Progress identified across all three curriculum priority areas.</p> <p>Introduction of a new SMART assessment tool and mathematics snapshot assessment across the school.</p> <p>Staff preparing to engage further with Ministry of Education assessment strategies in 2026.</p>		
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Evaluation and analysis of the school's students' progress and achievement (required)

This evaluation and analysis shows how *all* your students have progressed and achieved over the last year. This is different from your statement of variance which reports on the progress your school has made against the targets set out in your annual implementation plan.

The key audience for this continues to be your community so it must be written in a way that they will understand.

If changes to evaluation approaches are needed as part of implementing the updated national curriculum we will communicate these to schools as soon as possible through the Ministry website. Support will be available through your local Ministry office and through your ERO Evaluation Partner.

Your **evaluation and analysis** must:

- Include how your school's students have performed **across the national curricula**.

This means your school considers the impact of your local curriculum, as a whole, on the performance of your students.

While this does not mean each learning area requires its own individual evaluation and analysis, your school needs to be considering how you know students have made expected progress across the learning areas.

The approach to evaluation and analysis is flexible and will reflect the needs of your school's local community; as a starting point, your school could consider the curriculum and assessment priorities that have been laid out in their strategic and annual planning.

Your school will need to draw on good quality assessment information from a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum. This will be a mix of qualitative and quantitative information. For example, your school might include case studies from learners and whānau, progress in relation to curriculum levels, trends reflected in standardised assessment (such as for literacy and numeracy across the curriculum), NCEA achievement, wellbeing feedback, participation, and attendance.

- Include information relating to **groups of students whose needs have not yet been well met**.
- Protect your student's **personal information**. This is required under the Privacy Act 2020. More information is available about privacy requirements, including [e-learning modules](#), from the [Privacy Commissioner website](#).
- Use simple words (free from jargon where possible) and sentence structures to make information more understandable for your community. A range of resources on writing in plain language is available from [digital.govt.nz](#).

Targets for End of 2025

- Ensure there is no disparity between all students achieving in reading, writing and mathematics with 85% achieving within or beyond.
 - 79% of students are achieving at or above the expected curriculum level in mathematics (mid-year 72% of students were achieving at or above the expected curriculum level)
 - 86% of students are achieving at or above the expected curriculum level in reading (mid-year 72% of students were achieving at or above the expected curriculum level)
 - 67% of students are achieving at or above the expected curriculum level in writing (mid-year 57% of students were achieving at or above the expected curriculum level)

- Lift the disparity between boys and girls in writing so that 85% of boys and girls are achieving within or beyond.
 - 56% of males are achieving at or above the expected curriculum level in writing (mid-year 46% of males were achieving at or above the expected curriculum level)
 - 79% of females are achieving at or above the expected curriculum level in writing (mid-year 70% of females were achieving at or above the expected curriculum level)
- Lift the disparity of achievement for all Māori students so that 85% of Māori students are achieving within or beyond in reading, writing and mathematics.
 - 80% of Māori students are achieving at or above the expected curriculum level in reading (mid-year 61% of Māori students were achieving at or above the expected curriculum level)
 - 68% of Māori students are achieving at or above the expected curriculum level in writing (mid-year 52% of Māori students were achieving at or above the expected curriculum level)
 - 80% of Māori students are achieving at or above the expected curriculum level in mathematics (mid-year 67% of Māori students were achieving at or above the expected curriculum level)
- Lift the disparity between girl and boy achievement in mathematics so that 85% of boys and girls are achieving within or beyond.
 - 79% of males are achieving at or above the expected curriculum level in mathematics (mid-year 72% of males were achieving at or above the expected curriculum level)
 - 78% of females are achieving at or above the expected curriculum level in mathematics (mid-year 71% of females were achieving at or above the expected curriculum level)

Discussion

Staff engaged in a review of student progress across the curriculum. As part of this process, they considered a wide range of reflective questions, including:

- **Overall priorities:** What 2–3 key areas the school needs to focus on based on the data.
- **Future planning:** What we will need to do differently in 2026 to meet our achievement targets.
- **Equity and progress:** What the data shows about Māori student progress in each curriculum area, and which groups have not yet made the progress we expected.
- **Patterns and trends:** The overall “story” the data is telling about learning this year, including patterns between boys’ and girls’ achievement.
- **Gaps and contributing factors:** Where the largest achievement gaps are, and what might be contributing to these.
- **Impact of teaching practice:** How the use of time, grouping, modelling, and specific teaching approaches influenced outcomes.
- **Curriculum alignment:** How consistent our expectations, moderation processes, and use of the curriculum across the school were.
- **Progress over time:** How end-of-year data compares to mid-year, and which approaches had the most significant impact on student progress.

This discussion helps us make sure we are taking the time to reflect on what we’re seeing in the data and what we, as a staff, may need to adjust or change.

Reflection on 2025 Targets

- Celebrating our data for the year - even with the introduction of the new curriculum, our expectations remained high, and students continued to make progress across all areas.
- There continues to be a disparity between boys and girls, with boys generally achieving lower than girls in writing.

- The disparity between boys and girls' achievement in mathematics has reduced, showing more equitable outcomes.
- We have met our target of 85% of students achieving at or above in reading, but mathematics and writing are still below our 85% goal, showing areas where we need to continue to accelerate students' achievement.

Comparison of End-of-Year data to Mid-Year Data

- When we compared end-of-year data to mid-year results, we saw significant shifts across all curriculum areas.
 - In all subject areas, the number of students 'exceeding' their curriculum level - the equivalent of a year ahead, has increased, especially in whole school reading data.
 - Boys' reading saw a particularly strong improvement, rising from 67% to 83% at or above.
 - Our improvement in maths (from 72%-79%) was surprising because, at mid-year, some goals had been removed from the data, so for our end-of-year overall teacher judgement (OTJ) the students needed to achieve more.
- We noticed that our mid-year OTJs may have been conservative, where we err on the side of caution and avoid placing students too high. Next year, with the Ministry of Education introducing a SMART assessment tool, it will be interesting to see how this influences our data and our understanding of student achievement.
- One thing to note is that two students were reclassified as Maaori between mid-year and end-of-year data collection, which has impacted our Maaori data. This is an important context when interpreting shifts in achievement and progress for Maaori students.

Impact of Teaching Practice

- PRIME structured maths helped us be more consistent across classes. The use of the course and practice books meant students were having multiple exposures to the same concepts in different contexts. By streaming maths groups, all students received a full hour of maths instruction each day. PRIME provides a framework that supported our progression and modelling, while staff PLD led by our numeracy leads reinforced that the books are tools to supplement learning, rather than a programme to follow rigidly.
- Using the new curriculum from the start of the year made a noticeable difference. Its increased specificity helped teachers better understand students goals, and allowed them to clearly communicate these with whaanau. Staff confidence grew steadily as they became more familiar with it. As the teacher's knowledge deepened, staff were better able to support, adapt, and supplement learning as the year went on.
- We used the new curriculum to create a clear rubric that staff used when making their overall teacher judgements (OTJs). This made it easier to identify gaps in student learning.
- BSLA and Taumata time provided targeted, structured literacy teaching that strengthened early literacy skills and helped lift progress.
- Adjusting our bell times to better align teaching across the school in the morning enabled cross-grouping and supported more consistent delivery. This change also helped us stick to the timetable/hour of mathematics a day.
- Moderation meetings as a staff highlighted that our understanding of the writing goals were well aligned across staff, we had a consistency in the judgements that we were making.
- The session Karen led a session on reading assessment, with a focus on how to analyse both running records and PROBE, and use them to inform next teaching steps, has helped to increase consistency when using this assessment tool.

Barriers

- In writing, surface features, particularly spelling, continue to be a barrier for students. The changes in the curriculum have placed greater weighting on these features. As a staff, we are exploring how to adjust this weighting so there is a stronger focus on what the learners are communicating with the reader. Structured literacy approaches are already showing a positive impact on spelling for most learners.
- The summative assessments (running records, PROBE) we currently use to assess reading, do not cover all curriculum goals. This means that many judgements rely on teacher interpretation of what 'achieving' a goal looks like, which can introduce variability in reporting.

- The amount of release teachers have had this year has also affected planning and interventions which can influence student progress. We are exploring how we can utilise our release time to work directly with priority learners and observe other teachers' practice.
- Student attendance continues to be a factor in progress for some learners.

Future Planning

- BSLA and Taumata practices across the school were inconsistent, especially between our phase 1 and phase 2 classes. While our Year 4-6 team engaged in BSLA training, this hasn't continued fully as it was pitched at a higher level than appropriate for most learners. Laura, our literacy lead, is supporting the team to adapt and clarify what structured literacy in our phase 2 classes could look like moving forward.
- Approaches to encouraging agency and reflecting such as 'tickled pink/green for growth' are being utilised across the school. We have noticed an inconsistency in how we are using these. This is an area that we would like to develop so students can engage in meaningful reflection on their learning.
- Our understanding of the curriculum goals continues to grow, especially as we have now received new versions of the English and Mathematics curriculum and the draft curriculums for all other areas (e.g. science, social sciences, the arts etc.). Our work with Aleise has introduced us to Hattie and Marzano's 8 steps for effective teaching, with our first focus being on direct and explicit teaching to strengthen clarity for our learners.
- Writing will continue to be a key focus for the school. We have noticed a shift in the goals from Years 1-2, moving from sharing stories orally to expressing ideas on paper, which is a significant step for our learners. We would like to explore:
 - How to explicitly teach the writing process to students - planning-writing-editing
 - How to ensure rich, engaging contexts for learning while still teaching the specific curriculum goals.
 - Providing Tier 2 support for learners who need targeted intervention.
 - Developing focused learning experiences for boys, ensuring that the learning is connected to their interests and motivates them to engage with writing.
- Next year, we have some strategies we would like to explore and implement to strengthen teaching and learning across the school:
 - Utilise the 8 steps for effective teaching (Hattie/Marzano) - ensuring that our professional growth cycles, observations and noticings link directly to the learning that is happening in this space.
 - Make use of our classroom release time to work with students in the classroom who need extra support.
 - Continue to use moderation processes to ensure consistency and shared understanding of the curriculum goals.
 - Create a set of Matangi exemplars to support teachers and students in understanding curriculum expectations and what quality learning looks like.

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?	Matangi School is committed to providing a safe, inclusive, and supportive workplace. Health and safety procedures are regularly reviewed, staff wellbeing is prioritised, and professional learning has been provided in areas such as PB4L, Trauma Responsive Education, and wellbeing practices to support both staff and students.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Our Equal Employment Opportunities programme promotes fair and equitable employment practices, inclusive recruitment, professional growth opportunities, staff wellbeing, cultural responsiveness, and a workplace culture that values diversity and inclusion. The school fulfils this programme through fair employment practices, equitable access to professional learning, supportive leadership, staff consultation, and ongoing opportunities for professional growth and collaboration.
How do you practise impartial selection of suitably qualified persons for appointment?	Appointments are made through fair and transparent processes based on qualifications, experience, professional capability, and alignment with the school's values and learner needs.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	The school supports Māori aspirations through whānau consultation, mihi whakatau, karakia, kapa haka, Te Reo Māori professional learning, and strengthening relationships with iwi and the wider Māori community.
How have you enhanced the abilities of individual employees?	Staff are supported through professional learning, Professional Growth Cycles, mentoring, leadership opportunities, collaborative inquiry, and ongoing development aligned to school priorities and curriculum changes.
How are you recognising the employment requirements of women?	The school provides equitable access to employment, leadership, and professional development opportunities while supporting wellbeing, inclusion, and work-life balance.
How are you recognising the employment requirements of persons with disabilities?	Matangi School is committed to inclusive employment practices and works collaboratively

	with staff to provide reasonable support and adjustments where required.
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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 funding (required)

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual report.

Matangi School has used Kiwisport funding to increase student participation in organised sport and physical activity opportunities across the school. Funding has supported the purchase of additional sports equipment including T-Ball equipment, a pickleball net, additional sports balls, hoops, and physical activity hoops.

These resources have helped provide greater access to organised sporting opportunities, increased student engagement in physical activity, and supported the development of fundamental movement skills and participation in a range of sports and games across year levels.

Matangi School remains committed to promoting active participation, enjoyment of sport, and providing opportunities for all students to engage in quality physical activity experiences.

Report on other special and contestable funding (may be necessary)

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.