

Annual Plan 2025

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 style="text-align: center;">Our People Iwi</p>	<p style="text-align: center;">Our Place Turangawaewae</p>	<p style="text-align: center;">Our Practice Mahi</p>
<p style="text-align: center;">Learners, with their whaanau, are at the centre of education.</p> <p>3 year outcomes:</p> <ul style="list-style-type: none"> ● The school has strengthened its connection with our local iwi - Ngaati Haua. ● Whaanau is consulted and informed on student progress and achievement ● The leadership team and Board lead strategically, underpinned by current research related to best practices. <p><i>NELP #3 - Quality Teaching and Leadership. Quality teaching and leadership make the difference for learners and their whaanau.</i></p> <p><i>Links to Kaahui Ako Achievement Challenges: Challenge 2 - Engaging in culturally responsive practice.</i></p>	<p style="text-align: center;">Our environment provides opportunities and outcomes for every learner.</p> <p>3 year outcomes:</p> <ul style="list-style-type: none"> ● The school provides a safe physical, emotional and social environment for all. ● Our local curriculum is implemented across the school in authentic contexts. ● Matangi School is a valued and contributing part of the community. <p><i>NELP #2 - Barrier Free Access. Great education opportunities and outcomes are within reach for every learner.</i></p> <p><i>NELP #4 - Future of Learning and Work. Learning that is relevant to the lives of New Zealanders today and throughout their lives.</i></p> <p><i>Links to Kaahui Ako Achievement Challenges: Challenge 1 - Raising student Attendance in line with National Expectations.</i></p>	<p style="text-align: center;">Teaching and leadership make a difference for learners and their whaanau.</p> <p>3 year outcomes:</p> <ul style="list-style-type: none"> ● Te Reo Maaori and Tikanga are embedded in the daily life of the school. ● Matangi Local Curriculum is implemented across the school. ● Students continue to achieve and make progress across the New Zealand Curriculum. ● Student wellbeing is enhanced. <p><i>NELP #1 - Learners at the Centre. Learners with their whaanau are at the centre of education.</i></p> <p><i>Links to Kaahui Ako Achievement Challenges: Challenge 3 - Raising student achievement in literacy, in particular, writing for our boys and Maaori learners.</i></p>

Key Programmes of Work for 2025 to Achieve Strategic Goals

Strategic Goal: Our People. Iwi. Learners, with their whaanau, are at the centre of education.		
Planned Outcome What do we aspire to see	What will happen/action plan Who (responsible participants) and when (timeframe)	Indicators of progress/Measure of Success/Outcomes Against/impact on the strategic goal
<p>Matangi School has an authentic connection with our local iwi - Ngaati Hauaa</p>	<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 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 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>Adam Whauwhau is consulted and invited to Whaanau hui.</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>
<p>Whaanau is consulted and informed on student progress and achievement</p>	<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>100% engagement from whaanau during our formal parent/teacher interviews.</p> <p>70% engagement from whaanau with consultation.</p> <ul style="list-style-type: none"> ● 2026-2028 strategic plan consultation <p>Information evening nights are held to inform parents on key information about the year and updates to how we are reporting, changes to the curriculum and assessment.</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>Brief summaries of parent conversations are captured on Hero.</p> <p>Successes are shared and celebrated with whaanau.</p> <p>Consultation intentions and feedback is shared with the Board.</p>
<p>The leadership team and Board lead strategically, underpinned by current research related to best practices.</p>	<p>Promote leadership opportunities for all staff, building on their expertise and interests.</p> <p>Professional growth cycles for staff are conducted and regularly reflected one-on-one, in team meetings and by self.</p>	<p>Staff members are utilising their strengths to lead and support others across the school. This is evident in staff and team meetings.</p> <p>Staff members have opportunities to demonstrate leadership.</p> <p>Professional growth cycle conversations encourage curiosity and reflection on teacher actions that are enabling student success.</p> <p>Reflections are recorded on professional growth cycle documents.</p>

Strategic Goal: Our Place. Turangawaewae. Our environment provides opportunities and outcomes for every learner.		
Planned Outcome What do we aspire to see	What will happen/action plan Who (responsible participants) and when (timeframe)	Indicators of progress/Measure of Success/Outcomes Against/impact on the strategic goal
Enhance our environment to ensure it provides safe, equitable, exciting and meaningful learning	<p>Enhance staff wellbeing.</p> <p>Prioritise a safe environment for all - everyone has a voice and opinions are valued and respected (adults and</p>	<p>Our Matangi School wellbeing policy is reviewed and consulted by all staff.</p> <p>A 'back to work' transition plan is developed.</p>

<p>environments.</p>	<p>children)</p> <p>Provide opportunities for student leadership and whole school involvement in enhancing the school environment</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>Sensory space developed and used.</p> <p>Professional development with PB4L educator Daniel Marietta.</p> <p>Cultural identities and interests of the students are reflected in our learning environments. Could be through visual displays, school celebrations/events and Hero learning posts</p>
<p>Attendance - the Government has set a target: by 2030, 80% of students are present for more than 90% of the term.</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"> ● Demonstrating care and warmth towards every child and their whaanau ● Promoting 'every day matters' ● Monitoring and following up on absences ● Utilise the CoL attendance lead 	<p>Attendance at the MoE target of 90% of students attending 80% of the time.</p> <p>Policy developed to show clear processes of how we transition students back to school after extended periods of absence.</p> <p>Absences are monitored and followed up where necessary. Conversations about attendance are recorded on the Pastoral Care page on individual students.</p> <p>STAR framework is adapted to suit our context at Matangi School.</p>
<p>Embed our Vision,</p>	<p>We will promote and celebrate our vision and values by:</p>	<p>Discussions around what an empowered staff</p>

<p>Whakamana Aakonga, and our Tui-riffic values into all aspects of school life.</p>	<ul style="list-style-type: none"> • Students articulating how they are demonstrating the Tui-riffic values in their daily learning and play with others. • 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>member and learner is at Matangi School is regularly revisited during staff and team meetings.</p> <p>School-wide values focus - these are chosen fortnightly and students who have shown that value are celebrated during Friday assemblies.</p> <p>Opportunities to grow students' understanding of the values is evident in weekly planning, especially during our Hauora morning time.</p> <p>End of term evaluative reports to the Board record the impact of our continuous efforts to further promote our positive culture of learning.</p>
<p>Matangi School is a valued and contributing part of the community.</p>	<p>Partnerships will be strengthened through events such as</p> <ul style="list-style-type: none"> • parent/teacher conversations • Personalised invitations to school and classroom events and celebrations <p>Provide opportunities for the community to utilise our resources and place.</p>	<p>Every teacher can discuss the opportunities they have provided to develop and promote whaanau and community engagement and relationships.</p> <p>Community garden stand outside the school developed and used.</p>

Strategic Goal: Our Practice. Mahi. Teaching leadership make a difference for learners and their whaanau.		
Planned Outcome What do we aspire to see	What will happen/action plan Who (responsible participants) and when (timeframe)	Indicators of progress/Measure of Success/Outcomes Against/impact on the strategic goal
Te Reo Maaori and Tikanga are embedded in the daily life	Unit holder to work across the school to provide PLD to increase and support the use of Te Reo and tikanga.	Staff meeting held and led by our Te Ao Maaori unit holder at least 3 times over 2025.

<p>of the school.</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>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>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>Implement structured approaches to teaching reading and writing in years 0-3</p> <p>Implement structured approaches to teaching mathematics and statistics in years 0-6.</p>	<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. 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 Pr1 me Maths lesson structures, ensuring they consistently use the 'teach, do, apply' approach in at least four maths lessons per week.</p>	<p>Discussions of how we can provide opportunities for learners to have ownership of their learning (engage, reflect and articulate learning and next steps) are evident in our planning.</p> <p>Curriculum connections evident in team and teachers planning</p> <ul style="list-style-type: none"> ● Clear links made to the relevant year level expectations and phase ● Formative, summative and diagnostic assessment practices of learning, reporting and evaluation used in valid and reliable ways. ● Professional growth cycle conversations reflect actions to help support accelerated learning for priority learners. <p>Lesson reflections, peer observations and student work samples demonstrating understanding and progress.</p> <p>Teachers will attend one collaborative session</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>per term to share strategies, challenges, and successes, and receive support from colleagues or facilitators.</p>
<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"> • 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>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 in staff and team meeting minutes - discussing what teacher actions are helping to support priority learners and accelerating progress.</p> <p>20 and 40 week phonics checks for Year 1 students are implemented</p> <p>Discussion on how we are empowering our learners based on student voice is evident in our team meetings.</p>