



Matangi School Board March 24th 2025

Student Enrolment Data

As at:	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Current Roll Total	Pre Enrol	Predicted Roll (EOY)	Banked Staffing	MoE Staffing Allowance
13/03/25	0	24	30	32	29	36	33	184	13	196		12.22
11/02/25	0	23	30	33	28	36	33	183	13	196	11.43	12.36

Start of year enrolled students in 2024 was 193

Start of year enrolled students in 2023 was 187

Attendance Rate

As at:	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students Overseas Holidays	Attendance Rate
13/03/2025	3.21%	2.32%	0.83%	0%	93.63%
11/02/2025	1.83%	4.82%	0.43%	0%	92.83%

The government has set a target: by 2030, 80% of students are present for more than 90% of the term.

Please also refer to our Everyday Matters Attendance report, which shows 75% of our students had regular attendance in Term Four (over 90% attendance, missing fewer than 5 days across a Term)

Our School

Student Achievement Priority Learners

Priority learners have been identified based on our 2024 end-of-year assessment data.

17.9% of our students from years 2-6 are priority learners in mathematics.

24.9% of our students from years 2-6 are priority learners in reading.

29.9% of our students from years 2-6 are priority learners in writing.

Priority learner groups have been made and created on Hero so that we regularly reflect on these students during our team meetings. A school-wide tracking document has been created that will be used to show teacher actions, noticings and what difference our actions have made to student progress and achievement.

The Ministry of Education commissioned a report that “provides a synthesis of empirical evidence aligned with the science of learning to identify teaching practices and interventions that accelerate learning in oral language, reading, writing and mathematics.”

The common elements that facilitated accelerated learning across each of the topic areas included:

- Explicit and systematic instruction. This includes modelling, scaffolding, guided practice and providing feedback.
- Intensity and duration. Small group interventions up to 4 times a week.
- Culturally responsive teaching practices. Importance of integrating Māori knowledge and perspectives across the curriculum.
- Incorporating technology.
- Professional learning and development.
- Multi-tiered systems of support.

Our professional development with Aleise White uses evidence-based research from Russell Bishop

	<p>around the Hattie/Marzano model that incorporates many of the bullet points above.</p> <p>The Ministry has also released leadership guidance organised into key themes for strategically managing how our school thinks about and responding to the need for accelerated progress.</p> <p>Our first step as a leadership team will be to use the review checklist as a starting place and then work through each section sequentially. A PDF copy of this checklist can be found in the Board meeting folder. Tahurangi link</p> <p>Further guidance that is designed for teachers will be released later in 2025.</p>
Strategic Plan Update	<p>Evidence of how we are working towards our strategic plan can be found in the Board meeting folder. Evidence towards annual plan</p>
Annual Plan	<p>The 2025 annual plan is the second of a two-year planning cycle and was developed following consultation with whaanau, Board and staff. We have ensured that the goals we are working towards this year align with the Government's priorities.</p> <ul style="list-style-type: none"> ● Implement structured approaches to teaching reading and writing in Years 0-3. ● Use the updated English, Mathematics and Statistics curriculums. ● Adjust our assessment and reporting to reflect how students progress against the new Year 0-6 English and Math curricula. ● Implement 20 and 40-week phonics checks for Year 1 students. ● Schools must use the revised attendance codes to record daily student attendance data from Term 1 2025. ● Daily attendance must be reported every day schools are open for instruction, from Term 1 2025. ● Schools are encouraged to respond to every absence and address barriers to attendance and learning. <p>A copy of the draft annual plan can be found in the Board folder. Draft annual plan</p>
SENCO	<p>The beginning of Term One has been a busy period in the SENCO space, with a strong focus on</p>

supporting students with additional learning needs, strengthening relationships with whānau, and collaborating with staff to implement inclusive practices.

I'd like to take a moment to share how incredibly grateful I am for the dedication and hard work of our learning assistants, whose commitment and care make a profound difference in the lives of our students every day. Their unwavering support helps create an inclusive, nurturing, and engaging learning environment where all students can thrive. We truly appreciate the invaluable role they play in our school community.

Transition meetings have occurred with whanau and outside agencies. Our learning assistants are all back to school and have settled into their new timetables with ease. Programmes such as ESOL, Speech Language, and StepsWeb are up and running.

Teachers are beginning to identify students who require additional support, and so far, one additional RTLB application has been submitted.

We recently had our speech-language therapist in to share updated programmes and give PD to some of our L.A's through modelling.

ESOL applications for funding were completed and submitted at the beginning of March; while we await the results, programmes will continue as normal.

We are very excited to have set up a sensory space in the Kōwhai Hub breakout room. Kat has taken this project on and is working to research best practices and set up systems and training so that this space

<p>Request for Support</p>	<p>can be used appropriately and successfully.</p> <p>Over the remainder of the term and into the beginning of Term Two, my focus will be to update all IEP's, apply for assistive technology support for a student, support our new staff through the required physical restraint training modules and work on enhancing our learning assistant hours and timetabling.</p> <p>The start of the year has seen positive steps forward in ensuring all learners are supported to thrive. I appreciate the ongoing support of the board as we work towards an inclusive and responsive learning environment. Overall a busy, but very settled start to the year.</p> <p>PDF copy of request for support in the Board Meeting folder</p>
<p>Stephen Blair</p>	<p>An action from the previous Board meeting was for Stephen Blair to share a report with the Board about the progress of his meetings with Bernard and the Leadership Team.</p> <p>A copy of this report can be found in the Board folder.</p> <p><i>The report covers the workshop as this is the only work I have completed at Matangi this year.</i></p>
<p>Staffing</p>	<ul style="list-style-type: none"> ● We have a staff member that has been employed in a fixed-term 0.4 position for Term One. From Term Two onwards, we must employ a 0.4 fixed-term position for Terms Two to Four. This is to cover CRT and unit release in our school. ● CRT schedule has been created for Term Two. Our staffing remains at 12.3 needed. <ul style="list-style-type: none"> ○ New entrant numbers are increasing to 26 in Week 1 of Term 2. ● We have received funding support from the Te Kahu Tōi Intensive Wraparound Service (IWS). ● Laura Robinson was successful in gaining the Within School Kaahui Ako position.
<p>Attendance</p>	<p>As of Thursday, March 13th, 147 of our students (79.9%) have been present for more than 90% of the term. Thirty-seven students (20.1%) have been present for less than 90% of Term One.</p>

Of those 37 students:

- 8% are students with high health needs were off school due to sickness.
- 18.9% are students who took a holiday during term time.
- 48.6% are students who were sick.
- 8% are students who attend tutoring during school time.
- 40.5% are students who are priority learners.

As a staff, we have started to discuss how we transition students back into school after they have had more than two days of absence. This is due to the structured nature of BSLA and Pr1me, and they will miss important aspects of learning. By the first Board meeting in Term Two, we should have more of an action plan of what this could look like, and by the second meeting, some reflection on whether we are noticing it is making a difference to improve both home and school connections and attendance of especially our priority learners.

Previously, Bernard and I discussed the potential need for a policy for medical certificates. I have contacted Sandra Jefferies for assistance to see if any other schools she works with have a policy for this.

Policies and Procedures

Term 1 review topics

Review opens 3 February

- **Health, Safety, and Welfare Policy**

Board review

- **Safety Management System**

Board review

- **Risk Management**

Board review

- **Worker Engagement, Participation, and Representation**

- **Healthcare**

Board review

- **Recording and Reporting Accidents, Injuries, and Illness**

Feedback on the above policies

Staff Wellbeing and Safety Policy

	<p>The teachers meet on Tuesday, 18th March, to review the Staff Wellbeing Policy. This session was led by Amelia Meertens. The goal of this meeting was to take the generic staff wellbeing policy from School Docs and create processes and procedures specific to Matangi School.</p> <p>Together, we unpacked the following links from the policy:</p> <ul style="list-style-type: none"> ● Stress in the Workplace ● Flexible Working Arrangements ● Staff Request for Leave ● Induction ● Social Media ● Request Access to Professional Development <p>We discussed things that we are already doing in these spaces, questions we have and things that we believe need to be added in to make them more specific to Matangi School.</p> <p><i>A summary of this conversation can be found in the Board folder.</i></p>
<p>Enviro-Schools</p>	<p>Enviro-Schools Board report written by Amelia</p> <p>I am intending to apply for an Enviro-school grant to cover purchase of some plants and compost. We may not have a good chance of receiving it as we benefited from receiving the same grant last year.</p> <p>I have been in contact with Tamahere School to visit with Enviro leaders and see their tracking tunnels construction and placement. Creating tracking tunnels to track pests and native animals e.g. weta will be the main focus of our Kaitiakitanga day on Friday 28 March.</p> <p>Rachel Collier (school grandparent) worked with the Enviro leaders on Friday to help them weed the vegetable gardens, add the compost from Florida to them and get them ready to plant vegetables to grow, harvest and cook for the Mara Kai challenge in May.</p>
<p>Matangi Volunteer Group</p>	<p>Proposal for the Establishment of a Matangi Volunteer Group</p> <p><i>PDF copy of the Proposal for the Establishment of a Matangi Volunteer Group.</i></p>

<p>Te Ao Maaori</p>	<p>Te Ao Maaori Board report written by Scott - Te Ao Maaori Lead</p> <p>I have been surveying students who are enrolled as Maaori or who are iwi affiliated and asked questions to gather baseline data about how they see being Maaori at Matangi School. This information will be shared with teachers at a staff meeting in Term 2, Week 4.</p> <p>A Whaanau Hui was held on 13th March and was attended by 3 others. We discussed the answers from the student survey. Reflecting on what we noticed and what wonderings we have. We also talked about how to further grow the numbers who attend the hui. Next term we'll try a time outside of school. Adam Whauwhau was to attend but was unable to make it due to a poowhiri in Rotorua.</p> <p>Kapa Haka began in Week 6. Students were enthusiastic about having it start. We had a large number of new students wanting to join the roopu performance group.</p> <p>I hold an optional Wednesday Waananga on Wednesday mornings. The purpose of this is to grow teacher confidence in speaking and reading Te Reo Maaori. The first two sessions have been attended by a number of teachers and learning support. Slides that are used have been shared to all staff.</p>
<p>IT</p>	<p>IT Board Report written by Scott - IT Lead</p> <p>Issues with a network connection are being worked on with the assistance of Daniel Fung from PB Tech. A large number of chromebooks are becoming obsolete and unusable. I will speak with Janelle about the budget to purchase more for the school and dispose of the ones that no longer work.</p>
<p>EOTC Narrows Leadership Day</p>	<p>Narrows Leadership Day report written by Lauren Prentice</p> <p>Our Year 6 Narrows Leadership Day in Week 2 provided a great platform for learning about the various aspects of leadership. From this, students applied for leadership roles and these were announced in Week 4. Routines and expectations for the various leadership roles are now being established; our Student Ambassadors have led their first assembly and welcomed new Kick Starter families; the Digital Leaders are kept busy with various school events; Sports Mentors will meet with Karen this week to learn about their role, and the House Captains will begin their lunchtime role shortly.</p>
<p>International Students</p>	<p>Our student visitors from China cannot make their proposed trip in May.</p>

Leadership Day	<p>There is an upcoming leadership day on Wednesday, 9th April with Daniel Marietta, a School Wide Practitioner from Te Mahau/Ministry of Education. He will be leading a half day session where he will be encouraging us to become more curious about how we respond to the behaviour of students.</p> <p><i>Annual plan link - enhance our environment to ensure it provides safe, equitable, exciting and meaningful learning environments.</i></p>
Stand downs/Suspensions	None

Professional Learning

Literacy	<p>Writing Board report written by Laura Robinson - Within School CoL Leader</p> <p>In my role as the within-school COL leader with a focus on literacy, I have spent the past three weeks working closely with staff to strengthen our shared understanding of writing instruction and to lay the foundation for improving writing outcomes at Matangi School.</p> <p>Over this time, I have received valuable guidance from Sarah Godsall, which has helped me shape my approach to literacy and ensure that our efforts align with the wider goals of the school. One of the key areas I've focused on is ensuring we build on the work that's already been done. Following Ann Grady's writing session with staff on the teacher-only day, I met with her to ensure a smooth transition between her session and the ongoing work we are doing. This collaboration has been crucial in maintaining the momentum and ensuring continuity in our efforts.</p> <p>As part of our ongoing development, I provided staff with a professional reading to encourage teachers to reflect on their beliefs and thoughts about writing instruction, helping to center these ideas before a staff meeting I facilitated last week, where we had the opportunity to unpack the question, "What makes a good writing teacher at Matangi School?" The meeting was incredibly engaging, with all staff actively involved in the discussion. We had robust conversations, and as a result, we are starting to develop a shared understanding of what effective writing instruction looks like at Matangi School in 2025. We are also beginning to define what we want our students to look like as writers.</p> <p>Looking ahead, our next focus will be on exploring "What makes a good writer at Matangi School?" It is</p>
-----------------	---

	<p>important that as a staff, we are all on the same page and working towards a common goal with writing. I am excited to continue facilitating these conversations and to provide staff with the tools and support they need to accelerate writing progress for our students.</p> <p>I am truly passionate about literacy, and I'm looking forward to continuing our work together to strengthen writing instruction at Matangi School. The collaboration we've started is only the beginning, and I am confident that by working together, we will achieve great things for our students' writing development.</p>
Maths	<p>Math Board report written by Lisa, Amelia and Lauren - Numeracy lead</p> <p>Over the past six weeks, the team leaders have undertaken a thorough process to support the successful implementation of PR1ME Mathematics across the school. This has included observing another school's implementation, researching the resource in-depth, and seeking expert guidance to ensure best practice. Two staff meetings have been held to introduce and discuss PR1ME, providing teachers with the necessary understanding and support. Additionally, the team has worked to align end-of-year achievement data with the PR1ME initial placement assessments and have developed our knowledge of how PR1ME connects with the revised New Zealand Curriculum. Most resources have been organised, and additional requirements have been ordered; we are now in a position for teachers to begin using the resources in classrooms. We know teachers are very excited to do so and are looking forward to reflecting and collaborating. As a team, we have decided the initial focus will be ensuring fidelity in implementation before undertaking a reflective analysis to determine the next steps for ongoing use and development.</p> <p>As a staff, we have set an implementation goal for 2025 stating...</p> <ul style="list-style-type: none">● 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.<ul style="list-style-type: none">○ Success will be measured through weekly lesson reflections, peer observations, and student work samples demonstrating understanding and progress.

Sick Bay, Accidents and Near Misses	See report in folder.
Health and Safety and Wellbeing	<ul style="list-style-type: none"> • Pavers - see above under property

Team Feedback

Kahikatea and Rimu Team	<p>The three Kahikatea teachers are working well together. We also work closely with the Rimu teachers and have combined team meetings. The collaboration involved is beneficial to all. Karen Mowbray has also been an invaluable addition to the Kahikatea team this term. She has been used in various ways, such as providing extension and enrichment work for various groups in Literacy and Numeracy and modelling and supporting the Seniors with a more formalised handwriting programme. Karen is now working in Paige's room on Wednesdays, in Sarah's place, which has been a smooth transition.</p> <p>Our swimming programme has been going well, supported by Paige's strengths in this area. Our finalists represented themselves well at both the Country and City Cluster Swimming events. We are now beginning to swim less frequently as the weather cools.</p> <p>This week, K1 and K2 began to implement BSLA into their classrooms as part of the trial through the University of Canterbury. This is a four-week programme. We have been accepted into the full programme for Years 4-8, which will begin later in the year.</p>
Production	<p>Production Board Report written by Amelia</p> <p>This term I have been working with a group of Year 5-6 students to write an outline for the school production. We have almost finished writing the outline and should be ready to hold auditions next week. I have also started working with the dance group learning two dances and Lauren Prentice and I started the choir who will also perform as part of the choir. The production is based on music from musicals and will be performed at the end of Term 2, on 25- 26 June 2025.</p>

Taku Wairua	Taku Wairua report written by Lauren P Taku Wairua has a popular and rewarding programme for the Year 6s. This week, the founder of the programme, Thomas Nabbs, spoke with the Kahikatea students. His parting comment was that he was very impressed with how the students had engaged in his session.
EPro8	In Week 7 we held the ePro8 competition, with students opting in for competitive and non-competitive options. We have three teams of four who will represent our school at the inter school competition at the end of the term.