

Strategic and Annual Plan Matarau School

Including Statements of Variance

School Number **1043**
For the Period **2025 (-27)**

INTRODUCTION

Background

Matarau School is a progressive rural school providing a quality education for approximately 320 children from years 1 to 8. Our location only 10 minutes from northern Whangarei enables us to combine the best of both a rural and urban education. We have a proud history of success in a wide range of educational domains and a high level of community involvement and good will. We provide balanced learning programmes (incorporating basic skills and opportunities for extension), within an environment where children feel safe and where every individual child is valued for their unique disposition and talents.

Vision Statement

The Matarau School Board of Trustees will ensure that children are provided with diverse and challenging opportunities to be valued, to know and build on their strengths, to make productive learning and personal decisions and to enjoy learning.

STRATEGIC PLAN

<p>STRATEGIC GOALS – DEVELOPED (AND PRIORITIZED) IN CONSULTATION WITH THE SCHOOL COMMUNITY IN 2023</p> <p>Local Strategic Goals</p> <p>Through effective pedagogy and meaningful student engagement the school will provide varied opportunities to develop ...</p> <ul style="list-style-type: none"> .. values and work habits that are integral to effective learning and to life beyond school .. excellence in literacy and numeracy .. a commitment to personal bests .. a partnership between home and school .. physical education as a component of well-being .. good environmental awareness and practices .. success for all .. purposeful integration of ICT 	<p>LONGER TERM STRATEGIC INTENT – NATIONAL PRIORITIES (Order based on community consultation in 2023)</p> <ul style="list-style-type: none"> ... ensure a strong foundation in literacy and numeracy ... ensure places of learning are safe ... have high aspirations for all learners ... prepare learners for life and work beyond school ... support staff effectiveness ... reduce barriers and support those with learning needs ... ensure practices are underpinned by good evidence ... incorporate te reo Maori and ti kanga Maori in appropriate and meaningful ways <p><i>The school will ensure that the National Education Priorities are reflected in the strategic and annual planning process.</i></p>	<p>BROADER STRATEGIC PRIORITIES</p> <p><i>Our strategic goals will be achieved by ..</i></p> <ul style="list-style-type: none"> ● promoting a systematic and inclusive approach to needs identification ● programmes that are balanced, well thought through and responsive ● developing protocols and procedures which promote optimal performance and contribute to enhanced learning ● allocating funds and managing resources to enhance learning and physical and emotional well-being ● providing a safe, inclusive and pleasant physical environment that complies with legislative guidelines and generally accepted “good practice” - including good environmental practices ● ensure the school’s administrative function supports the school’s primary objective of enhanced learning while assisting the school to meet relevant legislative requirements
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<p>What we would expect to see in or school?</p> <p>Community Values (updated after consultation 2023)</p> <ul style="list-style-type: none"> .. personal responsibility for our work and actions .. promotion of positive interpersonal relationships .. commitment to a life-long work ethic .. pursuit of excellence in all that we do .. promotion of a positive self-image .. importance of the physical education as a component of well-being .. good environmental practices .. recognition of the value of a rural lifestyle .. celebration of diversity .. meaningful inclusion of te reo and tikanga (added Dec. 2019) 	<p>What would be embedded in our programmes?</p> <p>Opportunities to develop</p> <ul style="list-style-type: none"> ● values such as caring, determination, compassion and forgiveness ● critical, creative and caring thinking skills ● self-management and goal setting skills ● positive interaction and respect for difference ● opportunities to value a rural lifestyle and interact with people from other communities and cultures. 	<p>PROCEDURAL INFORMATION</p> <p>Reflecting Cultural Diversity</p> <p>The Board recognises its responsibility to ensure that New Zealand’s cultural diversity (and particularly the needs of Maori) are reflected in the school’s programmes and policies. Instruction in Maori language and culture will be provided within constraints of resourcing and current skills.</p> <p>Consultation and Review</p> <p>The board will regularly consult with (and consider feedback from) community, students and staff. This feed-back will inform school self-review. Feedback from the Maori community will be invited through the above process and/or through a Maori liaison person / whanau group appointed for this purpose.</p> <p>The outcome of self-review (including performance against achievement targets) will be formally reported to the community each year. In many cases interim achievement information will be provided to families throughout the year.</p> <p>An Annual Report outlining the schools progress in relation to its charter objectives will be made available to the community, and will be submitted to the Ministry of Education by the required date. This will include a statement on how the school is giving effect to Te Tiriti and a Good Employer Statement of Compliance.</p>
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ANNUAL IMPLEMENTATION PLAN 2025

<p><u>Priority Area One – STEM – STUDENT OWNERSHIP</u></p>	<p>ANNUAL GOALS 2025</p> <p>Children will become more confident, creative, systematic, independent, and motivated, in their use of knowledge (including observation, measurement and analysis of evidence).</p> <p>How this will look in 2025?</p> <p>Children will...</p> <ul style="list-style-type: none"> ... demonstrate meaningful ownership of the learning process. ... become increasingly motivated to think (and communicate) mathematically. ... use relevant information to solve problems in thoughtful, systematic, ways
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STEM	<i>W</i> <i>h</i> <i>e</i> <i>n</i> <i>?</i>	<i>W</i> <i>h</i> <i>o</i> <i>?</i>	Vision Statement	<i>Mid</i> <i>-</i> <i>poin</i> <i>t</i> <i>Revi</i> <i>ew</i> <i>(+</i> <i>ach</i> <i>/-</i> <i>pen</i> <i>ding</i> <i>)</i>	<i>Si</i> <i>gn</i> <i>ifi</i> <i>ca</i> <i>nt</i> <i>Pr</i> <i>og</i> <i>re</i> <i>ss</i>	<i>Sati</i> <i>sfac</i> <i>tory</i> <i>Pro</i> <i>gres</i> <i>s</i>	<i>Limi</i> <i>ted</i> <i>pro</i> <i>gres</i> <i>s</i>	<i>Carr</i> <i>ied</i> <i>Ove</i> <i>r</i>	Evaluation.
<p>Intervention for Improvement</p> <p>Empowerment and ownership!</p>			<p><i>Teachers and students are enthusiastic and engaged in the mathematical space and seek actively to apply mathematics to life.</i></p> <p><i>Facilitation - Andrew</i></p>						<p>Self-review - Looking to 2026</p> <p><i>Against which indicator did we make the greatest progress ? How do you know?</i></p> <p><i>Against which indicator did we make the least progress? How do you know?</i></p> <p><i>What are our critical next steps?</i></p> <p><i>Further thoughts / new ideas?</i></p>
<p>Priority Action 1</p>		<i>WS</i>	<p><i>Develop, and implement, a mathematics competency matrix for implementation school-wide.</i></p> <p><i>(this will be similar to the science matrix developed in 2025).</i></p>						

Priority Action 2	WS	<i>Progressively implement this matrix in every classroom... in a manner appropriate to each year level/syndicate/room. To be used systematically and regularly as a formative practice tool.</i>						
Priority Action 3	WS	<i>Set AOV targets in mathematics based on PAT scores. Use the matrix as a source of supplementary data.</i>						
Priority Action 4	WS	<i>Identify and mitigate (or eliminate) barriers to the implementation of improved mathematics learning and teaching.</i>						
Priority Action 5	WS	<i>Identify and implement specific enablers for class and identified cohorts (high and underachievers).</i>						
FURTHER	WS	<i>Use new Oxford Maths Resources to support the implementation of the above.</i>						

Analysis of Variance For the period 2025 ACHIEVEMENT TARGETS

Strategic Aim	Children will become more confident, creative, systematic, independent, and motivated, in their use of knowledge (including observation, measurement, and analysis of evidence).
Annual Aim :	<p>How will this look?</p> <p>Children will...</p> <ul style="list-style-type: none"> ... demonstrate meaningful ownership of the learning process. ... become increasingly motivated to think (and communicate) mathematically. ... use relevant information to solve problems in thoughtful, systematic, ways ... use their mathematical skills in cross-disciplinary ways

<u>IDENTIFIED AREAS FOR IMPROVEMENT</u>	Well below standard Stanine 1	Below standard Stanine 2-3	At standard Stanine 4-6	Above standard Stanine 7-9	Areas for improvement Target Statement .. Annual Aims	Position in relation to target statement - End of year Specific Actions	Analysis / Reflections / Recommendations See following
<p><i>Baseline Data – Collected Feb/March 2025 - Years 4 to 8</i></p> <p><u><i>Based on maths PAT scores</i></u></p>	2%	19%	61%	18%	<p>Mathematic PAT achievement is close to the national norms. Achievement in other PAT tests exceeds national norms suggesting there is scope for improvement.</p> <p>TARGET 1 - The number of students above standard (stanines 7-9) will exceed the national norm of 23%. TARGET 2 - The number of students below standard (stanines 1-3) will not exceed 15%.</p>		
<p><i>Baseline Snap Shot assessments - Years 1 to 3 (Collected April/May)</i></p>					<i>PENDING</i>		
<p><i>Midpoint data School 2025</i></p> <p><i>Based on Maths Matrix - as a source of comparative data only)</i></p>					<i>PENDING</i>		

<i>Dec. 2025 Data in relation to targets. Whole School</i>					<i>PENDING</i>		
FOCUS GROUP (Identified Feb 2025)							
By level	Well below standard Stanine 1	Below standard Stanine 2-3	At standard Stanine 4-6	Above standard Stanine 7-9			
Year 4	6% (4% norm)	32% (19% norm)	49% (54% norm)	12% (23% norm)	TARGET 1 - The number of students above standard (stanines 7-9) will be closer to the national norm of 23%. TARGET 2 - The number of students below standard (stanines 1-3) will not exceed 15%.		
School wide (e.g. ethnicity)							
Maori Students	3% (4% norm)	16% (19% norm)	70% (54% norm)	10% (23% norm)	TARGET 1 - The number of students above standard (stanines 7-9) will be closer to the national norm of 23%. TARGET 2 - The number of students below standard (stanines 1-3) will not exceed 15%.		

Analysis and reflections on data

To be undertaken at the end of 2025

*Internal Evaluation focus: Student ownership of learning - **ACTION PLAN – NELP 1-5***

Priority Area – MISCELLANEOUS	Intent: PLANNED ACTIONS FOR LIFTING ACHIEVEMENT– 2025
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<i>MISCELLANEOUS</i>	When?	Who?	<i>Vision Statement</i>	Mid-point Review (+ach/pe nding)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	Evaluation.
Intervention for Improvement			<p><i>To improve, implement, and enhance specific aspects of delivery in each of the areas below.</i></p> <p>SPECIFICATIONS</p>						<p>Self-review - Looking to 2026</p> <p><i>Against which indicator did we make the greatest progress ? How do you know?</i></p> <p><i>Against which indicator did we make the least progress? How do you know?</i></p> <p><i>What are our critical next steps?</i></p> <p><i>Further thoughts / new ideas?</i></p>
Priority Action 1 LIBRARY		SG Library team WS	<p>Establishment of a library team</p> <p>Allocation of specific roles within the team</p>						

			<p>Evolving action plans (per term) to be developed in consultation with the team</p> <p>Leader in each syndicate to promote initiatives, facilitate sharing</p> <p>Regular slots at staff meetings etc.</p> <p>Primary goal promotion of reading (and reading mileage) and the library as the hub</p>						
<p>Priority Action 2</p> <p>BETTER START LITERACY</p>		<p><i>BSL teachers</i></p> <p><i>Jackie</i></p> <p><i>WS</i></p>	<p>Training of new BSL teacher in 2025</p> <p>Transition of BSL up the school</p> <p>Board funding of additional hours</p>						
<p>Priority Action 3</p> <p>WRITING</p>		<p><i>WS</i></p>	<p>School-wide use of exemplars to promote sharing and formative assessment.</p>						
<p>Priority Action 4</p> <p>THINKING - INFORMATION PROCESSING</p>		<p><i>WS</i></p>	<p>Implementation where appropriate of ...</p> <p>... Cort Thinking Programme</p> <p>... Six Hats</p> <p>... AI initiatives(wth great caution) through CoL etc.</p>						

<p>Priority Action 5 STRENGTHENING CONNECTIONS</p>		<p><i>Anna WS</i></p>	<p>Promoting fruitful connections in the wider sense.</p> <p>Strengthening connections with Mana Whenua</p> <p>Strengthening our links with neighboring schools and our Kahui Ako</p>						
<p>Priority Action 6 NARRATIVES</p>			<p>Use narratives (incl picture books) to identify and reflect on morals. (context, moral, make it personal, now apply) Integrate with the virtues programme. Primary focus within novel studies, reference point for class discussions on virtues, teacher reads. etc etc Templates/maps for action.</p>						
<p>Priority Action 7</p>			<p>Consistent IEP's school wide ... all rooms</p> <p>Investigate systems for info transfer as SN students move up the school ... especially start of year</p> <p>Allocate TA hours to SN students transitioning back to class ... incl embedding of strategy and monitoring, pastoral needs ... TA face time etc</p> <p>Six monthly review of students who have been recipients of multiple interventions to identify if a change of</p>						

			<p>approach might be beneficial or a firm diagnosis sought.</p> <p>Identify parents of SN students who may be struggling. Ensure engagement and communication are optimal. Support where possible. Involve principal where appropriate.</p> <p>Every 12 months survey parents to identify areas for improvement.</p>						
FURTHER			<p>Review assessment needs at year 3</p> <p>Review new reports - and especially junior reports.</p>						

TARGETTED USE OF KIWISPORT FUNDING

MATARAU SCHOOL 2025

KIWISPORT FUNDING	Supporting Actions		Success Indicators	M	F	P	N	C	Evaluation
<p>Funds allocated</p> <p>Funds expended</p>				Mid-year	Fully achieved	Partly achieved	Not achieved	Carried over	<p>Self Review - Looking to 2026</p>
Outcomes	<p>Children will .. Participate in (and support others to participate in) a</p>	WS	<p>.. regular (where possible daily) class / syndicate (outdoor) fitness sessions.</p>						

<p>To ensure children have a variety of high quality sporting and fitness experiences .</p> <p>To raise the level of fitness (and overall wellness) through regular participation in the above.</p> <p>To use physical activity to improve engagement and target needs of underachieving and behaviour problem students</p>	<p>variety of sport and fitness activities.</p> <p>Teachers will .. Provide high quality sport and fitness activities – taught esp through strategic games.</p> <p>Provide regular fitness opportunities .. each day where possible.</p> <p>School will .. Appropriately resource and support the above prog's</p>		<p>.. promote strategic games to promote skills application</p> <p>... integration of skill and games programmes year 3 and up</p> <p>... leadership by syndicate leaders or nominated syndicate member. Create a Kiwisport leadership team.</p> <p>... implement “move well” or similar programme</p>						
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Priority Areas	Intent: <u>AREAS FOR EXPLICIT BOARD FOCUS – 2025</u>
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MISCELLANEOUS	When?	When?	<p><i>Vision Statement</i></p> <p>To govern the school in ways that align practices with government and local priorities, and that place learner needs (social, emotional, and academic) at the centre.</p>	Mid-point Review (+/- pending)	Significant Progress	Satisfactory Progress	Limited progress	Carried Over	<p>Evaluation.</p> <p>Self-review - Looking to 2026</p> <p><i>Against which indicator did we make the greatest progress ? How do you know?</i></p> <p><i>Against which indicator did we make the least progress?</i></p> <p><i>How do you know?</i></p> <p><i>What are our critical next steps?</i></p> <p><i>Further thoughts / new ideas?</i></p>
Documentation			Review policies ...						

			Review school policies generally to ensure these reflect good practice and consistent formatting.						
			Make additions/amendments to the school complaints policy. Ensure this is made available to parents.						
			Consult with the community on any changes.						
Personnel			Consider the viability of transitioning some staff from fixed to permanent positions.						
			Monitor enrolments to see if a staffing reduction may be necessary in 2026.						
			Review current hours/contracts for grounds staff						
Financial and property			Work with MoE appointed consultants on the School Development Plan						
			Fund replacement of the senior Adventure Playground						
			Develop a plan for field drainage.						
			Once the Redevelopment Plan is completed identify priorities for interim signage.						
			Implement Cyclical Maintenance Programme - integrate with 5YA projects where possible.						
			Contribute to the completion of LSPM (access) project.						
			Support with the completion of 2025 5YA initiatives.						

			Investigate the possibility of security cameras through the above 5YA project.						
			Upgrade and re-paint the old schoolroom.						
			Once Development Plan is confirmed consider signage needs.						
			Marking of the main court area.						
			Ensure all project-related funds are managed from a special purpose account - separate from operational funds.						
Health and Safety			Work with consultants on LSPM project to improve access to and around the school.						
			Replacement of Senior Playground.						
			Replacement of decking - composite board where possible.						
			Grinding of concrete paths to eliminate trip hazards.						
Admin/Legal			Implement an appropriate schedule for policy consultation and review.						
			Establishment of a Disciplinary Committee for term (or six-monthly) review of behaviour data						
Inclusion/Engagement/Giving			Matarau School Board of Trustees						Specific Actions for 2026

<p><i>effect to Te Tiriti</i></p>			<p>Meeting obligations to give effect to Te Tiriti o Waitangi</p> <p><i>Seek to build meaningful connections with local Maori - in ways that strengthen relationships and enrich curriculum design and delivery.</i></p>						
			<p>... where possible embed a Matauranga Maori strand/perspective in learning programmes ... especially via NZ History Curriculum in 2023/4 – time and place</p>						
			<p>... establish “go to” people at the local marae to establish connections and build knowledge base.</p>						
			<p>... grow awareness of nature and impact of initial and subsequent settlement, resource usage, places of significance etc.</p>						
			<p>... establish a sustainable kapa haka programme working toward more performances and perhaps competitions.</p>						
			<p>... strengthen ties with Ngararuatunua Marae ... make connections ... share knowledge.</p>						
			<p>... allocate funds to employ a Te Reo teacher ... aim for sequential learning and application between lessons.</p>						
			<p>.. consider ways to revitalise the school Whanau Group ... allocation of units</p>						
			<p>... support (and develop) tuakana teina, Ngahere, katiaki club, enviro day and puteka kai (via the school orchard)</p>						

Statement of compliance with employment policy			<p>Matarau School Board of Trustees</p> <p>Meeting obligations as a good employer</p> <p>Compliance Assurance</p>						<p>Specific Actions for 2026</p> <p>Carried over ...</p>
			Good and safe working conditions						
			Fulfilling EEO programme						
			Impartial selection of personnel						
			Recognising aspirations of Maori						
			Enhancing the abilities of employees						
			Recognizing the employment requirements of women						
			Recognizing the employment requirements of disabled persons						
ERO Recommendations/ requirements			<p>... Update policies and the process for reviewing these.</p> <p>.. Ministry/Govt attendance targets are not being met.</p> <p>... Review and update International Student Policies.</p> <p>... Police vetting of homestays.</p> <p>... Recording of all physical restraints</p> <p>... Review of complaints policy</p>						

MEMBERS OF BOARD OF TRUSTEES

NAME	POSITION	HOW POSITION GAINED	STATUS	TERM EXPIRY
Kevin Trehwella	Principal	Appointed	Principal	NA
Fiona Goodin	Board Chair	Elected October 2022	Parent	June 2025
Toni Pivac	Parent Rep	Re-elected October 2022	Parent	June 2025
David Postlewaight	Parent Rep	Elected October 2022	Parent	June 2025
Sally Roberts	Treasurer	Elected October 2022	Parent	June 2025
Gary Langley	Property	Elected October 2022	Parent	June 2025
Adam Crump	Staff Rep	Elected October 2022	Teacher	June 2025

SUMMARY STATEMENT (Looking to 2026 and beyond)

Further areas for consideration in 2026

Professional Learning and Curriculum Development

Strategic and Organizational Matters

From School Improvement Framework

Health and Safety

Final Word of encouragement and gratitude as we move into 2026

Chairperson Board of Trustees

Approved at full meeting of BoT on

ANNUAL REVIEW SCHEDULE

MATARAU SCHOOL

NAG AREA	Person Responsible	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
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Achievement Data	Principal		Targets – National Stds Data (pre)	P.A.T.s	P.A.T. Probe area	Literacy Data	Term 2 Moderation	Maths Data	Term 3 Moderation	Other ..	Targets – National Stds Data (post)	
NAG 1 Curriculum	Principal Curric. Strand Co-ordinators	Meet the teacher	3 way conf. Initial Achievement data Conf. targets	Review S.N. register		Review S.N. register Interim data (mod. ex. 1)	Portfolios issued Mid-year interviews		Review S.N. register Interim data (mod. ex. 2)	Portfolios issued	Post Achievement data Assess targets	Review S.N. register Written reports
NAG 2 Doc. & self-review	Whole BoT	Completion of Charter and Analyses of Variance. 31.3	Survey parents &/or students	Annual Report Due 31.5	Report on survey	Mid year review of Code of Practice	Review of Library Development Plan	Annual review of After School Care Prog.	Audit of Registration status of teachers	Begin formal charter review	End year review of Code of Practice	Completion of Annual Report Iden. Of needs / barriers
NAG 3 Personnel	Principal Chairperson	Prog. For provisionally registered teachers.	Set BoT and staff perf. targets Strand based P.D. plans presented to BoT BoT targets Principals appraisal			Staff / BoT peer appraisals Interim principal's appraisal	Admin EEO survey BoT interim review of charter targets		Staff / BoT peer appraisals E.E.O. Report	Proposed staff profile following year Conf. of .. Regis. Status .. annual salary attestations	Formal review of BoT and staff targets Summary of Staff professional development programme.	Summary of appraisal process for year – attestation against professional standards.
NAG 4 Financial & Property	Treasurer		Accounts to auditor	Audited accounts to Ministry		Review of 5 / 10 year property plan	Minute .. Audit Rep Comment on Mgt Letter Pub on website Rev depr rates, BoT payments, cycl main. note asset value Review asset Reg –sight items	Appoint budget comm. Prepare draft budgets		Present proposed budgets for following year		
NAG 5 Health & Safety	Property person	Trial Evac.			Trial Evac.	Review of medical and accidents register	Six monthly Health and Safety Inspection	Trial Evac.			Trial Evac. Review of medical & accident Register	Six-monthly Health and safety Report
NAG 6 Admin. / Reg. compliance	Secretary							Appoint policy review committee		Review FFPP	Report from policy review committee	Presentation of Principal / Chairperson's Reports

SELF REVIEW SCHEDULE

ANNUAL where **REGULAR** where **SYNDICATE BASED** where

