

# **Matakana School**

**School Number 1364**

## **CHARTER**

**(including)**

**Strategic Plan 2023 – 2025**

**Annual Plan 2023**



***Taking Students Beyond Expectations!***

# Matakana School Context

- Our modern, semi-rural school is situated in large grounds in a popular country village setting, which contributes to the peaceful learning environment of the school. We are currently classified as a Zoned, U5 School (EQI 398) with a grading roll of 350 students. The school has a long history and celebrated its sesquicentennial (150 years) in 2012. Our school resides in the Māori iwi rohe of Ngāti Manuhiri. We believe our students need to be actively engaged in individual, shared and cooperative learning experiences that give effect to Te Tiriti o Waitangi and are enjoyable and challenging. We deliver a local school curriculum that is rich, real, relevant and respectful.
- Matakana School aims to develop the whole child, intellectually, socially, emotionally, creatively and physically in a caring learning environment that prepares students to succeed in today's world. Our vision statement, 'Taking students beyond expectations!' is founded on this. Our students personal development programmes focus on our ethos/motivation 'Matakana Magic' where being mature, articulate, goal driven, inquiring and caring is of primary importance to our whānaungatanga.
- A focus on explicit teaching in Literacy and Numeracy is complemented with Inquiry Learning. There is also an emphasis on strong outdoor, sporting and creative arts activities, including school Kapa Haka and Choir. Student leadership skills are developed and utilised in all aspects of the school culture. We foster a commitment to action and service in our community and are as committed to our community as they are to us. Our school is inclusive and caters for students with differing needs. Parents, staff and students proudly work together to create a great nurturing school in an aesthetically pleasing environment steeped in manaakitanga.
- Our community is a constantly changing one and rapid growth has been experienced both in the community and the school. Most of our children have experienced a formal pre-school education setting and are generally well equipped for school being confident and articulate learners. In general our parent body are community-minded professionals who are highly articulate, well-educated and informed. Parents are proactive and demonstrate a keenness to be involved in their children's education and are highly supportive of the school.



# MATAKANA SCHOOL

## Vision, Mission, Motivation

### MATAKANA SCHOOL

#### VISION

Taking students beyond expectations!

#### MISSION

Creating Confident, Connected,  
Actively Involved, Lifelong Learners

#### MOTIVATION

'Matakana Magic'

Mature

Articulate

Goal Driven

Inquiring

Caring

## Values

### MATAKANA MAGIC

#### Mature

- **Risk-takers:** equally confident to explore new ideas, roles and strategies
- **Well balanced:** able to link physical, mental and life skills

#### Articulate

- **Communicators:** confident and competent to communicate in many ways
- **Open-minded:** ready to explore a range of views and alternatives
- **Thinkers:** skilled in using thinking strategies to create better solutions

#### Goal Driven

- **Lifelong learners:** with an active love and celebration of learning
- **Personal drive:** focused on continuous improvement

#### Inquiring

- **Inquirers:** using all the skills needed to find out what they need to know
- **Knowledgeable:** with a good basic general knowledge
- **Reflective:** with the ability to reflect wisely and consider all alternatives

#### Caring

- **Community-minded:** with commitment to action and service in the community
- **Principled:** with integrity, honesty and a sense of fairness and justice
- **Respectful:** to oneself, others and the environment

## Strategic Goals

1. The wellbeing of every child attending Matakana School will be paramount and every child will have equitable opportunities to make progress towards achieving the School Standards in literacy and numeracy.
2. The Principal and Teachers will respond quickly and effectively to the learning needs of children who are not achieving. Formative assessment practices will be an integral part of all classroom programmes to improve the quality of curriculum delivery in order to accelerate student learning outcomes and ensure equity across the school.
3. The principal and teachers will work with parents to further enhance their understanding of their child's literacy and numeracy needs.
4. The school will report to parents about their child's progress and achievement against school, national or age appropriate norms.
5. The school will work to accelerate and raise levels of achievement of Māori and Pasifika students in literacy and numeracy.
6. The principal and teachers will give effect to Te Tiriti o Waitangi through the New Zealand Curriculum, the Matakana School Local Curriculum Delivery Plan and the Matakana School Inquiry Learning Model.
7. The school will embrace the opportunities that blended e-learning presents to transcend the boundaries of the classroom using digital technologies, robotics and thinking skills.

**Charter Undertaking:**

This Charter was ratified by the BOT on 27 February 2023 and submitted to the Ministry of Education on 28 February 2023.



Chairperson, Board of Trustees

Date: 27 February 2023

**Obligations to the Ministry of Education**

The school acknowledges its obligations to the Government and the Ministry of Education under legislation and guidelines that include the Statement of National Education Learning Priorities and National Administration Guidelines.

**Our Bicultural Foundation and Cultural Diversity**

The School curriculum will give effect to Te Tiriti o Waitangi and encourage students to understand and respect the bi-cultural foundation of our country and respect the different cultures that make up New Zealand Society. It will acknowledge the place of Pacific Island societies in New Zealand society, and New Zealand's relationships with the peoples of Asia, Europe and the South Pacific. The school is committed to responding to cultural diversity and also fully recognises the national education learning priorities and is committed to excellence and equity in learning outcomes.

**The Unique Position of Māori Culture**

The School curriculum will recognise and value the unique position of Māori in New Zealand society and the vision of Māori students enjoying and achieving education success as Maori. All students will have the opportunity to acquire knowledge of New Zealand Histories and Māori language and culture. The school curriculum will acknowledge the bicultural foundation and importance to all New Zealanders of both Māori and Pākehā values, traditions and histories.

**Te Reo and Tikanga Māori**

The school integrates aspects of Te Reo and Tikanga Māori into teaching and learning programmes making use of staff and community expertise. The school will develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students. The school will also strengthen capability and accountability for Māori education and language outcomes across all stakeholders. The school does not provide specific instruction in te reo and tikanga, however, parents may be directed to local schools providing bi-lingual education.

**Charter Consultation**

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period. Reports from reviews and student achievement will form the basis for deciding priorities for school development and improvement, student wellbeing and student progress and achievement.



## **MATAKANA SCHOOL ERO REVIEW 2017**

**The most recent ERO report reflects the school's high standards and policy of continuous improvement.**

**“Matakana School is highly effective in responding to children whose learning progress needs acceleration. The board of trustees, leadership team and staff place equity and excellence at the forefront of strategic direction.”**

**“The board of trustees and the senior leadership team are deeply committed to the provision of equitable educational opportunities for children. Teachers value professional learning and opportunities to inquire further into best practice. The school uses very good internal evaluation processes to monitor and extend equity and excellence for children. Consultation with the school community continues to be effective in setting the school’s strategic direction.”**

**“Learners have a strong sense of belonging to their school, as evident in children’s creative artwork that adds to the school community’s heritage. Children are highly connected to their school and to their learning. Strength in whānaungatanga ensures all learners and whānau feel welcomed and valued.”**

**“The school’s localised curriculum is highly effective in supporting children to achieve the educational outcomes identified in The New Zealand Curriculum.”**

## MATAKANA SCHOOL STRATEGIC PLAN 2023 TO 2025

### 1. The wellbeing of every child attending Matakana School will be paramount and every child will have equitable opportunities to make progress towards achieving the School Standards in literacy and numeracy.

2023	2024	2025
Refer annual action plan	<p>Use of the new strategic planning and reporting framework. This framework will have a clear link to the National Education and Learning Priorities (NELP) and schools will have to report on their engagement with the priorities in their strategic plans going forward.</p> <p>Ensure all online learning in core curriculum areas is up to date and seamlessly available in case of natural disaster closures.</p> <p>Commitment to Kāhui Ako shared achievement challenges and professional development programme.</p> <p>PaCT used to record student progress and achievement for Writing and Reading.</p> <p>Progress and Achievement data will be reported to the BOT and trends analysed.</p> <p>School and Kāhui Ako targets around student wellbeing will be added and tracked by the Learning Support Coordinator (LSC).</p> <p>Ongoing targeting of students – based on the analysis of Kāhui Ako and School data as reported to the BOT.</p> <p>Targeted Kāhui Ako and School specific PD to support effective teaching, additional resources (people and/or financial).</p> <p>Reporting will cover the whole curriculum and the requirements for the new 'progress-based' approach for reporting data, will be used.</p> <p>Ensure our school offers learning that equips learners/ākonga with an understanding of the New Zealand Histories curriculum and any new MOE focus on Mathematics.</p>	<p>Continued commitment to Kāhui Ako shared achievement challenges and professional development programme.</p> <p>Ongoing targeting of students - data from target students in literacy and numeracy will be measured and analysed each term.</p> <p>School and Kāhui Ako targets around student wellbeing will be added and tracked continuously by the Learning Support Coordinators.</p> <p>Target PD with additional resources (people and/or financial) to support effective teaching and new curriculum priorities. Ensure all online learning in core curriculum areas is up to date and seamlessly available in case of storm closures.</p> <p>Keep focus on the 6 Dimensions of a Successful School: Student Learning (engagement, progress &amp; achievement), Teaching, Leading &amp; Managing, Governing, School Culture, Engaging Families.</p> <p>Continually focus on the Statement of National Education &amp; Learning Priorities (NELP).</p>



**2. The Principal and Teachers will respond quickly and effectively to the learning needs of children who are not achieving. Formative assessment practices will be an integral part of all classroom programmes to improve the quality of curriculum delivery in order to accelerate student learning outcomes and ensure equity across the school.**

<b>2023</b>	<b>2024</b>	<b>2025</b>
Refer annual action plan	<p>Continued development and implementation of the Te Rito - Learning Support Register for use in our school.</p> <p>Make full use of the Learning Support Coordinators across the Kāhui Ako to assist with learning needs of children who are not achieving.</p> <p>Keep focus on the 6 Dimensions of a Successful School: Student Learning (engagement, progress &amp; achievement), Teaching, Leading &amp; Managing, Governing, School Culture, Engaging Families.</p> <p>Include family and whānau as partners central to the learning and achievement of every learner/ākonga.</p> <p>Ensure that the curriculum gives effect to Te Tiriti o Waitangi.</p> <p>Continued use of OTJ sheets (in conjunction with the Curriculum Progress Tools e.g. Learning Progression Framework (LPF))</p> <p>The refined use of eTap to record all data electronically for ease of access by teachers to ensure learning needs are identified promptly in students who are not achieving.</p> <p>Focus on priority students to ensure wellbeing and early identification &amp; tracking of students needing acceleration to ensure equitable outcomes.</p>	<p>Full implementation of the Te Rito - Learning Support Register across the eight Kāhui Ako schools.</p> <p>Ensure great education opportunities and outcomes are within reach for every learner.</p> <p>Analysis of Kāhui Ako and our school's PaCT data.</p> <p>Review OTJ sheets in line with Kāhui Ako needs and Curriculum Progress Tools e.g. LPF when implemented across the Kāhui Ako.</p> <p>Continued use of eTap by teachers to ensure learning needs are identified in students who are not achieving and students themselves are able to track their own progress over time.</p> <p>Review of student self assessment practices.</p> <p>Review of formative assessment practices.</p> <p>Review of acceleration practices.</p>



### 3. The principal and teachers will continue to work with parents to further enhance their understanding of their child's literacy and numeracy needs.

2023	2024	2025
Refer annual action plan	<p>Implementation of the Whole School Inquiry Learning programme review.</p> <p>Implement more parent information sessions around the use of the Curriculum Progress Tools e.g. LPF &amp; PaCT for better understanding of core curriculum areas.</p> <p>Continued implementation of Professional Development with the " Writers Toolbox" to upskill staff and develop shared language and scope and sequence within the writing curriculum.</p> <p>Continued implementation of Structured Literacy to meet the needs of learners and development of encoding and decoding skills. School wide scope and sequence and shared language and teaching methods developed</p> <p>Have high expectations for every learner/ākonga to achieve their highest possible standard in educational achievement and include family and whānau as partners central to the learning and achievement of every learner/ākonga.</p> <p>Implement review outcomes of the Whole School Inquiry Learning programme review of 2023.</p> <p>Implement the Whole School Digital Technologies review (from Year 1 – 6).</p> <p>Review and refine PPPs in combination of use with 1-to-1 mobile devices (Chrome Books/iPads) and implementation of the Hapara Teacher Dashboard Parent Portal or Seesaw to inform parents of student learning.</p> <p>Continue targeted PD to support effective teaching.</p> <p>Implement changes to the PR1ME Maths programme.</p>	<p>Review the effectiveness of the Hapara Teacher Dashboard Parent Portal or Seesaw to inform parents of student progress and learning via Mobile devices (Chrome Books/iPads).</p> <p>Implement the outcomes and recommendations of the Whole School Mathematics and Statistic review from 2024.</p> <p>Review the impact the Whole School Digital Technologies review is having on student achievement.</p> <p>Include family and whānau as partners central to the learning and achievement of every learner/ākonga.</p> <p>Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all students. Ensure all online learning in core curriculum areas is up to date and seamlessly available in case of storm closures.</p>



#### 4. The school will report to parents about their child's progress and achievement against school, national or age appropriate norms.

2023	2024	2025
Refer Annual action Plan	<p>Continued focus on new education and learning priorities. Ensure the school is inclusive of, and caters for, students with differing needs.</p> <p>Have high expectations for every learner/ākonga.</p> <p>Make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and ensure equitable learning needs.</p> <p>E-Tap database used to synchronise OTJ data for student reports in conjunction with the new PaCT analysis and graphing tool as implemented across the Kāhui Ako, to further enhance reporting to parents.</p> <p>Reporting will cover the whole curriculum and the requirements for the new 'progress-based' approach for reporting data, will be used.</p> <p>Continued Kāhui Ako (CoL) collaboration on sharing data analysis across the schools using the Curriculum Progress Tools.</p> <p>Reporting to Parents using the NELPs new strategic planning and reporting framework This framework will have a clear link to the National Education and Learning Priorities (NELP) and schools will have to embed their engagement with the priorities in their strategic plans going forward.</p>	<p>Kāhui Ako (CoL) collaboration on data analysis across the schools.</p> <p>Continued focus on the education and learning priorities and make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs.</p> <p>Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations.</p> <p>Create a wide range of education options and delivery models to enable lifelong learning.</p> <p>Ensure great education opportunities and outcomes are within reach for every learner.</p> <p>Full implementation of the Curriculum Progress Tools &amp; the PaCT analysis and graphing tool to further enhance reporting to parents across the Kāhui Ako (CoL).</p> <p>Have high expectations for every learner/ākonga across the Kāhui Ako.</p>



## 5. The school will work to accelerate and raise levels of achievement of Māori and Pasifika students in literacy and numeracy.

2023	2024	2025
Refer annual action plan	<p>Ensure that the curriculum continually promotes and gives effect to Te Tiriti o Waitangi.</p> <p>Barrier free access – ensure great education opportunities and outcomes are within reach for every learner.</p> <p>Have high expectations for every learner/ākonga and eliminate practices that limit access across the curriculum.</p> <p>Support successful transitions into, within, and from places of learning. Ensure financial and other barriers for learners/ākonga and their whānau do not prevent fully inclusive equitable access to teaching, learning and participation in the life of our school.</p> <p>Kāhui Ako (CoL) collaboration to identify children at risk in order to:</p> <ul style="list-style-type: none"> <li>▪ Ensure student wellbeing by targeting students specific learning needs</li> <li>▪ Ensure equity by providing acceleration programmes to address the specific learning needs of priority students</li> <li>▪ Raise levels of excellence and achievement</li> <li>▪ Retain high expectations of students to succeed in education as Māori</li> <li>▪ Support successful transitions into, within, and from places of learning.</li> </ul> <p>Maori/Pasifika annual Consultation Hui will be used to consult/inform the Māori community as originally promoted through the Mahurangi LCN and now Kāhui Ako, to integrate elements of students' identity, language and culture into the curriculum teaching and learning.</p> <p>Implement changes to the PR1ME Maths programme.</p> <p>Use the " Writers Toolbox" and Structured Literacy to upskill staff in the teaching of the writing curriculum and to meet the needs of learners in development of encoding and decoding skills.</p> <p>Ongoing PD with Hone Heke Rankin through 'Cultural Flow' to enhance knowledge and skill in Te Ao Māori and Te Reo to enable Māori to learn/achieve as Māori.</p>	<p>Full use of PACT analysis of data and graphing within the Kāhui Ako (CoL). Develop relationships with our local iwi and hapū and communities to align aspirations and strategic direction setting.</p> <p>Kāhui Ako agreement to identify children at risk in order to:</p> <ul style="list-style-type: none"> <li>▪ Ensure student wellbeing by targeting students specific learning needs</li> <li>▪ Barrier free access – ensure great education opportunities and outcomes are within reach for every learner.</li> <li>▪ Ensure equity by providing acceleration programmes to address the specific learning needs of priority students</li> <li>▪ Raise levels of excellence and achievement</li> <li>▪ Retain high expectations of students to succeed in education as Māori</li> <li>▪ Support successful transitions into, within, and from places of learning.</li> </ul> <p>Annual Māori/Pasifika Consultation Hui will continue to be used to consult/inform the Māori community on specific learning needs.</p> <p>Ensure that the curriculum continually promotes and gives effect to Te Tiriti o Waitangi.</p> <p>Continue to develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students. Ensure we offer learning to equip learners/ākonga with an understanding of New Zealand's cultural identities and histories.</p>



## 6. The principal and teachers will give effect to Te Tiriti o Waitangi through the New Zealand Curriculum, the Matakana School Local Curriculum Delivery Plan and the Matakana School Inquiry Learning Model.

2023	2024	2025
Refer annual action plan	<p>Implement the Curriculum Refresh changes from 2023. Focus on local and global curriculum content (e.g. sustainability, global warming, pollution, pandemics) in Inquiry learning to lead/guide student learning using the Matakana School Inquiry Learning Model.</p> <p>Continuous improvement of School Curriculum – focus on curriculum being Real, Rich, Relevant and Respectful. Use local expertise, learning opportunities and resources whenever available.</p> <p>Kāhui Ako across-school and in-school teaching expertise used to enhance the quality of school leadership and teaching and raise the professional status of teaching. Develop relationships with our local iwi and hapū and communities to align aspirations and strategic direction setting.</p> <p>Ensure that the curriculum continually promotes and gives effect to Te Tiriti o Waitangi.</p> <p>Ensure we offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and histories.</p> <p>Ongoing PD with Hone Heke Rankin through 'Cultural Flow' to enhance knowledge and skill in Te Ao Māori and Te Reo to enable Māori to learn as Māori.</p> <p>Teaching sustainability and promoting healthy food and nutrition through our 'Garden to Table' programme and our connections with local beekeepers enabling our own school hive to thrive</p> <p>Future focused learning through the 'First Lego League' challenge students gaining real-world problem solving experience through a guided, global robotics program, helping today's students and teachers build a better future together.</p>	<p>Kāhui Ako within-school and across-school teaching expertise used to enhance the quality of school leadership and teaching, and raise the professional status of teaching.</p> <p>Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of our school.</p> <p>Firmly focus on local and global curriculum content. Review the Integrated Themes accordingly and make changes to the local curriculum delivery plan ensuring continuous improvement. Continue electronic national/international classroom sharing/teaching via Zoom etc. to enrich the School Curriculum and continue targeted PD to support effective teaching and additional resources.</p> <p>Recognise and value of our unique national identity. Ongoing PD with Hone Heke Rankin through 'Cultural Flow' to enhance knowledge and skill in Te Ao Māori and Te Reo to enable Māori to learn as Māori.</p> <p>Ensure that the curriculum continually promotes and gives effect to Te Tiriti o Waitangi.</p> <p>Ensure we offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and histories.</p> <p>Ensure great education opportunities and outcomes are within reach for every learner.</p>



**7. The school will embrace the opportunities that blended e-learning presents to transcend the boundaries of the classroom using digital technologies, robotics and thinking skills.**

2023	2024	2025
Refer annual action plan	<p>Create a wide range of education options and delivery models to enable lifelong learning.</p> <p>Ensure all online learning in core curriculum areas is up to date and seamlessly available in case of pandemic lockdowns.</p> <p>Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations.</p> <p>Regular live internet based learning and teaching opportunities using 1-to-1 mobile devices (Chrome Books) using Hapara Teacher Dashboard to secure access to safe platforms.</p> <p>Focus on LEGO/Robotics as key learning tool for delivery of the new Digital Technologies Curriculum.</p> <p>STEAM Focus - Rethink what we teach and learn for the changing nature of work in the future.</p> <p>Future focused learning through the 'First Lego League' challenge students gaining real-world problem solving experience through a guided, global robotics program, helping today's students and teachers build a better future together.</p> <p>Professional development to upskill teachers in new robotic programming systems (Spike prime)</p> <p>Possible Sister School involvement (Te Matauranga School) through LEGO Education and Robotics (focus on environmental challenges).</p>	<p>Move the focus of teaching and learning more strongly towards future workplaces.</p> <p>Rethink what we teach and learn for the changing nature of work in the future.</p> <p>Review learning and teaching opportunities using 1-to-1 mobile devices (Chrome Books) using the Hapara Teacher Dashboard and the Parent Portal.</p> <p>Future focused learning through the 'First Lego League' challenge students gaining real-world problem solving experience through a guided, global robotics program, helping today's students and teachers build a better future together.</p> <p>Regular LEGO/Robotics Classes implemented as part of the Digital Technologies Curriculum. Continue targeted PD to support effective teaching additional resources (people and/or financial). Create a wide range of education options and delivery models to enable lifelong learning.</p>



## 2023 ANNUAL ACTION PLAN DEVELOPED FROM OUR STRATEGIC PLAN

1. The wellbeing of every child attending Matakana School will be paramount and every child will have equitable opportunities to make progress towards achieving the School Standards in literacy and numeracy.		
Specific Strategies for 2023 incl. budget	Who?	Expected Result
Encourage teachers to attend all Kāhui Ako PD, Teacher Only Hui Days and to share inquiry learnings.	ASL WSL Principal	All teachers join in all Kāhui Ako professional development opportunities and share their learning gems of effective teaching practice.
To continue to gather and analyse achievement data in literacy and numeracy as per School and Kāhui Ako requirements. Identify trends and patterns from 2013 – 2022 National & School Standards data. Kāhui Ako - collaboration with achievement data sharing and analysis.	Teachers SMT LSC/SENCO/AP/DP Kāhui Ako WSL/ASL Principal	Following analysis of data: <ul style="list-style-type: none"> <li>▪ Planning and teaching programmes will be tailored to meet the specific learning needs of students</li> <li>▪ 'Need' trends and patterns across the school will be identified</li> <li>▪ Kāhui Ako (KA) - 'Need' trends and patterns across the KA will be identified</li> <li>▪ Specific PD for staff in order to continue to accelerate and lift achievement according to the trends identified in the analysis of data.</li> </ul>
Make full use of the Learning Support Coordinator (LSC) in our school to assist with learning needs of children who are not achieving. To gather and analyse achievement data in literacy and numeracy for at risk students across the school and Kāhui Ako.	Teachers SMT LSC/SENCO/AP/DP Kāhui Ako WSL/ASL Principal	At risk students identified: <ul style="list-style-type: none"> <li>▪ Programmes put in place across the school (and KA) in order to accelerate raising levels of achievement.</li> <li>▪ Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.</li> <li>▪ Specific programmes for at risk children, will be monitored on a regular basis</li> <li>▪ Students monitored on a regular basis, by teachers and Senior Management.</li> </ul>
To report to the BOT on student achievement across the school and Kāhui Ako.	Kāhui Ako LSC/ASL SENCO/DP Principal	Progress and Achievement Data (School and KA) will be presented to the BOT. Results will be differentiated; <ul style="list-style-type: none"> <li>▪ All children - Year Level / Gender / Māori / Pasifika / Special Needs.</li> </ul>
Implement the new 'Pause, Breathe, Smile' Mindfulness/Wellbeing Programme. Provide a healthy food and nutrition programme Student Counselling available	LSC/Principal/Staff   LSC/SENCO/DP	Building capacity of teachers to deliver mental health education through mindfulness and gratitude. (Mental Health Foundation) Achieved through our "Garden to Table" programme and as a part of our 'Ready Steady Go' programme Ensure this is available on site through referrals by the LSC

<p>Health &amp; PE opportunities available for students.</p> <p>Progress Data from target students in literacy and numeracy will be measured twice yearly.</p> <p>Progress and Achievement Data will be reported to the BOT.</p>	<p>SMT SENCO/DP Principal</p>	<p>Use is made of the skills the Sport Specialist has to embed a love for sport .</p> <p>Data will be gathered from targeted students and measured twice yearly to monitor progress and achievement. This will be reported to the BOT as part of the mid-year and end-of-year assessment reports. Kāhui Ako data will be reported to the BOT when made available.</p>
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**2. The Principal and Teachers will respond quickly and effectively to the learning needs of children who are not achieving. Formative assessment practices will be an integral part of all classroom programmes to improve the quality of curriculum delivery in order to accelerate student learning outcomes and ensure equity across the school.**

<b>Specific Strategies for 2023 incl. budget</b>	<b>Who?</b>	<b>Expected Result</b>
<p>All teachers will have a personal focus goal/s in the Professional Growth Cycle as part of targeting the priority student needs as mentioned in the 2023 School Progress and Achievement Targets and Kāhui Ako achievement challenges.</p> <p>Teachers to actively participate in Kāhui Ako sharing and PD.</p> <p>Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori and Pasifika students.</p>	SMT/Principal ASL/WSL	<p>Teachers will reflect regularly on their professional growth cycle goal/s.</p> <p>Teachers will meet with their Kāhui Ako peers to share inquiry learning gems.</p> <p>Teachers will use formative assessment goals to accelerate raising student achievement for priority students to ensure wellbeing, equity and excellence in learning.</p> <p>Teachers will have high expectations for all Māori and Pasifika students.</p> <p>Teachers continue to focus on new education priorities and make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs.</p> <p>Teachers develop clear and supported pathways to enable learners/ākonga to achieve their aspirations.</p> <p>Teachers create a wide range of education options and delivery models to enable lifelong learning.</p> <p>Teachers ensure great education opportunities and outcomes are within reach for every learner.</p> <p>Teachers include family and whānau as partners central to the learning and achievement of every learner/ākonga.</p>
<p>OTJ sheets used for accurate overall teacher judgements (OTJs).</p> <p>Evaluation Associates contracted to deliver LPF &amp; PaCT PD for the KA.</p> <p>Results entered on SMS (E-Tap) for student reports.</p>	Teachers/SMT	<p>The summative OTJ sheets (assessment grids) for accurate overall teacher judgements (OTJs) will be used for accurate progress and assessment reporting to parents.</p> <p>The assessment schedule for 2024 will be updated in Term 4, 2023.</p> <p>LPF &amp; PaCT PD in Reading attended by all Teachers</p>
<p>Formative assessment will be evident in classroom practice.</p>	Teachers/SMT	<p>Students will articulate their own success criteria in “child speak” in response to the question “What are you learning?” (Student Voice).</p>

Formative assessment will inform planning and teaching programmes to ensure learning needs are being met. Goal Cards used by teachers to ensure coverage of all aspects in Reading and Writing PR1ME Maths coverage	Teachers	Learning intentions will be evident in all planning. Learning intentions will be shared with students in written and oral form. Evidence of feedback/ feed forward in children's books. Teachers use Goal Cards ensure coverage of all aspects in Reading and Writing. Teachers will use the PR1ME Maths programme to ensure coverage of all aspects of Maths. Use of COSMDBRIC & NUMICON for Maths recovery.
In addition to Structured Literacy and Writers Toolbox, Reading Recovery and CORE5 will continue to be implemented. The addition of 'Rev it Up'. Early Words, and Targeted Writing & Maths programmes when required.	Teachers, LSC,SENCO, Principal, DP	Structured Literacy PD. Writers Toolbox PD. Reading Recovery, Literacy Support and CORE5 programme covers maximum numbers of students. Tracking of all priority students including all Māori and Pasifika students and those achieving below the School Standard (records kept). Te Rito - Learning Support Register in use by LSC. PD to support School Targets. Student DATA may be shared anonymously with Mahurangi Kāhui Ako schools.



### 3. The principal and teachers will continue to work with parents to further enhance their understanding of their child's literacy and numeracy needs

Specific Strategies for 2023 incl. budget	Who?	Expected Result
School Organisation in 2023 – 3 Teams.	Principal SMT	The School will operate in three Teams – Junior Team (Years 1-2) Middle Team (Years 3-4) and Senior Team (Years 4-6) allowing for better communication and collaboration amongst Senior Management, Teaching Staff and Parents.
Continue to strengthen home/school partnerships in literacy and numeracy – Matakana Magic Home-Learning Challenge.	Lead Teacher Teachers LSC	The Matakana Magic Home-Learning Challenge will be implemented in Term 1. Parents and Students will be encouraged to take on the extra challenge. A special School Assembly will be held at the end of the year to celebrate the success of students who have completed all aspects of the challenge and medals awarded.
Support all stakeholders to have high expectations for all Māori students and develop and use a range of networks to share and grow knowledge and evidence of what works to support student wellbeing, equitable opportunities and excellence.	SMT/LSC/Teachers	All teachers have high expectations of their Māori students. Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students. All Māori students are engaged in quality teaching and learning experiences. Māori students have high expectations of their own learning abilities. Make use of Cultural Flow programme/support.
Entry Interviews and Transition to School each Term.	Junior School Teachers/DP	All students are assessed by Junior School Teachers for oral language and basic literacy and numeracy skills within 1 month of starting school. A meeting is held with parents to discuss the results and set the first learning goals. Parents are also advised on how they are able to assist their child to achieve and maximise learning success.
Written Progress Reports to parents Term 2 (Mid-Year) and Term 4 (End-of-year Report).	Teachers Principal	Written Reports – will be generated from the Student Management System (e-Tap) for each student. Reports contain specific information regarding literacy and numeracy levels. Reports clearly indicate to parents how their child is progressing in relation to School Standards and expectations across the curriculum levels as well as Key Competencies.
Parent Interviews & Goal Reviews will be held in Term 1, Week 5. Parent Interviews and Mid-Year Reports in Term 2 Week 9. Pupil Progress Presentations in Term 3, Week 9. End-of Year Reports will be issued in Term 4, Week 9.	Teachers Principal	At Parent Interviews & Goal Reviews the focus will be on the goals for future learning. Mid-year reports will be issued to parents at the Parent Interviews in Term 2 that focus on student progress and achievement data and Key Competencies. At the Pupil Progress Presentations, students will share with their parents their learning journey so far and their next learning steps/goals. Students will also guide their parents through their class showing their work on display and talking about their learning journey.



**4. The school will report to parents about their child's progress and achievement against school, national or age appropriate norms.**

<b>Specific Strategies for 2023 incl. budget</b>	<b>Who?</b>	<b>Expected Result</b>
Written reports will be used in 2023 which are generated using our Student Management System (eTap).	Principal SM Teachers Parents/ BOT	Include family and whānau as partners central to the learning and achievement of every learner/ākonga. eTap format written reports used in Term 2 & 4. Reporting timetable for 2024 updated in Term 4, 2023. Reports will be written in such a way that parents are able to clearly understand where their child's learning is at. Reports will indicate specific learning levels in relation to School Standards. Reports will indicate student attendance/absence and Key Competencies
Reports to parents will reflect current achievement levels, against expected levels.	Principal Teachers SM	Assessment practice will be rigorous to ensure as far as possible that results are an accurate reflection of a child's progress. Cross-school collaboration in terms of moderation will have been pursued (Writing & Reading LPF). Data on reports will be up to date. Format of written reports will make evident to parents their child's learning levels in relation to our School Standards, Curriculum Levels and Key Competencies
Parent Interviews & Goal Reviews will be held in Term 1, Week 5. Parent Interviews in Term 2 Week 9. Pupil Progress Presentations in Term 3, Week 9.	Principal Teachers SM	Dates will be set for Parent Interviews and Goal Reviews, Parent Interviews and Mid-Year Reports as well as PPPs in the relevant term. Parents will be encouraged to attend – 100% attendance expected.
Written reports will be given to parents in Terms 2 and 4.	Principal Teachers SM	Written reports will be completed by class teachers. Senior Management and the Principal will oversee the writing of reports.



## 5. The school will work to accelerate and raise levels of achievement of Māori and Pasifika students in literacy and numeracy.

Specific Strategies for 2023 incl. budget	Who?	Expected Result
The Māori Consultation Hui will be held in Week 9, Term 3 (Māori Language Week)	Principal/SMT/LSC/Māori Curriculum Team	Support for all stakeholders to have high expectations for all Māori students. Develop and use a range of networks to share and grow knowledge and evidence of what works to support student wellbeing, equity and high achievement expectations for our Māori students. Support successful transitions into, within, and from places of learning. Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of our school. Mahurangi Kāhui Ako collaboration and use of LPF – Writing & Reading
To gather and analyse achievement data in literacy and numeracy.	Principal Senior Management LSC	Progress and achievement data for these students will be analysed and all at risk students identified. Source new teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.
Support all stakeholders to have high expectations for all students in terms of equity and achievement. To gather and analyse achievement data in literacy and numeracy.	Principal LSC/SENCO/Senior Management/Teachers	Programmes put in place for identified at risk students in order to accelerate raising levels of achievement. Tracking of all priority students including all Māori and Pasifika students and those achieving below the School Standard. New Kāhui Ako Learning Support Register in use by LSC.
To report to the BOT on achievement of Māori and Pasifika students.	DP/Principal	BOT will be informed re Māori / Pasifika student achievement. Māori and Pasifika Consultation Hui will be used to inform the Māori and Pasifika community as originally promoted through the Kāhui Ako.
To implement the Ka Hikitia and Pasifika Education Plans.	Principal/DP/Senco/Teachers	Use strategies and ideas as suggested in these documents as well as those agreed/determined by the Mahurangi KA member schools to accelerate raising the achievement of our Māori and Pasifika students. Matakana School tracking document in use.
Commitment to leading and participating in all activities of the the Mahurangi Kāhui Ako. Participate and lead in the Mahurangi Kāhui Ako - Te Kahu Haumaru PD with Cultural Flow	Principal/SENCO/LSC	Continue to use joint strategies as determined by the Mahurangi KA member schools to raise the achievement of our Māori and Pasifika students (Member Schools are: Matakana, Snells Beach, Warkworth, Mahurangi College, Pakiri, Leigh, Kaipara, Horizon). LSC, SENCO and Principal involved in the Mahurangi Kāhui Ako Te Kahu Haumaru meetings. Implement the suggestions/strategies as agreed with Cultural Flow.



**6. The principal and teachers will give effect to Te Tiriti o Waitangi through the New Zealand Curriculum, the Matakana School Local Curriculum Delivery Plan and the Matakana School Inquiry Learning Model.**

<b>Specific Strategies for 2023 incl. budget</b>	<b>Who?</b>	<b>Expected Result</b>
<p>Implement reviewed Local Curriculum Delivery Plan for 2023</p> <ul style="list-style-type: none"> <li>Curriculum overview/Delivery plan incorporating thinking skills</li> <li>Concept/Context planning</li> <li>Ti Kanga Māori Focus</li> <li>Reviewed Matakana School Inquiry Learning Model</li> <li>Implement 'Spark Weeks'</li> <li>Matakana Magic golden thread evident</li> </ul>	<p>Principal SM Teachers</p>	<p>Effective implementation of the Curriculum Review/s for 2023: Inquiry Learning Review will be completed in Term 3. Finalise the School Pepeha in consultation with Cultural Flow and Ngāti Manuhiri Investigate more sources/resources for the implementation of NZ Histories Curriculum content in 2023. Staff meeting - Term 4 to reflect/review on Local and Inquiry learning topics of 2023 – focus on Concept/Context and the Matakana Magic thread that keeps it all together – PMI. Review of the Matakana School Local Curriculum Delivery Plan for 2024 in Term 4, 2023.</p>
<p>School Targets for 2023</p> <p><b>School Wide Target</b> To raise achievement of students in Writing in Years 1-6. There will be an emphasis on lifting the achievement of all students (with particular focus on Boys) working 'Below' the School Standard to 'At' the School Standard and those students working 'At' the School Standard to 'Above' the School Standard.</p> <p><b>Group Target</b> To raise achievement of Māori and Pasifika students in Writing in Years 1-6. There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School</p>	<p>Principal SM LSC/ASL/WSL Teachers</p>	<p>More students (Boys) reach the school standard in Writing and achieve above the school standard. Strive to achieve equity and excellence.</p> <p>Student wellbeing improves, equity is assured and excellence in teaching and learning is enhanced.</p> <p>More priority learners reach the school standard in Writing and achieve above the school standard. Support for priority learners shows them making accelerated progress across the core curriculum areas of writing, mathematics and reading.</p>



Standard and 'At' the School Standard to 'Above' the School Standard. These targets align with the current Mahurangi Kāhui Ako 'Achievement Challenges'. Teacher Professional Growth Cycle goal/s will support the attainment of the targets.		Have high expectations for every learner/ākonga and include family and whānau as partners central to the learning and achievement of every learner/ākonga.  Our school results contribute positively towards attaining the achievement challenges of the Mahurangi Kāhui Ako.  Using the Professional Growth Cycle based on Teaching Council advice and templates including personal goal/s and continuous reflection/improvement on teaching and learning practice.
'Matakana Inquiry Model' pedagogy used - teachers inquire into the teaching-learning relationship "moment by moment (as teaching takes place), day by day, and over the longer term" (NZC, page 35).  Teachers use the Matakana School Inquiry Learning Model.	Principal SM ASL, WSLs Teachers	During Term 1 – 4 as the reviewed Local Curriculum Delivery Plan for 2023 unfolds teachers will focus on: <ul style="list-style-type: none"> <li>• Creating a supportive learning environment and supported pathways</li> <li>• Encouraging reflective thought and action</li> <li>• Enhancing the relevance of new learning</li> <li>• Facilitating shared learning</li> <li>• Making connections to prior learning and experience</li> <li>• Ensure great education opportunities and outcomes are within reach for every learner</li> <li>• Create a wide range of education options and delivery models to enable lifelong learning.</li> </ul>
Collaboration and Collaborative Teaching initiatives in 2023	Principal SM Teachers	<b>Staff PD Conference Days 2023</b> – This has been arranged for Thursday 26, Friday 27 January and Tuesday 31 January. The focus will be on Wellbeing and Mindfulness. Tikanga Māori (customary practices/behaviours) and NZ Histories. Collaborative agreements set up between teachers/teams – January 2023.
Teacher Only Days	Principal	Professional Development: Professional Growth Cycles – Friday 27 January TOD – Curriculum Refresh Monday 24 April – Kāhui Ako Schools TOD – a second day is still to be determined by MOE for 2023
Teaching Staff & Principal – Professional Growth Cycle 2023 and Goal/s	Principal SM	Using Professional Growth Cycle based on Teaching Council advice and templates including personal goal/s and continuous reflection/improvement on teaching and learning practice. Principal working with Kāhui Ako PLG

**7. The school will embrace the opportunities that blended e-learning presents to transcend the boundaries of the classroom using digital technologies, robotics and thinking skills.**

<b>Specific Strategies for 2023 incl. budget</b>	<b>Who?</b>	<b>Expected Result</b>
<p>For ICTs to be incorporated into classroom programmes:</p> <ul style="list-style-type: none"> <li>▪ iPads/Chromebooks/Chrome Sticks</li> <li>▪ Swivels</li> <li>▪ Digital Cameras – Video &amp; Still</li> <li>▪ Visualisers</li> <li>▪ Soundfield Systems</li> </ul>	<p>Teachers ICT Team Principal</p>	<p>Blended e-learning will be encouraged in all learning practices. Teachers will be encouraged to use the media room facilities. Teachers will share learning with colleagues. Students actively using Chromebooks, iPads. Teachers using the Soundfield Systems to enhance student auditory processing and learning.</p>
<p>To continue to develop the use of thinking skills in the classroom as per the Curriculum Delivery Plan</p> <ul style="list-style-type: none"> <li>• Blooms Revised Taxonomy Model</li> <li>• Gardener's Multiple Intelligences</li> <li>• SOLO Taxonomy</li> </ul>	<p>Teachers Principal</p>	<p>Professional Development opportunities will be available for staff. Teacher's pedagogical knowledge will increase and impact on children's learning (personal PD). Integration of thinking skills will be evident in classroom practice. Children will be able to articulate their knowledge of thinking skills. Teachers will reflect on their practise and collaborate/share with colleagues their ideas and thoughts.</p>
<p>Continue with the implementation of the Future Focused Learning Initiative (2015) STEAM focus - LEGO Education Challenge.</p>	<p>Principal, ICT Team, Teachers</p>	<p>Blended e-learning and One-to-One devices (Chromebooks) fully integrated into the teaching and learning programme in Years 4-6. Lego Robotics kits in full use – Years 1-6. STEAM integrated focus - STEAM is a unique approach to the New Zealand inquiry-based Curriculum by integrating science, technology, engineering, art and mathematics into our local curriculum. STEAM gives the opportunity for our students to be creative, critical thinkers and flexible problem solvers, to explore different ideas, to recognise setbacks in learning as opportunities for discovery and to effectively communicate and work with others.</p>
<p>Use of ICT's and programmes will be evident in planning, programmes and teaching as observed by Team Leaders</p>	<p>Lead Teachers Team Leaders Teachers Principal</p>	<p>Professional Development opportunities will be available for staff to effectively use Hapara Teacher Dashboard and Google Apps For Education (GAPE) to ensure the effective use of Chromebooks in Years 4-6.</p>



School Radio Station contributions to Student learning and wellbeing (MagicMix 97.6fm)	Teachers Principal	Staff PD and Student Radio Crew learning opportunities includes visits to commercial radio stations. Student broadcasts on a daily basis.
Ensure the continued effective implementation of the Digital Technologies Curriculum	Lead Teachers Principal	All Lego and related Robotics hardware/software will be effectively used to assist in the delivery of the Digital Technologies Curriculum from Year 1 – 6.
Ensure new PD for LEGO SPIKE Robots (Year 5/6 teachers	DP	Teachers will be able to confidently use the new LEGO SPIKE Robots.

# Progress and Achievement Targets for 2023

## **In Writing, Mathematics and Reading (using Overall Teacher Judgement)**

### **School Wide Target**

To raise achievement of students in Writing in Years 1-6.

There will be an emphasis on lifting the achievement of all students (with particular focus on Boys) working 'Below' the School Standard to 'At' the School Standard and those students working 'At' the School Standard to 'Above' the School Standard.

### **Group Target**

To raise achievement of Māori and Pasifika students in Writing in Years 1-6.

There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School Standard and 'At' the School Standard to 'Above' the School Standard.

These targets align with the current Kāhui Ako 'Achievement Challenges'. More specific detail may be determined as part of the Kāhui Ako co-construction and development process.



## 2023 'BUSINESS AS USUAL ANNUAL PLAN' FOR MATAKANA SCHOOL

	FOCUS AREA	PLANNED STRATEGIES FOR THE YEAR
<b>CURRICULUM</b>		
<b>1</b> Curriculum ...with the principal and staff	Literacy	Refer annual action plan and School Māori and Pasifika Group Target and School Wide Writing Target. Kāhui Ako PD expected to be available during the course of the year to dove-tail with Kāhui Ako shared writing targets. PD in Structured Literacy and Writers Toolbox.
	Numeracy	Refer annual action plan. PR1ME Maths programme - Years 1-6, with focused PD on <i>refreshed</i> PR1ME programme.
	Other curriculum area initiatives	Curriculum Review for 2023 is: Inquiry Learning; Review will be completed in Term 3. Investigate more content sources for the implementation of NZ History Curriculum content in 2023. Te Reo programme: – Years 0-4 Wai Ako, online programme (covers objectives for Level 1 & 2 of the curriculum). Year 5-6, School developed programme, covering all aspects of Te Ao Māori (Level 1&2) for students. Finalise School Pepeha with Cultural Flow and Ngāti Manuhiri Cultural Flow Initiatives (Board & Staff – Ngāti Manuhiri)
	Inquiry learning	Refer Section 11, Page 123 - 152 in the Matakana School Local Curriculum Delivery Plan
	NZC Implementation & Curriculum Refresh	Refer to the Matakana School Local Curriculum Delivery Plan
	<b>Local Curriculum Initiatives 2023</b>	Pause Breathe Smile Bees in School - Hive Project Garden to Table/Sustainable School Garden 2023 Coastal Heritage Art competition Whitebait Connection Police, Fire Service and Courthouse visits Local Food Production facility visits ANZAC Celebrations Sustainable Schools - Rodney, Wastebusters NZ Music Week Writers Festival

		<p>Matariki Festival</p> <p>Calendar Art</p> <p>Tui Magazine – Art &amp; Writing</p> <p>MOTAT - STEAM</p>
Digital Technologies Curriculum.		<p>Refer annual action plan for implementation and to Section 11, Page 146 - 152 in the Matakana School Local Curriculum Delivery Plan</p> <p>First LEGO League Challenge</p>
EOTC		Camps held for Year 4, 5 & 6 Students.
Assessment		<ul style="list-style-type: none"> <li>• OTJ Sheets &amp; all Reports generated using the SMS (E-Tap)</li> <li>• Phonemic Awareness Assessments</li> <li>• PR1ME Maths Reviews</li> <li>• NZCER PATs online</li> <li>• e-asTTle</li> <li>• LPF &amp; PaCT</li> </ul>
School Achievement		Minimum for our School: 85% 'At' or 'Above' School Standard for Reading, Writing and Mathematics
Students at risk		<p>Refer strategic and annual action plan as well as the school's Priority Learner tracking document.</p> <p>Tracking of all priority students including all Māori and Pasifika students and those achieving below the School Standard.</p> <p>Te Rito - Learning Support Register (LSC).</p>
GATE, CWSN and ESOL programmes		As per LSC, SENCO and DP/AP. Our approach is inclusive and we provide a range of extension programmes as listed in our curriculum delivery plan and on our website e.g. GRIP Leadership.
Regular, quality physical activity		Through our Sport Specialist (Sharon Hallet) - continue promoting physical activity including organised sport. Our own MMMM programme will allow students to have access to a variety of sports equipment/games at play and breaks.
Consultation with Māori Community		Refer strategic and annual action plan – Māori /Pasifika Consultation Hui 2022/23, will be used to consult/inform our Māori community as promoted through the Kāhui Ako 2022/23 strategy.
Mindfulness and Student Wellbeing for Success		<p>Mindfulness/Gratitude - Pause Breathe Smile programme – Mental Health Foundation of NZ.</p> <p>Student Wellbeing for Success. Focus on improving those areas identified in the 2022 community Health &amp; PE survey in relation to the draft indicators. Continued focus on ERO report February 2015 'Wellbeing for Children's Success at Primary School'.</p>
Teachers will have access to online learning resources		Literacy, Spelling & Maths Shed. PR1ME online, CORE5, Sunshine online, Epic, SplashLearn, Class Dojo, Writers Toolbox, Banqer – financial literacy – Kiwi Bank, Twinkl. Teachers will also actively follow various social media teacher sites, for teaching tips and suggested programmes/apps to assist in teaching and learning programmes.



## DOCUMENTATION AND REVIEW

<b>2</b> <b>Strategic Planning/Self Review</b> ...through the principal and staff	School review/Self review	<p>Continuous school review and self review. Improvement as per the 2023 BOT School Review and Work Plan as well as the Curriculum Review and Consultation Schedule in the 2023 School Local Curriculum Delivery Plan.</p> <p>Continue initiating and implementing the recommendations from the 2017 School ERO review and note the findings in the ERO CoL report of late 2016.</p>
	Policy and Procedure review	<p>As per SchoolDocs Policy Review Cycle for 2023 (BOT Policy Sub-committee)</p> <p>As per 2023 BOT School Review and Work Plan</p>
	Strategic Plan review	<p>Ongoing through 2023 as per 2023 BOT School Review and Work Plan</p> <p><b>Focus:</b> 1 January 2023 – National Administrative Guidelines (NAGs) replaced by a new strategic planning and reporting framework. This framework will have a clear link to the National Education and Learning Priorities (NELP) and schools will have to report on their engagement with the priorities in their strategic plans going forward.</p>
	Develop Annual Plan	<p>Charter/ Strategic and Annual Plans for 2023 - 2025 to be presented to the Board in February 2023 for ratification and then submitted to the Secretary for Education by 28 February 2023.</p>

Develop student progress and achievement targets based on 2022 student progress & achievement data analysis	<p>Two specific school targets in 2023:</p> <p style="text-align: center;">In Writing (using Overall Teacher Judgement)</p> <p><b>School Wide Target</b> To raise achievement of students in Writing in Years 1-6. There will be an emphasis on lifting the achievement of all students (with particular focus on Boys) working 'Below' the School Standard to 'At' the School Standard and those students working 'At' the School Standard to 'Above' the School Standard.</p> <p><b>Group Target</b> To raise achievement of Māori and Pasifika students in Writing in Years 1-6. There will be an emphasis on lifting achievement of those Māori and Pasifika students working 'Below' the School Standard to 'At' the School Standard and 'At' the School Standard to 'Above' the School Standard.</p> <p>These targets align with the current Mahurangi Kāhui Ako 'Achievement Challenges'. More specific detail may be determined as part of the Kāhui Ako co-construction and development process.</p>
Curriculum learning area reviews	As per the Curriculum Review and Consultation Schedule. The Curriculum Review for 2023 is: Inquiry Learning; Review will be completed in Term 3.
Reports to BOT (general)	Principal reports to BOT at each meeting referenced to the annual plans and targets as per the Matakana School 2023 BOT School Review and Work Plan. Curriculum reports as per the 2023 BOT School Review and Work Plan.
Reports to BOT – student achievement	Student Achievement Reporting to the Board as per the Matakana School 2023 BOT School Review and Work Plan
Reports to BOT re Māori and Pasifika student achievement	Report to the Board re Māori and Pasifika student achievement in reading, writing, and numeracy - February 2023 and August 2023
Reporting to parents	<p>See strategic and annual action plan.</p> <p>Report to students and their parents on the student's progress and achievement in relation to School Standards. Reporting to parents in plain language in writing must occur at least twice a year.</p> <p>See Matakana School – Reporting to Parents on Student Progress and Achievement Cycle 2023</p>



	ERO Review	Build on outstanding work as reported in the 2017 ERO review and school continues to take a leading role in the Mahurangi Kāhui Ako. ERO partnership starting in 2023.
	Mahurangi Kāhui Ako	Working/structure and collaboration agreements in place and operational in 2023 between member schools: Warkworth Primary, Snells Beach Primary, Horizon School, Leigh Primary, Pakiri School, Mahurangi College, Kaipara Flats School, Matakana School.  Commitment to all Kāhui Ako PLD, Achievement Challenges and Initiatives in striving for 'Success for All' Shared Lead Principal Role x 1 Across School Leader Role x 1 Within School Leader Role x1
	Community Consultation	2023 Māori/Pasifika Consultation/Information Hui (Term 3/4) 2023 School Community Survey (Parent Survey)
	National Education Learning Priorities (NELP 2020)	Focus on the NELP priorities for Schools/Kura

## PERSONNEL

<b>3</b> Personnel/PD BOTs are required to...	Professional development programme	<p>Staff Conference – Mindfulness: Pause Breathe Smile programme – All Teachers</p> <p>Te Reo &amp; Ti Kanga– PD for all Teachers – Cultural Flow</p> <p>Reading Recovery – Reading Recovery Teachers</p> <p>NZ History – New Curriculum PD – All Teachers</p> <p>School Leadership Forum 2023 – SENCO, AP, DP, Principal</p> <p>Peace Foundation – Cool Schools Peer Mediator Training – Fiona Clarkson</p> <p>Robotics (Lego Education) PD - all teachers – Ellen Edwards</p> <p>Robotics - Visit to Te Matauranga - BOT</p> <p>Digital Technologies - for all teachers - ICT Team &amp; Consultants</p> <p>Mathematics – Maths Team teachers – Primary Maths Association Conference – July 2023</p> <p>PR1ME Maths PD – all teachers - Ellen Edwards &amp; Maths Team</p> <p>Google Chrome Books/Hapara Dashboard Roadshow – ICT Team</p> <p>ICT PD – Interface Expo (Auckland) May 2023 - ICT Team attending</p> <p>Mahurangi Kāhui Ako (CoL) – several PD sessions in 2023 for Teachers/Principal and BOT</p> <p>Health and PE PD – Sport Specialist Sharon Hallet - throughout the year for all teachers</p>
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		<p>Sustainable Schools PD – Teaching Staff</p> <p>Garden to Table – LSC, Teachers and Teacher Aides</p> <p>Learning Support Coordinator Training – LSC and Senior Management</p> <p>Structured Literacy PD - Teachers</p> <p>Writers Toolbox PD – Teachers</p> <p>Spike Robot PD – Year 5/6 teachers – Ellen Edwards</p> <p>Spelling Shed PD - Teachers</p>
	New Staff and PRT induction	New staff and PRT will be supported into the school by their Team Leaders and the DP/Principal. Team Leaders will be specifically responsible for the induction of new registered teachers. Designated Mentors will be responsible for the induction of beginning teachers.
	Teaching Staff Growth Cycle	Using revised Staff Growth Cycle based on Teaching Council advice and templates including personal goal focus and continuous reflection/improvement on teaching and learning practice.
	Non-teaching staff	Teacher goals align with school strategic goals and Kāhui Ako goals. Ensure all non-teaching staff are appraised against job descriptions.
	EEO programme	To ensure that the principles of equal employment opportunities are reflected in school policies and practice.
	Good employer practices	As outlined in policies.
	BOT 2023	<p>BOT members – Kāhui Ako joint training Governance vs Management – NZSTA – Alan Curtis – 29 March</p> <p>BOT members – More STA Board training available for BOT members throughout the year</p> <p>BOT Members – Kāhui Ako - Ngāti Manuhiri Cultural Orientation sessions</p>

## PROPERTY AND FINANCE

<p><b>4</b></p> <p><b>Finance and Property</b></p> <p>BOTs are required to...</p>	Prepare annual budget	Property allowed for in budget.
	Allocate funds to reflect Charter goals	Funds allocated through budget according to identified school needs eg. Hall Canopy, hall stage extension & seating, Extra Shade sail areas etc.
	Regular reviewing of financial situation with BOT	Monthly reports to the BOT by Finance and Property Sub-committee.
	Maintenance of school buildings and grounds	<p>New 10YPP &amp; 5YA – approved by MOE – start 2022 5YA projects.</p> <p>Manage BIP with Ministry of Education officials &amp; Project Manager (Keith Tickner). Focus on minimising the disruption caused by class reconstruction and structural failure repairs.</p>



	Develop property to reflect charter goals (5YA)	Remainder of the School Investment Package (\$252,252) Hall Canopy. Shade Areas Play areas
	Planned major asset purchases	UPS Power supply 30 x Chromebooks (Class Set) 25 LEGO Education SPIKE Prime sets
	Grants	Applications when possible and applicable to enhance Charter Goals.
	Fundraising	Summer Fun Run Golf Day Auction Night Christmas Fair Various minor PTA Sausage Sizzles/Bake sales

## HEALTH AND SAFETY

<b>5</b> <b>Health and Safety</b> BOTs are required to...	Provide a safe physical and emotional environment	Continue implementing current behaviour management policies and strategies - school values system – Matakana Magic, Wheel of Choice. Ensure duty teachers are monitoring the playground using high visibility pink fluoro jackets or high visibility fluoro orange hats Student Incident Book in use for student support (LSC & Student Support Teacher) Continue to participate (and play a leading role) in the Mahurangi Kāhui Ako – Te Kahu Haumarū. Use updated EOTC Procedures and Checklists as per EOTC Coordinator directions. Weekly Health and Safety Risk identification and resolution. Continue the ‘Buddy Teacher’ initiative (started in 2019) Continue the ‘Buddy Class’ initiative (started in 2016) Implement Pause Breathe Smile
	Anti-bullying initiatives	Wheel of Choice – embedding behaviour choices Values system – Matakana Magic Ethos embedded. Ongoing review. Cool School Peer Mediation programme in action (Peer Mediators). Lunchtime activities – T1 & T4 Swimming, T2 & T3 Clubs Info Centre Lunchtimes 3 x per week (T1, 2, 3, 4) Continue implementing current behaviour management policies and strategies Choices Programme – Y5&6 Student Incident Book in use for student support (LSC & Student Support Teacher) Buddy Teachers Additional Duty Teacher coverage

'Student Wellbeing for Success'	<p>The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs. Focus on deliberate action across all curriculum areas, pastoral care, strategic priorities and teaching practices to improve student wellbeing. Implementation of Pause Breathe Smile programme.</p> <p>Focus on improving those areas identified in the 2022 community Health &amp; PE survey in relation to the draft indicators.</p> <p>Keep focus on the 6 Dimensions of a Successful School</p>
Community Health Consultation Survey (every two years)	Focus on improving those areas identified to be of concern in the 2022 Community Health and PE Consultation Survey.
'Health and Safety at Work Act' and Health Orders	<p>Continuous Identification and reporting of risks</p> <p>Ensure all policies and procedures are up to date as per SchoolDocs review cycle</p> <p>Ensure all guidelines relating to health orders are implemented</p>
'Vulnerable Children Act'	<p>Implement all procedures as required by law to keep vulnerable children safe.</p> <p>Keep up to date with Oranga Tamariki recommendations.</p> <p>Focus on concerns at Senior Management and Team meetings.</p> <p>All police vetting kept up to date.</p>
Food Act 2014	<p>In force since 2016 – make sure of compliance.</p> <p>Promoting Healthy Eating – Garden to Table Programme.</p>
NAG 5 other (e.g. major accidents, hazards, evacuations)	Ensure all emergency procedures (Fire, Earthquake, Lockdown, Bomb) and reporting is in place. Practice termly evacuations.



## LEGISLATION

<b>6</b> <b>Legislation</b> BOTs are expected to...	School Attendance	Attendance Report to BOT – March 2023 ‘Regular’ attendance is defined for statistical purposes as 90% attendance or higher. Note: As from 2020 the Ministry collects attendance data every Term and not only once per academic year under the new ‘Every Day Matters’ initiative. Attendance data included in student reports.
	Ensure that correct procedures are followed re:	Use of electronic registers using SMS (eTap) Stand downs and/or suspensions Management of truancy Enrolment scheme Teacher registration Staff salary increments Police vetting of non-teaching staff and contractors Mandatory reporting to teachers council re competency and/or serious misconduct Vulnerable children Complaints Board Conduct

## ANNUAL CHARTER UPDATE

<b>7</b> <b>Charter Update</b> BOTs are expected to...	Charter Update	Principal to complete the Charter update to be presented to the BOT in February 2023. Provide the Secretary for Education with a copy of the updated school charter before 1 March 2023. <b>Focus:</b> 1 January 2023 – National Administrative Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. More consultation on this framework during 2023. This framework will have a clear link to the National Education and Learning Priorities (NELP) and schools will have to report on their engagement with the priorities in their strategic plans going forward from 2024.
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## ANALYSIS OF VARIANCE

<b>8</b> <b>Analysis of Variance</b> BOTs are expected to...	Variance Analysis	To provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7. Principal to prepare the Analysis of Variance. This is also provided to the Auditor for the Annual Audit.
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