



Matua
School

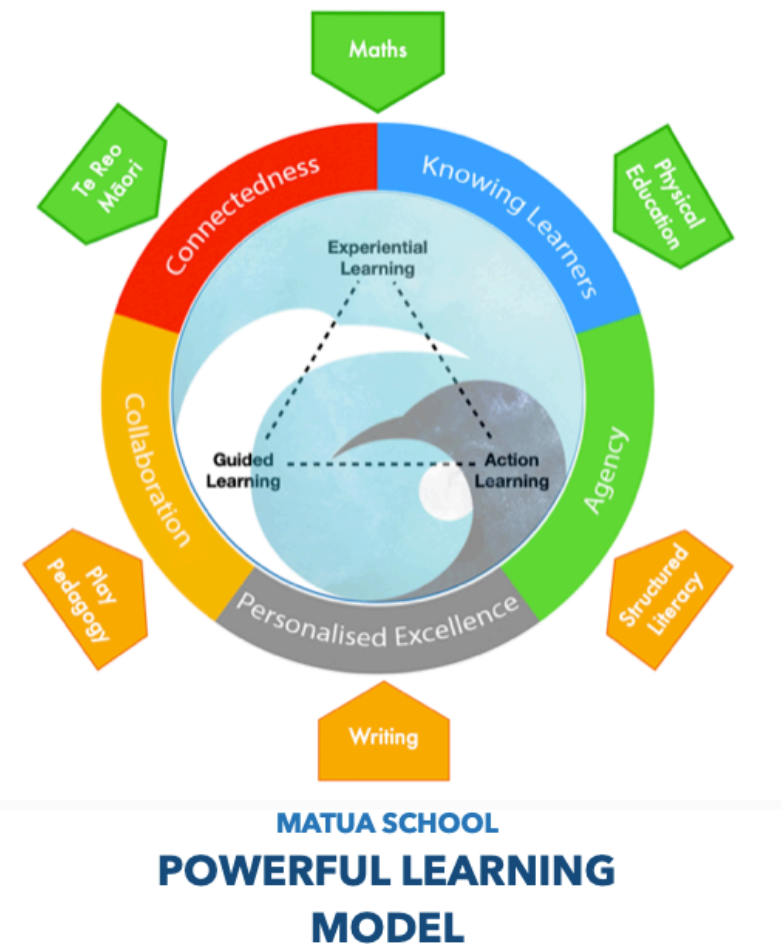
ANNUAL PLAN OVERVIEW

2024



Current Position

Recent areas of focus	
Cohesive and positive teaching staff	A positive strong staff culture with a focus on keeping the student at the centre has been fostered for many years.
Established Structured Literacy Practices	Whole school and Year 1-2 professional learning has been delivered over the last 3 years.
Strong Learning Through Play foundation	Professional learning for our Year 1-2 teachers has been in place for two years. Our transition from ECE has been strengthened by this development.
Consistent staff growth in Te Reo and Tikanga Māori	Matua School has a number of key leaders in Te Reo and Tikanga. High numbers of teachers choose to engage in professional learning outside of school to develop their skills.



Annual Plan

Strategic Initiative #1 - Mathematics

Develop teachers' Mathematics content and pedagogical content knowledge enabling aligned, consistent and sustainable practices in the effective teaching and learning of mathematics.

Annual Target

Engage with professional learning through 'The Learner First'
 Activate school-based leaders to coach and mentor teachers
 Professional Growth Cycle for teachers connected with Mathematic learning.

What do we expect to see by the end of the year?

1. Rapid Routines embedded as regular and effective tools in all classrooms
2. 'The Learner First' Year 2 Goals (Balancing Tasks) embedded in classrooms

Actions	Who is responsible	Resources	Timeframe	Outcome
Ensure Mathematics professional learning is embedded in the PGC for all classroom teachers.	SLT / Team Leaders		Term 1	Teachers have individual goals for development in mathematics, linked to PGC.
Staff engaged in professional learning with 'The Learner First'	Maths Leaders	Teacher Only Day, Relievers for workshop days and identified staff meetings.		Key areas of development: Common practice model Four task types embedded in classes. Assessment cycle clarified
Target students in Mathematics identified in classrooms and teams.	Team Leaders, Teachers, Maths Leaders		Term 1 Reviewed each term	Teachers are able to identify at risk students and monitor progress.
Resources for Maths programme reviewed as informed by the professional learning.	Maths Leaders	\$3000 in budget	Term 2-3	Materials available for use in classrooms.

Annual Plan

Strategic Initiative #2 - Growing and extending highly effective staff, able to respond to the needs of all ākonga (learners)

Continue to expose teaching staff to current evidenced based teaching and pedagogical practices. Broaden the kete of tools available to teachers, while ensuring a strong understanding of the rationale that underpins them.

Annual Target

- Teachers able to make strong links between evidence based research and their classroom practice.
- Teachers new learning being implemented in teaching programmes

What do we expect to see by the end of the year?

1. A common understanding of key text across Matua School Staff (The Hidden Life of Learners, by Graham Nuthall).
2. Regular opportunities for meaningful learning conversations regarding pedagogy built into staff and team meetings

Actions	Who is responsible	Resources	Timeframe	Outcome
Purchase copies the book: 'The Hidden Lives of Learners'	SLT	\$1200	Term 1	
Plan and tools developed for systematic reading and collaborative engagement with the text. Learning conversations prioritised within team meetings.	SLT Team Leaders		Term 1	Teachers working together in teams for the professional betterment of all.
All teaching staff work to through a collaborative book study during 2024.	Team Leaders / SLT / Classroom teachers	Time set aside in identified meetings	Term 2 - 4	Opportunities provided for deeper and shared understandings of pedagogical tools and their underpinnings.

Annual Plan

Strategic Initiative #3 - Active, Physical Learning

There are many benefits to students being engaged in a curriculum that provides physically active learning opportunities. This includes PE (Physical Education) opportunities, but also classroom programmes that integrate physical activity into a range of curriculum areas.

Annual Target

- A clear vision in place for Physical Education (PE) at Matua School
- All students having regular engagement to Physical Education and sporting opportunities

What do we expect to see by the end of the year?

1. Teachers able to articulate and weave into their weekly programme, regular and meaningful PE
2. A students engaging in regular PE

Actions	Who is responsible	Resources	Timeframe	Outcome
Appoint lead teacher role to spearhead inquiry and professional learning.	Principal	Units / WST	Term 1	Leadership in place to support
Contact support organisations to identify resources that would underpin a strong PE programme	PE Leader	Release days (x2)	2024	Network and view of available resources developed.
Identified compulsory and opt in staff meetings provided to up skill teachers.	PE Leader / teaching staff		2024	
Track and monitor the number of Matua Students that are engaged in school led extra-curricula sport.	Sports Co-ordinator		2024	Able to set goals for future growth

Te Reo and Tikanga Māori

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga hoki ngā pouako inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of the te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

Te Reo Māori is the foundation language of Aotearoa New Zealand and an official language under the Māori Language Act, 1987. The Treaty of Waitangi recognises Te Reo as a taonga and guarantees its protection.

- Matua School has policies, practices and action plans that reflect New Zealand's cultural diversity and that meet the needs of its Māori and Pacific Island students.
- Children have tikanga Māori and te reo Māori integrated through learning programmes.
- Parents who would like the opportunity to have their child take part in bilingual or full immersion programmes are told about the network of local schools which makes this possible.
- An active kapa haka programme is available for all students who wish to take part.

Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed.
- By learning te reo and becoming familiar with tikanga, Māori students at Matua School can strengthen their identities and non-Māori can develop greater cultural understanding.
- Teaching and learning in Māori at Matua School will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become understanding of others.

Te Reo and Tikanga Māori

Continued from the previous page:

Further Reading/References

Kahikitia - The Māori Education Strategy 2014-2017

Tātaiako Cultural Competencies for Teachers of Māori Learners - NZ Teachers Council and Ministry of Education

Te Aho Arataki Marau mō i Te Reo Māori Auraki - Curriculum Guidelines for Teaching and Learning Te Reo Māori.

Key Links to the Statement of National Education and Learning Priorities in schools and Kura.

Objective 3 - Quality Teaching and Leadership

- Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning.
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.
- Talk with learners/akonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.