



SCHOOL CHARTER AND STRATEGIC PLAN 2023



Our Vision

Our Vision: The Matua Learner will be a confident, engaged, actively involved, life-long learner

The Matua Learner represents the competencies necessary for our students to live, learn, work and contribute as active members of the Matua community and beyond. The Matua Learner has specific tools that represent the different characteristics that we want our children to develop and demonstrate during their time at Matua School.

Confident Communicator

Speak clearly and effectively in various settings

Develop a range of communication skills to meet the challenges of the present and the future

Confidently use ICT as a tool to assist their learning.

Connected Learner

Make connections:

With other people in various communities

With things around them including the past

With the environment

Self Manager

Be a decision maker and organised

Self motivated and determined to be an achiever

Feel confident to meeting challenges

Team Player

Participate and cooperate to achieve

Share with and support others to reach a goal

Display a competitive spirit

Problem Solver

Be curious and question

Be creative in solving problems

Be reflective



Our Values

We believe our learner map (The Matua Learner) is essential for our learning community as it clarifies what we stand for and gives directions to our actions.

We will use 'The Matua Learner' as a school-wide icon/model. The BOT, Principal and staff will refer to 'The Matua Learner' when planning and implementing management practices. We will encourage children to display 'The Matua Learner' characteristics. 'The Matua Learner' will become an integral part of the school and classroom culture.

Practices

Classroom planning will reflect aspects of 'The Matua Learner'. Enrolment packs, report forms and parent interviews will align with 'The Matua Learner' model. 'The Matua Learner' will be displayed in each classroom, and each teacher will implement 'The Matua Learner' model in their classroom. Children will set goals that reflect characteristics/attributes of 'The Matua Learner' model.

We have developed a set of core values in consultation with our community. These values are our deeply held beliefs about what is important. Whilst we acknowledge that values cannot be 'taught' by a school, we accept the obligation to 'encourage, model, and explore' these values and the importance of them being expressed in everyday actions and interactions within the school.

Values: Resilience, Self-belief, Integrity, Teamwork and Empathy.

The Matua School Values should be evident in the school's philosophy, structures, curriculum, classrooms and relationships.

Our Team

Principal

Mr Marcus Norrish

Rākau Team (Y5/6)

Robyn Carlisle
Joe Hull
Andy Cochrane
Erin Clarke
Mariska van Staden
Charmaine Garner

Sports Co-ordinator

Mrs Stacey Sutherland

Part-Time Teachers

Jenni Scott
Bruce Reid
Gemma Petterson
Ann-Marie Needham
Chick Bailey
Jeremy Hantler
Ange McLean

Deputy Principal

Ms Angela Barlow

Māhuri Team (Y4)

Fiona Matthews
Nikki Reid
Laura Thompson
Charlotte Ketel

Librarian

Mrs Tracey Donovan-Grammer

Teacher Aides

Adrienne Caridia
Di Wynne
Kathleen Williamson
Heather Heapphy
Faye Dunn
David Smith
Jo Easterby
Satoko Ikeda
Kathy Burke
Jen Marshall
Julia Cox

Deputy Principal

Miss Sara Lambert

Tūpu Team (Y2/3)

Scott Pratt
Vicky Nelson
Emma Bryant
Lindsay Crisp
Courtney Martin
Cath Shaw

Administration

Emma Copeman
Sue Haughey
Janine Stevens

Kākano Team (NE/Y1)

Mrs Karina Tinholt
Mrs Sarah Reid
Mrs Jennie Gordon
Mrs Vanessa Miller

Property

Mr Steve Hannah



Our Board

Mrs Fiona Lavin; Dr Melissa Derby; Mr Craig Williams; Mr Kim Bevins; Mr Nicholas Smith; Mr Joe Hull (Staff Representative); Mr Marcus Norrish (Principal).

Our Students

Our kura has 490 – 560 students who come from a range of socio-economic backgrounds. Approximately 10% are of Maori heritage. We also have a very small number of Pacifica students and a small number of International students, predominantly Asian. Our students are engaged and motivated learners who are well-supported and encouraged at home. (Our students generally move on to attend Otumoetai Intermediate).



Our Aims

Learning & Needs Met

All students will have their learning needs met through the New Zealand Curriculum as evidenced by progress and achievement against the New Zealand Curriculum levels and progress in relation to the Key Competencies. All students will develop and display the qualities of the Matua Learner.

Stimulating Teaching and Learning

Matua School will be a safe and stimulating teaching and learning environment so that all students and staff will have the opportunity to achieve their personal best.

An Inclusive Culture

We will promote an inclusive culture, celebrate cultural diversity and further enhance a strong community-school partnership.

Aim 1

All students will have their learning needs met through the New Zealand Curriculum as evidenced by progress and achievement against the New Zealand Curriculum levels and progress in relation to the Key Competencies. All students will develop and display the qualities of the Matua Learner.

2021

2022

2023

- 1.1** To have all students who are not achieving at the expected level in reading, writing and mathematics, progress by a year or more.
- 1.2** To develop coherence across an integrated, concept based curriculum.
- 1.3** To develop teaching and learning practices that are responsive to children's needs, stage, backgrounds, experiences and voice.
- 1.4** To improve the progress and achievement of the MoE defined priority learners – in particular, Maori and Pasifika students and students with special education needs.

Aim 2

Matua School will be a safe and stimulating teaching and learning environment so that all students and staff have the opportunity to achieve their personal best.

2021

2022

2023

- 2.1** Staff, students and whanau collaborating to achieve positive outcomes for learners.
- 2.2** Understand the needs of learners and respond accordingly for individuals, cohorts and whole school.
- 2.3** Develop Learner Agency and voice, enabling learners to co-construct their learning experience.
- 2.4** Teachers engaged in a high-trust and collaborative culture, focused on common goals along with personal growth.
- 2.5** Optimise school spaces through effective use of Ministry funds and continue to provide a safe physical environment.
- 2.6** Manage the resources of the school to ensure wise and prudent spending for all school needs.

Aim 3

We will promote an inclusive culture, celebrate cultural diversity and further enhance a strong community-school partnership.

2021

2022

2023

- 3.1** Provide opportunities for parents to be involved in their child's education.
- 3.2** The Treaty of Waitangi will guide our relationships and interactions with our Maori community.
- 3.3** To improve student connection and understanding of the local and global community - celebrate / acknowledge our multicultural society.
- 3.4** To increase and improve the use of Te Reo in classrooms and the wider school environment.

2023 Annual Plan

Actions	Led by...	Resourcing	Timeframe	Outcome / Measure
Mathematics Curriculum Refresh				
<p><u>Rationale:</u> Review of Mathematics at Matua School highlights that we have excellent of teaching across the kura. It is evident however that we don't have coherent practices, with the mathematics pathway being a fluid experience for students. In addition the Ministry of Education is releasing a Curriculum Refresh for schools.</p> <p><u>Key goals:</u></p> <ul style="list-style-type: none"> • Increase teacher confidence and competence in the delivery of Mathematics. • Unpack the refreshed Mathematics curriculum and up skill teachers. • Develop a coherent Mathematics curriculum, learning and assessment pathway that reflects the refreshed curriculum. 				
<ul style="list-style-type: none"> • Staff PLD - Overseen by Rob Proffitt / Leaner First • Run parent information sessions • Observe and support in classrooms • Full school assessment to establish baseline and map progress over 2023/2024 	Erin Clarke Sara Lambert Team Leaders	Teacher Only Day - Term 1 Release teachers and Erin (WST) Learner First PLD	Throughout 2023	<ul style="list-style-type: none"> • Teacher knowledge and competence increased. • Clear Mathematics delivery plan for Matua School in place.

Actions	Led by...	Resourcing	Timeframe	Outcome / Measure
Literacy				
<p><u>Rationale:</u> Matua School has been implementing Structured Literacy practices over the last two years. This has included PLD with Clarity Education and via the Better Start Literacy Programme, funded by the MoE. It is important that through 2023/24 we continue to embed and develop teaching and learning practices.</p> <p><u>Key goals:</u></p> <ul style="list-style-type: none"> • Extend Better Start Literacy into Year 2. • Develop assessment and reporting practices that reflect the literacy learning pathway. 				
<ul style="list-style-type: none"> • Year 2 Teachers - Better Start Literacy PLD • Embed Tier 2 and 3 Literacy Support • Assessment and reporting progressions - Better Start to Reading to Learn. • Community engagement and learning. 	Sara Lambert, Jennie Gordon and Emma Bryant.	Better Start Programme funded by the MOE.	Ongoing	<p>Development of coherence in early years of school.</p> <p>Reduced number of students at risk in reading development</p>

Actions	Led by...	Resourcing	Timeframe	Outcome / Measure
Extending High Performing Learners				
<u>Rationale:</u> Data trends over the last 3-4 years suggest that the number of students identified as achieving Well Above curriculum expectations (more than 1 year), has dropped over time, with more represented as AT or achieving curriculum expectations. There are a number of factors that impact this, including changes to assessments and development of staff OTJ processes. Our goal for 2023 is to provide professional learning in the area of Mathematics that includes a focus on extending / challenging children that are already achieving, to ensure they reach their potential.				
<ul style="list-style-type: none"> Identify high achieving students who are at risk due to low shift data. Identify students who are high achieving in Mathematics. Identify strategies for shifting students in Mathematics through PLD and implement in classrooms. 	Sara Lambert, Team Leaders Erin Clarke (Maths)	Maths PLD	Throughout 2023	<ul style="list-style-type: none"> High achieving students in Mathematics show progress in 2023. Access to an accelerated curriculum provided
Building Leadership Capacity				
<u>Rationale:</u> Effective leadership is a key indicator of successful schools and improved students outcomes. Our Leadership Team work on a daily basis to support teams to be effective in their roles.				
<ul style="list-style-type: none"> Lead Team (Team Leaders and SLT) to participate in PLD session with Neill O'Reilly. 	Marcus Norrish	Leadership PLD	Throughout 2023	Development of leadership competencies. Leadership practices linked with PGC.

Actions	Led by...	Resourcing	Timeframe	Outcome / Measure
Growing Educator Bandwidth				
<p><u>Rationale:</u> Being an educator is more stressful than ever with staff constantly shifting gears to stay on top of the many changes that are faced. Our intent is support staff with tools and strategies to reduce stress, avoid burnout, and regain the time that gets lost to interruptions and demands. This focus has been identified by Matua School, coming from a place of strength, with staff who are positive, engaged. However the challenges are real and the need to grow healthy life and work practices is important to ongoing success.</p>				
<ul style="list-style-type: none"> Teacher Only Day - Focus on concept of developing 'Educator Bandwidth'. Reflect on regular basis on ways we can improve 'bandwidth' individually and as a school. Staff Well-Being Survey (Start of Term 2) 	SLT	Teacher Only Day resourcing. Book Purchases PLD Budget	Throughout 2023	Engaged and effective staff. Agency of students and staff increased
Zones of Regulation				
<p><u>Rationale:</u> Zones of Regulation is a tool that has been implemented in pockets of the school over the last 2-3 years. This has been in response to specific needs in classrooms at the time. Zones of Regulations have value for all students individually and also as a school-wide shared language for developing self-regulation.</p>				
<ul style="list-style-type: none"> Embed Zones of Regulations as a consistent language and system across the Kura. Identify key leaders in each Team to support the implementation. Resources created and distributed to class teachers. PLD provided for staff (flipped delivery) Student well-being survey 	Ange Barlow	Resources for classrooms	Resources and PLD by end of Term 2 Full implementation by the end of Term 4, 2023. Embedded end of 2024.	Student Well-being survey.

Actions	Led by...	Resourcing	Timeframe	Outcome / Measure
Community Engagement				
<u>Rationale:</u> COVID restrictions over the last 2-3 years has impacted on community engagement and the partnerships between school and home. We recognise the importance of these relationships being authentic, regular, learning focused and community building. With some of our prior practices lost, our intention is to rebuild the connection between home and school and extend a positive link between student learning and parents.				
<ul style="list-style-type: none"> Community Picnic Pōhiri (T1 at school and T3 at Ōtūmoetai Pa) Termly learning information sessions Promoting parent engagement in school Classroom tours for parent learning 3-way Learner Conferences promoted Opportunities for showcasing the learning process 	SLT / Team Leaders	Events resourcing	Throughout 2023	Parents visible in school throughout the school day. Parents feeling confident in school vision and delivery of learning.
Environment - Taha Māori				
<u>Rationale:</u> Our local curriculum provides clear links to local iwi, Te Reo and tikanga. However, analysis of the school environment (not specific to classrooms), suggests that there is limited evidence of Matua School being representative of our local curriculum or the bi-cultural country that we live in. Matua School has a positive relationship with Ngāti Ranganui. Conversations about next steps in this area have been held with Education reps and Kaumatua.				
<ul style="list-style-type: none"> Finalise plan for entrance to the school in partnership with Ngāti Ranganui. Develop designs and partnership with carver for Pou Whenua along entrance to the school. Classroom Signage (Room numbers) Graphics, images for school office foyer. 	Marcus, Sarah, Jeremy	\$6000	Throughout 2023	Designs created for entrance space Class Signage ready for 2024

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.