



# ANNUAL PLAN OVERVIEW

2026

Version Date: 19/02/26



# Strategic Plan 2025 - 2028

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



## GOALS

1 **Ākonga (students) will be empowered through highly responsive teaching and learning environments that promote achievement, engagement and wellbeing.**

2 **Develop a culture of high performance so that all ākonga (learners) and kaimahi (staff) will have the opportunity to achieve their personal best.**

3 **Engaged parents and community lead to successful children.**

## INITIATIVES

Embed a coherent approach to the teaching and learning of **Mathematics** at Matua School

Opportunities for staff to access a range of research-based educational thought leaders and pedagogical approaches.

Strengthen partnership with parents and whānau, increasing the engagement with learning.

Embed a coherent approach to the teaching and learning of **Literacy** at Matua School

Embed strong and meaningful practices around the use of the Professional Growth Cycle to enhance teacher practice.

Increase the visibility of Taha Māori in the school environment.

Embed a coherent approach to the teaching and learning of **Physical Education** at Matua School

Support opportunities for sharing and observing effective practice within and outside the school.

Introduce Mitey approach to mental health into Matua School

## SUCCESS

**We have a coherent approach to how teaching, learning and assessment happens, across the school.**

**Teachers can articulate strong research based rationale for teaching practice, that underpins effective pedagogy, that is visible in classrooms**

**We have an inclusive, safe, and supportive school environment where whānau, students and staff feel a sense of belonging and collegiality**

Initiative	Action	Who	Timeframe	Resources	Outcome
<p><b>Initiative 1a:</b> Embed a coherent approach to the teaching and learning of Mathematics at Matua School.</p> <p><b>Outcome:</b> We have a coherent approach to how teaching, learning and assessment happens, across the school.</p> <p><b>Measure:</b> Confident teachers able to access school based resources to deliver a coherent Mathematics curriculum.</p>	Continue working with 'The Learner First' to bring professional learning to the school team. Teacher Only Day (Term 1)	SLT / Math WST	Term 1-2	\$4000 PLD Budget	Teachers are provided with professional learning and an increased capacity for teaching mathematics. Focus on pedagogical development rather than resource delivery.
	Appoint a Maths Curriculum lead teacher to support the process and act as a coach to teachers.	Marcus N	Term 1	Teacher Release Salary Unit	Internal leadership developed. Support for teachers provided
	Allocate a budget for PLD and Maths resources	Marcus N	Term 1		Resourcing for development of Mathematics available.
	Review guidelines for how Maths is delivered at Matua School. Ensure the document is meaningful and provides clarity.	Principal / DP/ Team Leaders	2026		Review of the document and edits completed in order to finalise the document by the end of 2026.
	Continue to develop a clear assessment and reporting plan for Mathematics in response to MoE guidelines.	DP / Lead Teacher	2026	Government guidelines	As guidelines are made available, an effective assessment plan is clear and accessible.
<p><b>Initiative 1b:</b> Embed a coherent approach to the teaching and learning of Literacy at Matua School</p> <p><b>Outcome:</b> We have a coherent approach to how teaching, learning and assessment happens, across the school.</p> <p><b>Measure:</b> Confident teachers able to access school based resources to deliver a coherent English curriculum.</p>	Year 4-6 teachers enrolled in the Better Start Literacy Professional Learning. Part-time teachers to do PLD.	DP / Teachers	Term 1	MoE Funded	Teachers provided with professional learning and increased capacity for teaching literacy.
	Appoint an English Curriculum lead teacher to support the process and act as a coach to teachers.	Marcus N	Term 1	Teacher Release Salary Unit	Internal leadership developed. Support for teachers provided
	Team Leaders and DP to attend Write that Essay workshop.	DP / Team Leaders	January date		Provide support for Team Leaders to be leaders of writing in their team.
	Review guidelines for how Writing is delivered at Matua School. Ensure the document is meaningful and provides clarity.	DP / Literacy Lead / Team Leaders	Term 1-3		Review of the document and edits completed in order to finalise the document by the end of 2026.
	Continue to develop a clear assessment and reporting plan for Reading and Writing in response to MoE guidelines.	DP / Lead Teacher	2026		As guidelines are made available, an effective assessment plan is clear and accessible.
<p><b>Initiative 1c:</b> Embed a coherent approach to the teaching and learning of Physical Education at Matua School</p> <p><b>Outcome:</b> We have a coherent approach to how teaching, learning and assessment happens, across the school.</p> <p><b>Measure:</b> Confident teachers able to access school based resources to deliver a coherent Physical Education curriculum.</p>	Key leader to meet with teaching teams termly to support the visibility of planning for Active Learning across the school.	DP	Termly		Coherence of planning and Active Learning is delivered regularly across the school.
	Our Active Learning overarching document is reviewed by Team Leaders and adjusted as needed.	DP/Team Leaders/ Teachers	2026		We have a guiding document that influences classroom practices and supports orientation of new staff to Matua School.
	Review the Draft Health and PE Curriculum out for consultation. Give feedback and review alignment with our current Health and PE practices.	DP / SLT / Team Leaders	Term 2		Build school knowledge on the draft curriculum and alignment with school practices developed.
	Complete self-review of Active Learning focus with teaching staff	DP	Term 3		Teacher voice and understanding gathered.
	Complete report summarising Active Learning Journey - recommendations for ensuring sustainability.	DP	Term 4		Board informed on overall progress and expectations for the future.

Initiative	Action	Who	Timeframe	Resources	Outcome
<p><b>Initiative 2a:</b> Opportunities for staff to access a range of research-based educational thinking, Thought Leaders and pedagogical approaches.</p> <p><b>Outcome:</b> Teachers articulate strong research based rationale for teaching practice, that underpins effective pedagogy.</p> <p><b>Measure:</b> Learnings from texts evident in conversations, classroom practice and PGC.</p>	Deliver PL on dyslexia and neuro-diverse learners with a focus on the implementation of strategies and partnership with parents. Continue throughout the year with a range of teachers sharing examples of excellent practice.	Angela B	2026	PLD budget	Increased staff understanding and strategies to support neuro-diverse students and the ability to articulate that.
	Staff engage with, and discuss 'Clarity in the Classroom'	Marcus N	Term 1-4	\$500	Contributes toward overall outcome
	Implement our new Behaviour Management Plan	Angela B	Term 2		The staff have a shared understanding of mana enhancing behaviour management, and have the tools to implement restorative approaches.
<p><b>Initiative 2b:</b> Embed strong and meaningful practices around the use student data to inform next steps for learning.</p> <p><b>Outcome:</b> Deliberate acts of teaching are informed by meaningful data.</p> <p><b>Measure:</b> Data is visible and used within classes and teams.</p>	Identify effective tools for collecting data and ensure they are visible on school assessment plans.	DP	Term 1-2		Tools accessible to teachers
	Provide PL to ensure teachers understand how to use assessment tools effectively and analyse the data available to them.	DP	2026		Teachers have the skills to access and use data effectively
	School-wide data collected will be impacted by changing assessments and expectations for achievement. Review this developing landscape and ensure clarity of expectations for teachers.	DP	2026		Clarity of expectations for assessment and reporting
	Data informed conversations as a regular agenda item for Team Meetings and Team Leader meetings.	DP / Principal / Team Leaders	2026		Data is regularly engaged with to inform decisions
<p><b>Initiative 2c:</b> Support opportunities for sharing and observing effective practice within and outside the school.</p> <p><b>Outcome:</b> Teachers articulate strong research based rationale for teaching practice, that underpins effective pedagogy.</p> <p><b>Measure:</b> Teachers taking time out of school during release to engage with other classrooms and schools.</p>	All classroom teachers complete three observations of another teacher during 2026	Principal / Classroom Teachers	2026	CRT Release	Building classroom practice
	Team leaders facilitate team members to complete observations across teams	Principal / Team Leaders	2026		Learning from others made a priority

Initiative	Action	Who	Timeframe	Resources	Outcome
<b>Initiative 3a:</b> Strengthen partnership with parents and whānau, increasing the engagement with learning.  <b>Outcome:</b> We have an inclusive, safe, and supportive school environment where whānau, students and staff feel a sense of belonging and collegiality.  <b>Measure:</b> Multiple opportunities for engagement with the community evident in the school calendar.	Annual calendar to include key opportunities for parents to engage with the learning process	Marcus N / Lead Team	Term 1		Deliberate actions taken to provide opportunities for partnership.
	Deliver 1-2 curriculum information events for parents annually. Include Term 3 session on Digital Safety.	Marcus N / DP / Lead Team	2026		Deliberate actions taken to provide opportunities for partnership.
	Review guidelines for effective practice for students sharing learning with whānau via Hero.	Marcus N / Rākau Team	2026	Hero system	Rākau team effectively have students sharing learning with parents via Hero.
	Implement the Attendance Plan, making it visible to the community by publishing on the school website. Update parents on attendance status regularly.	Marcus N / Angela B	2026		Parent visibility of school attendance increased. Links between attendance and achievement highlighted.
<b>Initiative 3b:</b> Increase the visibility of Taha Māori in the school environment.  <b>Outcome:</b> We have an inclusive, safe, and supportive school environment where whānau, students and staff feel a sense of belonging and collegiality  <b>Measure:</b> Increase visibility of bilingual signage and visual arts within the school environment.	Classroom signage with local design focus	Principal	2026	\$1000	
	Investigate Mural Programme options	Principal	2026		
	Update and install map of grounds signage to school entrances.	Principal	2026	\$2000	
<b>Initiative 3c:</b> Review CBA system and consider alternative options for school-wide approaches.  <b>Outcome:</b> Build a school-wide culture that supports cross-age groups where tamariki build connection, identity, and positive culture across the school.  <b>Measure:</b> A sense of belonging and purpose is tangible for staff and children.	Visit schools to explore approaches used for school-wide systems to build connection, identity, and positive culture across the school. Include schools that have House systems in place.	SLT	Term 1 - 2		Informed as a school and SLT on opportunities to build connection, identity, and positive culture across the school.
	Collect staff, student and community voice on building connection, identity, and positive culture across the school.	SLT	Term 2		All stakeholders have an opportunity to contribute to the process.
	Develop a plan and recommendation to present to Team Leaders and staff for feedback.	SLT	End of Term 2		A plan with details on what would be required to implement and sustain a new approach in place.
	Finalise plan and develop process for implementation	SLT	Term 3		
	Potential Implementation of a new system, beginning a transition from CBA to the new approach.	SLT	Term 4 - 2027		Sustainable approach in place, with a plan to continue to build culture and develop over 2 years.

# Te Tiriti o Waitangi

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.

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.