

**Matakana School
2024 Annual Action Plan**



Taking Students Beyond Expectations!

Matakana School Progress and Achievement Targets for 2024

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

School Wide Target

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

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

Group Target 1

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

There will be an emphasis on lifting the achievement of Boys from 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to 'Above' the School Standard.

Group Target 2

To raise achievement of Maori and Pasifika Students in Writing in Years 1-6.

There will be an emphasis on lifting the achievement of Maori and Pasifika Students from 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to 'Above' the School Standard.

These targets are based on our '2023 Target Analysis' and align with the current Mahurangi Kāhui Ako 'Achievement Challenges' as well as our 3 Year ERO Review School Improvement Programme priorities

2024 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 2024 included in 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 – 2023 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"> ▪ Planning and teaching structured programmes tailored to meet the specific learning needs of students ▪ ‘Need’ trends and patterns across the school will be identified ▪ Kāhui Ako (KA) - ‘Need’ trends and patterns across the KA will be identified ▪ Specific PD for staff in structured programmes in order to continue to accelerate and lift achievement according to the trends identified in the analysis of data.
Make full use of the Learning Support Coordinator (LSC) & (SENCO) 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"> ▪ Programmes put in place across the school (and KA) in order to accelerate raising levels of achievement. ▪ Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students. ▪ Specific programmes for at risk children, will be monitored on a regular basis ▪ Students monitored on a regular basis, by teachers and Senior Management.

<p>To report to the BOT on student achievement across the school and Kāhui Ako.</p>	<p>Kāhui Ako LSC/ASL SENCO/DP Principal</p>	<p>Progress and Achievement Data (School and KA) will be presented to the BOT. Results will be differentiated; <ul style="list-style-type: none"> ▪ All children - Year Level / Gender / Māori / Pasifika / Special Needs. </p>
<p>Continue to implement the new 'Pause, Breathe, Smile' Mindfulness/Wellbeing Programme. All students and Staff from Year 4-6 receive lessons on The Tough Stuff (Kylie Ryan). Parent session also made available. Provide a healthy food and nutrition programme Student Counselling available</p>	<p>LSC/Principal/Staff LSC/SENCO/DP</p>	<p>Building capacity of teachers to deliver mental health education through mindfulness and gratitude. (Mental Health Foundation) Programme implemented in Term 1 and funded by the BOT. 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 – funded by the BOT</p>
<p>Health & PE opportunities available for students. Progress Data from target students in literacy and numeracy will be measured twice yearly. 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 and physical activities.. 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>

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.

Specific Strategies for 2024 included in budget	Who?	Expected Result
<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 2024 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>	<p>SMT/Principal ASL/WSL</p>	<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>Results entered on SMS (E-Tap) for student reports.</p>	<p>Teachers/SMT</p>	<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 2025 will be updated in Term 4, 2024.</p>

Formative assessment will be evident in classroom practice.	Teachers/SMT	Students will articulate their own success criteria in “child speak” in response to the question “What are you learning?” (Student Voice).
Formative assessment will inform planning and teaching programmes to ensure learning needs are being met. Structured Literacy (Liz Kane) used by teachers to ensure coverage of all aspects in Reading and Literacy Shed as well as Writers Toolbox used to ensure all aspects of writing is covered. New PR1ME Maths structured programme to ensure 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. Writers Toolbox PD sessions attended by Teachers from Year 1-6 every Term. Structured Literacy PD attended by all Year 1-3 Teachers. Teachers will use the New 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 will be used 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 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.

Specific Strategies for 2024 included in budget	Who?	Expected Result
<p>Implement reviewed Local Curriculum Delivery Plan for 2024</p> <ul style="list-style-type: none"> ▪ Curriculum overview/Delivery plan incorporating thinking skills ▪ Concept/Context planning ▪ Ti Kanga Māori Focus ▪ Reviewed Matakana School Inquiry Learning Model ▪ Implement 'Spark Weeks' ▪ Matakana Magic golden thread evident 	<p>Principal SM Teachers</p>	<p>Effective implementation of the Curriculum Review/s for 2024: Inquiry Learning Review will be completed in Term 3. Print the School Pepeha design as per the consultation with Cultural Flow and Ngāti Manuhiri. Investigate more sources/resources for the implementation of NZ Histories Curriculum content in 2024. Staff meeting - Term 4 to reflect/review on Local and Inquiry learning topics of 2024 – 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 2025 in Term 4, 2024.</p>
<p>School Targets for 2024</p> <p>School Wide Target To raise achievement of all students in Writing in Years 1-6. There will be an emphasis on lifting the achievement of students from 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to 'Above' the School Standard.</p> <p>Group Targets Group Target 1 To raise achievement of Boys in Writing in Years 1-6.</p>	<p>Principal SM LSC/ASL/WSL Teachers</p>	<p>More students 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 and Boys reach the school standard in Writing and achieve above the school standard.</p>

<p>There will be an emphasis on lifting the achievement of Boys from 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to 'Above' the School Standard.</p> <p>Group Target 2</p> <p>To raise achievement of Maori and Pasifika Students in Writing in Years 1-6.</p> <p>There will be an emphasis on lifting the achievement of Maori and Pasifika Students from 'Below' the School Standard to 'At' the School Standard and from 'At' the School Standard to 'Above' the School Standard.</p>		<p>Our school results contribute positively towards attaining the achievement challenges of the Mahurangi Kāhui Ako and our ERO School Improvement Priority plan.</p> <p>Support for priority learners shows them making accelerated progress across the core curriculum area of writing. More Māori and Pasifika reach the school standard in Writing and achieve above the school standard.</p> <p>Have high expectations for every learner/ākonga and include family and whānau as partners central to the learning and achievement of every learner/ākonga.</p> <p>Using the Professional Growth Cycle based on Teaching Council advice and templates including personal goal/s (Structured Literacy/Writing) and continuous reflection/improvement on teaching and learning practice.</p>
<p>'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).</p> <p>Teachers use the Matakana School Inquiry Learning Model.</p>	<p>Principal SM ASL, WSLs Teachers</p>	<p>During Term 1 – 4 as the reviewed Local Curriculum Delivery Plan for 2024 unfolds teachers will focus on:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment and supported pathways • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning and experience • Ensure great education opportunities and outcomes are within reach for every learner • Create a wide range of education options and delivery models to enable lifelong learning.
<p>Collaboration and Collaborative Teaching initiatives in 2024</p>	<p>Principal SM Teachers</p>	<p>Staff PD Conference Days 2024 – This has been arranged for Tuesday 30 & Wednesday 31 January.</p> <p>The focus will be on the New PR1ME Maths programme. Student Support Programmes & Wellbeing.</p> <p>Collaborative agreements set up between teachers/teams – January 2024.</p>

Teacher Only Days	Principal	Professional Development: TODs – Curriculum Refresh Friday 31May & Friday 15 November – All Kāhui Ako Schools in agreement. TOD – a second day is still to be determined by MOE for 2023
Teaching Staff & Principal – Professional Growth Cycle 2024 and Goal/s	Principal SM	Professional Growth Cycles set up on Tuesday 30 January. 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.

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

Specific Strategies for 2024 included in budget	Who?	Expected Result
Written reports will be used in 2024 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 2025 updated in Term 4, 2024. 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). 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 4. Parent Interviews in Term 2 Week 10. 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 embrace the opportunities that blended e-learning presents to transcend the boundaries of the classroom using digital technologies, robotics and thinking skills.

Specific Strategies for 2024 included in budget	Who?	Expected Result
For ICTs to be incorporated into classroom programmes: <ul style="list-style-type: none"> ▪ iPads/Chromebooks/Chrome NUCS ▪ Swivels ▪ Digital Cameras – Video & Still ▪ Visualisers ▪ Soundfield Systems 	Teachers ICT Team Principal	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.
To continue to develop the use of thinking skills in the classroom as per the Curriculum Delivery Plan <ul style="list-style-type: none"> • Blooms Revised Taxonomy Model • Gardener’s Multiple Intelligences • SOLO Taxonomy 	Teachers Principal	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.
Continue with the implementation of the Future Focused Learning Initiative (2015) STEAM focus - LEGO Education Challenge.	Principal, ICT Team, Teachers	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 e.g. The Boat Show.

Use of ICT's and programmes will be evident in planning, programmes and teaching as observed by Team Leaders	Lead Teachers Team Leaders Teachers Principal	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.
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 in the First Lego League Challenge.

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

Specific Strategies for 2024 included in budget	Who?	Expected Result
The Māori Consultation Hui will be held in Week 7, 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 in Structured Literacy and Writing moderation.
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. 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.

<p>Commitment to leading and participating in all activities of the the Mahurangi Kāhui Ako. Participate and lead in the Mahurangi Kāhui Ako - Te Kahu Haumarū PD with Cultural Flow</p>	<p>Principal/SENCO/LSC</p>	<p>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 Haumarū meetings. Implement the suggestions/strategies as agreed. Participate in Taurima Kapa Haka.</p>
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7. The principal and teachers will continually work to enhance their understanding of student literacy and numeracy needs

Specific Strategies for 2024 included in budget	Who?	Expected Result
School Organisation in 2023 – 3 Teams.	Principal SMT	The School will continue to operate in three Teams – Junior School Team (Years 1-2) Middle School Team (Years 3-4) and Senior School 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 promoted and 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 programmes and Ngāti Manuhiri 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.

<p>Parent Interviews & Goal Reviews will be held in Term 1, Week .</p> <p>Parent Interviews and Mid-Year Reports in Term 2 Week 10.</p> <p>Pupil Progress Presentations in Term 3, Week 9.</p> <p>End-of Year Reports will be issued in Term 4, Week 9.</p>	<p>Teachers Principal</p>	<p>At Parent Interviews & Goal Reviews the focus will be on the goals for future learning.</p> <p>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.</p> <p>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.</p>
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