Matata Public School

Action Plan 2026

School Name:	Matata Public School	**School Number:**	1818

Strategic Aim:	All students can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the levels in the NZ Curriculum
Annual Aim:	By the end of Term 4 2026 all students who are 'At Risk' (Year 1-8's) or those who are not achieving at their expected Curriculum Level/Age/Year Level in Reading/Writing/ Mathematics will be achieving at expectations or exceeding expectations.
Target:	• All Students will have a clear understanding of where their learning is at and where to next in reading, writing & math, and assessment data is accurate and used to improve student learning • Target Learners will be identified and monitored in Reading, Writing & Math • Community Engagement & Te Ao Maori

Baseline Data:

2025 NZ Curriculum Levels

Reading (STAR)

Year	Below	At	Above
Y3	50% 5/10	50% 5/10	0
Y4	38% 5/13	38% 5	24% 3/13
Y5	40% 2/5	40% 2/5	20% 1/5
Y6	36% 5/14	64% 9/14	0
Y7	17% 1/6	83% 5/6	0
Y8	60% 3/5	40% 2/5	0

- *This data shows that we are not meeting our target of 80% of our students achieving at or above across the school. However, with our new programme (BSLA) implemented we will see much better results. Although we haven't reached our target, there has been improvement across sub-levels within the school. We will continue to monitor to ensure our 1 hour per day is followed*
- *Our focus on afternoon reading with teachers reading to the students across the school definitely has an improvement in student engagement and comprehension skills, however, this is often hindered as our focus is often on student well-being.*

Writing (Asttle Writing)

YEAR	BELOW	AT	ABOVE
Y3	81% 13/16	13% 2/16	6% 1/16
Y4	70% 7/10	20% 2/10	10% 1/10
Y5	92% 12/13	8% 1/13	
Y6	69% 9/13	8% 1/13	23% 3/13
Y7	100% 5/5	0	0
Y8	100% 5/5	0	0

- *This data shows that we are not meeting anywhere near our target of 80% of our students achieving at or above across the school.*
- *Lack of consistency across the school and a major focus on Reading & Math, this area has definitely slipped*
- *We need to focus on specific skills being taught to students and monitor how these are supporting the students' learning and achievement.*
- *We have engaged Evaluation Associates to guide us through the writing component of the New Curriculum for clarification for 2026*

Maths (PAT)

YEAR	BELOW	AT	ABOVE
Y3	50% 7/14	43% 6/14	7% 1/14
Y4	9% 1/11	55% 6/11	36% 4/11
Y5	69% 9/13	23% 3/13	8% 1/13
Y6	50% 7/14	43% 6/14	7% 1/14
Y7	40% 2/5	20% 1/5	40% 2/5
Y8	80% 4/5	20% 1/5	

- *This data shows that we are not meeting our target of 80% of our students achieving at or above across the school. Although this data doesn't show it, there has been significant movement up through the sub levels. We have included this as a focus area with ERO*
- *Need to ensure our teachers are using best practice to support our student learning and achievement.*
- *More PLD on the use of PR1ME & Numicon in 2026*

Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
Share/Discuss End of Term 4 Matata Public School Summative Data with Teachers and make decisions about the focus for Interventions for 2026.	Staff were trialling BSLA - needed to understand the new curriculum and then changes caused inconsistency Staff were trialling Numicon / PR1ME. Staff attended introduction - need more specific PLD Staff weren't focussed on writing due to learning to use BSLA, Numicon & Prime. There was definite improvement through the sub-levels in all curriculum areas, however, still didn't meet the threshold of 80% We will continue to focus on Clarity in the classroom to ensure the connection of learning intentions through the eyes of the teachers and tamariki.	Teachers were learning to use BSLA, so there was inconsistency across the school due to knowledge being gained Planning was being developed over the year to meet the new curriculum - changes have made it difficult to ensure the knowledge Target students needed to have more one on one time - this wasn't possible with staffing - has been rectified this year with more T/A time No specific programmes were used for writing & math! Needed to understand and use the Phases correctly Re-engaging students and their hauora. Lots of students and their whanau are still on edge re sickness and this causes irregular attendance. We as staff focus so much on the well-being of not only the tamariki, but also their whanau, this has played a small but significant part in the results.	Ensure Quality Teaching through; Common Practices, Short, Medium, Long Term Planning Teachers have completed training in BSLA, this needs to be on-going Phonics Flash Cards with actions and explanations of movements to solidify sounds/digraphs/blends etc based on BSLA order of delivery Phonics Blending Games to reinforce the sounds learnt in BSLA - play to embed the learning Teachers will work alongside facilitators in BSLA - Numicon & Prime Maths & Writing We will also look at the skills tamariki need in writing to use across all genre. PLD Whole class foundational learning around RT3T reading programme; terminology and process. Tumbles that link spelling, reading, listening, oral language and cross curricular skills Extra support with Teacher Aides to work alongside tamariki Parents supporting tamariki at home. Online mahi or homework, ie simple tasks linked to the days learning, that is in the home, simple questions i.e what did you learn today in specific subject, find things in the home linked to the days learning

			A relevant assessment / target learners update schedule to be followed i.e. Smaller groups seen more often for explicit instruction; resources visible that are specific to the target students learning intentions; including knowledge in assessment checks even after attainment to ensure they are retaining knowledge Ensure clear staff understanding of assessment tools analysis and interpretation including moderation and where to next for tamariki - data informed practices; accelerated learning with the support of SENCO, LSC, RTLB Identify effective assessment practices via PLD Working closely with MOE to ensure we are on target with our student achievement. Ensure we have a monitoring system in place that is utilised by staff. School data is placed in a retrievable sms system i.e. Etap
Meet/Discuss with SLT to decide on checkpoints of our TARGET Learners for Assessment of progress in Reading/Writing/Mathematics. Apply for funding for Interventions from RTLB Service.	During discussions with teachers, our target learners weren't getting the full support they needed in class and with Teacher Aides and RTLB. Programmes that we used with the tamariki are proving to be very successful, however, inconsistency at school often hinders the results.	Students were clearly identified as 'Target Learners' with specific programmes put in place with our Teacher Aides and RTLB, there was great progress from our tamariki, even though academically they are still below. Inconsistency of student attendance	Teachers to identify 'Target Learners' monitoring and tracking rates of progress and securing of new knowledge more frequently - these need to be reported back at bi-weekly staff meetings SLA small groups for interventions Clear data analysis identifying student learning needs will be evident in classroom weekly planning Implemented appropriate programmes across the school supported by internal and external expertise - Teacher Aides, RTLB
Continue to further develop relationships and communication with Parents/Caregivers and Whānau.	Parent/Teacher Interviews were very successful - need to meet at the beginning of the year so teachers can let parents know how their class operates and specific needs for their child		Will have'"Meet the teacher' evening and continue to have parent interviews early 2026

Investigate/Provide successful/effective Reading/Writing/Mathematics Programmes/Professional Development etc.	Ki Ata Mai Educational Trust on Kōrero and the Rumaki Reo's Marautanga (Curriculum). Teacher will continue to work on this document and align this with our English Medium Curriculum Evaluation but keeping in mind Te Ao Māori perspectives. -Rumaki teacher working closely with PLD provider Louise Keepa Numicon - staff attended introduction PR1ME - facilitator worked alongside staff BSLA - everyone trained and worked alongside facilitator	Te Reo facilitator is working closely with Ruamki to ensure they are following the correct process and students are on track to achieving their outcomes Students coming through with stronger foundational skills, however, we need to ensure that this is consistent across the school i.e. teachers knowing where a child should be at before they move into the next phase of learning - we are still filling gaps Seniors will still use AWS Maths programme to see if this helps to engage students in formal teaching.	BSLA will be implemented across the school and teachers will continue to work alongside our facilitator. Tracking of Maori students in Reading, Writing and Math to ensure progress, particularly Maori boys. Created a document that shows the equivalent of years in the Rumaki class and Year level. Still working on how we can ensure our Y7/8 students are ready for College. Regular observations in classrooms by Leaders to maintain good practice Develop consistency, and a systematic approach across the school, in Reading, Writing and Math Engage with MOE for implementing our new maths programmes: Y0-3 will work through Numicon and Y4-8 Prime Math. Teachers have already attended a course for Numicon, but needs a facilitator to support.
Plan/Prepare/Teach Units of Learning that engage and cater for the diverse learning needs of Students	**Locus of Control** Teacher empowers students to be independent learners who have a commitment to evaluating and adjusting their learning to meet their needs in partnership with the teacher. (KŌTAHI FOCUS) Whole School Inquiry based on KŌTAHI Graduate Profile/Curriculum.	With new staff - sharing the KŌTAHI Graduate Profile/Curriculum has been important for shared understanding. This will continue in 2023	Continue to share the KŌTAHI journey with new staff and a great way to keep at the forefront of existing staff.

Planning for 2026

1. **All Students will have a clear understanding of where their learning is at and where to next in Reading, Writing & Math, and assessment data is used to improve student learning:**
    a. Review assessment data with staff and determine the particular learning needs of students achieving below NZ Curriculum Levels
    b. Plan an extended programme to meet the learning needs of the below students
    c. Work with parents and whanau around ways to support student learning in class and at home
    d. Teacher aide support will be targeted to specifically identified students
    e. Whole school professional development given to teachers on teaching writing and different learning styles
    f. Process put in place for the teacher to reflect on and improve practice through appraisal and observation.
    g. Upskill teachers and students in understanding and using the writing rubrics to get a clear understanding of where they are at and where to next
    h. Work with and alongside students to identify what they are struggling with in writing and how it can be addressed
    i. Moderate writing as a staff - this is vital so teachers have a clear understanding of the structures within a piece of writing (asttle writing)
    j. Analyse end of year data to inform progress and planning for the following year
    k. Consistent delivery of structured lessons and moderation of writing
    l. Programmes will be designed to meet students' needs and delivery will be in a variety of ways
    m. Ensure that writing occurs daily - can be across curriculum areas
    n. Teachers observing good practice in school or outlying schools
    o. Writing will be monitored twice a term

2. **Target Learners will be identified and monitored in Reading, Writing & Math:**
    a. MOE BSLA & Maths structured programmes will be used
    b. Review assessment data with staff and determine the particular learning needs of students achieving well below NZ Curriculum Levels
    c. Work with parents and whanau around ways to support student learning in class and at home
    d. Upskill teachers in reading & writing to ensure the delivery of successful programmes
    e. Process put in place for the teacher to reflect on and improve practice through appraisal and observation.
    f. Upskill teachers and students in understanding and using the reading rubrics to get a clear understanding of where they are at and where to next
    g. Ensure daily reading and math with specific learning outcomes that are specific - can be cross curricular
    h. Daily Buddy Reading across the school to engage reluctant readers
    i. Analyse end of year data to inform progress and planning for the following year
    j. Consistent delivery of structured lessons
    k. Programmes will be designed to meet students' needs and delivery will be in a variety of groupings, whole class, ability groups, small groups, one on one
    l. Teachers observing good practice in school or outlying schools
    m. Target students will be established and assessed twice a term

3. **Community Engagement & Te Ao Maori:**
    a. Review and implement a range of communication, methods, to inform whānau and community and improve attendance at community events i.e. Facebook, Skool Loop, Class & School Newsletters and Website. (Communication was identified within our school community survey as not happening early enough prior to an event for parents)
    b. Hold a variety of community events to encourage parental involvement in the school to develop learning centred relationships i.e. Whanau evening, Hangi
    c. Investigate who in the community we need to connect with to promote whānau and community engagement i.e. Local Iwi, Hapu, Kaumatua, in particular Te Mana
    d. Develop our knowledge of Tikanga and Te Reo Maori i.e Marae Based Learning, Local Legends
    e. Ensure that there is a theme linked to Te Reo or Tikanga Māori in Inquiry Units where practicable i.e. Ranginui is the focus for this year

f. Implement initiatives to increase the visibility of the language, culture and identity of all our learners, and in particular Māori i.e. Morning karakia, waiata, kapahaka, Te Arawa Journey, and Tikanga Maori.
g. Close relationship with Te Mana o Ngati Rangitihi to ensure they are a part of our Rumaki journey

Evaluation and Analysis of Student Progress in 2025

At Matata Public School we provide individualised teaching and learning programmes for each child. This ensures that our students get plenty of one-on-one teacher time to help them achieve their learning goals and reach their full potential.

Literacy & Numeracy
In 2025 the majority of our students progressed through 1-6 sub-levels in Reading, Writing and Math, however, there were still a large number of tamariki that appeared below or well below their expected year level.
Curriculum
Varied and rich curriculum with a focus on local curriculum priorities, honouring of Te Tiriti o Waitangi in our tikanga and te reo learning, ensuring a rich Arts focus, provided integrated Science, Social Science, and Technology programmes. We ensured our tamariki had opportunities for physical education, education outside the classroom, and environmental learning. BSLA & Structured Math are being implemented in the classes, however, we are mindful of it taking time to master, especially being composite classes. Our senior students engaged in specialised teaching of Food Tech, Electronics, Hard Materials and Soft Materials through Technology at the local college.
Learning Needs
Students with learning needs were quickly identified and support was put in place with teacher aides to help the progress, with a continuation of the specialised learning followed up in class. Target students were identified and discussed at staff meetings - this will improve with the understanding that it is an expectation.
Values
Our KOTAHI values underpin everything we do at school from students to staff to whanau and the community
Culture & Whanau
We celebrate the cultures in our school to ensure tamariki feel proud of who they are and where they come from in a safe and supportive environment.

Giving Effect to Te Tiriti o Waitangi

Matata Public School acknowledges the unique position of Māori in Aotearoa New Zealand and acknowledges Māori as the elder treaty partner. We seek to promote awareness of Te Mana o Aotearoa and foster improved cultural understanding consistent with Te Tiriti o Waitangi.

We give effect to Te Tiriti o Waitangi by making tikanga and te reo Māori part of what we do everyday with the students, staff and Board.

What you will see	What you will hear	What you will feel
Te Reo and tikanga Māori on our walls, in our books, in our presentations and in our school values - KOTAHI Kapahaka Te Reo and tikanga Māori permeates through all we do and is a part of our MPS Curriculum. We ensure our inquiry units have a reo and tikanga focus. We create learning around our environment, te taiao Māori	Morning - kai - end of day karakia Waiata Greetings, classroom instructions, numbers, colours and praise in te reo with students and staff Discussions around Te Tiriti and tikanga Māori Karakia before Board Meetings	Whanaungatanga and Manaakitanga as we: - Welcome new whanau, visitors and schools with waiata - Host local rangitahi - support and teach local iwi entities - ensure we are involved in local activities where we can utilise our te reo Kaitiakitanga as we: - Take part in local environmental projects Aroha as we: - Celebrate our cultures and whanau - We eat together, laugh together, enjoy being together - Respect and care about each other

Partnership: Partnership involves working together with iwi, hapū, whānau and Māori communities to develop strategies for Māori education. Partnership encourages and requires Māori to be involved at all levels of the education sector, including decision-making, planning, and development of curriculum.

Protection: Protection means actively protecting Māori knowledge, interests, values, and other tāonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that "culture counts" and describes a commitment to "knowing, respecting and valuing where students are, where they come from and building on what they bring with them."

Participation: Emphasise positive Māori involvement at all levels of education: "Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures."