

# 2024 Annual Implementation Plan

## Plan summary

Literacy has been a key drive area in our strategic planning over the last two years. We have focussed on Junior school Reading and schoolwide Writing.

Over the last two years we have been introducing a structured literacy programme in Reading to our Year 1 students called *BSLA*. This has shown great success. We trained our Year 1 teacher and a teacher aide to implement this programme but at the end of 2023 this teacher left. In 2024 *BSLA* is being extended into Year 2 so we will train the new Year 1 and new Year 2 teachers in the *BSLA* approach.

Also over the last two years we have taken a new approach in the way we deliver Writing. We have engaged over this time with *Writer's Toolbox*, a schoolwide approach to the way we deliver Writing. 2024 enters us into our final year of significant staff development in developing pedagogies around the tools and thinking used in the way Writing is taught. We saw significant improvement in students in 2023 using these structures and we are looking for another similar improvement in 2024.

Finally, we recognise maintaining and improving school attendance builds into student achievement in all areas. This, therefore, is our third goal.

## Where we are currently at

Junior Reading is a new component to our Strategic Plan and is brought in to enable continuation and to build upon what we have already achieved in the implementation of *BSLA* as a structured literacy approach within the junior school. It centres around the development of new staff in the school to carry on the approach used and to extend this to the next year level. Writing improvement is based on a three year journey of improvement. While we are in our third year of staff development, we are in our second year of trying to achieve significant shift in students. We are wanting to be at 80% or more achievement for students, including Māori and boys, by the end of 2025. We are already there for Pasifika and we wish to maintain this. Below is the starting data in 2021, before any development, moving to 2023 after two years of development.

### WRITING DATA 2021 - 2023

		2021	2022	2023
All Students	At and above Curriculum Expectations	56%	52%	62%
	One year above	4%	3%	5%
	At	52%	49%	57%
	One year below	28%	39%	35%
	Two or more years below	13%	9%	3%
Māori	At and above Curriculum Expectations	38%	38%	56%
	One year above			6%
	At	38%	38%	50%
	One year below	23%	62%	44%
	Two or more years below	38%		
Pasifika	At and above Curriculum Expectations	63%	67%	86%
	One year above	13%	17%	
	At	50%	50%	86%
	One year below	25%	33%	14%
	Two or more years below	13%		
Gender	Girls at or above Curriculum Expectations	64%	67%	67%
	Boys at or above Curriculum Expectations	38%	34%	52%

**ATTENDANCE 2023**

The government has announced that it wants to see 70% of students attending school for 90% or more of the time (20 days absence or less). At the end of 2023 our school was at 73.3%.

Further data at the end of 2023 revealed:

The **range** of absences were ½ a day – 51 days

The **median** absence was 12 days (94% attendance)

The **average** was 14 days (93% attendance)

**How our targets and actions give effect to Te Tiriti o Waitangi**

Matamata Christian School delivers its curriculum to help every student to achieve. Students who are performing below curriculum expectations are deliberately targeted with support to help accelerate them so that they can close the gap, achieve and even exceed the curriculum expectations. Additionally, the school has developed a series of strategies around the Tātaiako document to actively engage Māori students and deliver learning in a way that will support their educational experiences. Further, the school continues to develop and integrate te reo and tikanga Māori in classroom practice to deepen the principles of Te Tiriti o Waitangi and to normalise the use of te reo in everyday learning experiences and life. Te reo, our Tātaiako strategies and tikanga Māori are used prominently in both the Writing and Junior Reading development areas.

# Strategic Goals

<b>Strategic Goal 1: Writing</b>					
<b>Annual Target / Goal:</b> Our aim is to raise student achievement so 71% of all students are performing at or above curriculum expectations in Writing by the end of the 2024 school year (up from 62% in 2023). By the end of 2025 we aim to have 80% of all students achieving at or above the curriculum expectations.					
<b>Our Expectations:</b> Our expectation is that all students will make 12 months progress over the school year, and our aim (drive) is for those that are behind curriculum expectations to make 24 months progress.					
<b>Measuring Success:</b> The school will measure progress both formally and informally:					
<ul style="list-style-type: none"> <li>- Twice per year the school will measure overall progress against the curriculum expectations. This will be done through writing samples measured by teachers against the school's aligned assessment rubrics, and by using overall teacher judgements based on discussions had with students and what the teacher has seen them doing in class work, including across the curriculum. Writing samples will be moderated within and, where possible, across schools.</li> <li>- Less formally the <i>Writer's Toolbox</i> online tool will be used each week to give students immediate feedback on their progress and next learning steps from Years 5 – 8. Teacher monitoring, workshops and feedback will complement this. In Years 1 – 4 this feedback will be provided by the class teacher.</li> <li>- Teacher inquiry with target students in each class will be monitored every three weeks to make sure instruction is achieving the desired impact to accelerate learning.</li> <li>- Regular staff meetings will create the forum to evaluate progress between classes and provide professional discussions to help each teacher improve progress in their class.</li> </ul>					
Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
To develop teacher understanding and effective pedagogy	Term 1	Engage with <i>Writer's Toolbox</i> facilitators to provide in-depth PLD to teachers across the whole school to develop teaching pedagogies, teacher's understanding of language and student achievement.	PLD provided by <i>Writer's Toolbox</i> and funded by the MOE.	Term 4	<i>Writer's Toolbox</i> / Alistair Paterson / Joanne Evans
Use the <i>Writer's Toolbox</i> online platform at Years 5 – 8	Term 1	Use the <i>Writer's Toolbox</i> online platform to help engage all students in Years 5 – 8 and to provide further writing instruction and feedback.	<i>Writer's Toolbox</i> online platform provided to all Y5 – 8 students. Funded by the school.	Ongoing	Joanne Evans / Kayla Uerata
Use the sentence train schoolwide	Term 1	Teachers to use the <i>Writer's Toolbox</i> sentence train as an instructional tool for understanding sentence development to all students.	Every class is equipped with the teacher sentence train kits and levelled posters. Funded by the school.	Term 1	Alistair Paterson

Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Use 'Teacher as Inquiry' to lift student achievement	Term 1	Teachers to take something they are learning from <i>Writer's Toolbox</i> to try as a teacher inquiry. This should evolve or morph into other trials during the year.		Each term then start the next.	Staff
Develop a schoolwide approach to spelling	Term 1	Develop <i>The Code</i> approach to spelling schoolwide to address issues around spelling performance in students.	<i>The Code</i> resources are available to all teachers. Funded by the school.	Term 4	Staff
Develop the use of assessment so it is used as a genuine learning tool	Term 2	Review assessment processes and update the English Implementation Plan looking at what and why we are assessing, and what the best process for doing so is in order to support learning, student understanding of their learning and goal setting.	Release time funded by the WST position of the Kāhui Ako and the school.	Term 4	Joanne Evans / Kayla Uerata / Susan Thomasen
Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement	Term 1	Staff developed Tātaiako initiatives to be implemented as per staff performance appraisals.		Term 4	Alistair Paterson / Staff
Look at cultural inclusiveness to lift Māori, Pasifika and ESOL achievement	Term 2	Use research and professional development from our Kāhui Ako to develop culturally responsive pedagogies from a Shalom perspective.	PLD development from BTI and Ngā Whānau o Karaiti Kāhui Ako is given to school management to be passed on to staff.	Term 4	Sue Baker (BTI) / Alistair Paterson / Joanne Evans (WST)
Develop rubrics for students to understand their learning pathways and engage student self-management and motivation	Term 1	Staff work with a <i>Writer's Toolbox</i> facilitator to develop student rubrics that align with curriculum expectations and the new pedagogical approach to teaching. The goal is to help students understand their learning pathways and set goals to help self-manage and drive their achievement.	Release staff to work with the facilitator. School to fund.	Term 2	Joanne Evans / Kayla Uerata / Susan Thomasen
Moderation	Term 3	Continue to develop an understanding of the Writing expectations rubrics and features of the exemplars in staff meetings and with other schools in our Kāhui Ako.		Term 4	Alistair Paterson / Joanne Evans / AST's
At risk staff meetings	Term 1 holidays	During each school holidays teachers meet to discuss students that are at risk of not making expected progress, not accelerating if they are not likely to meet the curriculum expectations, or are facing barriers to success. These will be discussed as a staff to look for strategies and ideas on how to make the desired progress. The expectation is that every teacher takes responsibility for every student in the school. Strategies may be employed that are schoolwide, for groups or individuals. Referrals for RTLB support may also be considered where necessary.	RTLB support where necessary.	Term 3 holidays	Alistair Paterson / Staff

# Strategic Goals

Strategic Goal 2: BSLA Reading					
<p><b>Annual Target / Goal:</b> To implement the <i>BSLA</i> Reading programme at Years 1 and 2 and have 85% or more of Year 1 and 2 students achieving at the curriculum expectations in Reading.</p>					
<p><b>Our Expectations:</b> Our expectation is that all students will make 12 months progress over the school year, and our aim (drive) is for those that are behind curriculum expectations to make 24 months progress.</p>					
<p><b>Measuring Success:</b> The school will measure progress according to the <i>BSLA</i> cycle termly procedures. They will also be done using the official <i>BSLA</i> testing process. When students have progressed off the <i>BSLA</i> programme they will carry on with our normal school reading programmes and will be tested using Running Records termly.</p> <p><i>BSLA</i> has been aligned with the curriculum expectations and will be tracked and monitored termly and reported upon twice a year as a school.</p>					
Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
To implement the <i>BSLA</i> Reading programme at Years 1 and 2.	Term 1	Teachers of Years 1 and 2 will do the University of Canterbury course for teaching <i>BSLA</i> .	PLD provided by University of Canterbury (UC) and funded by the MOE.	Term 4	UC / Sharyn Merry Susan Thomasen / Elisa Atkins
	Term 1	<i>BSLA</i> Tier 1 and 2 levels will be setup for implementation.	UC to provide materials.	Term 1	Susan Thomasen / Elisa Atkins / Zuzana Stevens
Purchase all appropriate suggested resources to support the <i>BSLA</i> programme.	Term 1	Significant <i>BSLA</i> reading resources will be purchased for implementation of the programme in both Junior classes.	Readers provided by the MOE. Additional books funded by the school and obtained from bookshops.	Ongoing Term 1	MOE / Alistair Paterson
Teacher coaching is provided to support and accelerate teacher implementation and confidence.	Term 1	A <i>BSLA</i> facilitator will work with Year 1 and 2 teachers to implement the structured literacy teaching approach.	Local RT.Lit used as our facilitator. Funded by UC.	Term 4	Sharyn Merry (RT.Lit)
	Term 1	Teachers will have observations and feedback on their teaching by the facilitator to support their professional practice.	RT.Lit. Funded by MOE and UC.	Term	Sharyn Merry
Culturally responsive pedagogies will be employed to Māori and Pasifika students.	Term 1	The school has developed its approach around the Tātaiako research and recommendations. Strategies to implement this linked with best practice for moving Māori achievement have been developed and will be implemented alongside the <i>BSLA</i> approach.	School has developed this already from Tātaiako.	Ongoing	Susan Thomasen / Elisa Atkins

Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Culturally responsive pedagogies will be employed to Māori and Pasifika students.	Term 2	In Term 2 staff will continue development around culturally responsive and relational practices from BTI through our Kāhui Ako. This is expected to help influence Reading achievement long term.	PLD development from BTI and Ngā Whānau o Karaiti Kāhui Ako is given to school management to be passed on to staff.	Term 4	Sue Baker (BTI) / Alistair Paterson / Joanne Evans (WST)
Continue to develop alignment of the curriculum expectations and <i>BSLA</i> together and form progression expectations.	Term 3	The school has been developing rubrics around Reading achievement and aligning <i>BSLA</i> with the Reading curriculum expectations. We will continue to work with staff on developing these so staff and students can clearly define expectations, progress and next steps to learning. This is expected to empower both teachers and students.		Term 4	Staff
Use 'Teacher as Inquiry' to develop practice and lift student achievement.	Term 2	Staff will use teacher inquiries to develop their <i>BSLA</i> practice including evaluating any barriers to learning for students, how Māori and Pasifika are related to in planning and learning, and how to integrate culturally relevant pedagogies.		Ongoing	Susan Thomasen / Elisa Atkins
Embed <i>BSLA</i> practice into school documentation.	Term 4	Our English Implementation Plan, through self-review, will be reviewed again in Term 4 to include <i>BSLA</i> .		Term 4	Joanne Evans / Susan Thomasen
At risk staff meetings.	Term 1 holidays	During each school holidays teachers meet to discuss students that are at risk of not making expected progress, not accelerating if they are not likely to meet the curriculum expectations, or are facing barriers to success. These will be discussed as a staff to look for strategies and ideas on how to make the desired progress. The expectation is that every teacher takes responsibility for every student in the school. Strategies may be employed that are schoolwide, for groups or individuals. Referrals for RTLB and RT.Lit support may also be considered where necessary.	RTLB and RT.Lit support where necessary	Term 3 holidays	Alistair Paterson / Staff

# Strategic Goals

Strategic Goal 2: Attendance					
<b>Annual Target / Goal:</b> To have 80% of students attending school for 90% or more of the school year.					
<b>Our Expectations:</b> Our expectation is that all students will be at school every day they possibly can be. We want at least 80% of students to be attending school for 90% of the school year.					
<b>Measuring Success:</b> The school will use a combination of its own and Ministry of Education analysis of electronic monitoring through the school's student management system. Weekly feedback will be given so potential issues can be followed up on. Deeper analysis and reporting will be done at half and end of year.					
Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Appeal for parents to buy into targets, understand why we need them and be clear on the role parents play toward this.	Term 4 2023	Conversations at prize giving events and parent nights about attendance and absence rates and what are acceptable absences.		Term 4 2023	Alistair Paterson
	Term 4 2023	Building and promoting trust in families to decide when their children are sick as they know their children best.		Ongoing	Alistair Paterson
	Term 1	Use the school newsletter to help whānau understand the importance of being at school every day.	School newsletter	Term 4	Alistair Paterson
Engage with outside support agencies to help attendance.	Term 1	Where necessary engage with the local Rock On and Starfish's local Attendance Services to work with families with questionable absences and irregular attendance.	Rock On and Starfish Attendance Services	Ongoing	Alistair Paterson
	Term 1	Attend local Rock On meetings to know how attendance is tracking across the wider Matamata community, to be aware of families with attendance issues that may come to our school, and help others form a clearer understanding where they may have families that have once been at MCS.	Rock On meetings	Ongoing	Alistair Paterson
Look for barriers to regular attendance.	Term 1	Use the school SMS to look for any trending days of absence in a week and work as a school to make that a day that is attractive for students and whānau to attend.	School SMS	Ongoing	Alistair Paterson / Staff
	Term 1	Through monitoring identify families at risk of not meeting attendance goals and consult with them to ensure there are no barriers to students attending whether physically, socially or emotionally.		Ongoing	Alistair Paterson / Staff

Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Identify cultural barriers and needs to attending school.    Bring family attendance rates to be front of mind to parents and caregivers	Term 2	In Term 2 staff will continue development around culturally responsive and relational practices from BTI through our Kāhui Ako. This is expected to help influence our approach to Māori, Pasifika and families from other cultures.	Kāhui Ako and BTI	Ongoing	Alistair Paterson / Joanne Evans (WST)
	Term 1	The school has developed its approach around the Tātaiako research and recommendations. Strategies to implement this linked with best practice for helping meet the needs of Māori have been developed and will be implemented.	Tātaiako strategies	Ongoing	Staff
	Term 1	Highlight individual attendance rates in each of the three types of school reports that families get during the year to promote regular attendance.	School reports	Term 4	Staff
	Term 1	Attendance and punctuality will continue to be promoted as two of four achievement areas for earning a school 'Rockstars' certificate at the end of each term in end of term assemblies. These are valued by students and families.	Termly Rockstars Awards	Term 4	Staff