

2025 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 three years we have been introducing a structured literacy programme in Reading to our Year 1 – 3 students called *BSLA*. This has shown great success. Initially 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* was extended into Years 2 and 3. In early 2025 the Year 1 teacher once again left necessitating another teacher to be trained. Additionally, the government announced the extension of *BSLA* up to Year 8. Our aim then is to train all teachers in *BSLA* across the school.

Also over the last three 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. In 2024 we completed the training we had been funded to undertake. This provided significant staff development in developing pedagogies around the tools and thinking used in the way Writing is taught. We saw significant improvement in students over the three years. We have moved into a period of sustaining this development for ourselves and bringing new teachers on board with it. This remains a key teaching approach for us moving forward.

In 2025 the government has introduced new English and Mathematics Curriculums. Along with this is a structured literacy and Mathematics approach. Literacy we had tracked toward but this is a new approach for us in Mathematics. We have chosen the *Oxford* approach and resources which is a big delivery change for us. Because of the changes, and the experiences of others, we are expecting an initial dip in our results in 2025.

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

Where we are currently at

Extending *BSLA* and bringing in Mathematics are new components to our Strategic Plan. Both build into our structured teaching approach.

Writing improvement is based on a three year journey of improvement. While we are in our fourth year of staff development, we are in our third year of trying to achieve a significant shift in students. We are wanting to be at 80% or more achievement for students, including Māori and boys, by the end of 2026. We are already there for Pasifika and we wish to maintain this.

Below is the starting data in 2021, before any development, moving to 2024 after three years of development.

WRITING DATA 2021 - 2024

		2021	2022	2023	2024
All Students	At and above Curriculum Expectations	56%	52%	62%	64%
	One year above	4%	3%	5%	2%
	At	52%	49%	57%	62%
	One year below	28%	39%	35%	30%
	Two or more years below	13%	9%	3%	6%
Māori	At and above Curriculum Expectations	38%	38%	56%	54%
	One year above			6%	
	At	38%	38%	50%	54%
	One year below	23%	62%	44%	40%
	Two or more years below	38%			7%
Pasifika	At and above Curriculum Expectations	63%	67%	86%	83%
	One year above	13%	17%		
	At	50%	50%	86%	83%
	One year below	25%	33%	14%	17%

		Two or more years below		13%						
Gender	Girls at or above Curriculum Expectations		→	64%	→	67%	→	67%	→	70%
	Boys at or above Curriculum Expectations		→	38%	→	34%	→	52%	→	57%

ATTENDANCE 2023

The government has announced that it wants to see 80% of students attending school for 90% or more of the time (20 days absence or less) by 2030. At the end of 2024 our school was at 80.5%. We are still aiming to improve on this to 85%.

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 the Writing, Reading, and Mathematics development areas.

Strategic Goals

Strategic Goal 1: Writing					
Annual Target / Goal: Our aim is to raise student achievement so 74% of all students are performing at or above curriculum expectations in Writing by the end of the 2025 school year (up from 64% in 2024). By the end of 2026 we aim to have 80% of all students achieving at or above the curriculum expectations.					
Our Expectations: 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.					
Measuring Success: The school will measure progress both formally and informally:					
<ul style="list-style-type: none"> - 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. - 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. - 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. - 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. 					
Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
To develop teacher understanding and effective pedagogy	Term 1	Kayla Uerata will lead <i>Writer's Toolbox</i> development in the school and provide ongoing PLD to all teachers through staff meetings to develop teaching pedagogies, teacher's understanding of language and student achievement.	PLD updates by <i>Writer's Toolbox</i>	Term 4	Kayla Uerata
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	Natasha Marx / Holly Fawcett / Kayla Uerata / Emma Tomlinson
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	Kayla Uerata / Alistair Paterson

Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Use 'Teacher as Inquiry' to lift student achievement	Term 1	Teachers to target learning needs of target students and investigate as a teacher inquiry. This should evolve or morph into other trials during the year.		Each term	Staff
Develop a schoolwide approach to spelling	Term 2	Transition from <i>The Code</i> to <i>BSLA</i> as an approach to spelling schoolwide to address issues around spelling performance in students.	<i>BSLA</i> will be available to all teachers from Term 2 (already available at Years 1 – 3). 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.	<i>E-asTTle</i> and <i>Writer's Toolbox</i> .	Term 4	Kayla Uerata / Holly Fawcett
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
Develop rubrics for students to understand their learning pathways and engage student self-management and motivation	Term 2	Staff work to continue 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.	Provide release for staff to work together.	Term 2	Kayla Uerata / Anna Bloomfield / Maritia Stroebel
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	Kayla Uerata
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					
Annual Target / Goal: To implement the <i>BSLA</i> Reading programme at Years 1 and 8 and have 85% or more of Year 1 and 8 students achieving at the curriculum expectations in Reading.					
Our Expectations: 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.					
Measuring Success: 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. Running Records may also be used as the assessment strategy is being developed. <i>BSLA</i> is being aligned with the curriculum expectations and will be tracked and monitored termly and reported upon twice a year as a school. Phonics checks at Year 1 is also being introduced.					
Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
To implement the <i>BSLA</i> Reading programme at Years 1 - 8.	Term 2	Teachers of Years 1 – 8 will do the University of Canterbury course for teaching <i>BSLA</i> . Note the Junior school has already done this but a new teacher at Year 1 – 2 needs to be trained too.	PLD provided by University of Canterbury (UC) and funded by the MOE.	Term 4	UC / Sharyn Merry Staff
	Term 1	<i>BSLA</i> Tier 1 and 2 levels will be setup for implementation at Years 1 - 3.	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 across the school.	Readers provided by the MOE. Additional books funded by the school and obtained from bookshops.	Ongoing	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 – 8 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	Staff

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
Continue to develop alignment of the curriculum expectations and <i>BSLA</i> together and form progression expectations.	Term 2	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	Staff
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	Kayla Uerata
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 RTL and RT.Lit support may also be considered where necessary.	RTL and RT.Lit support where necessary	Term 3 holidays	Alistair Paterson / Staff

Strategic Goals

Strategic Goal 3: Mathematics					
Annual Target / Goal: To implement the <i>Oxford</i> Mathematics programme at Years 1 – 8 and have 80% or more of Year 1 – 8 students achieving at the curriculum expectations in Mathematics.					
Our Expectations: 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.					
Measuring Success: The school will measure progress according to the <i>Oxford</i> weekly cycle of pre and post tests. We will also test twice yearly with e-asTTle to verify achievement progress and to give further formative information on student progress.					
Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
To implement the <i>Oxford</i> Mathematics programme at Years 1 - 8.	Term 1	Teachers will be involved in all <i>Oxford</i> PLD sessions being offered (subject to numbers).	PLD provided by <i>Oxford</i> and by the MOE.	Term 4 2026	Oxford / MOE
	Term 1	Teachers and a teacher aide will be involved in the governments Teacher Only Days which will have a focus on the new Mathematics Curriculum.	Ministry of Education funded PLD.	Term 2 2026	Jaco Labuschagne organising
Purchase <i>Oxford</i> texts for all students.	Term 1	Significant <i>Oxford</i> Mathematics book resources will be supplied for implementation of the programme across the school.	<i>Oxford</i> texts to be supplied by the MOE.	Term 1 2026	MOE / Alistair Paterson
Teacher coaching is provided to support and accelerate teacher implementation and confidence.	Term 1	Anna Bloomfield to lead staff meetings with further development using the <i>Oxford</i> programme.	<i>Oxford</i> online materials.	Ongoing	Anna Bloomfield / Alistair Paterson
	Term 2	Teachers will have observations and feedback on their teaching to support their professional practice.		Term 4	Alistair Paterson
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>Oxford</i> approach.	School has developed this already from Tātaiako.	Ongoing	Staff
	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

Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Develop alignment of the curriculum expectations and <i>Oxford</i> programme together and form progression expectations.	Term 2	The school had previously been developing rubrics around Mathematics achievement and aligning this with 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 and help redefine school reports.	Mathematics Curriculum	Term 4	Anna Bloomfield / Alistair Paterson / Staff
Use 'Teacher as Inquiry' to develop practice and lift student achievement.	Term 1	Staff will use teacher inquiries through <i>ALiM</i> to analyse and evaluate any barriers to learning for students, and accelerate students tracking behind expectations.	<i>ALiM</i>	Term 4	Staff
Review the Mathematics Implementation Plan.	Term 4	Review the Mathematics Implementation Plan to reflect the new Mathematics Curriculum and use of the <i>Oxford</i> Mathematics programme.	Mathematics Curriculum and <i>Oxford</i> programme.	Term 4	Anna Bloomfield / Alistair Paterson
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 <i>RTLb</i> support may also be considered where necessary.	<i>RTLb</i> support where necessary	Term 3 holidays	Alistair Paterson / Staff

Strategic Goals

Strategic Goal 4: Attendance					
Annual Target / Goal: To have 85% of students attending school for 90% or more of the school year.					
Our Expectations: Our expectation is that all students will be at school every day they possibly can be. We want at least 85% of students to be attending school for 90% of the school year.					
Measuring Success: The school will use 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 the end of each term.					
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 2024	Conversations at prize giving events and parent nights about attendance and absence rates and what are acceptable absences.		Term 4 2025	Alistair Paterson
	Term 4 2024	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 any periodic 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
	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
	Term 2	Develop work programmes for students involved in overseas missions from the YWAM Base to take with them. Get them to share about what they have learned and discovered from their journey in class and at an assembly (if appropriate).		Term 3	Staff
	Term 4	Celebrate students with 100% attendance at the end of year prizegiving.		Term 4	Alistair Paterson