



# 2026 Annual Implementation Plan

## Plan Summary

Literacy has been a key drive area in our strategic planning over the last three years. We have focussed on introducing *BSLA* schoolwide and implementing *Writer's Toolbox* schoolwide. 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. We trained all our teachers at this point. In 2026 we have some new and returning staff across Years 1 – 8 that we will train too.

Also over the last four years we have adopted 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 and moved into a period of sustaining this development for ourselves and bringing new teachers on board with it. In 2025, with the release of a new curriculum, our results took a significant dive with a lift in expectations of 6 – 18 months. Writing has therefore become a significant need again in 2026 but we have the capacity of driving the training in this ourselves,

The demands of the new English and Mathematics Curriculums released for 2025 challenged our end of year data in all areas. This has intensified our teaching approaches and increased the urgency to make sure teachers are well equipped. It has meant many new teaching approaches being introduced across the school.

The structured Mathematics teaching approach saw us introduce *Oxford* schoolwide in 2025. This had a number of teething issues which we were able to generally address over the year with the exception of at Years 1 and 2. The issue being asking students to use and read a text book when they are still learning to read and write. For 2026 we have changed our resourcing in Phase 1 to *Numicon* to address this and further strengthen junior Mathematics. Phase 2 and 3 students will maintain *Oxford* resources. For our new Phase 4 Year 9 students we are picking up on *Education Perfect* resourcing which has recently been offered by the government.

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

Writing improvement had been based on a three year journey of improvement (2022 – 2024) but this took a deep drop in 2025 with the introduction of a new curriculum with much higher demands for our students. For 2026 we have returned to trying to develop a deep shift up again. In this first recovery year we are wanting to be at 50% or more achievement for students, including for both Māori and boys and girls, by the end of 2026. We are already at 57% for Pasifika but wish to be improving upon this.

Below is the starting data in 2021, before any development, moving to 2025 after three years of development.

### ATTENDANCE 2026

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 2025 our school was at 82%. We are still aiming to improve on this to 85%.

### WRITING DATA 2021 - 2025

		2021	2022	2023	2024	2025
All Students	At and above Curriculum Expectations	56%	52%	62%	64%	39%
	One year above	4%	3%	5%	2%	1%
	At	52%	49%	57%	62%	38%
	One year below	28%	39%	35%	30%	54%
	Two or more years below	13%	9%	3%	6%	7%
Māori	At and above Curriculum Expectations	38%	38%	56%	54%	21%
	One year above			6%		
	At	38%	38%	50%	54%	21%
	One year below	23%	62%	44%	40%	64%
	Two or more years below	38%			7%	14%

Pasifika	At and above Curriculum Expectations		63%		67%		86%		83%		57%
	One year above		13%		17%						
	At	→	50%	→	50%	→	86%	→	83%	→	57%
	One year below		25%		33%		14%		17%		43%
	Two or more years below		13%								
Gender	Girls at or above Curriculum Expectations		64%		67%		67%		70%		39%
	Boys at or above Curriculum Expectations	→	38%	→	34%	→	52%	→	57%	→	38%

### 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

<b>Strategic Goal 1: Writing</b>					
<b>Annual Target / Goal:</b> Our aim is to raise student achievement so 50% of all students are performing at or above curriculum expectations in Writing by the end of the 2026 school year (up from 39% in 2025). By the end of 2029 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 the new SMART Tool and 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 (weekly where possible) staff meetings will create the forum to develop effective pedagogies within staff.</li> </ul>					
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 weekly staff meetings to develop teaching pedagogies, teacher's understanding of language and student achievement.	PLD modules by <i>Writer's Toolbox</i>	Term 4	Kayla Uerata
Use the <i>Writer's Toolbox</i> online platform at Years 5 – 9	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 – 9 students. Funded by the school.	Ongoing	Alistair Paterson / Kayla Uerata
Use the sentence train schoolwide	Term 4, 2025	Teachers of Years 1 – 8 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	All teachers
To support teacher implementation	Term 1	Teachers will have observations and feedback on their teaching using <i>Writer's Toolbox</i> to ensure good implementation practices.		Term 4	Kayla Uerata
Develop a schoolwide approach to spelling	Term 1	Implement <i>BSLA</i> as an approach to spelling schoolwide to address issues around spelling performance in students.	<i>BSLA</i>	Term 4	All teachers
Develop the use of assessment so it is used as a genuine learning tool	Term 1	Implement the new SMART Tool and collect writing samples twice in the year to mark against reviewed assessment rubrics. 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>SMART Tool</i> and <i>Writer's Toolbox</i> .	Term 4	Kayla Uerata / Anna Bloomfield
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 4	Kayla Uerata / Anna Bloomfield / Maritia Stroebe
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.	School's Tātaiako approach	Term 4	Alistair Paterson / All teachers
Moderation	Term 3	Continue to develop an understanding of the Writing expectations rubrics and features of the exemplars in staff meetings.		Term 3	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 / Kayla Uerata / 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 8 and have 78% or more of Year 1 - 9 students achieving at the curriculum expectations in Reading. By the end of 2027 we aim to have 80% or more of all students at or above the curriculum expectations.</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 use the new SMART Tool twice per year to monitor Reading progress.</p> <p>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 and include Phonics checks at Year 1. Dibbels or Running Records will be used as part of this.</p>					
Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
To implement the <i>BSLA</i> Reading programme throughout Years 1 - 8.	Term 1	Teachers of Years 1 – 8 who have not already done the <i>BSLA</i> training with the University of Canterbury will do so	PLD provided by University of Canterbury (UC) and funded by the MOE.	Term 4	UC / 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	Maritia Stroebel / Natasha Marx / 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 peer coaching is used to support and accelerate teacher implementation and confidence.	Term 1	Through staff meetings and PLG groups Year 1 – 8 teachers will have professional discussions to ensure support and guidance to implement <i>BSLA</i> effectively.		Ongoing	All teachers
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	All teachers

Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Use the new SLA programme to accelerate student achievement.	Term 1	Two small groups of up to five Year 1 – 6 students will be formed to run an intensive SLA programme to accelerate student achievement over a 12 week period.	SLA programming	Term 3	Zuzana Stevens / Anna Bloomfield
Use 'Teacher as Inquiry' to develop practice and lift student achievement.	Term 1	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	All teachers
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 RTLB and RT.Lit support may also be considered where necessary.	RTLB support where necessary	Term 3 holidays	Alistair Paterson / All teachers

# Strategic Goals

Strategic Goal 3: Mathematics					
<p><b>Annual Target / Goal:</b> To implement the <i>Numicon</i> programme at Years 1 – 3, the <i>Oxford</i> Mathematics programme at Years 4 – 8, and <i>Education Perfect</i> resources at Year 9, and have 71% or more of Year 1 – 8 students achieving at the curriculum expectations in Mathematics. By the end of 2028 we aim to have 80% or more of all students at or above the curriculum expectations.</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 each of the programmes built-in monitoring systems, with the SMART Tool twice yearly, and with teacher observations and conversations with students.</p>					
Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
To implement the <i>Numicon</i> Mathematics programme at Years 1 - 3.	Term 1	Teachers will be involved in all <i>Numicon</i> PLD sessions being offered.	PLD provided by <i>Numicon</i> .	Term 4 2026	Numicon / MOE
To implement the <i>Oxford</i> Mathematics programme at Years 4 - 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
To implement the <i>Education Perfect</i> Mathematics resources at Year 9.	Term 1	Teachers will be involved in all <i>Education Perfect</i> PLD sessions being offered.	PLD provided by <i>Education Perfect</i> and by the MOE.	Term 4 2026	Education Perfect
Teachers will deepen their understanding of the science of learning	Term 1	Teachers and a teacher aide will be involved in the governments Teacher Only Days which will have a focus on the science of learning within the new Mathematics Curriculum.	Ministry of Education funded PLD.	Term 2 2026	Jaco Labuschagne organising
Purchase <i>Numicon</i> resources for Year 1 - 3 students.	Term 1	Significant <i>Numicon</i> resources will be supplied for implementation of the programme across the junior school.	<i>Numicon</i> resources to be purchased.	Term 1 2026	Alistair Paterson with Junior teachers
Buying strand resources to aid the teaching of Mathematics.	Term 1	A stocktake of strand equipment to be made and resources purchased to aid the implementation of the Mathematics programme across the school.	Strand resources.	Term 2	Anna Bloomfield / 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>Numicon and Oxford</i> programmes.	<i>Numicon and Oxford</i> online materials.	Ongoing	Anna Bloomfield

Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Use the new MAP programme to accelerate student achievement.	Term 1	Two small groups of up to five Year 1 – 6 students and two small groups of up to five Year 7 – 8 students will be formed to run an intensive MPA programme to accelerate student achievement over a 12 week period.	<i>Education Perfect</i> through MAP programming.	Term 3	Zuzana Stevens / Anna Bloomfield / Holly Fawcett / Kayla Uerata
	Term 2	Teachers will have observations and feedback on their teaching to support their professional practice.	AP release time.	Term 4	Anna Bloomfield
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 Mathematics programme.	School has developed this already from Tātaiako.	Ongoing	All teachers
Develop alignment of the curriculum expectations along with the <i>Numicon</i> , <i>Oxford</i> and <i>Education Perfect</i> programmes with the 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 / All teachers
Use 'Teacher as Inquiry' to develop practice and lift student achievement.	Term 1	Staff will use teacher inquiries to analyse and evaluate any barriers to learning for students, and accelerate students tracking behind expectations. (This may include using an <i>ALiM</i> approach).		Term 4	All teachers
Review the Mathematics Implementation Plan.	Term 4	Review the Mathematics Implementation Plan to reflect the new Mathematics Curriculum and use of <i>Numicon</i> , <i>Oxford</i> and <i>Education Perfect</i> Mathematics programmes.		Term 4	Anna Bloomfield
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 / All teachers

# Strategic Goals

Strategic Goal 4: Attendance					
<b>Annual Target / Goal:</b> To have 85% 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 85% of students to be attending school for 90% of the school year.					
<b>Measuring Success:</b> 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.		Ongoing	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
Develop a strategic plan for increasing attendance.	Term 4 2025	Develop and implement an Attendance Handbook outlining a strategic plan for lifting attendance and dealing with irregular attendance.	MOE and other schools	Term 1	Alistair Paterson / All staff
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 / Anna Bloomfield / Kayla Uerata / All teachers

Strategy	Starting Time	General Focus	Resources	Completion Time	Responsibility
Look for barriers to regular attendance.	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 (as per the Attendance Handbook procedures).		Ongoing	Alistair Paterson / Anna Bloomfield / Kayla Uerata / All teachers
Identify cultural barriers and needs to attending school.	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	All teachers
Bring family attendance rates to be front of mind to parents and caregivers	Term 1	Highlight individual attendance rates in each of the school reports that families get during the year to promote regular attendance.	School reports	Term 4	All teachers
	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	All teachers
	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	All teachers
	Term 4	Celebrate students with 100% attendance at the end of year prizegiving.		Term 4	Alistair Paterson