STRATEGIC PLAN
2023

MCS
MATAMATA CHRISTIAN SCHOOL
TRUST AND OBEY

CONTENTS

VISION STATEMENT

Equip for life, prepare for eternity.

MISSION STATEMENT

Matamata Christian School, together with the parents, work to provide a Christ-centred education based on Biblical foundations.
We strive for personal excellence in the academic, spiritual, physical and emotional realms.

CORE VALUES

The school believes in and actively pursues:

- a caring, praying community united in Jesus Christ

- enthusiastic and actively involved families

- a heart obedient to the Lord

- a spirit of perseverance, resilience and self-discipline

- respect for self, others and those in authority

- quality, Christ-centred, Bible based education

- a well maintained physical environment and resources

THE CORE PURPOSE

The school in partnership with parents, within an educational environment, will encourage lifelong discipleship of Jesus Christ by providing opportunities to:

- gain knowledge and understanding of all things based on the truth of His Word (Proverbs 1:7)

- gain faith that transforms into the likeness of God (Romans 12:2)

- gain hope in an eternal relationship with God through Jesus Christ that is firmly rooted in a deep reverence of Him (Ephesians 3:17 – 20)

- gain confidence to achieve all things through Christ who strengthens (Philippians 4:13)

BRIEF DESCRIPTION

Matamata Christian School was founded in 1988 and is a full primary school for girls and boys from Y1—Y8, offering education with a special character.

The school is a member of two Communities of Learning | Kahui Ako; Ngā Whānau O Karaiti Kāhui Ako the primary CoL, and the Matamata Community as the secondary CoL.

Preference for enrolment is given to those families who establish a particular or general connection with the special character of the school (refer to the "Deed of Agreement").

In accordance with section 11P of the Education Act 1989, the board will adopt an enrolment scheme if the demand for places exceeds the number of places available under the school's maximum roll.

The proprietor of the school is the Peria Christian Education Inc. which is governed by its constitution to preserve the special character of the school.

TEACHING VALUES

- Respect
- Service
- Compassion
- Truthfulness
- Self-Control
- Initiative
- Perseverance
- Diligence

SCHOOL GOALS

Goal 1: Provide a Christ centred education that is based on the seven national curriculum statements while recognising the special character of the school

- Devotions and prayer will be a daily part of school life.
- The regularly revised school curriculum will be used as a basis to teach the New Zealand Curriculum from a Biblical worldview.
- All staff will actively support the above and provide an attractive active Christian role model.
- Students will be encouraged to develop a personal relationship with Jesus Christ.

Goal 2: Be a worthy choice for families of the Christian community by:

- operating a Biblically based curriculum
- providing and promoting a stable caring environment where students are encouraged to honour God and to excel in all areas of their lives
- helping students to be accountable for their actions and to develop a sense of responsibility
- developing in students eight core foundational values; respect, service, compassion, truthfulness, self-control, initiative, perseverance and diligence
- actively promoting the positive aspects of Christian schooling in general and of Matamata Christian School in particular

Goal 3: Actively form and maintain a close home and school partnership by:

- working together for the educational benefit of the children
- encouraging parents in the school / home partnership of training children in the ways of the Lord
- recognising the important role that parents have in the education of their children
- encouraging parental involvement and interest in the school
- involving parental participation in their child's learning through their Learning Journal
- ensuring parents have access to school staff as required
- promoting regular consultation opportunities with the school community
- promoting regular consultation opportunities with the Māori community
- promoting regular consultation with the local business community

Goal 4: Provide a quality education that maximises student achievement to:

- ensure curriculum delivery is focussed on promoting high student achievement and outcomes
- encourage every student to have high aspirations
- staff the school with highly motivated effective teachers
- help students learn about God, themselves and the world around them
- promote the development of student's character
- develop high levels of literacy and numeracy skills
- promote critical thinking strategies
- develop the principles, values and key competencies of the school and revised New Zealand Curriculum
- promote academic excellence and maximise student achievement opportunities
- develop a love of learning in students and staff
- develop student ownership of their learning

- develop student's knowledge, understanding and skills to help equip them toward becoming productive members of society
- actively look for, identify and remediate barriers for learning including those that may be culturally based
- ensure a school culture that is safe, inclusive and free of racism, discrimination and bullying

Goal 5: Reflect in our practices the diverse cultures in our school to:

- recognise the Treaty of Waitangi and meaningfully integrate a level of te reo Māori and tikanga Māori into the curriculum delivery
- recognise the uniqueness of each individual student
- be sensitive to the differing national backgrounds of students
- be sensitive to the differing Christian backgrounds of students
- promote tolerance and respectfulness regarding differences amongst students and families in those areas which do not compromise the goals and values of the school

Goal 6: Develop and maintain the property and environment in such a way that maximises the opportunities for student learning and development to:

- provide an attractive and functional environment
- present the school in a manner that shows God's creation effectively managed and displayed
- develop, provide and maintain attractive and functional playground activities
- maintain a safe and pleasant learning environment for all staff and students
- encourage and display quality work

KĀHUI AKO

Matamata Christian School is a member of two Kāhui Ako's; Ngā Whānau O Karaiti Kāhui Ako (the Central North Island Christian Schools, pre-schools and BTI), and more minorly with the Matamata Kāhui Ako. Our funding is linked with Ngā Whānau O Karaiti though we may be involved with some professional development with the Matamata one too from time to time. The Christian mission statement is:

Ngā Whānau O Karaiti Kāhui Ako Mission Statement
Ngā Whānau O Karaiti Kāhui Ako aspires for all our learners to be successful learners and our teachers to be effective teachers through the realisation of our mission statement:

To collaborate as a Christian community of learning for all ākonga to be equipped and to realise their holistic God-given purpose to experience shalom.

Matamata Christian School will be an active member in the Ngā Whānau O Karaiti Kāhui Ako programme. The emphasis will be based on two identified areas of need: Writing and Māori language. This will be addressed through a High Level Plan developing Cultural Responsive and Relational Pedagogy and service-learning.

STRATEGIC GUIDELINES AND OBJECTIVES LINKED TO THE NATIONAL EDUCATION AND LEARNING PRIORITIES

The National Education and Learning Priorities (NELP's) are consistent with the objectives for education. These are: helping children and young people to attain their educational potential, preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

OBJECTIVE ONE
LEARNERS AT THE CENTRE
Learners with their whānau are at the centre of education

Priorities:
1. To ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
2. To 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.

Strategic Guidelines	Strategic Objectives
At Matamata Christian School we will: ➤ use our curriculum as a basis for providing a Biblical worldview to teach the revised New Zealand Curriculum ➤ provide learning and teaching programmes that recognise individual needs and differences and provide all students opportunities to succeed at their level ➤ ensure that classroom programmes reflect and respect our community's rich cultural heritage ➤ promote the heritage and cultures of all students ➤ provide opportunities for the development of te reo and tikanga Māori ➤ provide inclusive classroom programmes for students with special learning needs as appropriate ➤ take a zero tolerance approach toward bullying ➤ build an environment free from racism and discrimination ➤ demand high standards from each student over their academic performance and behaviour ➤ partner with whānau and communities to design and deliver learning experiences that prepare students for the future and enhance their identity, language and culture	At Matamata Christian School we will: 1. teach the New Zealand Curriculum from our special character perspective 2. approach all things from a biblical worldview perspective 3. build culturally relational pedagogies from the principles of shalom 4. build values in students and the community that enhance God's creation of people and build a respect for all aspects of this 5. actively look for ways to engage with individuals culture and heritage 6. expect high standards from each child by building work ethic, an understanding of how to keep improving, involvement in all aspects of programming including sport, and by having high expectations if behaviour 7. seek to partner with whānau and communities in the design of learning experiences that promote whole -child development and personal identity

OBJECTIVE TWO
BARRIER FREE ACCESS
Great education opportunities and outcomes are within reach for every learner

Priorities:
3. Reduce barriers to education for all, including for Māori and Pacific learners / ākonga and those with learning support needs.
4. Ensure every learner / ākonga gains sound foundation skills, including language, literacy and numeracy

Strategic Guidelines	Strategic Objectives
At Matamata Christian School we will: ➢ provide learning and teaching programmes that recognise individual needs and differences and provide all students opportunities to succeed at their level ➢ provide classroom programmes that focus on oral language, literacy and numeracy ➢ promote physical activity through school programmes ➢ ensure that classroom programmes reflect and respect our community's rich cultural heritage ➢ provide opportunities for the development of te reo and tikanga Māori ➢ provide inclusive classroom programmes for students with special learning needs as appropriate	At Matamata Christian School we will: 1. Develop and implement curriculum programmes based on the National Curriculum Framework as follows: - English - Oral Language/Visual Language - English – Reading - English – Writing - Mathematics - Health and Physical Well-being - Science - Technology - Social Studies - The Arts - Languages (Years 7/8) 2. Develop and implement associated curriculum programmes as follows: - Aotearoa New Zealand Histories - Library/Information Centre - Te Reo Māori - Education Outside the Classroom 3. Develop and implement delivery mechanisms that will allow programmes for students with special learning needs to be delivered in-class as appropriate. 4. Develop a Biblical programme that aims to explore, develop and integrate effective pedagogy in teaching about the Bible, God and Christian themes.

OBJECTIVE THREE
QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference for learners and their whānau

Priorities:
5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Strategic Guidelines	Strategic Objectives
At Matamata Christian School we will: ➤ develop a school wide approach to teaching te reo Māori and tikanga Māori ➤ incorporate in teaching history and themes that are important to Ngāti Hauā ➤ build an understanding of the heritage of this area for Māori and European history ➤ run a strong professional learning programme for staff linked to the school's learning priorities and strategic plan ➤ build leadership capacity amongst staff ➤ build a range of learner support options that includes Senco support to access support agencies, chaplain support for students, student mentoring and parent support ➤ promote high levels of staff performance through staff appraisal and coaching	At Matamata Christian School we will: 1. Develop teaching staff in a methodology for teaching te reo Māori. 2. Teach te reo Māori with all students for 30 minutes per week according to the school implementation plan and methodology. 3. Integrate tikanga Māori within the contexts of learning units and opportunities. 4. Have a deep professional learning development programme for teachers, and where possible teacher aides, that is aligned with the school's annual plan and strategic thinking. 5. Continually look for ways to strengthen staff and student leadership. 6. Continually look for ways to better support learners academically, spiritually, physically, socially, emotionally and in general well-being.

OBJECTIVE FOUR
FUTURE OF LEARNING AND WORK
Learning that is relevant to the lives of New Zealanders today and throughout their lives

Priority:
7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work.

Strategic Guidelines	Strategic Objectives
At Matamata Christian School we will: ➤ ensure programmes help develop every child to prepare them to take an active role in society and make their place in the world ➤ work with industries and employers to understand the range of skills that are needed from future employees ➤ integrate these skills to help shape the key competencies, skills and knowledge that are developed in students through learning units	At Matamata Christian School we will: 1. Integrate an understanding of careers within units taught (particularly at Years 7 and 8). 2. Work with industries and employers to understand the sorts of skills, knowledge and competencies that students need in potential workplaces. 3. Use learnings from these collaborations to develop the key competencies, skills and knowledge that is part of the teaching and learning programme.

CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Matamata Christian School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which have been approved by the Board following consultation with the community in terms of section 61 and 62 of the Education Act, and to take full account of the National Guidelines and all statutory obligations.

a. B. Paterson

………………………………….
Principal

23 February / Hui-tanguru 2023
……………………………………
Date

…………………………………...
Chairperson, Board of Trustees

……………………………..……
Date

…………………………………
For Minister of Education

………………………………..…..
Date

Standing members of the Board of Trustees:

Karlyn Mataitoga	Spence Reichardt
Alistair Paterson	Michele Lee
Cam Nicholls	PJ Olivier
Bill Burgess	Kobus Englebrecht

CODE OF CONDUCT - BOARD OF TRUSTEES

The Board of Trustees agrees to adhere to the following code of conduct:
1. Ensure that the needs of the children and their learning are given full consideration when planning, resourcing and implementing the school's curriculum.
2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standard of personal achievement.
3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
4. Respect the integrity of the principal, staff, parents and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual trustees do not act independently of the Board and its decisions.
8. Ensure that any disagreements with the Boards stance on matters relating to the employer position be resolved within the Board.
9. Accept that the Principal is the professional leader and C.E.O. of the school who is responsible to the Board.

MATAMATA CHRISTIAN SCHOOL FIVE YEAR STRATEGIC PLAN 2022 - 2026

	2022	2023	2024	2025	2026
Curriculum	**Maths Development:** Develop and embed as appropriate in the Year 5 – 8 classes: • Rich tasks and problem solving with specific planning structure • Flipped learning • Multi-level group teaching • Group roles • Front loading information • Student accessible rubrics • Strand Assessment • Integrate ALiM Across the school: • Engage in MST2 • Implement Maths pedagogies from research in MST • Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement • Investigate the use of assessment tools, choosing and making sure we are getting the most out of them to use them to directly identify progress, learning needs, support student understanding and goal setting. • Investigate using PACT to help define rubrics. • Run our Maths Together evenings to support parental involvement. • Integrate Tātaiako approaches to engage Māori students.	**Maths Development** Develop and embed as appropriate in the Year 3 – 8 classes: • Rich tasks and problem solving with specific planning structure • Flipped learning • Multi-level group teaching • Group roles • Front loading information • Student accessible rubrics • Strand Assessment • Integrate ALiM Across the school: • Implement Maths pedagogies from research in MST • Develop flipped learning tutorials • Investigate using Maths Buddy as a flipped learning tool • Develop Numicon as a teaching and learning resource • Complete student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement • Develop the use of assessment tools to use them to directly identify progress, learning needs, support student understanding and goal setting. • Develop the Learning Journals to help deepen learning pathways and student understanding.	**Maths Development** Embed as appropriate in the Year 3 – 8 classes: • Rich tasks and problem solving with specific planning structure • Flipped learning • Multi-level group teaching • Group roles • Front loading information • Student accessible rubrics • Strand Assessment • Integrate ALiM Across the school: • Continue to research and implement Maths pedagogies • Develop flipped learning tutorials • Consider using Maths Buddy as a flipped learning tool • Develop Numicon as a teaching and learning resource • Evaluate and update student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement • Develop the use of assessment tools to use them to directly identify progress, learning needs, support student understanding and goal setting. • Use Learning Journals to help deepen learning pathways and student and parent understanding	**Science Development** • Major review of the school's Science curriculum. • Establish leading pedagogical approaches for the teaching of Science • Establish Science as a priority approach to build upon other subject areas in the minds of the community	**Science Development** • Continue to review and refine the school's Science curriculum. • Develop agreed upon pedagogical approaches for the teaching of Science • Continue to establish Science as a priority approach to build upon other subject areas in the minds of the community

	2022	2023	2024	2025	2026
Curriculum	• Integrate CRRP approaches to engage students.	• Run Maths Together evenings to support parental involvement at home. • Develop Maths games to be used with families for homework to lift engagement and success in Maths. • Integrate Tātaiako approaches to engage Māori students. • Integrate CRRP approaches to engage students.	• Run Maths Together evenings to support parental involvement at home. • Develop Maths games to be used with families for homework to lift engagement and success in Maths. • Integrate Tātaiako approaches to engage Māori students. • Integrate CRRP approaches to engage students.		
	Reading • Develop and integrate the *Better Start Literacy Approach (BSLA)* at Years 1 and 2. • Redevelop how phonics is taught to integrate the *BSLA* development. • Run Reading Together evenings to support parental involvement at home. • Integrate Tātaiako approaches to engage Māori students. • Integrate CRRP approaches to engage students.	**Reading** • Embed the *Better Start Literacy Approach (BSLA)* at Year 1. • Develop and integrate the *Better Start Literacy Approach (BSLA)* at Year 2. • Continue to redevelop how phonics is taught to support *BSLA*. • Run Reading Together evenings to support parental involvement at home. • Integrate Tātaiako approaches to engage Māori students. • Integrate CRRP approaches to engage students.	**Reading** • Embed the *Better Start Literacy Approach (BSLA)* at Years 1 and 2. • Refine student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement • Use Learning Journals to help deepen learning pathways and student understanding. • Run Reading Together evenings to support parental involvement at home. • Integrate Tātaiako approaches to engage Māori students. • Integrate CRRP approaches to engage students.	**Māori** • Implement Te Reo in classrooms with the senior class working toward Level 3 of the curriculum • Develop culturally inclusive practices • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement **Culturally Responsive and Relational practices** • Develop culturally inclusive practices • Increase the use of Māori language in context to develop cultural inclusiveness and identity • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement	**Māori** • Implement Te Reo in classrooms with aim of 80% of Year 8 students achieving at Level 3 of the curriculum • Develop culturally inclusive practices • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement **Culturally Responsive and Relational practices** • Develop culturally inclusive practices • Increase the use of Māori language in context to develop cultural inclusiveness and identity • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement

	2022	2023	2024	2025	2026
Curriculum	**Writing** • Implement Writing pedagogies developed from the *Writer's Toolbox* approach across the school. • Integrate *Writer's Toolbox* online programmes with Year 5 – 8 students. • Integrate a new schoolwide spelling approach. • Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement. • Investigate the use of assessment tools, choosing and making sure we are getting the most out of them to use them to directly identify progress, learning needs, support student understanding and goal setting. • Update the English Implementation Plan • Investigate using PACT to help define rubrics. **Social Studies Development** • Prepare for and integrate the Aotearoa New Zealand Histories Curriculum into the school curriculum for 2023. • Integrate our current histories work into the new curriculum. • Integrate the digital curriculum within programming where possible.	**Writing** • Continue developing Writing pedagogies developed from the *Writer's Toolbox* approach across the school. • Integrate *Writer's Toolbox* online programmes with Year 5 – 8 students. • Embed *The Code* as a schoolwide spelling approach. • Complete student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement. • Develop the use of assessment tools to use them to directly identify progress, learning needs, support student understanding and goal setting. • Develop the Learning Journals to help deepen learning pathways and student understanding. **Social Studies Development** • Implement the Aotearoa New Zealand Histories Curriculum into the school curriculum. • Integrate the digital curriculum within programming where possible.	**Writing** • Continue developing Writing pedagogies developed from the *Writer's Toolbox* approach across the school. • Look at using *Writer's Toolbox* online programmes with Year 3 – 8 students. • Continue to embed *The Code* as a schoolwide spelling approach. • Further develop the use of assessment tools to use them to directly identify progress, learning needs, support student understanding and goal setting. • Continue to develop the Learning Journals to help deepen learning pathways and student understanding. **Science Development** • Prepare for a major review of the school's Science curriculum in 2025.		

	2022	2023	2024	2025	2026
CURRICULUM	**Service Learning** • Learn about and begin to develop service-learning as an approach across curriculum for implementation in 2023 throughout the school. **Māori** • Continue to implement Te Reo in classrooms at Level 1- 3 of the curriculum. • Develop a school culture that sees the use of Māori language as normal across the school and in communications outside of school. • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement • Integrate relevant strategies from CRRP development with an emphasis on shalom principles. **Culturally Responsive and Relational practices** • Develop culturally inclusive practices with an emphasis on shalom principles. • Increase the use of Māori language in context to develop cultural inclusiveness and identity. • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement.	**Service Learning** • Continue to learn about and develop service-learning planning and implementation throughout the school in one unit. **Māori** • Embed the teaching of Te Reo in classrooms at Level 1- 3 of the curriculum. • Continue to normalise the use of Māori language across the school and in communications outside of school. • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement • Integrate relevant strategies from CRRP development with an emphasis on shalom principles. **Culturally Responsive and Relational practices** • Continue to develop culturally inclusive practices with an emphasis on shalom principles. • Increase the use of Māori language in context to develop cultural inclusiveness and identity. • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement.	**Service Learning** Integrate service-learning planning and implementation throughout the school in one unit. **Culturally Responsive and Relational practices** • Continue to develop culturally inclusive practices with an emphasis on shalom principles. • Increase the use of Māori language in context to develop cultural inclusiveness and identity. • Use staff agreed upon Tātaiako initiatives to help lift Māori and school wide achievement.	**Service Learning** • Continue to embed service-learning planning and implementation throughout the school.	

	Digital Curriculum • Integrate the curriculum overview for the digital curriculum • Embed digital curriculum practices in teaching and learning **Billy Graham Challenge** • Continue and promote the development of this physical / spiritual / social enterprise challenge at Years 6 – 8 to help the holistic development of students	**Robotics** • Integrate Robotics within the Art Swap programme. **Billy Graham Challenge** • Embed the promotion and development of this physical / spiritual / social enterprise challenge at Years 6 – 8 to help the holistic development of students	**Play-based Learning** • Develop play-based curriculum activities to strengthen social interactions between juniors.	**Play-based Learning** • Embed curriculum activities to strengthen social interactions between juniors. • Develop school resources.	
	2022	**2023**	**2024**	**2025**	**2026**
Professional Development	**Mathematics Development:** • MST2 with Michele Lee. • Facilitator to work with Michele Lee. • Use research from MST to update staff on leading Mathematics implementation strategies. • Michele to work with staff of Year 5 – 8 students during Term 2 on the school's developing Mathematics implementation strategies. **Reading** • Junior class teachers and teacher aide will be involved in BSLA training through the University of Canterbury. • RT.Lit to facilitate the BSLA training in the school.	**Mathematics Development:** • Use research from MST to update staff on leading Mathematics implementation strategies. • Alistair and Michele to work with staff of Year 5 – 8 students on the school's developing Mathematics implementation strategies. **Reading** • Junior class teacher and teacher aide will be involved in the second year of the BSLA training using the local RT.Lit as a facilitator.	**Maths Development:** • Use ongoing research and MST to update staff on leading Mathematics implementation strategies. • Alistair and Michele to work with staff of Year 3 – 8 students on the school's developing Mathematics implementation strategies.	**Science Development** • Use a Science facilitator to help lead major school wide development in Science.	**Science Development** • Use a Science facilitator to help lead major school wide development in Science.

	2022	2023	2024	2025	2026
Professional Development	**Writing** • Whole school development through *Writer's Toolbox* to develop Writing pedagogy with all staff. • English team to run in-house development to introduce a new spelling programme schoolwide. **Māori** • Use a facilitator to develop Māori teaching pedagogies. • In-house development of Māori language with Jo Goodwin. • Use BTI and AST's through Kāhui Ako development to develop an understanding of the different aspects of culturally inclusive practices **Culturally Responsive and Relational practices** • Use BTI, AST's and WST through Kāhui Ako development to develop practices amongst staff around **what** are effective culturally responsive and relational practices, developing this from a deep 'shalom' perspective. • Alistair to take a principal's sabbatical in Term 2 to develop further understanding around shalom and how it can be used to develop powerful CRRP.	**Writing** • Whole school development through *Writer's Toolbox* to develop Writing pedagogy and practice with all staff. • English team to run in-house development to embed *The Code* spelling programme schoolwide. **Māori** • Use BTI and AST's through Kāhui Ako development to develop culturally inclusive practices. • In-house development of Māori language with Kayla Uerata to engage in Māori language lessons. **Culturally Responsive and Relational practices** Use BTI, the Kahui Ako's AST's and the school's WST to develop practices amongst staff around **how** to have effective culturally responsive and relational practices, developing this from a deep 'shalom' perspective.	**Writing** • Whole school development through *Writer's Toolbox* to develop Writing pedagogy with all staff. • English team to run in-house development to introduce a new spelling programme schoolwide. **Māori** • Use BTI and AST's through Kāhui Ako development to develop culturally inclusive practices. • In-house development of Māori language with Jo Goodwin or teachers to engage in Māori language lessons. **Culturally Responsive and Relational practices** • Use Alistair, BTI and AST's through Kāhui Ako development to embed effective practices amongst staff for culturally responsive and relational practices from a deep 'shalom' perspective.	**Māori** • Use BTI and AST's through Kāhui Ako development to develop culturally inclusive practices. • In-house development of Māori language with Jo Goodwin or teachers to engage in Māori language lessons. **Culturally Responsive and Relational practices** • Use Alistair and AST's through Kāhui Ako development to embed effective practices amongst staff for culturally responsive and relational practices from a deep 'shalom' perspective.	**Māori** • Use BTI and AST's through Kāhui Ako development to develop culturally inclusive practices. • In-house development of Māori language with Jo Goodwin or teachers to engage in Māori language lessons. **Culturally Responsive and Relational practices** • Use Alistair and AST's through Kāhui Ako development to embed effective practices amongst staff for culturally responsive and relational practices from a deep 'shalom' perspective.

	2022	2023	2024	2025	2026
Professional Development	**Service-Learning** • Bev Norsworthy through the Kāhui Ako to train school management to understand how service-learning can be constructed within current learning modules, and the pedagogies behind this. • Develop this in staff in the second part of the year using the school WST and the Kāhui Ako's AST. **Digital Applications** • An Edge facilitator to be brought in to work with staff to learn how to use the school's Edge SMS. • Kayla Uerata to explore and provide staff training to use Edge's library system. **Bible Development** • All staff to do an online Bible course through the Koinonia Institute. • All management to attend the Global Leadership Summit. **Incredible Years** • New staff to complete the Incredible Years behaviour management training.	**Service-Learning** • AST's and the school's WST through the Kāhui Ako and in-house professional development to help staff develop an understanding of service-learning and integrate this in a module of planning. **Digital Curriculum** • In-house development on implementing the digital curriculum. **Digital Applications** • Staff provided with training to use Edge as necessary. • Explore and provide staff training to use Edge's library system. • A Promethean facilitator to be brought in to work with staff on ITV use and integration. **Bible Development** • All staff to do an online Bible course through the Koinonia Institute. • All teachers to attend the mid-year NZACS / Kāhui Ako Christian teachers. • All management to attend the Global Leadership Summit	**Service-Learning** • AST's through the Kāhui Ako and in-house professional development to help staff deepen their understanding of service-learning and integrate this in modules of planning. **Digital Curriculum** • In-house development on further implementation of the digital curriculum. **Digital Applications** • Staff provided with training to use Edge as necessary. • Explore and provide staff training to use Edge's library system. • A Promethean facilitator to be brought in to work with staff on ITV use and integration. **Bible Development** • All staff to do an online Bible course through the Koinonia Institute • All management to attend the mid-year NZACS Christian leaders conference. • All management to attend the Global Leadership Summit. **Play-based Learning** • Junior teacher to attend course(s) on implementing and developing play-based learning as necessary.	**Service-Learning** • In-house professional development to help staff embed their practices of service-learning and integrate this in modules of planning. **Digital Curriculum** • In-house development on further implementation of the digital curriculum. **Digital Applications** • Staff provided with training to use Edge as necessary. • A Promethean facilitator to be brought in to work with staff on IWB use and integration. **Bible Development** • All staff to do an online Bible course through the Koinonia Institute. • All teachers to attend the mid-year NZACS / Kāhui Ako Christian teachers. • All management to attend the Global Leadership Summit. **Play-based Learning** • Junior teacher to attend course(s) on understanding and implementing play-based learning.	**Digital Applications** • Staff provided with training to use Edge as necessary • A Promethean facilitator to be brought in to work with staff on IWB use and integration **Bible Development** • All staff to do an online Bible course through the Koinonia Institute. • All management to attend the mid-year NZACS Christian leaders conference. • All management to attend the Global Leadership Summit.

	2022	2023	2024	2025	2026
Christian Character	**Senior School** • Continue to develop the *New Testament Survey* with a 'Heart for God' perspective • Begin to develop video snippets for the *Old Testament Survey*	**Develop Senior School** • Begin to develop video snippets for the *Old Testament Survey*	**Develop Senior School** • Continue developing video snippets for the *New Testament Survey*	**Develop Senior School** • Continue developing video snippets for the *Old Testament Survey*	**Develop Senior School** • Continue developing video snippets for the *New Testament Survey*
	Middle School • Continue to develop a two-year programme that includes *Walk Through the Bible, 30 Weeks to Understanding the Bible* and other resources. • Develop aspects of *God's Story*	**Middle School** • Finalise the development of a two-year Bible teaching programme. • Continue to develop aspects of *God's Story*.	**Middle School** • Continue developing the 'God's Story' programme	**Middle School** • Continue developing the 'God's Story' programme	**Middle School** • Continue developing the 'God's Story' programme
	Junior School • Continue to develop the Bible overview programme.	**Junior School** • Complete developing the Bible overview programme.	**Junior School** • Tweak the Bible overview programme.	**Junior School** • Tweak the Bible overview programme.	**Junior School** • Tweak the Bible overview programme.
	Hospitality Continue to develop a culture of hospitality in all aspects of the school to enhance Christian character and to allow all people to feel connected and valued through: • Staff • Students • School Boards	**Hospitality** Embed a culture of hospitality in all aspects of the school to enhance Christian character and to allow all people to feel connected and valued through: • Staff • Students • School Boards			
	Outreaches • Continue to develop an evening 'Stations of the Cross' for the community. • Develop a third cycle of the Christmas Walkthrough from 2018 and 2020 • .	**Outreaches** • Continue to develop an evening 'Stations of the Cross' for the community.	**Outreaches** • Evaluate and continue to develop an evening 'Stations of the Cross' for the community. • Evaluate and continue to develop the Christmas Walkthrough.	**Outreaches** • Evaluate and continue to develop an evening 'Stations of the Cross' for the community.	**Outreaches** • Evaluate and continue to develop an evening 'Stations of the Cross' for the community. • Evaluate and continue to develop the Christmas Walkthrough.

		• If the school develops a Year 9/10 programme develop a bi-annual overseas missions experience for students.		• If the school has developed a Year 9/10 bi-annual overseas missions experience develop this.

	2022	2023	2024	2025	2026
Kāhui Ako	**Culturally Responsive and Relational Practices** • Use BTI and AST's through Kāhui Ako development to develop practices amongst our staff around **what** are effective culturally responsive and relational practices from a perspective of Shalom. **Service-Learning** • Bev Norsworthy to develop school management on the pedagogies of service-learning and develop an understanding of how to integrate this into the curriculum. **Written Language** • Use AST's to work through inter school moderation and networking to develop deeper teaching practices across school levels.	**Culturally Responsive and Relational Practices** • Use BTI, the Kāhui Ako's AST's and the school's WST to develop practices amongst our staff around **how** to have effective culturally responsive and relational practices from a perspective of Shalom. **Service-Learning** • Use the Kahui Ako's AST's, the school's WST and in-house professional development to help staff develop an understanding of service-learning and integrate this in a module of planning. **Written Language** • Use AST's to establish inter school moderation and networking to develop deeper teaching practices across school levels.	**Culturally Responsive and Relational Practices** • Use BTI and AST's through Kāhui Ako development to embed effective practices amongst our staff for culturally responsive and relational practices from a perspective of Shalom. **Service-Learning** • AST's through the Kāhui Ako and in-house professional development to help staff deepen their understanding of service-learning and integrate this in modules of planning. **Written Language** • Use AST's to embed inter school moderation and networking to develop deeper teaching practices across school levels. • Begin to develop this in other core subject areas.	**Service-Learning** • In-house professional development to help staff embed their practices of service-learning and integrate this in modules of planning.	

	2022	2023	2024	2025	2026
Technology Infrastructure and Development	**Server** • Move server to the cloud. **iPads** • Purchase 6 iPads for classroom use with covers. **Apple TV** • Replace Apple TV for Room 1. • Use old Room 1 Apple TV in Room 4. **Office** • Replace office computer as necessary. **Software and Accessories** • Roll out Linewize family packages to school families giving priority to Senior class students with iPads. • Install Edge Library package. • Purchase Digital Curriculum equipment as necessary. **Epro8** • Purchase an Epro8 development kit to help students develop STEM skills.	**iPads** • Purchase 6 iPads for classroom use with covers. **Interactive TV** • Purchase 1 large Interactive TV for Y3/4 class. **Apple TV** • Replace Apple TV for Room 1. • Use old Room 1 Apple TV in Room 4. **Mac** • Purchase a Mac computer for video editing / coding for classrooms. **Software and Accessories** • Promote Linewize family packages to school families. • Upgrade Edge as necessary. • Purchase Digital Curriculum equipment as necessary. **Epro8** • Extend Epro8 development kits to help students develop STEM skills.	**iPads** • Purchase 6 iPads for classroom use with covers. **Interactive TV** • Purchase 1 large Interactive TV for new class. **Apple TV** • Apple TV for new classroom. **Office** • Replace office computer as necessary. **Software and Accessories** • Upgrade Edge as necessary. • Purchase Digital Curriculum equipment as necessary **Digital Citizenship** • John Parson's brought in to work with staff, students and families on Digital Citizenship.	**iPads** • Purchase 6 iPads for classroom use with covers. **Apple TV** • Replace Apple TV for Room 5 **Mac** • Purchase an additional Mac computer for video editing / coding for classrooms. **Software and Accessories** • Upgrade Edge as necessary. • Purchase Digital Curriculum equipment as necessary.	**iPads** • Purchase 6 iPads for classroom use with covers. **Apple TV** • Replace Apple TV for Room 4 **Mac** • Purchase an additional Mac computer for video editing / coding for classrooms. **Software and Accessories** • Upgrade Edge as necessary. • Purchase Digital Curriculum equipment as necessary. **Digital Citizenship** • John Parson's brought in to work with staff, students and families on Digital Citizenship.

	2022	2023	2024	2025	2026
Property	**Building** • Plan Stage 2 of the MLE project. • Implement major fundraising drive for MLE projects. • Wrap Room 5 windows for security in a lockdown using local history as a theme. • Rename classrooms using Christian figures in local history. **Developments** • Complete front fencing of the school for security and aesthetics. • Tar seal and mark the school driveway. • Put a carport over the school van. • Develop road and building front signage. • Install anchor points in cobbled area to support marquees. **Maintenance** • Replace plantings around the front of the school with the emphasis on displaying God's creation. • Garden works to enhance safety under climbing trees in the corner of the field. • Spray cobbled areas for mould. • Spray field for prickles.	**Building** • Plan Stage 2 of the MLE project. • Implement major fundraising drive for MLE projects. • Wrap Room 5 windows for security in a lockdown using local history as a theme. • Rename classrooms using Christian figures in local history. **Developments** • Put a carport over the school van. • Investigate demand and requirements to extend Y9 and 10. • Line mark carpark • Complete signage and gardens at the front of the school. • Add fencing around tyre swing in playground. **Maintenance** • Check perimeter trees and trim as necessary. • Spray cobbled areas for mould. • Replace rope climbing wall on playground. • Spray field for prickles. • Garden works to enhance safety under climbing trees in the corner of the field.	**Building** • Start and complete Stage 2 of the MLE project. • Plan Stage 3. • Continue major fundraising drive for MLE projects. • Wrap Room 3 and 4 windows for security in a lockdown using local history as a theme. **Developments** • Convert shade cloth lunch bay to hard roofing. • Explore removable side walls in lunch bay. • Possible Y9 and 10 development. • Install anchor points in cobbled area to support marquees. • Develop play-based learning in the playground. **Maintenance** • Spray cobbled areas for mould. • Spray field for prickles. • Trim perimeter trees as necessary.	**Building** • Start Stage 3 of the MLE project. • Plan Stage 4 (multi-purpose hall). • Continue major fundraising drive for MLE projects. **Developments** • Install obstacle course around the school perimeter. • Possible Y9 and 10 development. **Maintenance** • Check perimeter trees and trim as necessary. • Spray cobbled areas for mould. • Spray field for prickles.	**Building** • Complete Stage 3 of the MLE project. • Complete planning Stage 4. • Continue major fundraising drive for hall project. • Wrap Room 1 and 2 windows for security in a lockdown using local history as a theme. **Developments** • Possible Y9 and 10 development. **Maintenance** • Check perimeter trees and trim as necessary. • Spray cobbled areas for mould. • Spray field for prickles.

	2022	2023	2024	2025	2026
Vision		**Year 9/10** Investigate the demand and requirements for continuing into Years 9 and 10.	**Year 9/10** If approved develop what is needed for a Y9 and 10 class to commence in 2025.	**Year 9/10** If Years 9 and 10 are implemented look at developing at this level: • a possible bi-annual missions trip for students • apologetics into their Bible programme	
		Ngāti Hauā Management, Board and staff to develop a relationship with Ngāti Hauā through: • support for developing local history knowledge • support for establishing five Māori Christian figures prominent in local history	**Play-based Learning** Develop play-based learning in the playground to: • strengthen social interactions amongst junior students • increase oral language • develop social coaching by teachers		
	Social Needs Setup a parent group to provide support to new school families or those in need.	**Social Needs** Continue developing a parent group to provide support to new school families or those in need.			
		Pacific Links Discuss and partner with two other small schools from our Kāhui Ako to develop links with each other and a Christian Pacific Island school that we can help support.	**Pacific Links** From our Kāhui Ako partnership connect with a Christian Pacific Island school to help support.	**Pacific Links** Within our Pacific partnership develop links between our schools to support: • principal appraisal • curriculum development • professional development • investigate future missions trips	
	Brand Awareness Investigate avenues for increasing people's awareness and positivity toward the school through: • stationery • signage • logos • uniforms • brand awareness • Facebook advertising • public events	**Brand Awareness** Investigate avenues for increasing people's awareness and positivity toward the school through: • stationery • logos • uniforms • brand awareness • Facebook advertising • public events	**Brand Awareness** Investigate avenues for increasing people's awareness and positivity toward the school through: • stationery • logos • uniforms • brand awareness • Facebook advertising • public events		

2022	2023	2024	2025	2026
Board of Trustees Policy Review The Board will review its policies in: • National Administration Guidelines 4A: Finance • National Administration Guidelines 4B: Property • National Administration Guidelines 5: Health and Safety The Board will develop its Annual Strategic Plan (Charter). **Proprietors** The Proprietors will conduct special character self-reviews in the school in: • curriculum • pastoral care • School Board • staff	**Board of Trustees Policy Review** The Board will review its policies in the former National Administration Guideline Areas: • 2: Self review (NELP Priorities 1 – 5) • 3: Personnel (NELP Priority 6) The Board will develop its Annual Strategic Plan (Charter). **Proprietors** The Proprietors will conduct special character self-reviews in the school in: • classrooms • policies and procedures • public profile • property **Community Consultation** The school will look to formalise community consultation through: • Ngāti Hauā • Friends and Founders Day • parent consultation • local business consultation	**Board of Trustees Policy Review** The Board will review its policies in the former National Administration Guideline Areas: • 6: Compliance • 1: Student Achievement (NELP Priorities 1 – 5) The Board will develop its Annual Strategic Plan (Charter). **Proprietors** The Proprietors will conduct special character self-reviews in the school in: • curriculum • pastoral care • School Board • staff **Community Consultation** The school will look to formalise community consultation through: • Ngāti Hauā • Friends and Founders Day • parent consultation • local business consultation	**Board of Trustees Policy Review** The Board will review its policies in the former National Administration Guideline Areas: • 4A: Finance • 4B: Property • 5: Health and Safety The Board will develop its Annual Strategic Plan (Charter). **Proprietors** The Proprietors will conduct special character self-reviews in the school in: • classrooms • policies and procedures • public profile • property **Community Consultation** The school will look to formalise community consultation through: • Ngāti Hauā • Friends and Founders Day • parent consultation • local business consultation	**Board of Trustees Policy Review** The Board will review its policies in the former National Administration Guideline Areas: • 2: Self review (NELP Priorities 1 – 5) • 3: Personnel (NELP Priority 6) The Board will develop its Annual Strategic Plan (Charter). **Proprietors** The Proprietors will conduct special character self-reviews in the school in: • curriculum • pastoral care • School Board • staff **Community Consultation** The school will look to formalise community consultation through: • Ngāti Hauā • Friends and Founders Day • parent consultation • local business consultation

Review

MATAMATA CHRISTIAN SCHOOL ANNUAL PLAN 2023

Curriculum *(NELP Objectives 1 – 3)*

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
<u>Mathematics</u> To lift school wide achievement of all students in Mathematics so every child improves by 12 months progress or more and all students one year or more below the curriculum expectations make 24 months progress so they are at the curriculum expectations or have closed the gap. Current situation for all students in Numeracy: At or above = 71% One year below = 23% At risk = 6% The long term goal is to have all students performing at or above our Curriculum Expectations. *Current situation for Boys:* *At or above = 77%* *One year below = 20%* *At risk = 3%* *Current situation for Girls:* *At or above = 67%* *One year below = 25%* *At risk = 8%*	• Develop Numeracy and Mathematics understanding and effective pedagogy	Term 2	Develop and embed in the Senior class and later in the year introduce to the Year 5/6 class a new model for Mathematics teaching to include: • rich tasks and problem solving with specific planning structure • flipped learning • multi-level group teaching • group member roles • discourse • front loading information • student accessible rubrics • strand assessment	Term 4	Michele Lee / Joanne Evans / Kayla Uerata
	• Use research to develop effective pedagogy	Term 2	Using Mathematics research and readings continue to update effective pedagogies for use across the school.	Term 4	Michele Lee
	• Employ ALiM across the Middle and Senior school	Term 1	Integrate Accelerated Learning in Mathematics (ALiM) into class practices to accelerate progress of students that are behind expectations.	Term 4	Michele Lee / Joanne Evans / Kayla Uerata / Alyssa Rossier / Emma Tomlinson
	• Use 'Teacher as Inquiry' to lift achievement	Term 1	Teachers will have target groups of students that they use to inquire into their practise to lift achievement of these students against the school's Curriculum Expectations.	Ongoing	Staff
	• Run a series of *Mathematics Together* evenings	Term 2	Run a series of four parent evenings using our *Mathematics* Together programme developed in 2021 to help parents support their children at home.	Term 2	Michele Lee / Alistair Paterson
	• Update resources to support teaching	Term 3	Top up Numeracy resources that may be missing, investigate Caxton text books and the next level of Numicon resources to support	Term 3	Alistair Paterson

			teaching of Mathematics (Numicon up to Year 4).		
Current situation for Māori students: *At or above = 73%* *One year below = 20%* *At risk = 7%*	• 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	Ongoing	All staff
Current situation for Pasifika students: *At or above = 86%* *One year below =14%* *At risk = 0%*	• Develop culturally inclusive practices	Term 2	Use development from BTI through the Kāhui Ako to develop culturally inclusive practices in our classrooms.	Ongoing	Alistair Paterson / BTI / AST / Michele Lee
Our target students exist at Years 2 – 8.	• Implement Māori language in classrooms	Term 1	Through professional development increase the use of Māori language in context to develop cultural inclusiveness and identity.	Ongoing	Staff / Kayla Uerata
	• Develop flipped learning tutorials	Term 2	Use the Swivl to create flipped learning tutorials for students.	Term 4	Michele Lee / Alistair Paterson
	• Look at how a Maths Club using Comet Maths could be used	Term 2	Timetable a Maths Club using Comet Maths to target underachieving students at Numeracy Stages 3 – 5 if needed.	Term 4	Michele Lee / Zuzana Stevens
	• Increase parental involvement with students	Term 1	Interview and regularly report to parents with target students.	Term 3	Staff
	• Investigate ways to increase achievement and engagement	Term 2	Develop Maths games to be used with families for homework to lift engagement and success in Maths.	Term 3	Staff
		Term 1	Promote the Numeracy brochures we have developed for parents to use with their children to assist home learning.	Term 4	Staff
	• Develop rubrics for students to understand their learning pathways and engage student self-management and motivation	Term 2	Develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement.	Term 4	Staff
	• Moderation	Term 2	Continue to develop an understanding of the Mathematics rubrics and features of the exemplars in staff meetings.	Term 4	Michele Lee / Alistair Paterson

		Term 1	Investigate the use of PACT, e-asTTle and the ARB's to make sure we are getting the most out of them and using them to directly identify progress, learning needs, support student understanding and goal setting.	Ongoing	Michele Lee
	• Engage with the curriculum refresh.	Term 2	Engage with the curriculum refresh to investigate how Mathematics implementation needs to change moving forward.	Ongoing	Alistair Paterson / Michele Lee

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Reading To lift school wide achievement of all students in Reading so every child improves by 12 months progress or more and all students one year below the curriculum expectations or at risk make 24 months progress so they are at the curriculum expectations or have closed the gap. Current situation for all students: At or above = 74% One year below = 22% At risk = 4% Our long term goal is to have at all students performing at or above our Curriculum Expectations. *Current situation for Boys:* *At or above = 71%* *One year below = 23%* *At risk = 6%* *Current situation for Girls:* *At or above = 77%* *One year below = 21%* *At risk = 2%*	• Implement the *Better Start Learning Approach (BSLA)* in the Year 1/2 class	Term 1	Using our RT.Lit and an online course from the University of Canterbury implement and integrate the *BSLA* programme as a key Reading teaching approach.	Term 4	Sharyn Merry / UC Maria McGhie / Zuzana Stevens
	• Develop the Reading Club introduced in late 2011	Term 2	Using a teacher aide continue to purchase and use Rainbow Reading resources to lift achievement of all students between Years 3 and 8.	Ongoing	Michele Lee / Zuzana Stevens
		Term 1	Run remedial programmes such as Talk to Learn, ESOL and individualised programmes where appropriate to lift student achievement at all levels as necessary.	Term 4	Michele Lee / Zuzana Stevens
	• Develop the phonics programme	Term 1	Continue to develop the phonics programme, as it fits with the BSLA programme, to help develop reading foundations in Year 1 – 4 students.	Term 4	Maria McGhie / Zuzana Stevens / Alyssa Rossier
	• Enrol Year 1 - 4 students in Reading Eggs	Term 1	Use the online programme Reading Eggs to build junior student phonics and reading knowledge at home and school.	Ongoing	Sarah Thurlow / Maria McGhie / Alyssa Rossier
	• Use 'Teacher as Inquiry'to lift achievement	Term 2	Teachers will have target groups of students that they use to inquire into their practise to accelerate achievement of students below expectations.	Term 2 or 3	Staff
	• Peer Reading	Term 2 or 3	Consider running the school wide Peer Reading programme to accelerate the achievement of all students.	Term 3	Michele Lee / Staff

Current situation for Māori students: *At or above = 73%* *One year below = 27%* *At risk = 0%*	• Develop the use of assessment so it is used as a genuine learning tool	Term 1	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.	Term 4	Michele Lee / Joanne Evans
Current situation for Pasifika students: *At or above = 86%* *One year below = 14%* *At risk = 0%*	• 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 expectations.	Ongoing	Staff
Our target students are at Years 2 – 8 students.	• Develop culturally inclusive practices	Term 2	Use development from BTI through the Kāhui Ako to develop culturally inclusive practices in our classrooms.	Ongoing	Alistair Paterson / Michele Lee / BTI / AST's
	• Implement Māori language in classrooms	Term 1	Through in-house professional development increase the use of Māori language in context to develop cultural inclusiveness and identity.	Term 4	Kayla Uerata / Staff
	• Develop rubrics for students to understand their learning pathways and engage student self-management and motivation	Term 3	Continue to develop student rubrics at all levels to help students understand their learning pathways and set goals to help self-manage and drive their achievement.	Ongoing	Michele Lee / Staff
	• Moderation	Term 2	Continue to develop an understanding of the Reading Standards rubrics and features of the exemplars in staff meetings.	Ongoing	Michele Lee / Staff
	• Increase parental involvement with students below expectations	Term 1	Interview and regularly report to parents with target students.	Term 2	Staff
		Term 3	Run a Reading Together programme for new entrant parents in the school to help them support reading at home.	Term 3	Michele Lee / Alistair Paterson / Maria McGhie
	• Purchase *A-Beka* reading resources to be used as home readers	Term 2	Build up Christian based home readers that will build into reading skills. Stocktake and stock up on *A-Beka* readers.	Term 2	Alistair Paterson / Michele Lee

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Writing To lift school wide achievement of all students in Writing so every child improves by 12 months progress or more, and those that are one year or more below the curriculum expectations will improve by 24 months to either be at the curriculum expectations or close the gap on them. Current situation for all students: At or above = 59% One year below = 34% At risk = 7% The long term goal is to have all students performing at or above our Curriculum Expectations. *Current situation for Boys:* *At or above = 50%* *One year below = 38%* *At risk = 12%* *Current situation for Girls:* *At or above = 64%* *One year below = 31%* *At risk = 4%* *Current situation for Māori students:* *At or above = 47%* *One year below = 53%* *At risk = 0%*	• Develop teacher understanding and effective pedagogy	Term 1	Engage with *Writer's Toolbox* facilitators to provide in-depth PLD to teachers across the whole school to develop teaching pedagogies, teacher's understanding of language and student achievement.	Term 4 2024	*Writer's Toolbox* / Alistair Paterson / Michele Lee / Joanne Evans /
	• Use the *Writer's Toolbox* online platform at Years 5 – 8	Term 1	Use the *Writer's Toolbox* online platform to help engage all students in Years 5 – 8 and to provide further writing instruction.	Term 4	Michele Lee / Joanne Evans / Kayla Uerata
	• Use 'Teacher as Inquiry' to lift achievement	Term 1	Teachers to take something they are learning from *Writer's Toolbox* to try as a teacher inquiry. This should evolve or morph into other trials during the year.	Ongoing	Staff
	• Peer Writing	Term 2 or 3	Consider running the school wide Peer Writing programme to accelerate the achievement of all students as long as it compliments *Writer's Toolbox* and can be seen to be an advantage during the year, otherwise stick with the *Writer's Toolbox* approach.	Term 2 or 3	Staff
	• Develop a schoolwide approach to spelling	Term 1	Develop *The Code* approach to spelling schoolwide to address issues around spelling performance in students.	Term 4	Michele Lee / Joanne Evans
	• 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.	Term 4	Michele Lee / Joanne Evans /
	• 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	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.	Term 4	Alistair Paterson / Michele Lee / BTI / AST's

Current situation for Pasifika students: *At or above = 71%* *One year below = 29%* *At risk = 0%*	• Develop rubrics for students to understand their learning pathways and engage student self-management and motivation	Term 3	With staff in staff meetings develop student rubrics if appropriate to 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.	Ongoing	Michele Lee / Joanne Evans /
Particular target groups include Years 3 – 8, Māori and boys.	• 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	Michele Lee / AST's

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Oral Language To lift achievement of students in Oral Language so every child is at expectations by the end of Year 1. Beginning of year data was unavailable and was waiting for test data analysis to come back from the *BSLA* developers. Particular target groups include Year 1 and ESOL students beyond Year 1.	• Use the *BSLA* programme to boost Oral Language	Term 1	Within the *BSLA* programme address Oral Language development. Assessment at the beginning and after 10 weeks	Ongoing	Maria McGhie / Zuzana Stevens
	• Run the *Talk to Learn* programme with all Year 1 students who may need it	Term 1	Use a teacher aide to run the *Talk to Learn* programme with new entrant students to develop Oral Language competence as needed.	Ongoing	Zuzana Stevens
	• Run *HPP* at Junior level and with ESOL students to work alongside *Talk to Learn* as necessary	As needed	Use *HPP* to support learning and build upon the work done with *Talk to Learn* as necessary.	As needed	Zuzana Stevens
	• Use phonics programmes or *BSLA* to support oral language	Term 1	Use the phonics or *BSLA* programme in class and in the initial withdrawal groups to support oral language with reading and writing.	Withdrawal groups are for first two terms of a student's enrolment or as necessary	Michele Lee / Zuzana Stevens
	• Develop individualised ESOL programmes	Term 1	Use a teacher aide to run individualised Oral Language programmes with direction and support from the school SENCO and classroom teachers	Ongoing	Michele Lee / Zuzana Stevens

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Māori By the end of the year all students at the end of Year 8 will be working at Level 2 or higher in the *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki* Curriculum	• Implement Te Reo in all classrooms at Level 1 or 2 of the curriculum.	Term 1	Through in-house professional development increase the use of Māori language in context to develop te reo, tikanga and cultural inclusiveness and identity. Teaching will be for 30 minutes per week.	Term 4 2022	Kayla Uerata / Staff
	• Develop culturally inclusive practices.	Term 2	Use development from BTI through the Kāhui Ako to develop culturally inclusive practices in our classrooms from a Shalom perspective.	Ongoing	BTI / AST Michele Lee (WST) / Alistair Paterson
	• 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 expectations.	Ongoing	Staff
Histories Curriculum To develop and implement a new histories curriculum for the school in Term 1 2023.	• Refine a localised curriculum for implementation in 2023.	Term 1	Work with staff to unpack the new *Aotearoa New Zealand Histories Curriculum*. Refine the implementation plan to be outworked across the school over two years. Consider how this curriculum can be integrated into other subject areas too.	Term 1	Alistair Paterson
	• Engage with Ngāti Hauā and localised Christian historians for localised stories to tell.	Term 2	Collect the important stories to tell from Ngāti Hauā and localised Christian historians about the Matamata area and the Ngāti Hauā region.	Ongoing	Alistair Paterson / Staff
	• Integrate our current histories curriculum within the new curriculum.	Term 1	Integrate the history units we have been doing over the last 15 years about Matamata, the Waikato and early New Zealand into the new curriculum.	Term 1	Alistair Paterson / Staff
Service Learning To integrate service-learning into the school curriculum for 2023.	• Develop an understanding of service-learning pedagogies to use to adapt a learning module in 2023 and integrate in curriculum design.	Term 2	Using development through the Kāhui Ako adapt the curriculum to integrate service-learning pedagogies for implementation in 2023. Principal, WST and AST to train staff in the **why** and **how** of service-learning pedagogy.	Term 4	Michele Lee / Joanne Evans / AST's / Alistair Paterson Alistair Paterson / Michele Lee / AST's / Joanne Evans

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Permaculture Develop a permaculture programme within the school.	• Continue to develop a schoolwide garden programme that teaches students to grow plants from seed through to harvest and knowing how to prepare food to eat.	Term 1	Students will learn the theory and practical nature of permaculture practices to sustainably grow food throughout the year. Plan to expand the gardens using permaculture theory and practices.	Ongoing	Andrew Evans Andrew Evans / Alistair Paterson / PCE Board
Digital Curriculum To integrate the digital curriculum through the school curriculum.	• Develop a curriculum overview	Term 1	Develop a Technology Implementation Plan with focus for students to: - become creators of technology, not just users - design and develop digital outcomes - design and develop material outcomes - design and develop processed outcomes - design visual communication	Term 4	Alistair Paterson / Michele Lee
	• Integrate the Lego Robotic technologies across the school	Term 1	Using the Lego Robotics we have invested in at each level, integrate these into the Arts Swap programme for students to explore and create solutions to design or problems.	Term 4	Debbie Paterson / Michele Lee/
	• Embed digital practices we are using for teaching and prepare for new ones	Term 2	In staff meetings continue to develop staff digital fluency particularly in: - IWB use - using Edge - using the library package	Term 4	Michele Lee / Alistair Paterson / Sarah Thurlow

Professional Development *(NELP Objective 3:6)*

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Mathematics To provide professional development to staff to enable them to lift school wide achievement of all students in Mathematics so every child improves by 12 months progress or more and all students one year or more below the curriculum expectations make 24 months progress so they are at the curriculum expectations or have closed the gap toward them.	• Deepen Numeracy and Mathematics understanding and effective pedagogy	Term 2	Using research and what we have been developing in school develop with particular emphasis from Year 5 up: • rich tasks and problem solving with specific planning structure • flipped learning • multi-level group teaching • group member roles • front loading information • student accessible rubrics • strand assessment	Term 4	Michele Lee / Alistair Paterson
	• Use research to develop effective pedagogy	Term 2	Using Mathematics research and readings continue to develop our pedagogies.	Term 4	Michele Lee / Alistair Paterson
	• Investigate what changes will be made to Mathematics implementation from the curriculum refresh	Term 2	Investigate how Mathematics implementation needs to change as a result of the curriculum refresh.	Ongoing	Michele Lee / Alistair Paterson
Writing To provide professional development to staff to enable them to lift school wide achievement of all students in Writing so every child improves by 12 months progress or more and all students one year or more below the curriculum expectations make 24 months progress so they are at the curriculum expectations or have closed the gap toward them.	• Engage in MOE funded PLD with *Writer's Toolbox*	Term 1	Using facilitators through *Writer's Toolbox* deepen teacher understanding of written language and develop teaching pedagogies schoolwide.	Term 4 2024	*Writer's Toolbox* / Alistair Paterson / Michele Lee / Joanne Evans /
	• Develop *The Code* spelling programme to be used schoolwide	Term 1	In-house development will be done to implement *The Code* spelling programme schoolwide.	Term 4	Michele Lee / Joanne Evans

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Reading To provide professional development to staff to enable them to lift school wide achievement of all students in Reading so every child improves by 12 months progress or more and all students one year or more below the curriculum expectations make 24 months progress so they are at the curriculum expectations or have closed the gap toward them.	• Continue to introduce the MOE's new Junior Reading programme *Better Start Literacy Approach (BSLA)*	Term 1	Using our RT.Lit and an online course from the University of Canterbury implement and integrate the *BSLA* programme as a key Reading teaching approach.	Term 4	Sharyn Merry / Maria McGhie / Zuzana Stevens / University of Canterbury
Māori and Culturally Responsive and Relational Practices To lift Māori language achievement and develop cultural inclusiveness to support every child's identity, heritage and overall achievement. We are working toward the goal that by the year all students at the end of Year 8 will be working at Level 2 or higher in the *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki* Curriculum	• Have regular small segments of professional development within staff meetings to raise teacher knowledge and use of te reo and tikanga Māori to be used in the classroom. • Develop cultural inclusiveness practices	Term 1 Term 1 as required Term 2	Have regular small segments of professional development in te reo and tikanga Māori that teachers can immediately use in their programmes and understanding. Have development that will keep teachers abreast of the methodology approach we use in teaching te reo Māori in the classroom Develop cultural inclusive practices that help teachers promote equity in the classroom and use student's culture (from any culture base) as a means for connecting students with their learning and developing achievement.	Ongoing Ongoing Ongoing	Kayla Uerata Kayla Uerata Kāhui Ako / BTI / Alistair Paterson / Michele Lee / AST's
Service-Learning To provide professional development to school management and staff to incorporate service-learning into curriculum design	• Provide professional development to enable our local curriculum to incorporate service-learning practices	Term 2	Principal, AST's and WST to work with staff to understand the **why** and the **how** of integrating service-learning into local curriculum design to use in a unit on 2023.	Term 4	Alistair Paterson / Michele Lee (WST) / AST's

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Digital Applications To help staff be able to use digital tools to assist effective pedagogy and teaching management.	• Train staff on how to use the Edge SMS system including the library system to support teaching practices and library management.	Term 1	Work with staff to use Edge effectively to assist teaching, learning and management of systems, library and staff library resources.	Term 4	Michele Lee / Ray Sutton /
	• Train staff on effective use of their interactive TV's.	Term 2	Use a facilitator to regularly provide short sessions of professional development on getting the most out of the interactive TV's as a teaching tool.	Ongoing	Promethean
Board of Trustees All Board members will receive governance training for their Board of Trustees work.	• All Board members to be involved in NZSTA training.	Term 1	All Board members will be involved in NZSTA training on Board governance practices.	Ongoing	NZSTA / Board Chair
Bible Development Staff will receive professional development to deepen their Biblical knowledge and applications.	• All staff to raise their Biblical knowledge.	Term 1	All staff are enrolled in online Bible courses through the Koinonia Institute.	Term 4	Alistair Paterson
	• Management to have input into Christian leadership principles.	Term 4	The leadership team to attend the annual GLS Leadership Summit.	Term 4	Alistair Paterson

Christian Character *(NELP Objective 1:2)*

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Senior School Continue to develop the *Old Testament Survey* with a 'Heart of God' perspective	• Develop the Senior classes *Old Testament Survey* to integrate video clips from Christian leaders and community members.	Term 3	Use recognised Christian leaders to prepare 1 – 3 minute video clips on topics related within the Old Testament learning sequences to add to the teaching and learning sequences.	Term 4 2025	Michele Lee / Alistair Paterson
		Term 3	Take themes from the *Old Testament Survey* and prepare small video clips of local people getting their perspective (both Christians and non-Christians).	Term 4 2025	Michele Lee / Alistair Paterson

Middle School Continue to develop a two-year programme that includes *Walk Through the Bible, 30 Weeks to Understanding the Bible* and other resources.	• Develop, implement and evaluate the *Walk Through the Bible, 30 Weeks to Understanding the Bible and God's Story* programmes with the view of using this cohesively and adapting to improve and meet student learning needs.	Term 1	Develop and implement a Bible programme using key resources and adapting this to meet the range of needs for Year 5 – 6 students.	Term 4	Joanne Evans / Alistair Paterson
Junior School Continue to develop the Bible overview programme.	• Develop the Bible overview programme introducing Juniors to the main ideas and stories of the Bible to be built upon in later years.	Term 1	Continue to develop a Bible programme that overviews the main themes and characters of the Bible that can be built upon as each child progresses up the school.	Term 4	Maria McGhie / Alistair Paterson
Hospitality Develop a culture of hospitality across the school to enhance Christian character and to allow all people to feel connected and valued.	• Develop hospitality across all aspects of the school (leadership, staff, student leaders, students and School Boards) so it is part of the culture of the school.	Term 1	Through discussion, professional development (Horst Schultze and other GLS videos) and action, develop hospitality as part of the caring and relational aspects of the school's culture in order to help make people feel connected and valued to God and the school.	End of 2023	Alistair Paterson

Kāhui Ako *(NELP Objectives 1 – 3)*

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Culturally Responsive and Relational Practices To lift Māori language achievement and develop cultural inclusiveness to support every child's identity, heritage and overall achievement. We are working toward all students at the end of Year 8 to be achieving at Level 2 or higher in the *Te Aho Arataki Marau mō te*	• Continue the development of culturally responsive and relational practices within the school from a Shalom perspective	Term 2 Term 2	Use BTI and the school's Kāhui Ako AST to develop CRRP practices in the school. Build an understanding with staff of what our current practices look like and **why** culturally responsive and relational pedagogies are important.	Ongoing Term 4	BTI / AST's / Michele Lee (WST) BTI / AST's / Michele Lee (WST) / Alistair Paterson

Ako i Te Reo Māori – Kura Auraki Curriculum					
Service-Learning School to work with BTI through the Kāhui Ako to incorporate service-learning into curriculum design	• Develop an understanding of service-learning pedagogies to use to adapt a learning module in 2023 and integrate in curriculum design.	Term 2	Principal, WST and AST to train staff in the **why** and **how** of service-learning pedagogy so they can create a unit that centres around this pedagogy.	Term 4	Alistair Paterson / Michele Lee (WST) / AST's

Technology Infrastructure and Development *(NELP Objective 2:3)*

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Server • Move server to the cloud	• Have the school's server offsite.	Term 4	As part of the replacement cycle of the server move content to the cloud.	Term 4	Jonathan Wiseman / N4L / Alistair Paterson
iPads • Purchase 6 iPads for classroom use with keyboard covers	• To provide iPads for student use.	Term 2	Purchase 6 iPads with robust keyboard covers for student use in classrooms.	Term 3	Alistair Paterson
Interactive TV • Replace the IWB in Room 1 with an Interactive TV.	• To be able to develop Interactive TV pedagogies in Room 1.	Term 3	Purchase a Promethean large screen Interactive TV on motorised trolley for Room 1.	Term 3	Alistair Paterson
Apple TV • Replace Apple TV in Room 1	• To be able to use Apple TV as a teaching tool.	Term 3	Purchase a 4K Apple TV for use with the Room 1 IWB.	Term 3	Alistair Paterson
• Use old Room 1 Apple TV in Room 4	• To be able to use Apple TV for multi-use activities in Room 4.	Term 3	Repurpose an existing Apple TV for use with the Room 4 IWB.	Term 3	Alistair Paterson
Mac • Purchase a Mac computer	• Purchase a Mac for video editing in the senior school	Term 4	Start to create a video editing suite in the senior school.	Term 4	Alistair Paterson

Software and Accessories					
• Roll out Linewize family packages to school families giving priority to Senior class students with iPads	• To ensure the online safety of our students and community outside of school.	Term 1	Promote online safety at home through the Board funding Linewize for device use outside of school.	Term 4	Alistair Paterson
• Utilise the Edge Library package	• To maximise the use of the school library	Term 2	Utilise the Edge library system and roll it out onto student iPads so they can access library resources. Investigate how the system can be generally maximised.	Ongoing Term 4	Alistair Paterson / Michele Lee / Sarah Thurlow
• Purchase Digital Curriculum equipment as necessary.	• To ensure programmes and tools used within the Digital Curriculum are in place and accessible to all who will need them.	Term 1	Purchase any digital tools and hardware (within the budget parameters) needed to integrate the Digital Curriculum with subject areas.	Term 4	Alistair Paterson
Epro8 • Consider purchasing an Epro8 development kit to help students develop STEM skills.	• Purchase another Epro8 kit.	Term 1	Consider purchasing a third Epro8 kit for use in the annual Epro8 competition and to help provide students with experiences in STEM challenges.	Term 1	Alistair Paterson

Property

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Building Develop the school classrooms into an MLE environment.	• Plan Stage 2 of the MLE project.	Term 1	Use Gisler Architects to formulate designs around the Stage 2 process.	Term 3	Peria Christian Education Inc.
	• Implement major fundraising drive for MLE projects.	Term 2	Source major financial support and fundraising activities to fund the Stage 2 MLE project.	Ongoing	Kid on the Rock Foundation / Peria Christian Education Inc.
	• Wrap Room 5 windows for security in a lockdown using local history as a theme.	Term 3	Engage with Ngāti Hauā to develop a historical theme for the Matamata area that can be used on the classroom windows and get wrapped for security in case of a lockdown.	Term 4	Alistair Paterson
	• Rename classrooms using Christian figures in local history.	Term 3	Engage with Ngāti Hauā to come up with five notable local Christian figures in Matamata history that the classrooms can be named after.	Term 4	Alistair Paterson

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Developments Upgrade areas of the school grounds to improve accessibility, improve function, improve aesthetics, maintain function and protect assets.	• Add a safety barrier around the tyre swing in the school playground.	Term 1	Add a coloured chain link barrier around the tyre swing to act as a warning and barrier to prevent people walking into the path of the tyre swing.	Term 1	Peria Christian Education Inc.
	• Line mark the school driveway.	Term 1	Provide lane markings to maximise parking and traffic flow.	Term 1	Peria Christian Education Inc.
	• Put a carport over the school van.	Term 2	Build a carport over the school van to protect the school's assets.	Term 4	Peria Christian Education Inc.
	• Develop road and building front signage.	Term 1	Develop road side signage to improve the school's visibility in the community, and building front signage to improve the aesthetics of the school.	Term 2	Peria Christian Education Inc.
	• Investigate demand for extending the school to Years 9/10	Term 3	Explore demand amongst parents to extend the school to accommodate Years 9/10.	Term 4	Peria Christian Education Inc.
Maintenance To keep all aspects of the school highly maintained and serviced to protect the investment made in the school and reflect good management.	• Include low plantings at the front of the carpark with the emphasis on displaying God's creation.	Term 1	Plant low plantings to beautify the front of the carpark trying to use plants that inspire.	Term 2	Rod Brookes
	• Check and maintain perimeter trees.	Term 1	Check and trim boundary line trees for health of the trees and safety of property and people.	Ongoing	Rod Brookes
	• Garden works to enhance safety under climbing trees in the corner of the field.	Term 2	Plant soft plants to help as safety matting and the climbing tree.	Term 2	Rod Brookes
	• Spray cobbled areas for mould.	Term 3	Spray cobbled areas for mould.	Term 3	Rod Brookes
	• Spray field for prickles.	Term 4	Spray the field for prickles.	Term 4	Rod Brookes
	• Replace the rope climbing wall.	Term 2	Replace the rope climbing wall on the school playground with a new rope climbing wall.	Term 3	Rod Brookes

Vision

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Ngāti Hauā Develop a relationship with Ngāti Hauā.	• Management and staff to develop a relationship with Ngāti Hauā through advice and support	Term 1	Management and staff to develop a relationship with Ngāti Hauā through: • having an annual visit for help with local history and localised te reo support • requesting support for developing a classroom graphic for local history • requesting support for establishing five Māori Christian figures prominent in local history to use as classroom names • developing a school powhiri • explore a school marae visit for future years	Ongoing	Alistair Paterson
Social Needs To provide support to new school families or those in need.	• Establish a parent group to provide support to new school families and those in need within the school community	Term 1	Whānau can subscribe to a parent based community group that will reach out and provide initial support to new school families and those in need.	Term 1	School Board / Alistair Paterson
To provide long term support to students	• Continue to develop mentoring support for Year 5 – 8 students with a vision for long term support	Term 1	Find adult mentors to work with groups of six students for half an hour per week on a long term basis. The mentoring is aimed to develop relationships so that students can have an additional significant adult in their lives they can come to now or come back to in the future when they are facing challenges in life or have big God questions they are seeking answers to. A flexible approach to the mentoring time will be used.	Ongoing	Alistair Paterson / Michele Lee
Brand Awareness To lift the image and perception of the MCS brand amongst parents, students and the Matamata community.	• To review aspects of the school brand with the view of rebranding as necessary. • To advertise to lift the profile of the school.	Term 1	Investigate avenues for increasing people's awareness and positivity toward the school through: • stationery • signage • logos • uniforms • brand awareness • Facebook advertising	Term 4	Alistair Paterson / Mike Jansen / School Board / PCE Board / Michele Lee

			• public events (particularly at Easter and Christmas to lift Christ in people's awareness and knowledge)		
Pacific Links To begin to develop a relationship with two other small schools from within our Kāhui Ako that will work together and in the future support a Christian school in the Pacific or South East Asia	• To enter into talks on how we can work more closely together with two other small schools from our Kāhui Ako with the goal to work a partnership between us and then a Christian Pacific Island or South East Asian school	Term 3	Look at how we can work to develop together through: • principal appraisal • professional development • local curriculum development • common objectives • support in areas where we could support each other • vision for the partnership and connection with a Christian Pacific Islands or South East Asian school	Term 4	Alistair Paterson
Years 9/10 Explore the potential for the school to continue to Years 9/10	• Investigate the demand and desire to establish a Year 9/10 class	Term 2	• Investigate the desire amongst whānau to have a Year 9/10 class. • Look at the MOE process to start a Year 9/10 class. • Look at the likely process there is for a Year 9/10 class to be integrated within the school's integration deed.		

Review *(NELP Objectives 1 – 4)*

Goal	Strategy	Starting Time	General Focus	Completion Time	Responsibility
Board of Trustees Policy Review The Board will do complete policy reviews of two areas of the National Administration Guidelines each year and review its annual strategic plan *(NELP 1-3)*	• The Board will review two policy areas under the groupings of the former National Administration Guideline policy areas: - NAG 2: Self Review (NELP Priorities 1 – 5) - NAG 3: Personnel (NELP Priority 6)	Term 1	As a Board review all policies within self review and personnel using the Board's policy review documentation.	Term 4	School Board
	• Review the Annual Strategic Plan for 2023	Term 4	Review how the strategic plan has gone through 2023 and reorganise the 2024 annual plan as necessary.	Term 4	Alistair Paterson / School Board
Goal	**Strategy**	**Starting Time**	**General Focus**	**Completion Time**	**Responsibility**

Proprietors					
Proprietors The proprietors (Peria Christian Education Inc.) will conduct four special character self-reviews each year. *(NELP 1-3)*	• The proprietors will conduct four special character self-reviews: - Classrooms - Policies and Procedures - Public Profile - Property	Term 1	The proprietors have the job of maintaining the school's special character. It will do termly self-reviews to evaluate how the school is doing against maintaining high levels of performance of the school's special character.	Term 4	Peria Christian Education Inc.
Community Consultation The School Board and school management will consult with the community on issues that may affect them. *(NELP 4:7)*	• School management, teachers and the School Board will consult with Ngāti Hauā	Term 2	Consultation will be done to further establish the local stories to be included within our Aotearoa New Zealand Histories Curriculum.	Term 4	Alistair Paterson
		Term 2	Consultation will be made to rename our classrooms after key local Christian leaders.	Term 4	Alistair Paterson
		Term 4	Consultation will be done to have input on a graphic depicting local history for the windows of the Junior classroom.	Term 4	Alistair Paterson
		Term 4	Ngāti Hauā will be asked to assist us with a marae visit and developing a school powhiri.	Term 4	Alistair Paterson
	• Friends and Founders Day will be used to consult with the community	Term 2	The Friends and Founders Day Pastor's Breakfast will be used to consult with pastor's from Matamata and the surrounding areas on what the school is working on and to seek their input on what is important to them from the school.	Term 2	Peria Christian Education Inc / Alistair Paterson
			The Friends and Founders Day Community Dinner will be used to talk to parents about building development, attendance and things the school is working on and will seek their input.	Term 2	Peria Christian Education Inc / Alistair Paterson
			At Friends and Founders Day parents and other community members will be asked for their input to measure interest the community has in extending the school to include Years 9/10.	Term 2	School Board / Peria Christian Education Inc
	• Parents will be called in to consult on the Keeping Ourselves Safe programme, pubertal changes and Health and PE programme	Term 3	Parents will be invited to a parent meeting to discuss what will be covered in the Keeping Ourselves Safe programme run schoolwide, pubertal changes run at Years 7/8 and for their input into the Physical Education and Health programme.	Term 3	Alistair Paterson / Staff

	• The School Board will review the current Strategic Plan and Annual Plan and look for community input.	Term 4	In reviewing the Strategic Plan and Annual Plan the School Board will look to engage input from key stakeholders such as the parents, staff, Peria Christian Education Inc, Ngāti Hauā and interested local businesses.	Term 1 2023	School Board
	• The school will look for ways to consult with local businesses.	Term 3	The school will look to consult with and further partner with local businesses to help our programming to start to address needs in what businesses need from their employees.	Ongoing	School Board

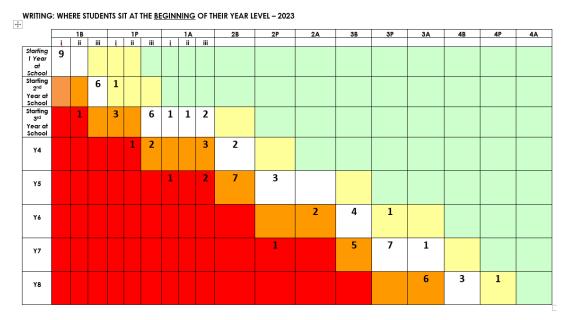# 2023 ANNUAL CURRICULUM TARGET USED FOR REPORTING

Introduction

The Matamata Christian School Board and staff have chosen to target students who are at risk of not achieving in Writing as specific development goals for students during the 2023 school year.
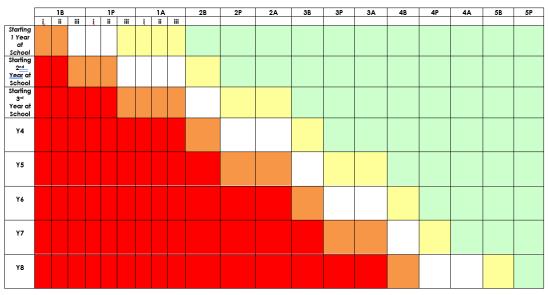
We will be focussing on this area and will be reporting in early 2024 the results of this focus and to what degree we managed to reach our target below.

GOAL

To lift school wide achievement of all students in Writing so every child improves by 12 months progress or more, and those that are one year or more below curriculum expectations will improve by 24 months to either be at curriculum expectations or close the gap on them.

WRITING: WHERE STUDENTS SIT AT THE BEGINNING OF THEIR YEAR LEVEL – 2023

	1B			1P			1A			2B	2P	2A	3B	3P	3A	4B	4P	4A
	i	ii	iii	i	ii	iii	i	ii	iii									
Starting 1 Year at School	9																	
Starting 2nd Year at School			6	1														
Starting 3rd Year at School		1		3		6	1	1	2									
Y4					1	2			3	2								
Y5							1		2	7	3							
Y6												2	4	1				
Y7											1		5	7	1			
Y8															6	3	1	

WRITING: WHERE STUDENTS SIT AT THE END OF THEIR YEAR LEVEL – 2022

	1B			1P			1A			2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P
	i	ii	iii	i	ii	iii	i	ii	iii											
Starting 1 Year at School																				
Starting 2nd Year at School																				
Starting 3rd Year at School																				
Y4																				
Y5																				
Y6																				
Y7																				
Y8																				

Why this goal was chosen

In mid-2021 post lockdown, schoolwide data was highlighting significant achievement issues in Writing. The school had a high number of new students come in over the first two terms of that year and the lockdown that followed had seen students struggling to engage in their learning, something that was first noted after the 2020 lockdown but was much worse after the 2021 lockdown.

Historically, over a number of years the school has tried to work hard on Writing performance and had previously engaged with the *ALL* development. Since this time most of the teaching staff had changed. Our Kāhui Ako had also picked up that Writing was a target area across schools and some member schools had engaged with *Write That Essay* to improve achievement.

With mid-2021 results looking low management and the School Board decided to trial some of the *Write That Essay* online resources in Term 4 2021. This seemed to add value and with results remaining low at the end of 2021 the school applied for MOE funding to engage in professional development for 2022 with *Writer's Toolbox* (formerly *Write That Essay*).

In 2022 the school began what is expected to be a three year journey into writing development as it seeks a significant shift in both Writing engagement and achievement. It has invested a lot in resources and professional development to try and achieve this in 2022 and 2023.

In 2023 particular emphasis is being placed on Year 3 – 8 students, Māori and boys, but the target is for every ethnicity, gender and school year level.

At the beginning of 2023:

59% of the school are performing at or above the
34% are one year below curriculum expectations
  7% are at risk (more than one year below expectations)

For boys:
50% are performing at or above expectations
38% are below
12% are at risk

For girls:
64% are performing at or above expectations
31% are below
 4% are at risk

For Māori students:
47% are performing at or above expectations
53% are below
 0% are at risk

For Pasifika students:
71% are performing at or above expectations
29% are below
 0% are at risk

Concentrating on bringing up the students that are below expectations or at risk by making 24 months progress over the year, will have a major effect on helping the school to reach the Ministry of Education's former target of 80% of all students being at the Curriculum Levels.

How we will do this

We have a number of supporting processes in place for 2023 which also address the NELP's Objectives 1 – 3, Priorities 1 - 6:

- *Writer's Toolbox* facilitators have been engaged to upskill teaching and support staff at all levels throughout the year. It is hoped this will be able to continue until the end of 2024.
- Significant *Writer's Toolbox* writing resources have been purchased for use in every class.
- The *Writer's Toolbox* online platform will be used in Years 5 – 8 to provide further writing support and feedback to all students.

- Teachers will implement *The Code* spelling programme across the school to try and lift spelling achievement.
- In Term 2 or 3 we will consider using our Peer Writing programme to see if this will support Writing as long as it compliments and does not conflict with the development work we are doing in *Writer's Toolbox*.
- We have given two teachers lead development roles as we journey through this work to help drive this throughout the school.
- The school will invest in major writing resources to support teaching across the school.
- Teachers will use 'Teacher as Inquiry' processes to work with a target group of students who are below expectations in each class.
- Teachers will have observations and feedback on their teaching in Term 2 and 3 to support their development.
- As part of our professional development programme the school has developed its approach around the Tātaiako research and recommendations. We have acknowledged the ideas in this are linked with best practice for moving Māori achievement. We realise too that, as Ka Hikitia has stated, "what is good for Māori is good for all students". We have a series of strategies around this we are implementing.
- 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 Writing achievement long term.
- The school has been developing rubrics around Writing achievement and 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.
- The school is reviewing its assessment practices in Writing in 2023 with the view of using this to better inform learning and achievement.
- Staff will review their programmes alongside their teacher inquiries to evaluate any barriers that may emerge whether access to equipment, how Māori and Pasifika are related to in planning and learning and including integrating culturally relevant pedagogies.

Our English Implementation Plan, through self-review, will be reviewed again in Term 4. This was done by our lead team at the end of 2021 and 2022 but is expected to need change again by the end of 2023.

How progress will be measured

Testing, conversations and overall teacher judgements have been the basis for collecting data since 2013. While asTTle is our key testing tool this is lined this up with our Curriculum Expectations. *Writer's Toolbox* and its processes will also be used to help inform this in 2023. Key assessment will be carried out twice a year to monitor progress, but will be supported throughout each term by anecdotal measures. The school may experiment with PACT, e-asTTle and the ARB's to better inform learning and achievement. This data and other teacher judgements, including feedback from the online *Writer's Toolbox* tool will be used to decide mid-year and end of year progress against the curriculum expectations. This will be moderated in house to help develop reliability and validity in data accuracy. It is hoped this may be moderated between Kāhui Ako schools later in the year too. Data will be used to inform teacher practice, decide on learning needs, give progress reports and feedback to parents and students, and identify students who are not achieving and may need additional support. The school will work to support such students through the development of school initiatives and use the Senco to seek relevant outside agency support.

GOAL

To lift school wide attendance so that 70% or more of all students are attending school for 95% of the year (not more than 10 days absence in the school year), and 85% are attending 90% of the year or more (not more than 20 days absence in the school year (Ministry of Education expectations)).

Why this goal was chosen

Since a series of Covid lockdowns across 2020 and 2021 families have been in a hyper sense of caution regarding Covid threats and illnesses. Throughout 2022, and at the school's suggestion, people took a precautionary approach at signs of illness in their families and were more likely to keep their children home so they did not pass on sickness to others. Some students were also required to follow government set isolation protocols at times.

Additionally, well-being became an often talked about area of concern in students, particularly in the media. This prompted some families to be more aware of possible symptoms which led to families keeping their children home on occasions in order to spend time with family or to 'recover'.

The threat of Covid also meant a few families had legitimate reasons to take an extra precautionary approach where their children or close family members had severely compromised immune systems which presented extra risk factors.

Finally, we also considered overseas travel as legitimate reasons for absence as these trips provide further experiences and education to students. Families did try to include school holiday time in these trips as well as some term time.

The result of all of this though was surprisingly high absence rates in 2022 across the school with 51% of all students having absences that exceeded the 10 school days per year (or 90% attendance) we have considered acceptable.

Rates in 2022 (including legitimate absences):

Exceeding 10 school days (two weeks equivalent)	51% (39 students)
Exceeding 15 school days (three weeks equivalent)	41% (31)
Exceeding 20 school days (a month of school)	*25% (19)*
Exceeding 25 school days (half a term)	*18% (14)*
Exceeding 30 school days (six weeks)	*18% (14)*
Exceeding 35 school days (seven weeks)	*11% (8)*
Exceeding 40 school days (eight weeks)	*7% (5)*
Exceeding 45 school days (nine weeks)	*4% (3)*
Exceeding 50 school days (a full term)	*1% (1)*

(Note: Italicised lines above exceed the Ministry of Education's expectation of 90% attendance).

The lowest rate of attendance recorded in 2022 was 51% by a child with legitimate reasons for absence. Matamata Christian School's rates were therefore well above the 40% average the MOE listed for the Waikato.

Being at school every day possible is seen as key to helping students progress academically, spiritually, physically, socially and emotionally and is seen as a key area for improvement to help the students and school meet the development goals outlined in our Annual Plan.

How we will do this
We have been working to get families on board with raising attendance.

We have a number of supporting processes in place for 2023 which help address the NELP's Objectives 1 – 3:
- Conversations at prize giving events and in class parent nights about absence rates and what are acceptable absences.
- Building trust in families to decide when their children are sick as they know their children best.
- Through the newsletter helping whānau understand the importance of being at school every day.
- Adapting the school's former *Rock On* programme for non-attendance follow up.
- Looking for any trending days of absence in a week and working as a school to make that a day that is attractive for students and whānau.
- Consult with families at risk of not meeting attendance goals to ensure there are no barriers to students attending whether physically, socially or emotionally.
- The principal will pursue any trending absences in students or families.
- Promoting attendance rates in the newsletter each term.
- Highlighting attendance in each of the three types of school reports that families get during the year.
- Attendance and punctuality will continue to be promoted as two of four achievement areas for earning a *'Rockstars'* certificate at the end of each term in the end of term assembly. These are valued by students and families.

How progress will be monitored
The school's *Edge* management system generates weekly attendance reports that will be monitored by the principal. Teachers and the school office will also be monitoring trends and reasons for absence.
Each term absences will be calculated per child and reported on to parents through the three school reports during the year. This will be published as a whole school termly to the Board and community in the newsletter.