



Matamata College 2024 Annual Implementation Plan

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Summary of the plan

Matamata College has four areas of focus that have been identified in our 2024-2025 strategic plan: ensuring success for all with a focus on Māori ākonga and senior boys, developing connection between students, teachers, business, iwi, and the wider Matamata community, improving wellbeing to grow a sense of Mauri Ora, and improving attendance.

Where we are currently at:

Regulation 9(1)(e)

Our achievement and attendance data, together with the results of the Rongohia te hau survey, clearly identify areas for improvement. Please see the [Achievement review](#), and [EDM attendance data](#) for 2023.

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

Regulation 9(1)(g)

Our plan for 'success for all' specifically seeks to address lower achievement rates for Māori ākonga. This includes implementation of local curriculum that reflects Te Mātaiaho and the priorities of our community, including local iwi, for their children/tamariki. We intend to begin consultation with iwi to establish a whakaruruhau or other structure to form stronger connection with iwi so that we can work together to ensure tikanga and kawa are central to all school activities. We will also begin work on a Microsoft sharepoint to include iwi information, pou rakau, karakia, waiata, haka, and Matamata College tikanga and kawa to support students, staff, and members of our school community, to grow their understanding of local tikanga, mātauranga Māori and te ao Māori.



Matamata College 2024 Annual Implementation Plan

Strategic Goal 1 - Success for All				
Regulation 9(1)(a)				
Annual Target/Goal: To provide all students/ākonga with access to a quality, relevant, exciting, and engaging local school curriculum based on Te Mātaiaho (the Refreshed New Zealand Curriculum to be fully implemented by 2027) so they attain their highest possible standard in educational achievement.				
Regulation 9(1)(a)				
What do we expect to see by the end of the year?				
Regulation 9(1)(d)				
<ul style="list-style-type: none"> Increased retention and achievement for Māori ākonga and senior male students. A range of literacy and numeracy support programmes will be implemented. Departmental curriculum planning will reflect Te Mātaiaho. Review of the learning support department and implementation of new processes based on the needs of our learners. Improved use of data to inform curriculum planning and learning area review. 				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
<p>Re-establish the Te Wairere Council and actively seek out and promote opportunities for our Māori ākonga to grow as leaders (for example, Taku Wairua, koroneihana...)</p> <p>Deliberate use of Māori liaison services from ITO's and tertiary organisations to raise Māori student aspirations "if you can see it you can be it".</p>	<p>Teacher in charge of cultural leadership, BY, SP, student cultural leader</p> <p>Pathways department, BY, SP</p>	<p>Management unit for cultural leadership</p> <p>4 x community liaison units</p> <p>Pathways budget and grant applications</p>	<p>By the end of Term 3.</p> <p>Ongoing</p>	<p>Te Wairere Council meets at the end of Term 3 and at least twice in Term 4.</p> <p>Pathways report to the Board</p>
<p>Focus one WST position on supporting the writing of our male students.</p> <p>Encourage Year 11 and 12 boys to remain in school via support from the new pathways department.</p> <p>Deliberately encourage Year 12 male students to apply for leadership roles and become peer support leaders.</p>	<p>WST, BY</p> <p>Pathways department</p> <p>Pathways & leadership Dean, Rob Torr, Year 9 Dean</p>	<p>Kahui ako support & planning. Scheduled time in staff meetings for PLG.</p> <p>Increased places for Gateway & trades training, increased opportunities for investigating ITOs and tertiary provider courses.</p> <p>Increased funding for the peer support programme in the 2025 budget. Consider leadership camp.</p>	<p>Ongoing in 2024.</p> <p>Ongoing in 2024.</p> <p>By end of Term 4 ready for 2025.</p>	<p>Clear planning for changed programmes and pedagogy evident. WST report summarising data for the 2024 year late in Term 4.</p> <p>Increased retention of male students from Y11 to Y12 and Y12 to Y13.</p> <p>Increased number of male peer support leaders.</p>



Matamata College 2024 Annual Implementation Plan

<p>Implement a range of literacy and numeracy support programmes including Year 11 Literacy Support, Year 11 Numeracy Support, Junior Literacy and Numeracy.</p> <p>Trial the use of the Writer's Toolbox to improve the number of students in the trial group working at the expected curriculum level in Writing.</p>	<p>WS, SENCO, MR (literacy), Kahui Ako literacy PLG, Brian Priest (numeracy)</p>	<p>Kahui Ako literacy PLG</p> <p>Specialist Literacy and Numeracy Teachers.</p> <p>Writer's Toolbox resources and subscription.</p>	<p>By the end of Term 3</p>	<p>Year 11 students who were involved in the Literacy Support Programme are entered into the Literacy CAA in September and are confident to attempt the assessment.</p> <p>Year 11 students who were involved in the Numeracy Support Programme are entered into the Numeracy CAA in September and are confident to attempt the assessment.</p> <p>The percentage of Year 11 students who have successfully obtained their literacy and numeracy corequisites in 2024 is increased compared with the achievement levels in 2023.</p> <p>The students involved in the Writer's Toolbox pilot have made progress in their writing. This will be measured by comparing data between the Year 9 trial class and the other Year 9 classes who were not involved using asTTle writing formative and summative data and OTJs of curriculum levels.</p>
<p>Development of a Matamata College curriculum that reflects Te Mātaiaho as well as the changes to NCEA Level 1:</p>	<p>WS, BY, HOLs,</p>	<p>NIFS, mana whenua, professional organisations</p>	<p>Ongoing, first review early Term 2, second review Term 4</p>	<p>Record of PLD with NIFs.</p> <p>Departmental reviews and strategic plans.</p> <p>Minutes of the HoL meetings will show discussion and planning for curriculum changes.</p> <p>Departmental planning will reflect the changes in curriculum delivery eg UDL Mātauranga Māori and links to progress outcomes.</p> <p>NCEA entries and results will reflect the planning and delivery of new Level 1 standards with student's achieving Level 1 at similar achievement levels to that seen in 2023.</p>
<p>Learning area review processes are reviewed, and clearer more effective processes are implemented and used to inform curriculum decision making.</p>	<p>BY & WS</p>	<p>Regular meetings with HoLs following an accountability coaching framework.</p> <p>Kamar training.</p>		<p>Clear system of meaningful data analysis in place and clearly communicate to HoLs and all teaching staff.</p> <p>Annual Learning Area reviews are completed by the end of the year for Year 9 & 10 teaching and learning programme and by the end of February the following year after the release of the NCEA data in late January, for Years 11 -13 NCEA and scholarship programmes.</p> <p>Departmental reviews utilised effectively in annual curriculum planning.</p>



Matamata College 2024 Annual Implementation Plan

<p>Senco and learning support processes are reviewed, developed and implemented to better support ākongā with learning needs.</p>	<p>WS & CR</p>	<p>Access to RTLB and other Agencies</p> <p>Funding for additional Teacher Aides</p> <p>PLD for CR, Teacher Aides and staff</p>	<p>By the end of Term 3</p>	<p>A cohesive Learning Support Team is created and clear guidelines on the effective use of a teacher aide in the classroom is collaboratively developed. This is then shared with all staff.</p> <p>Educational Support Plans (ESPs) are written, with input from all Stakeholders. These are shared with staff via KAMAR and will be reviewed on a cyclic basis starting with Year 9 and 10 in Term 2 and then Senior Students in Term 3. ESPs include learning need information and strategies to use in the classroom as well as specific targets for individual learners. These will follow the student as they progress through Matamata College.</p> <p>Clear processes on referring students, who may need additional support, are established. This supports applications for funding to RTLB, other agencies and NZQA for Special Assessment Conditions.</p> <p>Clear Processes for teachers to request support for students who have Special Assessment Conditions developed and consistently used.</p>
---	---------------------------	---	-----------------------------	--



Matamata College 2024 Annual Implementation Plan

Strategic Goal 2 - Connection				
Regulation 9(1)(a)				
Annual Target/Goal:				
Build strong connections with the wider school community including; iwi, hapu, business, and whānau, so that the educational opportunities offered at Matamata College are understood and valued by the wider school community and we work together to support our learners/ākonga to attain educational success.				
Regulation 9(1)(a)				
What do we expect to see by the end of the year?				
Regulation 9(1)(d)				
<ul style="list-style-type: none"> Reporting to parents will be updated and planning will start to move to student lead conferences. Establish a whakaruruhau in consultation with iwi. The website, social media, and print material are updated, including development of clear brand guidelines, and the use of social media is more deliberate and coherent. Development of a Board communication plan. 				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Reporting to parents updated.	BY	Nil additional	By senior reports in T2	Reports will include student involvement and awards.
Planning begun to move towards student led conferences in 2025.	BY, WS & SP	Regular planning meetings PLD for BY & WS Video and other resource production	By end of 2024	A detailed plan in place to support teachers and students to manage student led conferences in 2025.
Establish a whakaruruhau in consultation with iwi.	SP, Board Iwi Representative	Specific, planned meeting times with SP & Board Iwi Rep	By end of 2024	A whakaruruhau is established and meets monthly to shelter and guide the school with respect to partnership with tangata whenua, tikanga, and local kawa.
Update the website, social media, and print material.	RG, SP	Increased commercial printing budget. Increased website budget.	By end of Term 3, 2024	<p>Website upgrade completed by March 2024.</p> <p>Brand guidelines updated by June 2024 and communicated with staff.</p> <p>Consistent look to social media posts, emails and business cards by the end of Term 2.</p> <p>Social media communication is improved and community feedback about the quality of communication sought.</p> <p>Prospectus and curriculum guides updated and follow brand guidelines by the end of Term 3.</p>



Matamata College 2024 Annual Implementation Plan

<p>'Place & space' is deliberately given to engage with the school community regularly and the Principal and SLT are 'visible' in the school and community.</p>	<p>SLT</p>	<p>Funding for community outreach events needs to be budgeted for moving forwards.</p>	<p>By the end of 2024</p>	<p>Each term will have had at least two community events, including one "connection" event.</p> <p>Business evening organised in Term 2 to introduce the strategic plan and invite the wider business community to contribute to "2030 Vision for the College".</p> <p>Planned classroom observations and walkthroughs focused on teaching and learning by all members of the SLT commenced in Term 2.</p>
<p>Development of a Board communication plan.</p>	<p>Board sub-committee</p>	<p>Establishment of a Board sub-committee. Scheduled meeting times.</p>	<p>By the end of Term 2, 2024</p> <p>By the end of 2024</p>	<p>Establishment of a Board subcommittee with completion of a draft communication plan by July 2024.</p> <p>Implementation of the communication plan begun in 2024.</p>



Matamata College 2024 Annual Implementation Plan

Strategic Goal 3 – Mauri Ora				
Regulation 9(1)(a)				
Annual Target/Goal:				
There will be a focus on mauri ora to ensure Matamata College delivers a learning-focused environment that promotes well-being for all, where our learners/ākonga and staff are able to thrive.				
Regulation 9(1)(a)				
What do we expect to see by the end of the year?				
Regulation 9(1)(d)				
<ul style="list-style-type: none"> • Cell-phone free school. • Effective Manaaki and Akoranga programmes in place. • Development of student leadership and student input into school-wide activities and a stronger house culture. • The school values are “dripping off the walls and tripping of the tongues”. 				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
Cell-phone free school policy and processes introduced	SLT	Nil	At start of 2024	Students will not be using cell phones and school. Pastoral referrals for inappropriate cell phone use and cell phone confiscation will decrease.
Manaaki & Akoranga programmes further developed.	RG & Deans	Moving forwards their needs to be a specific budget for manaaki and akoranga.	End of 2024	School calendar shows deliberate and effective use of the manaaki and akoranga periods. Manaaki and akoranga shared planning team reflects the deliberate planning for these periods, with the associated calendar providing a clear overview of the activities and learning that has occurred in 2024.
Deliberate planning of house activities throughout the year.	Student leadership team, Deans, Staff House Leaders	Appointment of staff house leaders with a middle management allowance. Small budget for house activities.	Throughout 2024	Appointment of 4 staff house leaders by mid Term 2. Number of house events held during the year is increased. Student and staff feedback sought at the end of 2024 via a survey.



Matamata College 2024 Annual Implementation Plan

<p>Review of the existing values posters as an interim measure whilst the values are reviewed with detailed consultation of all stakeholders.</p> <p>Introduction of a values recognition system that explicitly teaches the school's values to prepare them for life beyond school while building our sense of school community.</p>	<p>RG, Deans & SLT</p>	<p>New values posters that reflect the reviewed brand guidelines.</p>	<p>Terms 2-3</p>	<p>By 4, Term 2 new values posters will be visible throughout the school – “dripping off the walls”.</p> <p>Students will be able to recite our school values and explain what it means to demonstrate each of these.</p> <p>A consultation on the school values will have been completed by mid Term 3.</p> <p>New values recognition system introduced by mid Term 3.</p> <p>The number and type of recognitions given out will provide data on student and teacher buy-in to the new recognition system.</p> <p>Survey of students and staff on the success of the recognition system completed at the end of the year.</p>
---	----------------------------	---	------------------	--



Matamata College 2024 Annual Implementation Plan

Strategic Goal 4 - Attendance				
Regulation 9(1)(a)				
Annual Target/Goal:				
Regulation 9(1)(a)				
What do we expect to see by the end of the year?				
Regulation 9(1)(d)				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Attendance processes at our contributing schools and other nearby schools to be researched so we have some data on what they are using and what they have found effective.	RG	Release time for RG to visit other schools and meet with the SLT responsible for attendance.	Week 2, Term 2	Attendance at meetings.
Clear attendance process and guidelines developed and implemented including a tracking system and clear accountability for all staff. The guidelines are to be coherent with the MoE expectations.	RG, Deans, teaching staff, admin staff	Weekly before school meeting focused on attendance. Printing budget for attendance resources and posters.	Term 2-4	Attendance rates will increase to 90% at all year levels. Increased regular attendance at all Year levels with the target is set at the MoE target of 70% in 2024 and 75% by 2026. We should see more consistency (within and across year levels) with our attendance monitoring and be confident (with documented evidence in Kamar) that all steps in the attendance guidelines have been taken when students are absent.
Ongoing staff PLD on ways to further develop positive relationships with students as research has shown that this has a direct impact on student attendance	RG, Deans, teaching staff	Periodic staff meetings focused on attendance and building effective relationships.	Ongoing	Deliberate PLD planned and delivered.