

MATIPO SCHOOL



Matipo School Annual Report 2025



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Principal's Report

Mā te manaaki e tipu ai ngā kākano, hei te rākau teitei
We nurture the seed so the tree will grow strong.

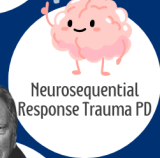
Term 1 Achievements

- Hoops in Schools Basketball Hoops
- 4th, 5th and 10th Ki o Rahi
- AI in School PD
- Whanaungatanga Day
- Rakau Life Changers
- Whanāu Hui
- Food Technology
- Tupu Science Fair
- Year 4 Camp - Houghton Bush
- Oke Charity Garden Beds Install
- \$800 Bake Sale
- Movie Night
- Year 5/6 Camp - CYC Camp Waipa
- 2nd Softball Field Day
- Senior Athletics Day
- Numicon Implemented
- 2nd Athletics
- 70+ International Students
- Internet Upgrade
- Junior Athletics Day
- Roofing Upgrade
- Kawerau a Maki PD

Mā te manaaki e tipu ai ngā kākano, hei te rākau teitei
We nurture the seed so the tree will grow strong.



Term 2 Achievements



Mā te manaaki e tipu ai ngā kākano, hei te rākau teitei
We nurture the seed so the tree will grow strong.



Term 3 Achievements



Tēnā koutou, tēnā koutou, tēnā tātou katoa,

Ki ngā whānau, ngā kaiako, ngā tamariki me ngā manuhiri kua tae mai, nau mai, haere mai ki tō tātou kura, ki Matipo School.

This annual report reflects on the achievements and progress of our kura during the **2025 school year** and acknowledges the collective efforts of our tamariki, kaiako, whānau and community.

The past year has continued to bring change across the education sector. Updates to the national curriculum, shifts in Ministry expectations, and evolving priorities have required schools to adapt quickly. Throughout this time our staff have remained focused on what matters most — **ensuring the success and wellbeing of our tamariki**.

Across the school we have continued to strengthen teaching and learning programmes, embed culturally responsive practice, and deepen our relationships with whānau and community. Our staff have embraced professional learning and continued to refine their practice in response to new curriculum expectations.

A highlight of the year has been the breadth of learning opportunities available to our tamariki. These included events such as the **Readers and Writers Festival, Matariki at Matipo celebrations, the Art Exhibition, athletics events, and the Tough Guy and Gal Challenge**. These experiences support the development of confident, capable learners who are willing to try new things and celebrate their achievements.

Our connections with the wider community have also continued to grow. We strengthened partnerships with **Te Kawerau ā Maki**, supported local environmental initiatives with **Rivercare**, and continued to welcome **international students** from a range of countries. These partnerships enrich learning opportunities for our students and strengthen the cultural life of our kura.

During the year we also continued to implement the **Mitey wellbeing programme**, supporting the development of emotional literacy, resilience and wellbeing among our students. This work helps ensure our tamariki are not only academically successful but also confident, connected and capable individuals.

The commitment of our staff remains the greatest strength of our school. Our kaiako consistently go above and beyond to create classrooms where tamariki feel safe, valued and challenged to succeed. Their dedication ensures Matipo remains a place where learning is engaging, purposeful and inclusive.

To our **Board of Trustees**, thank you for your strong governance and continued support. Your careful oversight and commitment to the long-term success of the school enables us to continue improving outcomes for our learners.



To our **whānau and community**, thank you for your ongoing partnership with the school. Your support and involvement enrich the life of Matipo and help create a strong sense of belonging for our tamariki.

Matipo School continues to grow as a kura where tamariki are encouraged to be curious learners, confident leaders and respectful members of their community. As we look ahead, we remain committed to strengthening teaching and learning, deepening cultural partnerships, and ensuring every child at Matipo is supported to achieve success.

Nō reira, tēnā koutou, tēnā koutou, tēnā tātou katoa.

Jonnie Black
Principal | Tumuaki
Matipo School

School Roll

The school roll remained stable during 2025 with continued growth in international enrolments.

Students represent a diverse community reflecting the cultural richness of the Te Atatū Peninsula. Matipo School continues to value and celebrate this diversity while ensuring strong outcomes for all learners.

List of all school board members

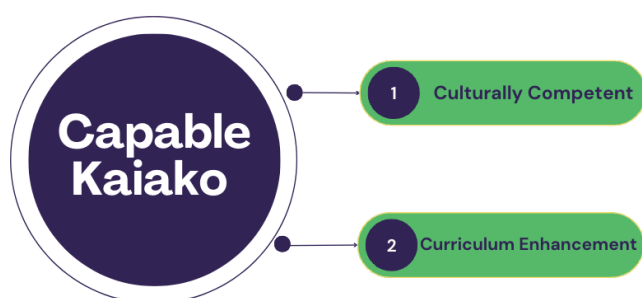
Board member names	Date that the board member's term finishes
David Easterbrook	2027
Mary Beattie	2027
Kirsten Owen	2027
Mike Leijh	2027
Beatrice Traub	2027
Matt Reyland (Board Rep)	2027
Jonnie Black (Tumuaki)	-

**MATIPO
SCHOOL**



Analysis of Variance Report 2025

This report outlines progress made against the school's strategic goals during 2025 and identifies priorities for improvement moving into 2026.



Strategic Goal 1

Reflect Our School Communities through Artworks, Signage, Design, and Language Use

What we achieved

During 2025, Matipo School continued to develop a learning environment that reflects the identity, culture and aspirations of our community.

Key developments included:

- Continued collaboration with mana whenua Te Kawerau ā Maki to support the cultural authenticity of the school environment.
- Progress toward naming school buildings and spaces using te reo Māori, strengthening the cultural narrative of the school.
- Completion of karakia and blessing ceremonies for Rooms 1–5, acknowledging the significance of place and ensuring the spaces were opened in a culturally respectful way.
- Installation of te reo Māori signage across classrooms and key school spaces, ensuring bilingual language is visible and normalised throughout the kura.
- Increased use of te reo Māori in school communications, events and classroom environments.
- Professional learning for staff in cultural competencies and culturally responsive practice, strengthening teachers' understanding of tikanga Māori and culturally sustaining pedagogy.
- Integration of localised mātauranga Māori and place-based learning into curriculum planning.

These developments have contributed to creating a school environment where the identity and cultural heritage of our community are visible, valued and embedded in everyday school life.

Evidence

Evidence of progress toward this goal includes:

- Photographic documentation of signage and environmental design
- Curriculum planning documents demonstrating integration of local contexts
- Staff professional development records
- Feedback from whānau and mana whenua partners

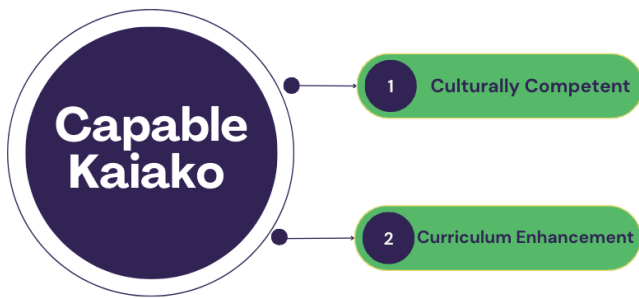
Reasons for Variance

While significant progress has been made, the blessing of several remaining spaces was delayed due to availability of mana whenua representatives. These ceremonies will take place as schedules allow.

Planning for 2026

Priorities for 2026 include:

- Completing blessings for remaining learning spaces
- Continuing to strengthen the use of te reo Māori in signage and school communications
- Further embedding local stories and mātauranga Māori within curriculum programmes
- Continuing to strengthen relationships with Te Kawerau ā Maki



Strategic Goal 2

Strengthen and Develop Te Puāwaitanga o te Wairua Māori Bilingual Unit

What we achieved

During 2025, Matipo School continued to strengthen and grow Te Puāwaitanga o te Wairua, our Māori bilingual learning pathway, ensuring that tamariki are able to learn within an environment that affirms their identity, language and culture.

Key developments included:

- Continued development of the bilingual learning pathway, with clear progression for students across year levels and increased enrolment interest from whānau.
- Strengthening of te reo Māori and tikanga Māori practices across the school, ensuring that the kaupapa of the bilingual unit influences wider school culture and teaching practice.
- Ongoing participation in the Māori Achievement Collaborative (MAC), supporting leadership development and culturally responsive practice across the school.
- Strong participation in kapa haka, including preparation and performance at the Te Kahu o te Rēhia kapa haka competition, where our tamariki demonstrated pride in their culture and language.

- A successful noho marae experience at Piringatahi Marae, providing students with authentic opportunities to experience tikanga Māori, strengthen whanaungatanga, and deepen their understanding of marae protocols.
- Continued strengthening of relationships with mana whenua Te Kawerau ā Maki, supporting cultural guidance, place-based learning, and the integration of mātauranga Māori within the school environment.
- Increased opportunities for whānau engagement, including whānau hui and opportunities for families to contribute to the development of the bilingual pathway and cultural initiatives within the school.
- Ongoing development of curriculum resources and planning to ensure mātauranga Māori and local histories are embedded across teaching and learning programmes.

Through these initiatives, Te Puāwaitanga o te Wairua has continued to grow as a strong and valued part of Matipo School, supporting Māori learners to achieve success as Māori while strengthening cultural understanding across the wider school community.

Evidence

Evidence of progress toward this goal includes:

- Enrolment and participation in the bilingual pathway
- Student participation in kapa haka and cultural events
- Feedback from whānau hui and community engagement
- Curriculum planning documents reflecting te ao Māori integration
- Professional development records related to te reo Māori and tikanga Māori
- Student voice reflecting increased confidence in cultural identity

Reasons for Variance

The development of Te Puāwaitanga o te Wairua has progressed well during 2025. However, continued growth in the bilingual pathway requires:

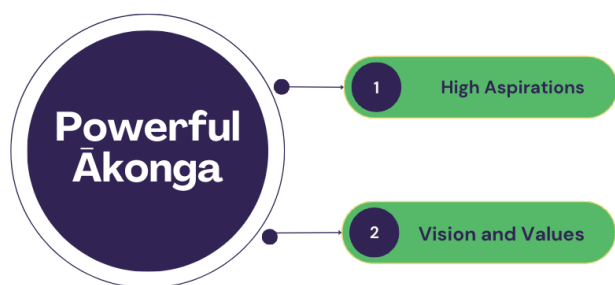
- Ongoing professional learning to support kaiako in strengthening their te reo Māori fluency and pedagogical confidence

- Continued development of assessment tools and progress indicators that recognise both academic progress and cultural identity development within bilingual learning contexts.

Planning for 2026

Key priorities moving forward include:

- Strengthening professional learning and support for bilingual kaiako, particularly in the areas of language development and culturally sustaining pedagogy.
- Continuing to grow the Te Puāwaitanga pathway, ensuring sustainable structures, clear progression for learners, and strong whānau engagement.
- Developing clearer assessment frameworks and progress indicators for students learning in bilingual contexts, including measures that reflect cultural identity, language acquisition, and academic progress.
- Continuing to strengthen partnerships with mana whenua and whānau to ensure the bilingual pathway reflects the aspirations of the community.
- Expanding opportunities for cultural leadership and student voice, ensuring tamariki are able to lead and participate in cultural events and initiatives.



Strategic Goal 3

Achieve High Levels of Tamariki Engagement and Whānau Involvement

What we achieved

Matipo School continued to strengthen student engagement and whānau involvement through a wide range of initiatives and events.

Key developments included:

- Hosting a range of community events, including school celebrations, cultural events, and student showcases that welcomed whānau into the life of the school.
- Introduction of Student Achievement Conferences, allowing students, teachers and whānau to discuss progress and learning goals together.
- Continued hosting of international students, strengthening global connections and providing cultural learning opportunities for students.
- Increased opportunities for student leadership, with students taking on roles across the school including peer leadership, event organisation and cultural leadership.
- Strengthened whānau engagement through whānau hui and consultation opportunities.
- Expanded student participation in sporting, cultural and community initiatives, including athletics, cultural festivals and interschool events.

These initiatives have strengthened the sense of belonging and connection between students, families and the school.

Evidence

Evidence includes:

- Student attendance and engagement data
- Participation rates in events and activities
- Feedback from whānau
- Student leadership participation records

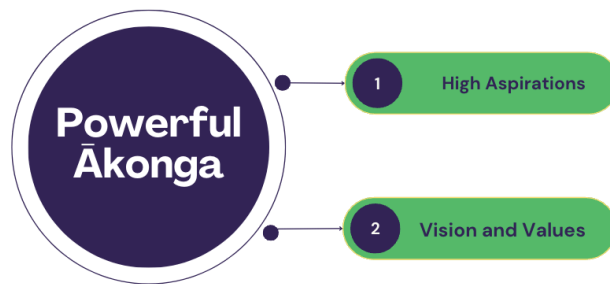
Reasons for Variance

While overall engagement remains strong, continued focus is needed to ensure all whānau feel confident participating in school events and decision-making.

Planning for 2026

Priorities include:

- Expanding opportunities for whānau participation in school life
- Strengthening communication channels with families
- Continuing to develop student leadership opportunities



Strategic Goal 4

Deliver Robust Academic and Holistic Experiences

What we achieved

During 2025, Matipo School continued to strengthen both academic achievement and holistic learning opportunities.

Key developments included:

- Full implementation of the Better Start Literacy Approach (BSLA) in the junior school.
- School-wide professional development in writing instruction, strengthening teaching practices across year levels.
- Continued improvement in mathematics teaching and learning, resulting in strong achievement outcomes.
- Achievement of 79.6% meeting or exceeding expectations in reading, 70.3% in writing, and 76.7% in mathematics.
- Completion of the new Food Technology room, providing students with opportunities to develop practical life skills and creativity through cooking and food preparation.
- Strong participation in sporting and enrichment opportunities, including athletics events, cross country, Tough Guy/Gal Challenge, and cultural activities.

These opportunities help ensure that students experience a balanced education that supports both academic success and personal development.

Evidence

Evidence includes:

- School-wide achievement data
- Participation in enrichment activities
- Teacher planning documentation

Reasons for Variance

Achievement targets were largely met. However, writing outcomes remain an area requiring continued attention.

Planning for 2026

Priorities include:

- Strengthening writing instruction across the school
- Continuing targeted support for priority learners
- Supporting teachers to implement the refreshed curriculum effectively



Strategic Goal 5

Strengthen Inclusive Practices through Universal Design for Learning

What we achieved

During 2025, the school continued to strengthen inclusive teaching practices to ensure all learners are supported to succeed.

Key developments included:

- Modelling of Universal Design for Learning (UDL) strategies in classroom practice.
- Regular professional conversations supporting teachers to adapt programmes to meet diverse learning needs.
- Strengthening collaboration between teachers, learning support staff and external agencies.
- Development of classroom practices that provide multiple ways for students to access learning, demonstrate understanding, and engage with curriculum content.

Evidence

Evidence includes:

- Classroom observations
- Teacher planning documentation
- Learning support records

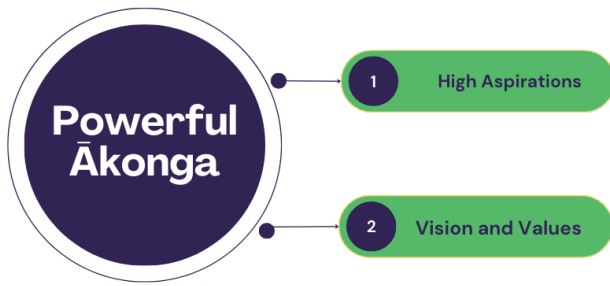
Reasons for Variance

While inclusive practices are evident in classrooms, formal professional learning in UDL was postponed due to budget constraints.

Planning for 2026

Priorities include:

- Providing further professional learning in inclusive teaching practices
- Strengthening support structures for learners requiring additional support



Strategic Goal 6

Unpack and Live the School Vision and Values

What we achieved

During 2025, Matipo School continued to embed its values across all aspects of school life.

Key developments included:

- Integration of the school's W.A.K.A values into behaviour expectations and classroom teaching.
- Continued development of the Matipo Graduate Profile, outlining the skills and dispositions we want learners to develop.
- Strengthening of student leadership opportunities, allowing students to take active roles within the school community.
- Implementation of wellbeing initiatives including the Mitey programme, supporting students to develop emotional literacy and resilience.
- Positive feedback following Education Review Office engagement, recognising the strong culture and direction of the school.

Evidence

Evidence includes:

- Behaviour matrix documentation
- Graduate profile drafts and consultation feedback
- Student leadership participation

Reasons for Variance

While strong progress has been made, the Graduate Profile requires further input from students and whānau to ensure it fully reflects community aspirations.

Planning for 2026

Priorities include:

- Finalising and launching the Matipo Graduate Profile
- Increasing opportunities for student voice and leadership
- Continuing to embed the W.A.K.A values across school systems and programmes.

Student Achievement Data

Student achievement at Matipo School is measured against curriculum expectations aligned with the refreshed New Zealand Curriculum (Te Mātaiaho). Achievement information is gathered through a combination of assessment tools, teacher observations, and overall teacher judgements (OTJs). This information is analysed to identify patterns across the school and to support planning for future teaching and learning.

Mathematics Whole School Target 75%								
Group	Working Towards	%	Meeting	%	Exceeding	%	Total Meeting + Exceeding	%
Male	43	17%	163	64%	49	19%	212	83%
Female	44	19%	140	61%	47	20%	187	81%
Total	87	18%	303	62%	97	20%	400	82%

Analysis

Mathematics achievement across the school remained strong in 2025, with 82% of students meeting or exceeding curriculum expectations, which exceeded the school target of 75%.

A total of 62% of students were achieving at curriculum expectations, while 20% of students were achieving above expectations, indicating a strong level of mathematical understanding and capability across the school.

Achievement between male and female students was relatively consistent. 83% of boys and 81% of girls met or exceeded expectations, demonstrating broadly equitable outcomes between genders.

The data also indicates that 18% of students are currently working towards curriculum expectations. These learners continue to be supported through targeted teaching strategies, small group instruction, and differentiated classroom programmes designed to strengthen core mathematical understanding.

Mathematics teaching across the school continues to emphasise conceptual understanding, problem-solving skills, and the application of mathematical thinking to authentic contexts. Teachers regularly use assessment information to identify students requiring additional support and to provide opportunities for extension for those achieving above expectations.

Next Steps

Moving forward the school will continue to:

- Strengthen explicit teaching of mathematical strategies and concepts
- Provide targeted support for students currently working towards expectations

- Extend students achieving above expectations through rich mathematical investigations and problem-solving tasks
- Continue to monitor achievement trends to ensure equitable outcomes for all learners

Writing Whole School | Target 70%

Group	Working Towards	%	Meeting	%	Exceeding	%	Total Meeting + Exceeding	%
Male	85	33%	152	60%	18	7%	170	67%
Female	55	24%	153	66%	23	10%	176	76%
Total	140	29%	305	63%	41	8%	346	71%

Analysis

Writing achievement across the school met the annual target, with 71% of students meeting or exceeding curriculum expectations.

The data indicates that 63% of students are working at curriculum expectations, while 8% are achieving above expectations.

Analysis of the data highlights a difference in outcomes between male and female students. 76% of female students met or exceeded expectations compared with 67% of male students. This pattern is consistent with national trends in writing achievement and continues to be an area of focus for the school.

A total of 29% of students are currently working towards expectations, indicating the need for continued targeted instruction and intervention programmes.

Professional learning in writing has supported teachers to strengthen writing instruction, including explicit teaching of writing structure, vocabulary development, and opportunities for authentic writing across curriculum areas.

Next Steps

To further strengthen writing achievement the school will continue to:

- Provide professional learning for teachers in effective writing instruction
- Implement targeted support programmes for students working towards expectations
- Increase opportunities for purposeful writing across curriculum areas

Reading Whole School | Target 85%

Group	Working Towards	%	Meeting	%	Exceeding	%	Total Meeting + Exceeding	%
Male	42	16.5%	142	55.7%	71	27.8%	213	83.5%
Female	45	19.5%	145	62.8%	41	17.7%	186	80%
Total	87	17.9%	287	59.1%	112	23%	399	82%

Analysis

Reading achievement across the school remained strong, with 82% of students meeting or exceeding curriculum expectations.

A notable strength within the data is the number of students achieving above expectations, with 23% of students performing at an advanced level.

Reading outcomes for male and female learners are relatively similar, although a slightly higher proportion of male students are achieving above expectations.

The data shows that 17.9% of students are working towards curriculum expectations. These students are supported through targeted reading instruction, small group teaching, and structured literacy approaches. The continued implementation of the Better Start Literacy Approach (BSLA) in the junior school has contributed to improved reading outcomes, particularly through the explicit teaching of phonological awareness, decoding strategies, and reading fluency.

Next Steps

Moving forward the school will continue to:

- Strengthen structured literacy practices across the school
- Provide targeted support for students requiring additional reading support
- Extend students achieving above expectations through advanced comprehension and critical reading tasks
- Continue monitoring reading progress across year levels to ensure consistent improvement

Overall Achievement Summary

Across the three core curriculum areas, the majority of students at Matipo School are achieving at or above curriculum expectations.

Strengths identified in the data include:

- Strong overall achievement in reading and mathematics
- A significant proportion of students achieving above expectations in reading and mathematics
- Consistent achievement patterns across most year levels

Areas identified for continued focus include:

- Strengthening writing achievement across the school
- Supporting students who are currently working towards expectations
- Continuing to monitor achievement patterns across groups of learners to ensure equitable outcomes

Teachers use achievement data to inform planning, evaluate the effectiveness of teaching strategies, and ensure that learning programmes respond to the diverse needs of students.

Giving Effect to Te Tiriti o Waitangi

Matipo School is committed to giving meaningful effect to **Te Tiriti o Waitangi** through its governance, leadership, curriculum and daily practices. The Board and leadership team recognise the importance of ensuring that the principles of partnership, participation, and protection are reflected throughout the life of the school.

During 2025, the school continued to strengthen its commitment to honouring Te Tiriti o Waitangi through a range of initiatives that support Māori learners and strengthen understanding of te ao Māori across the school community.

Curriculum and Teaching Practice

Te reo Māori and tikanga Māori continue to be embedded across the curriculum and school programmes. Teachers incorporate te reo Māori within classroom routines, learning activities and school events, ensuring that the language is visible and valued throughout the school.

Learning programmes increasingly reflect mātauranga Māori and local contexts, helping students to develop a deeper understanding of the cultural heritage of Aotearoa New Zealand and the unique history of the Te Atatū Peninsula.

Partnership with Mana Whenua

Matipo School continues to strengthen its relationship with Te Kawerau ā Maki, the mana whenua of the local area. This partnership supports the school in ensuring that local history, tikanga, and cultural knowledge are accurately represented within the school curriculum and environment.

Collaboration with mana whenua has supported initiatives such as the naming and blessing of school spaces, guidance on cultural protocols, and opportunities for place-based learning.

Professional Learning for Staff

Professional learning opportunities were provided for staff to deepen their understanding of culturally responsive teaching practices. These opportunities supported teachers to strengthen their knowledge of tikanga Māori, build confidence in using te reo Māori, and develop teaching practices that support Māori learners to succeed as Māori.

This professional learning helps ensure that teachers are able to create learning environments where Māori students feel valued, respected and supported in their identity.

Supporting Māori Student Success

A key focus for the school is ensuring that Māori learners experience success both academically and culturally. Teachers continue to monitor achievement data to identify areas where additional support may be required and to ensure that teaching approaches respond to the needs of Māori learners.

Opportunities for cultural participation, including kapa haka, noho marae experiences, and cultural events, support students to develop pride in their cultural identity and strengthen connections to te ao Māori.

Whānau Engagement

Strong relationships with whānau are an essential part of supporting Māori learner success. Matipo School continues to provide opportunities for whānau hui and consultation, ensuring that Māori families have opportunities to share their perspectives and contribute to the development of the school.

These opportunities help strengthen the partnership between school and whānau, ensuring that Māori voices are included in decision-making processes.

Impact

Through these initiatives, Matipo School continues to strengthen its commitment to Te Tiriti o Waitangi and ensure that Māori learners are supported to thrive in an environment where their language, culture and identity are valued.

The school remains committed to continuing this work and ensuring that the principles of Te Tiriti o Waitangi are embedded within all aspects of school life.