



School Report – Matangi School 1814

About the school

Matangi School is a rural full primary school that serves a wide Waikato farming community catchment area. The school vision '*Empowering Learners, Whakamana Aakonga*', guides its approach to teaching and learning and underpins school operations. The school's '*Tui values of Respect, Responsibility, Relationships, Resilience, and Reflection*', shape expectations for students, staff, and the wider community.

Since the last ERO review the Matangi School Board received external guidance and support, and has developed clearer systems for planning, reporting, monitoring school performance and seeking community aspirations for the school's direction. A new principal started at the school in January 2026.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- The **curriculum** and **quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **Health and safety**

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance, aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

Matangi School: Snapshot

ERO makes judgements on 14 areas. For Matangi School ERO have reported on more than 14 areas because reading and writing are reported separately.

The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas													
Excelling														
Doing well														
Working towards														
Improvement required														
Student health and safety	Meets expectation. Matangi School is taking reasonable steps to ensure student health and safety.													

Matangi School: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

For Matangi School ERO have reported on more than 14 areas because reading and writing are reported separately.

Student achievement	Doing well	Overall, achievement is generally strong. Most learners achieve at expected levels, and outcomes are improving over time.
Student progress	Doing well	Most learners make expected progress, and some learners who need extra support make faster than expected progress.
Reading	Excelling	Most students are meeting or exceeding curriculum expectations for their year-level.
Writing	Doing well	A large majority of students are meeting or exceeding curriculum expectations for their year-level.
Mathematics	Doing well	A large majority of students are meeting or exceeding curriculum expectations for their year-level.
Attendance	Doing well	The school is progressing well towards the target of 80% regular attendance.
Engagement and belonging	Doing well	Most students feel included, and supported, the school address barriers to engagement for some learners and continue to strengthen inclusion and partnerships with families and whānau.
Equity	Doing well	Achievement outcomes for learners in reading and mathematics are equitable. Differences between some groups remain in writing. The school uses targeted support to improve parity for boys.

Leadership	Doing well	Leadership is effective and improving outcomes. Leaders set clear priorities and use evidence to guide planning and improvement.
Teaching	Doing well	Teaching is effective, consistent and supports the progress and engagement of all learners.
Curriculum	Doing well	Learners experience a broad and responsive curriculum that supports progress in foundational skills and across the curriculum.
Assessment	Working towards	Limited current data is reliable. Consistency and use of a better range of assessment practices will support teachers to plan more effectively to respond to learner needs.
Provision for students with additional needs	Doing well	Systems to identify and support students with additional needs are well established and consistently applied.
School improvement	Working towards	Planning for improvement is developing but not yet consistent.
Governance and the school board	Working towards	The Matangi School Board is developing systems to monitor school performance and ensure accountability for improvement.

How do we report percentages?

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Further information about this school and report can be found on the last page.

Matangi School: Full Report

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa. We acknowledge the collective effort, responsibility, and commitment by all to ensure that the child remains at the heart of the matter.

Outcomes for students

Achievement

A large majority of learners achieve at or above curriculum expectations for their year-level across core learning areas. Achievement in reading is strong, meeting the Government target of 80 percent. The school continues to prioritise lifting outcomes for learners who are not yet achieving as expected. Targeted support contributes to improved outcomes these learner's overtime.

Progress

Most learners make expected progress across core learning areas. Some students make more than expected progress when targeted support is provided.

The school has systems and processes in place to monitor learner progress, and lifts in progress have been sustained over recent years. With current assessment practices, teachers and leaders respond to learner needs and adjust support to improve progress and achievement. This should be strengthened further when a range of assessment practices are used.

Achievement in reading, writing and mathematics

Learners demonstrate secure foundations in reading, writing, and mathematics. Most learners achieve at or above curriculum expectations for their year-level in reading, and achievement levels continue to improve.

Achievement in mathematics is improving. A large majority of learners are achieving at or above expected levels. Writing achievement remains lower than reading and mathematics and continues to require targeted focus.

The school is using targeted actions to lift outcomes in writing and reduce disparity, particularly for groups of learners who are not yet achieving as expected.

Attendance

A large majority of learners attend school regularly. The school is progressing towards the Government target of 80 percent regular attendance. Systems are in place to monitor attendance and respond to absence over time.

Staff and senior leaders work with whānau to understand barriers to attendance and agree on support strategies. The Special Educational Needs Co-ordinator (SENCo) and external agencies work together to support improved attendance. Ongoing monitoring and actions taken in response are supporting improved regular attendance for learners.

Engagement and belonging

The school is working towards engagement and belonging for all learners. Learners show purposeful engagement in learning, supported by deliberate actions to strengthen relationships and establish consistent routines in classrooms. Leadership and staff continue to build consistent wellbeing practices across the school so that all learners experience a secure sense of belonging over time. The school is focused on embedding these practices to support positive wellbeing and sustained engagement for all learners.

Equity

Achievement outcomes are equitable in reading and mathematics, with reduced disparity evident over time. Inequity in writing remains, particularly between boys and girl, where the school is working to lift boy's achievement.

The school implemented targeted actions to address disparity and improve equity for learners who require additional support. Outcomes are improving over time, and continued focus is required to achieve equitable outcomes in writing for all learners.

School conditions for success

Leadership

Leaders set and pursue a small number of coherent improvement priorities focused on learner progress and wellbeing. Achievement, attendance, wellbeing information, and community voice are used to guide planning, resourcing, and review. A new principal, with a range of leadership experience, began at the school in Term One 2026.

Leadership is setting consistent expectations for teaching, behaviour, and curriculum implementation. Leaders increasingly use evidence to determine which strategies make the greatest difference for learners and to adjust improvement actions.

Teaching

Teaching practice is largely consistent, relational, and inclusive, supporting learner engagement and progress. Teachers work collaboratively, using shared planning, moderation, and targeted support to respond to learner needs, including those requiring additional support.

Professional development is aligned to classroom needs and the school's direction with ongoing teacher reflection. Teaching observations show students engaged in meaningful learning, supported by clear expectations and effective scaffolding of learning.

Curriculum

Learners experience a broad and responsive curriculum with a clear focus on literacy and mathematics. Structured literacy approaches are used consistently across classrooms. These support learners in the next steps in learning and progression across year-levels. Teaching programmes help learners to build strong foundational knowledge.

Curriculum implementation is increasingly aligned with the refreshed *New Zealand Curriculum*. Curriculum design reflects local context and learner needs, is supported by key leadership roles and targeted professional learning. Staff continue to more fully embed te ao Māori across learning areas to strengthen responsiveness, support learner identity and enhance engagement and belonging through the curriculum.

Assessment

Teachers are developing more consistent use of assessment information to monitor learner progress, inform teaching, and support a faster rate of progress for priority learners. A limited range of reliable and appropriate schoolwide assessment tools are in place. Teachers use moderation within the school to provide clearer judgements about learner progress over time.

Ensuring a wide range of assessment information is consistently used across all classrooms is an area of focus. Using this to look at whether teaching is effective and what needs to be adjusted is important.

Ongoing professional learning is supporting teachers to strengthen assessment practice and use evidence more confidently and consistently.

Provision for students with additional needs

Systems to identify, monitor, and support learners with additional needs are well established and consistently applied. Learners are identified early and supported through targeted interventions and resourcing. Progress is monitored through tracking processes to review the effectiveness of support. These systems contribute to positive engagement and progress for learners requiring additional support and strengthen equitable access to learning opportunities across the school.

Governance

The Matangi School Board is strengthening its capability to fulfil governance and compliance responsibilities. Processes for planning, reporting, and assurance are becoming more consistent, supporting clearer oversight of improvement priorities. The board is building the capability required to improve the board's evaluative role. Strengthening the use of evidence to inform decision making is a priority to lift governance practice that improves learner outcomes over time.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Action within three months	Action within six months	Every six months / annually	Expected outcomes
Build the board's capability to analyse and use learner engagement, wellbeing, progress and achievement information, alongside community aspirations, to inform strategic direction and decision-making.	Board and leaders gather community and whānau aspirations to inform strategic direction and decision-making.	Leaders and board strengthen the use of analysed data and community voice to inform strategic direction and decision-making.	Board use community voice, achievement, progress, wellbeing and engagement data to set and review strategic priorities.	Appropriate and useful strategic and annual planning focus on learner outcomes.

Improvement priority	Action within six months	Every six months / annually	Expected outcomes
Strengthen the use of a wider range of assessment information across all classrooms to better monitor learner progress, inform teaching, and report clearly to learners, whānau and the board.	Leaders and teachers use a wider range of assessment information across all classrooms to better monitor learner progress, inform teaching decisions, and identify where support or adjustment is needed.	Leaders review how well assessment information is used across the school, evaluate its impact on teaching and learner progress, and report to the board on patterns, priorities, and next steps.	Learners and whānau clearly understand progress and next steps, and teaching is consistently aligned to high quality assessment information.

Develop a shared understanding of evaluation for improvement, using evidence to identify what makes the greatest impact and to guide ongoing improvement.	Leaders and teachers establish and use a shared evaluation approach to inquire into the impact of teaching on learner outcomes.	Leaders and teachers review evidence of impact and refine teaching and improvement actions, reporting to the board on impact.	Evaluation is consistent, evidence-based, and leads to improved learner progress and outcomes.
Strengthen and embed consistent, school-wide attendance practices and monitoring to sustain regular attendance and reduce barriers for all learners.	Leaders and teachers implement consistent attendance practices and actively monitor and reduce student absence.	Leaders and board review attendance data and adjust strategies to improve regular attendance, sharing next steps and emerging priorities with the school community.	Sustained high levels of regular attendance that meet the Government's target.

Regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board administration	Yes
Curriculum	Yes
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

School Improvement

ERO has confidence that Matangi School's ability to bring about improvement. The school demonstrate a clear understanding of its improvement challenges and have planned and purposeful actions to address them.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

1 July 2026

Further information about the school

Type of school	Contributing school Co-educational
Year levels	Years 1 to 6
School roll	184
Student population	New Zealand European/Pākehā 74%, Māori 14%, Asian 8%, Pacific 2%
Equity Index (EQI)	This school's EQI is 398 which places it in the lowest range. This means very few students at this school face socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Matangi School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report February 2023

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones educationcounts.govt.nz/home.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.