



## Annual Plan 2020

### Vision

**Our children to grow to be capable, balanced, confident learners who embrace new experiences and opportunities.**

### Mission Statement

Learners at Greenhithe School grow to be confident, flexible and are open to new ideas. We live and breathe our PRIDE values in every aspect of school life. We embrace challenge, can use our initiative and develop the attitude to try new experiences. We learn to foster effective relationships with everyone around us, showing empathy, kindness and respect to all.



**Baseline Date 2019**

All Students	Not yet at Expectation	Expected Curriculum Level	Exceeded Expected Curriculum level	Expected and Exceeded
Reading	7% 34	62% 314	31% 159	93%
Female	4% 10	66% 151	29% 67	95%
Male	9% 24	58% 156	33% 89	91%
Mathematics	10% 51	66% 333	24% 121	90%
Female	12% 27	73% 165	15% 34	88%
Male	9% 23	62% 162	30% 78	92%
Writing	10% 53	69% 352	20% 102	89%
Female	5% 12	70% 159	25% 58	95%
Male	15% 41	69% 186	16% 44	85%
Maori All Students	Not yet at Expectation	Expected Curriculum Level	Exceeded Expected Curriculum level	Expected and Exceeded
Reading	11% 4	46% 17	43% 16	89%
Mathematics	16% 6	65% 24	19% 7	84%
Writing	21% 8	62% 23	16% 6	78%

**School wide targets 2020**

- To accelerate the progress of Maori students in writing from not yet meeting expectation to meeting expectations shifting 4 out of 8 students - 10% (2019 -21%)
- To accelerate the progress of all students in writing- 25 students -5% (2019- 89%)
- To accelerate the progress of year 2 students in writing from at expectation to exceeding expectation, (3 to 10 students)
- To accelerate the progress of year 3 students in maths from not yet meeting expectation to meeting expectations, (7 out of 15 students)
- To accelerate the progress of year 4 girls in maths, (5 out of 11 students)
- To accelerate the progress of year 5 students in maths from not yet meeting expectation to meeting expectations, (5 out of 11 students)
- To accelerate the progress of year 6 boys in writing from not yet meeting expectation to meeting expectations, (4 out of 18 students)

**Each of the four goals will be reported against in the Principal's Report as part of regular BoT reporting cycle at mid and end of the year.**

## Strategic Goal 1

Learner agency	To develop agentic environments and opportunities for students to take control of their learning journeys.
----------------	--

Actions to support the 2020 charter horizon	How this action will be achieved (What will we do?)	Person Responsible	By When	Measurable progress (data, student voice, documentation)	Progress
Inquiry learning takes into account student choice and passions for all students, including cultural perspectives.	Students across the school will make choices in their learning through their inquiry.	COI Leader- Suzanne	term 1	Student choice and voice across all cultures.	
Students given choice of content and skills to support their goals and learning needs, with reference to cultural perspectives.	Teachers will plan with Greenhithe Local Curriculum doc to ensure a cultural lens is part of integrated curriculum.  AFOL workshops for new staff and refresher PD through inquiry groups/ staff meetings.	Inquiry Team  James (CORE)	term 2	Student choice and voice across all cultures.	
Student voice is used to help plan content and skills to be taught.	<b>Specific year level Learner Agency:</b> <b>In year one</b> students check their learning intentions against a self checker.	DP's  TL's	term 1/term 2	Student voice recorded on walkthroughs.	
Y5/6 students input into planning and workshop options- e.g. writing styles and genres to use for a particular purpose.	<b>In year two</b> students make choices based on 'must do's and can do's in reading, talk about LI's and use SC's to check their learning.			Students use progressions to inform their learning across all year levels.	
Flexibility within Y6 classes for students to design their own timetables.	<b>In year three</b> students make choices based on 'must do's and can do's in curriculum areas, talk about LI's and use SC's to check their learning.			Workshops running in classes.	
Students understand why they are learning a particular skill Students given opportunities to decide the mediums to present their learning.	<b>In year four</b> students make choices based on 'must do's and can do's in curriculum areas, talk about LI's, co construct SC's and identify next steps in their learning journey.			Students completing flexible timetabling .	
	<b>In year five</b> students talk about their			Students can explain what they are learning and why. A variety of mediums displayed for learning journeys of students.	

	learning, show evidence of and reflect on their learning to work out their next learning steps.  <b>In year six</b> students are motivated and creative, ready to make learning choices to improve their own understanding and knowledge and explain the 'why'.				
<b>Mid Year Summary</b>			<b>End Year Summary</b>		

## **Strategic Goal 2**

<b>Digital fluency and literacy</b>	<b>For all learners to become fluent, capable, discerning users and creators of digital learning to enhance educational outcomes across the curriculum.</b>
-------------------------------------	---

<b>Actions to support the 2020 charter horizon</b>	<b>How this action will be achieved (What will we do?)</b>	<b>Person Responsible</b>	<b>By When</b>	<b>Measurable progress</b>	<b>Progress</b>
Continue with professional development to upskill staff to enable confidence in the delivery and implementation of new digital aspect of the technology curriculum.	James (CORE) to work with Dan in classes and PD through staff meeting T1. Designing and Developing Digital Outcomes.	Digital Leader- Dan  James (CORE)	term 3	Use of digital aspect in classes through delivery and integration. Seesaw to be used across the school.	
Teacher led inquiry group to focus on digital fluency.	Staff survey end T1 to provide a snapshot of teachers/students ability with digital fluency.	Digital Appraisal Inquiry Team	term 1	Group of teachers as part of inquiry Digital learning.	
Digital Tech team to help support Digital fluency across all year groups.	Teachers opt in to mini digital breakie sessions throughout the year.	Digital Tech team	term 3	Teachers from across the school to support digital fluency.	
Develop off line tools and experience to focus on computational thinking aspect.	Purchase of Bee- Bots for Juniors and M-Bots for middle seniors, upskill teachers on best practice integration within the curriculum.	Stephen	term 4 2020- term 2 2021	Use of off line tools in classes.	
Develop shared language for staff and students.	James (CORE) to work with Dan, develop progression expectations in year levels for consistency throughout the school		term 4	Digital language progressions developed.	

	( Explore Computational thinking progressions - TKI examples).			
Review the implementation and skills gaps in teachers and students to focus on in 2021.	Staff survey end T4 to provide a snapshot of teachers/students ability with digital fluency.		term 4	Analyse data for 2021 report to the BoT.
<b>Mid Year Summary</b>			<b>End Year Summary</b>	

### **Strategic Goal 3**

<b>Collaboration</b>	<b>For all learners to collaborate effectively together to improve educational outcomes for all learners.</b>
----------------------	---

<b>Actions to support the 2020 charter horizons</b>	<b>How this action will be achieved (What will we do?)</b>	<b>Person Responsible</b>	<b>By When</b>	<b>Measurable progress</b>	<b>Progress</b>
Year 4 and 5 students and teachers work with the external facilitator to examine opportunities for collaboration to enhance learning outcomes.	James Hopkins to support professional learning with staff and students.  In <b>year one</b> we plan and teach collaboratively in an open space between 2 teachers.	TL's  year group teams	term 2	Evidence of collaboration in year 4 and 5 amongst teachers and students.	
Continue to develop effective ways of using collaborative teaching and learning practices to enhance student outcomes using student voice.	In <b>year two</b> we plan and teach collaboratively in our own spaces between 2 teachers and children move within 4 teaching spaces for 'call in' workshopping.	DP's  Inquiry group	term 1	Student voice demonstrated through walkthroughs. Classroom practice aligning with statement for the year group.	
Growth coaching continues to be developed and new teachers upskilled, into school culture as a way of accelerating student progress.	In <b>year three</b> we cross group across all year 3's, hold workshops in our own classes and 'opt in' workshops across the year group for inquiry.		term 1	Coaching documents evident. Appraisal evidence on document.	
Examine opportunities for collaboration to enhance learning outcomes as teachers plan inquiry collaboratively, utilising passions and talents.	In <b>year four</b> we cross group across all year 4's hold 'opt in' workshops in our own classes and 'opt in' workshops across the year group for inquiry.  In <b>year five</b> we collaborate by workshopping in our own classes, plan across our team and allow for flexible		term 1	Use of Local Curriculum and termly planning documents.	

Develop inquiry- learning practices, using the Greenhithe model, to incorporate different learning contexts and engage the passions of children.	time tabling.  In <b>year six</b> we collaborate by planning together and workshoping in our own classes and x grouping in maths across all classes, and students create their own weekly timetable.		term 3	Inquiry learning process, visuals in draft ready to use across the school in 2021	
Complete infrastructure work on resource spaces to allow for easier spaces for teacher collaboration to occur.	Property and continue to outfit spaces to better suit needs for collaboration.		term 2	Resource room and teacher spaces used efficiently and collaboratively.	
<b>Mid Year Summary</b>			<b>End Year Summary</b>		

### **Strategic Goal 4**

<b>Accelerate student progress</b>	<b>For all students to reach their educational potential focusing on accelerated progress, which is a specific focus of those children at risk of underperforming.</b>
------------------------------------	--

<b>Actions to support the 2020 charter horizons</b>	<b>How this action will be achieved (What will we do?)</b>	<b>Person Responsible</b>	<b>By When</b>	<b>Measurable progress</b>	<b>Progress</b>
ALG groups to be based on student data and needs, identified at a class or year group level.	Work with external facilitator (CORE) on effective workshoping vs effective group teaching.	TL- ALG's  Maths Leader	term 1	ALGs with target students running.	
2019 data closely analysed by SLT to provide annual targets and focus for professional development.	ALiM and ALL groups at all year levels across the school depending on student needs.  2019 SMT meeting to share data and find trends for 2020 targets.	Literacy Leader  Vicki	term 4 2019	Data analysed and 2020 Annual Plan developed.	
Explore and apply the knowledge and understanding of culturally responsive pedagogies in order to realise the potential of Greenhithe's diverse learning community and priority learners.	Trial new Greenhithe Local Integrated Curriculum doc to provide direction for culturally responsive content within and throughout inquiries.  Student voice used to direct next steps	DP's  Stephen	term 2	Greenhithe Local Curriculum to integrate a cultural perspective across all areas.	

Teams to use student voice to examine reasons and solutions for students not reaching potential.	learning for best practise teaching in Literacy and Maths.  Walk throughs to gain student voice for planning to meet the needs of students.		term 1	Student voice through conferencing and workshopping.	
Continue to develop best practise teaching in small group/ workshops in mathematics.	With the support of James (CORE) and Marie Hirst, PD across the school to upskill teachers in best practise maths teaching. Maths and Literacy leaders will develop next steps progressions for students learning. Review and discuss NZ curriculum levels across the school using exemplars.	James Hopkins	term 3	Needs based flexible grouping in maths.	
Continue to develop use of audience and purpose in writing, through best practise teaching in small groups/ workshops		Marie Hirst Maths and Literacy leaders	term 1	Needs based flexible grouping in writing.	
Review outcomes from SEN (Vicki) and GATE (SLT) programmes to ensure best practices and accelerating student progress. Working towards a GATE model that integrates into curriculum learning.		Vicki Principal DP's	term 1	Targeting students for specific needs. Changes in programmes due to SENCo evaluation. Changes made to GATE programme.	
Intervention maths programmes run to help accelerate and support in numeracy for targeted students.	Upskill learning assistants and SENCo in Numicon Consider Numicon referral to RTLB or Margi Leech - Edushop to possibly support with Numicon training.	Vicki Learning Assistants	term 2	Programmes running for targeted students. Learning assistants trained.	
Meet the needs of all staff and students through the trial of a wellness programme.	Ara Simmons (CORE) will support staff and students with regards to wellness across the school.	Ara Simmons Year 6 TL	term 2	Mindfulness Programme started in year 6.	
<b>Mid Year Summary</b>			<b>Year End Summary</b>		



Glossary:

ALG - Accelerated Learning Groups

LI - Learning Intention

SC - Success Criteria

SLT - Senior Leadership Team

DATS - Deliberate Acts of Teaching

AFOL - Assessment for Learning

RTL - Resources Teacher of Learning Behaviour

SENCo - Special Needs Co ordinator

CORE - Professional Learning Facilitators