



Greenhithe School 2024-2025

Learning To Grow



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

Kia tipu kaha ai a mātou tamariki i raro i ngā manaakitanga hōu o ngā wheako me ngā angitu hei ākonga tau hei ākonga maia.

Our PRIDE Values

Perseverance
Manawanui

Respect
Manaakitanga

Initiative
Whakaaratanga

Diligence
Urupū

Excellence
Kairangatira

Our Strategic Goals 2024-2025	Empowering every learner to embrace opportunities.	Enhancing the capability of our teachers to innovate so every child can be successful.	Building connectedness across the school.
<p>What success looks like for our school</p>	<ul style="list-style-type: none"> ⇒ Individual needs within wellbeing and mental health are met (Priority 1). ⇒ The systems within the school support every learner to engage in their learning and give new opportunities a try (Priority 1,2). ⇒ Learners and teachers are able to take supported risks in their learning, providing growth and improvement results (Priority 4,6). 	<ul style="list-style-type: none"> ⇒ All professional learning is carefully selected and supports success for all learners (Priority 6). ⇒ Enhance the capability of our people with innovative strategies to further develop school wide capacity to support diverse learners to achieve success (Priority 3,4). ⇒ At year levels, leaders collect and analyse data to ensure the curriculum and teaching strategies are responsive(Priority 6). ⇒ For all students/ākonga to reach their educational potential, with a specific focus on our Māori students and those who may be at risk of underachieving (Priority 3,4,5). 	<ul style="list-style-type: none"> ⇒ The school is connected with effective collaboration that improves learning (Priority 1,3,4,5). ⇒ We are connected to our community through reciprocal relationships and collaboration (Priority 1,2). ⇒ A partnership is formed with Te Kawerau ā Maki ⇒ The local curriculum is embedded and takes the children on a coherent and connected learning journey (Priority 3,4,5).
<p>Our Initiatives</p>	<ul style="list-style-type: none"> ⇒ Embed the Mitey programme through the local curriculum (Priority 1,2). ⇒ Embed Learner Agency through the local curriculum to become a way of being (Priority 2,4). ⇒ Develop responsive programmes that meet the diverse needs of our learners, with links to the classroom programmes(Priority 2,3,4). 	<ul style="list-style-type: none"> ⇒ Deliver and implement effective PLD, based on strengthening effective practice and implementing the refreshed curriculum (Priority 6). ⇒ Develop an effective PGC programme, responsive to the needs of individual teachers using individual student data. (Priority 6). ⇒ Set responsive goals for students at risk of not meeting expectations and to increase the numbers of students exceeding expectations based on needs identified in a variety of assessment data (Priority 2, 4). 	<ul style="list-style-type: none"> ⇒ Develop cohesion and consistency in the implementation and ākonga understanding and application of the school values. ⇒ Communicate with and link effectively to whānau and community (Priority 2,7). ⇒ Build a reciprocal relationship with Te Kawerau ā Maki ⇒ Embed the local curriculum and the curriculum refresh, ensuring effective teaching of new or refreshed aspects and cohesion across the school. Communicating changes of what and how we teach to the community (priority 6).

At Greenhithe School we will ensure Te Tiriti o Waitangi is given effect within the school and wider community, and is the foundation of our strategic vision.

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The National Education and Learning Priorities are referenced by number in the plan above alongside our initiatives. These are how, as a school, we are addressing these national priorities.

Success statement:	Measure for the success
<ul style="list-style-type: none"> ⇒ Individual needs within wellbeing and mental health are met. ⇒ The systems within the school support every learner to engage in their learning and give new opportunities a try. ⇒ Children and teachers are able to take supported risks in their learning, providing growth and improvement results. 	<ul style="list-style-type: none"> ⇒ NZCER Survey-Student Wellbeing (Yearly percentages based on annual targets). ⇒ Student Surveys through the teachers on engagement (Part of well being survey or individual class-adjusted annually depending on focus area). ⇒ Improvement in student data measures (Annual Plan goals)/ Annual data point measurement, (e.g. Phonics, PAT, Overall teacher judgements)).
<ul style="list-style-type: none"> ⇒ Professional Learning is carefully selected and supports each child to be successful. ⇒ The increase in capability of each teacher and leader with innovative strategies and knowledge of diverse learners supports everyone to achieve success. ⇒ At year levels, leaders collect and analyse data to set goals that ensure the curriculum and teaching strategies are responsive. 	<ul style="list-style-type: none"> ⇒ Professional Learning survey from the staff on effectiveness and effect of Professional development initiatives. ⇒ Teachers' and leaders Professional Growth Cycle. ⇒ Data measured against year group targets and overall school wide data targets for those achieving expected curriculum levels and those who exceed the relevant curriculum level.
<ul style="list-style-type: none"> ⇒ The school is connected with effective collaboration that improves learning in all areas between and across year groups. ⇒ We are connected to our community through reciprocal relationships and collaboration. ⇒ The local curriculum is embedded and takes the children on a learning journey that is coherent and builds on previous learning. 	<ul style="list-style-type: none"> ⇒ Use of collaboration rubric with staff. ⇒ Community surveys and anecdotal evidence. ⇒ Senior Leadership Team monitors and reports to the board and annually to the community against the annual goals and schoolwide data (new reporting criteria).
<p style="text-align: center;"><i>At Greenhithe School we will ensure Te Tiriti o Waitangi is given effect within the school and wider community, and is the foundation of our strategic vision.</i></p>	<ul style="list-style-type: none"> ⇒ Board undergoes training to understand what 'giving effect to Tiriti o Waitangi looks like in our context (NZSTA-Hautu tool). ⇒ Establish a reciprocal partnership with Te Kawerau ā Maki. Clear and measurable outcomes for success are established in 2024. ⇒ Examination of how we can improve how we give effect to Tiriti o Waitangi becomes part of annual goal setting at the school. ⇒ Māori student achievement and progress is continued to be closely monitored and reported to the board.