

Annual Implementation Plan 2024

Summary of the plan

Our 2023 year was successful. We received an excellent ERO report, which had some clear and specific areas that we are succeeding in. Our data remains very high when compared to any national comparison.

2024 brings new challenges for us to embrace. This plan looks to ensure we continue to maintain our position of a highly successful school. We will focus on both sides of our data curve in the key areas of literacy and maths. We will continue to focus on individualised programmes and interventions to support children who are not making expected progress in the curriculum. We will also be inquiring into what can we do for children who are meeting curriculum expectations and could have the potential to be enriched and exceed the expectations. This will be a focus in our year level teams.

We will continue to build the learning capacity of our children through deepening and embedding the Mitey well-being programme across the school. We aim to integrate the programme into the full curriculum, using the language and problem solving aspects for the students in all areas. Part of this is taking the language of the programme to the community. Our learn to Grow model, which has been shared by our staff with other schools to use, will be embedded after trialling and building teacher knowledge over the last year. Children will be expected to be able to discuss their own capacity as a learner, and with suitable levels of support for their ages, set and work on areas of improving how they learn. These two programmes build vital capacity in our children to be successful learners and members of the community, as they move through and beyond our school.

2024 will bring significant change to schools due to the changes required by the new Government. While we don't know how the full changes will affect our teaching and learning programmes, we will continue to meet our obligations and any new requirements. Any change will require additional time to implement and ensure we don't lose the practices that work for our students, as indicated by our data. We are meeting the 'hour a day' requirement for teaching literacy and maths, through both direct subject teaching and then integration into other subjects such as science and social studies, which are taught as part of the theme based approaches. This will be something we continue to monitor. We will strive to have consistent learning programmes throughout the school that develop skills each year and build on previous knowledge.

Professional development for staff will be designed around any new requirements and research proven teaching practices. All of our development of our teachers and wider staff is to continue to find ways to develop teaching and learning strategies to benefit the learning in the classroom.

We will continue the well received curriculum evenings in 2024, basing the content on the 2023 survey information that parents provided us. Part of this communication with our community will be to have a review of our reporting systems in the school. This will include looking at what is workable, effective and meaningful within school reporting. We are expecting some Ministry of Education guidance in this area and we will begin our review once we find out the requirements from the MOE.

Regulation 9(1)(f)

Where we are currently at:

Our 2023 end of year data shows some positive shifts and continued high achievement in reading, writing and maths, throughout the year. Our Māori student achievement continues to show these students are well supported in their learning and making continued progress.

The Mitey programme has continued to be a focus and 2023 was our second year. All year levels teach components of mental health, and are beginning the process of integration into the curriculum now, as opposed to just stand alone lessons. Planning documents for 2024 now include Mitey to ensure integration is consistently across the school. This will continue to be an area of development for our teachers and students in 2024.

Literacy professional learning was undertaken in 2023 with a focus on writing and identified the areas of best practice for writing. Professional Growth Cycles were aligned with the writing PD, our new Learn to Grow rubric and Mitey, where teachers made a choice as to which area of focus they selected. This impacted on classroom practice and the progress of individual and target groups of children.

With new expectations for reporting to parents and changes to the curriculum expected early in 2024, it was decided not to look into reporting to parents in 2023. This will be a focus in 2024, when we have the information to ensure we are meeting our obligations.

We have continued with the Phonics Connect programme and continue to see progress with the children. This programme was extended into year three. In 2024 the Senior Leadership team and SENCO will explore possibilities for the older years, looking at different phonic based approaches to spelling and decoding.

Regulation 9(1)(e)

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

- ⇒ Board will continue to undertake 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.

Regulation 9(1)(g)

Strategic Goal 1

Empowering every learner to embrace opportunities.

Regulation 9(1)(a)

Annual Target/Goal:

- 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).

Regulation 9(1)(a)

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

Expectation by the end of 2024	Success Measures to be shared with the Board
<ul style="list-style-type: none">• All children show progress in their learning and their capability to learn.	Report from leaders of Mitey and 'Learn to Grow' showing how their portfolio has improved capability to learn. PAT Data Phonics Data (Yr 1 and 2) OTJ- End of year data *This may be subject to change under new assessment requirements of Ministry of Education
<ul style="list-style-type: none">• Mitey programme clearly integrated into teaching and learning programmes- Language and practices embedded in the classroom.	Reports from leader containing the plan from the NZCER Student Well-being survey (Aug '24) including outcomes-See Board Annual Plan
<ul style="list-style-type: none">• The 'Learn to Grow' model is used in the classroom-children assessing against the improvement goals.	Teacher survey- 100% use in years 2-6 Board Report in August
<ul style="list-style-type: none">• SEN and Kairangatira programmes are effective in enhancing the learning outcomes and/or learning capabilities of children.	Each group to have measurable progress outcomes- overall successes and programmes recorded in the Principal report in May and September (Touchpoint Reports) for Kairangitira and in March and July for SEN (Touchpoint reports).

School Data Aims (all areas)

Reading data for children meeting or exceeding expectation-93%

Maths data for children meeting or exceeding expectation-90%

Writing data for children meeting or exceeding expectation-90%

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Programmes under the responsibility of the SENCO are reviewed, adapted and closely monitored for effectiveness.	SENCO SLT Principal	<ul style="list-style-type: none"> Meeting time every 5 weeks to review programmes and individual student progress. Applications to RTLB for addition funding for specific pilot programmes. Applications to RTlit. 		<ul style="list-style-type: none"> Every student is making reported progress on a programme. This could be data based or improving attitude/capability to learn as observed by the teacher- Reported to SLT from each individual programme
Programmes under the responsibility of the ESOL co-ordinator are reviewed, adapted and closely monitored for effectiveness.	ESOL Co-ordinator Principal	<ul style="list-style-type: none"> Training and PLD for ESOL learning assistants. Time for planning and assessment built into timetables. 		<ul style="list-style-type: none"> MOE required reports are submitted as required (T 1 and 3) ESOL staff capability is improved (DP reporting and staff survey) Programmes and effectiveness are reviewed every term
Mitey units and content to be integrated throughout the curriculum, not as an individual subject.	Mitey Leader Team leaders SLT	<ul style="list-style-type: none"> Time allocated for PLD, including meeting with teams to support with planning. 		<ul style="list-style-type: none"> Mitey units are clearly embedded into termly and yearly planning docs.
The language of Mitey and Learn to Grow is embedded with children and communicated to the community.	Mitey Leader WSLs SLT	<ul style="list-style-type: none"> Leader to create regular newsletter content. Observations of practice by the leader, including review of student voice. PLD- Internal and External as required. 		<ul style="list-style-type: none"> Part of Parent meeting dedicated to Mitey Newsletter has content and shared language for parents-Termly Leader observes practice, surveys staff and children for reporting to SLT
Kairangatira programmes are developed collaboratively with the teams to develop identified areas for enrichment.	Team leaders SLT	<ul style="list-style-type: none"> Time management by SLT to take groups or to release specific teachers to take the groups. Entry into various competitions/events or learning opportunities. 		<ul style="list-style-type: none"> The progress in the groups reported to class teachers for use in classroom planning and reporting. Student surveys on effectiveness of the group-Reported to SLT. Learning outcomes produced, e.g. piece of writing, maths score in Otago Competition, reported to SLT. Kairangitira Board report (October). <p>End of year data : Exceeding Expectation Targets Reading 30% (EOY 2023 25.2%)</p>

				<p>Maths 30% (EOY 2023 27%)</p> <p>Writing 25% (EOY 2023 12.7%)</p>
<p>Learn to Grow rubric is embedded into all classrooms to develop agentic and collaborative practices for and with children.</p>	<p>WSL SLT</p>	<ul style="list-style-type: none"> • Clear job descriptions and expectations (SLT time with leaders). • Staff meeting allocation for PLD. • ASL scheduled time to work with our leaders. • Release component of WSL time used to get in classrooms to observe and share practice. 		<ul style="list-style-type: none"> • Improvements in numbers of children not expected to reach expected level . <p>T1-</p> <p>T2-</p> <p>T3-</p> <p>T4</p> <ul style="list-style-type: none"> • Report from the leaders to the Board (TBC) taken from classroom and survey evidence on use of time, effectiveness, main gains and challenges ahead. • Staff survey on use, effectiveness, impact and challenges.

Strategic Goal 2

Enhancing the capability of our teachers to innovate so every child can be successful.

Regulation 9(1)(a)

Annual Target/Goal:

- 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).

Regulation 9(1)(a)

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

Expectation by the end of 2024	Success Measures to be shared with the Board
<ul style="list-style-type: none"> • Implementation of all required updated aspects of the Refreshed curriculum, e.g. social sciences, NZ histories, Hour a day for reading writing and maths etc. Utilising internal and external PLD as required to ensure staff are upskilled and aware of all requirements. 	School meet all timeframes for implementation of refreshed curriculum aspects
<ul style="list-style-type: none"> • The PGC system at Greenhithe allows for the teachers to focus on important aspects of teaching and learning, focusing on achievement for key groups of students within their class, using innovative and collaborative practices to meet and exceed their targets. 	Teachers all meet the criteria for re-registration and are attested successfully by the Principal PGC documentation shows clear goals, measurable success and states how teaching practice has improved as a result of the inquiry- March/Oct reporting points to the Board
<ul style="list-style-type: none"> • The whole staff are appropriately resourced, professionally developed and supported to be able to fulfil their role effectively. 	Teacher survey- May/October Support staff survey- June
<ul style="list-style-type: none"> • Year groups use innovative and collaborative teaching practices that are shared with colleagues to enhance the academic outcomes and learning capacity of the children. 	Year groups show evidence that the number of students not reaching the expectation reduces each term.

Data Aims (whole school for all students)-END OF YEAR

Reading data for children meeting or exceeding expectation-93% (EOY 2023-92.5%)

Maths data for children meeting or exceeding expectation-90% (EOY 2023-88.5%)

Writing data for children meeting or exceeding expectation-90% (EOY 2023 89%)

Targets for Maori Students to be at or exceeding curriculum expectations

Reading- 92% (EOY 2023 92%)

Writing - 90% (EOY 2023 87%)

Maths-90% (EOY 2023 83%)

Exceeding Expectation Goals (Whole school aspirational target)

Reading 30% (EOY 2023 25.2%)

Maths 30% (EOY 2023 27%)

Writing 25% (EOY 2023 12.7%)

<p>Actions</p> <p><i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe</p> <p><i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success?</p> <p><i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p>
<p>Each year group to set, review and respond to specific targets in reading, writing and maths for children at risk of not meeting curriculum expectations.</p>	<p>Team leaders SLT SENCO Literacy, Maths Leaders</p>	<ul style="list-style-type: none"> Team meeting time dedicated to sharing and developing effective practice, utilising internal and external expertise where required. SENCO to dedicate time to attend meetings with teams to review the progress of identified individual children, ensuring programmes and differentiated in- class support are responsive to need. Specific resources to support learning to be allocated through curriculum or SENCO budgets 	<p>Review of progress (Inc. Data and capability) every 5 weeks by SLT</p>	<ul style="list-style-type: none"> Phonics data, PAT Data, OTJ data at reporting points, review of data from specific programmes, student surveys- Reported to SLT for regular review and scrutiny. Data reported to the Board as part of the usual review cycle.
<p>Each year group to set, review and respond to specific targets in reading, writing and maths for children to exceed curriculum expectations.</p>	<p>Team Leaders SLT Literacy, Maths Leaders</p>	<ul style="list-style-type: none"> Team meeting time dedicated to sharing and developing effective practice, utilising internal and external expertise where required. SLT dedicates time to attend meetings with teams to review the progress of identified individual children, ensuring programmes are responsive to classroom programmes and extending children's learning. Time and resourcing to deliver small group in class or out of class groups (depending on need) Internal or external professional development to support innovative teaching practices designed to improve achievement. 	<p>Termly review of programmes</p> <p>Achievement data reviewed termly</p>	<ul style="list-style-type: none"> Progress identified through PAT data, E-asttle writing data, OTJ review points, student surveys, observation of learning. Each team discusses progress and how progress is being made at team leader meetings.
<p>Review current practices in line with refreshed curriculum expectations. Use the information to rewrite the literacy and maths implementation plans.</p>	<p>Principal WSL literacy and maths leaders SLT</p>	<ul style="list-style-type: none"> External expertise through networks and Ministry advice and guidance. (Principal and SLT) Internal expertise and time to support teachers with using and implementing new guidance. Kahui Ako Within School Leaders' time to develop the updated implementation plans for literacy and maths. 	<p>Timeframes will be developed as guidance from MOE is released.</p>	<ul style="list-style-type: none"> Completion of the literacy and Maths implementation plans (end of term 3). Compliance with MOE guidelines, e.g. Hour a day for core subjects. Staff survey on understanding and implementation of refreshed or new aspects of the curriculum. Data used to inform PLD in 2024/2025.
<p>Develop a school-wide phonics and related spelling programme.</p>	<p>Literacy leader Team leaders Principal</p>	<ul style="list-style-type: none"> Use of WSL time to review current practices in our school and at other schools Use of WSL time to explore programmes, including working with RTlit and RTLB services RTLB engagement for trial of phonics based programme in senior school 	<p>Term 1</p>	<ul style="list-style-type: none"> Review of current provision completed by end of term 1. Phonics programme scope and sequence, and expectations established in term 1.

				<ul style="list-style-type: none"> • New programme developed and trialed over term 2 and 3. • PLD for staff term 4 with new spelling programme ready for implementation in 2024.
5YA developments and improvement of teaching spaces (Block 15,10,11)	Board property committee ASJ Principal SLT	<ul style="list-style-type: none"> • 5YA Property funding as allocated in the 10YPP • Time for property meetings 	Scheduled for commencing in term 1 term break	<ul style="list-style-type: none"> • Upgraded blocks have improved acoustics through effective use of autex, improved ventilation with use of ceiling fans, and breakout spaces replacing teacher offices to allow students space for effective collaborative learning.
The whole staff are appropriately resourced, professionally developed and supported to be able to fulfil their role effectively.	SLT	<ul style="list-style-type: none"> • Survey staff twice a year • PLD budget allocated and release budget allocated • Class and curriculum budgets allocated 	On going	<ul style="list-style-type: none"> • Staff surveys- Updates to the board via principal reports as appropriate.
The PGC system is implemented to enhance the teaching and learning at school. Also allows for leadership growth and development across the school.		<ul style="list-style-type: none"> • Resourcing for Middle leadership growth • Time allocated for staff surveying and responses from SLT • Time allocated for system implementation • Appropriate PLD, opportunity for observation of expert practice and professional reading build in to PGC 		<ul style="list-style-type: none"> • All staff engaged in a professional growth cycle. • All teaching and leadership staff have a goal setting, action and review system for improvement in their plan.

Strategic Goal 3

Building connectedness across the school.

Regulation 9(1)(a)

Annual Target/Goal:

- 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 and communicate changes of what and how we teach to the community (priority 6).

Regulation 9(1)(a)

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)				
Expectation by the end of 2024		Success Measures to be shared with the Board		
<ul style="list-style-type: none"> School reports reviewed and updated following parent and teacher consultation to create a useful, workable reporting system. 		Feedback from surveys Focus group set up in term 3 Reporting on progress updates in principal reports (system, criteria etc as it arises)		
<ul style="list-style-type: none"> To create opportunities for the community to learn about the curriculum changes and how we teach at Greenhithe School. 		Two parent meeting held across the year Two (minimum) parent info/consultation events at open days (reported in principal report)		
<ul style="list-style-type: none"> External relationship with Te Kawerau ā Maki iwi is developed. 		Korero and Kai held with community-Report on the meeting in principal report Action plan shared with Board when complete (End of term 2)		
<ul style="list-style-type: none"> Consistent implementation of all initiatives across the school 		Curriculum reporting in Board report Leader board reporting (Maths, Learn to Grow, Mitey, Literacy leaders to report at a Board meeting)		
<p>Data Aims (all areas)</p> <p>Reading data for children meeting or exceeding expectation-93%</p> <p>Maths data for children meeting or exceeding expectation-90%</p> <p>Writing data for children meeting or exceeding expectation-90%</p>				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)	<i>This is optional however is useful to help with your planning</i>	<i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Review current reporting to parents' systems with teachers and parents to establish what is practical, workable and effective.	SLT Principal	<ul style="list-style-type: none"> Survey teachers and parents about reporting (time to set and collate responses) Meet with other schools to discuss how they report to parents (time) When a suitable way of reporting is found, time and resourcing to set up, test, and implement changes-cost of new or upgraded report platform, staff PLD etc. In budget 2025 consider additional cost of system changes 	System design changes or adaptations set by the end of the year, meeting the policy and MOE guidelines.	<ul style="list-style-type: none"> Feedback from 80 parents via google form survey/ Feedback from 90% permanent teachers. Developed system will be workable and practical for teachers and informative for parents. Changes and adaptations will be worked through with a focus group. Report type and criteria are agreed by the end of term 3.

<p>Following 2023 survey to establish parent information evenings or newsletter content on aspects of teaching, school programmes (e.g. Mitey) and the refreshed curriculum.</p>	<p>SLT Leaders of identified areas Principal</p>	<ul style="list-style-type: none"> • Time to hold the meetings with adequate resources. • Allow resources in 2025 budget for changes to curriculum requirements • Term 4 Application for any MOE PLD required (Application, meetings with potential contractors etc). 	<p>Continuous</p>	<ul style="list-style-type: none"> • Feedback from meetings (anecdotal and designed)- to Board as part of principal monthly reports. • Schedule Parent information evenings-(By end of term 1).
<p>Establishing and developing the relationship and action plan with Te Kawerau ā Maki.</p>	<p>Principal</p>	<ul style="list-style-type: none"> • Budgeted cost for 3 years of \$6900 • Release time for key staff to meet with the iwi education representatives 	<p>This is a three year agreement for the development of a working, reciprocal partnership.</p>	<p>Action plan for 3 years is developed and shared with staff and board. Iwi become part of school planning and we support their objectives within the relationship. Community meeting is held (term 2). Termly update to Board on plan and progress (March, June, Sept, Nov).</p>