



Greenhithe School



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

Perseverance
Manawanui

Respect
Manaakitanga

Our PRIDE Values

Initiative
Whakaaratanga

Diligence
Urupū

Excellence
Kairangatira

Our Strategic Goals 2023-2025	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. ⇒ The systems within the school support every learner to engage in their learning and give new opportunities a try. ⇒ Learners and teachers are able to take supported risks in their learning, providing growth and improvement results. 	<ul style="list-style-type: none"> ⇒ All professional learning is carefully selected and supports success for all learners. ⇒ Enhance the capability of our people with innovative strategies to further develop school wide capacity to support diverse learners to achieve success. ⇒ At year levels, leaders collect and analyse data to ensure the curriculum and teaching strategies are responsive. ⇒ 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. 	<ul style="list-style-type: none"> ⇒ The school is connected with effective collaboration that improves learning. ⇒ We are connected to our community through reciprocal relationships and collaboration. ⇒ The local curriculum is embedded and takes the children on a coherent and connected learning journey.
<p>Our Initiatives</p>	<ul style="list-style-type: none"> ⇒ Implement and embed the Mitey programme through the local curriculum. ⇒ Embed Learner Agency through the local curriculum to become a way of being. ⇒ Develop responsive programmes that meet the diverse needs of our learners, with links to the classroom programmes. 	<ul style="list-style-type: none"> ⇒ Deliver and implement effective PLD, based on strengthening effective practice. ⇒ Develop an effective PGC programme, responsive to the needs of individual teachers using individual student data. ⇒ Set responsive goals based on needs identified in a variety assessment data 	<ul style="list-style-type: none"> ⇒ Develop cohesion and consistency in the implementation and akonga understanding and application of the school values. ⇒ Communicate with and link effectively to whanau and community. ⇒ Embed the local curriculum and the curriculum refresh, ensuring effective teaching of new or refreshed aspects and cohesion across the school.

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.

Action Plans

Goal 1: Empowering every learner to embrace opportunities.			
Plan	2023	2024	2025
Initiative 1: Implement and embed the Mitey programme through the local curriculum.	Implement additional units-Support teachers to plan and integrate units.	Embed the programme into classroom practice-units implemented and techniques taught as required by need.	Sustain Mitey-Internal expertise to induct new staff
Initiative 2: Embed Learner Agency through the local curriculum to become a way of being.	Embed Learner Agency with consistency through each year group	Sustain practices for consistency-internal expertise to induct new staff	Sustain practices for consistency-internal expertise to induct new staff
Initiative 3: Develop responsive programmes that meet the diverse needs of our learners, with links to the classroom programmes.	<p style="text-align: center;">Review current student data</p> <p style="text-align: center;">Implement programme, ensuring links to the classroom programme</p> <p style="text-align: center;">Identify specific student need</p> <p style="text-align: center;">Develop a programme that meets the specific needs of the child.</p> <p><i>The identification of needs, design and implementation of the programme is a collaboration between SENCO and class teacher. There is a joint responsibility for implementation and success. Communication between school and family is essential for success. This process is ongoing throughout the year, responding to challenges and successes. Success is accelerated progress and is reported through SENCO reporting and team minutes.</i></p>	<p style="text-align: center;">Review current student data</p> <p style="text-align: center;">Implement programme, ensuring links to the classroom programme</p> <p style="text-align: center;">Identify specific student need</p> <p style="text-align: center;">Develop a programme that meets the specific needs of the child.</p> <p><i>The identification of needs, design and implementation of the programme is a collaboration between SENCO and class teacher. There is a joint responsibility for implementation and success. Communication between school and family is essential for success. This process is ongoing throughout the year, responding to challenges and successes. Success is accelerated progress and is reported through SENCO reporting and team minutes.</i></p>	<p style="text-align: center;">Review current student data</p> <p style="text-align: center;">Implement programme, ensuring links to the classroom programme</p> <p style="text-align: center;">Identify specific student need</p> <p style="text-align: center;">Develop a programme that meets the specific needs of the child.</p> <p><i>The identification of needs, design and implementation of the programme is a collaboration between SENCO and class teacher. There is a joint responsibility for implementation and success. Communication between school and family is essential for success. This process is ongoing throughout the year, responding to challenges and successes. Success is accelerated progress and is reported through SENCO reporting and team minutes.</i></p>

Goal 2: Enhancing the capability of our teachers to innovate so every child can be successful.

Plan	2023	2024	2025
<p>Initiative 1: Deliver and implement effective PLD, based on strengthening effective practice.</p>	<p>Literacy Professional learning-Implement and begin embedding</p> <p>Embed Phonics Programme with additional PLD and resources</p> <p>Term 3-Survey staff and review data for PLD for 2024-Research links to refresh eg science PLD options</p>	<p>Literacy- Plan sustainability</p> <p>Sustain the Phonics programme with internal expertise of day courses used to induct new teachers</p> <p>Term 3-Survey staff and review data for PLD for 2025 (Refresh links)</p>	<p>Term 3-Survey staff and review data for Professional Learning for 2026</p>
<p>Initiative 2: Develop an effective PGC programme, responsive to the needs of individual teachers using individual student data.</p>	<p>Develop and Implement Middle and Senior Leadership Professional Growth Cycle, based on new criteria</p> <p>Sustain the PGC for teachers</p>	<p>Implement new Middle and Senior Leadership PGC's</p>	<p>Sustain and review professional growth cycles for teachers</p> <p>Embed the Senior leadership Professional Growth Cycle</p>
<p>Initiative 3: Set responsive goals based on needs identified in a variety assessment data</p>	<p>Diagram of feedback loop (Goal 2) to show responsive goals lead to goal setting for individual students. Students become more responsible for goal setting alongside their teacher as the children move through the school</p> <p>Team goals for student acceleration for children at risk of underachieving are developed, monitored and reported by team leaders.</p>	<p>Diagram of feedback loop (Goal 2) to show responsive goals leads to goal setting for individual students. Students become more responsible for goal setting alongside their teacher as the children move through the school</p> <p>Team goals for student acceleration for children at risk of underachieving are developed, monitored and reported by team leaders.</p>	<p>Diagram of feedback loop (Goal 2) to show responsive goals leads to goal setting for individual students. Students become more responsible for goal setting alongside their teacher as the children move through the school</p> <p>Team goals for student acceleration for children at risk of underachieving are developed, monitored and reported by team leaders.</p>

Goal 3: Building connectedness across the school

Plan	2023	2024	2025
<p>Initiative 1: Develop cohesion and consistency in the implementation and understanding of the school values.</p>	<p>Survey children on the understanding of the school values, review results and develop a plan, including a 'profile for a successful learner'. Ensure cohesion with the learner agency and collaboration frameworks.</p> <p>Ensure teams are using planned opportunities to discuss how to display values and what success looks like.</p> <p>Review and begin implementation of a Greenhithe Learner profile</p>	<p>Use the learner profile to develop traits of a successful learner. Ensure children are explicitly taught about the values shown through learning. Include the Learner agency and collaboration frameworks.</p>	<p>Review School Value knowledge and application through community and student survey</p>
<p>Initiative 2: Communicate with and link effectively to whanau and community.</p>	<p>Develop Kahui Ako events and links</p> <p>Develop and investigate Parent Reporting tools in light of feedback and refresh</p> <p>Sustain our BAU community engagements-Whanau afternoon, Family picnic, Disco consultations</p>	<p>Implement any changes to reporting to parents</p>	<p>Review and Embed reporting changes</p>
<p>Initiative 3: Embed the local curriculum and the curriculum refresh, ensuring effective teaching of new or refreshed aspects and cohesion across the school.</p>	<p>Develop teams to work through implementation of the curriculum refreshed areas into the curriculum</p> <p>Implement some aspects of Literacy and Maths curriculums-work through CPM</p> <p>Sustaining the Histories Curriculum aspect into integrated teaching</p> <p>Embed Social Studies curriculum into integrated planner</p>	<p>Develop teams to work through implementation of the curriculum refreshed areas into the curriculum</p> <p>Implement Science curriculum into integrated planner and local curriculum</p> <p>Embed the Literacy and Maths Curriculum aspects into integrated teaching</p> <p>Sustain Social Sciences and NZ Histories</p>	<p>Develop teams to work through implementation of the curriculum refreshed areas into the curriculum</p> <p>Implement learning Languages and Health and PE curriculum into the integrated planners and local curriculum</p> <p>Sustain the Literacy and Maths Curriculum aspects as part of integrated teaching(Ongoing review)</p>

Roadmap/Initiative terms:

It is important that initiatives are phased so the workload on individuals including leadership, is not overwhelming. It must allow time for initiatives to sustain, use various tiers of leadership to ensure a focus is maintained.

Develop: SLT is exploring possibilities for improvement. This is based on the vision, strategic plan and student data. Other stakeholders can influence this stage, including community, Board, teachers and students. Once the need is identified SLT develops a plan to address the needs (these can be short term or long term). This plan includes measurement, links to strategic plan, resourcing and leadership. This plan is developed alongside the leaders who will be implementing the process/change/action

Implement: The agreed need is planned out. Resourcing is allocated as required to ensure the aims of the plan can be met. The leaders of the action/process/initiative create a specific plan, ensuring SLT are consulted. The plan is actioned by the assigned leader, alongside internal or external facilitators and is introduced to staff in a coherent and open way. The WHY is central to the plan and must be clear, the plan will include check in points or measures and a reporting cycle organised, including keeping the SLT in the loop with progress. Measurement of adoption of the change and the effect on student data (can be but not only achievement data) must be regular to ensure the process/initiative/action is having an effect. This phase of the roadmapping can be over a longer period.

Embed: Classroom teachers are working on the initiative/Action in the classroom, following professional learning. In this phase local or external leaders could be available on a team or individual level to problem solve. Middle leaders are responsible for ensuring teachers are supported.

Sustain: It is part of the fabric of the school. New staff are offered internal or external professional learning to ensure the knowledge and expectations are continued. It is expected there will be small changes to pedagogies, approaches or techniques as part of our business as usual, adapting and flexing to students' individual needs.

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 data point measurement, (e.g. Phonics, PAT, OTJ).
<ul style="list-style-type: none"> ⇒ PLD is carefully selected and supports each child to be successful. ⇒ The increase in capability of the teacher 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"> ⇒ PLD survey from the staff on effectiveness and effect of PLD initiatives. ⇒ Teachers' Professional Growth Cycle. ⇒ Data measured against year group targets and overall school wide data.
<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. ⇒ SLT monitors and reports against implementation of the local curriculum and curriculum refresh. (Data monitored).
<p><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 undergo training to understand what 'giving effect to Tiriti O Waitangi looks like in our context (NZSTA-Hautu tool) ⇒ Continue to work with the Kahui Ako on creating links with local Iwi ⇒ Clear and measurable outcomes for success are established in 2023 ⇒ Examination of how we can improve how we give effect to Tiriti becomes part of annual goal setting at the school ⇒ Maori student achievement is continued to be closely monitored and reported to the board.