

Greenhithe School Annual Report 2024



Principal's Report

2024 has been a challenging year in education with a number of changes and mandates coming through. We have worked hard as a board and leadership team to support our staff with PLD and resourcing to ensure the literacy aspects particularly are successfully implemented and have the resourcing required.

We have chosen to use Little Learners Love Literacy and The Code for our structured literacy. The staff have undertaken extensive professional development in this area. This will continue to be a focus in 2025 as the new practices are embedded into the refreshed curriculum. Within maths we have continued to develop effective practice. After extensive work we chose the Oxford Maths programme as our Ministry resource. This will arrive in 2025, when more professional development will be required.

We have continued to be at the forefront of curriculum implementation and were involved in the fast testing of the curriculum, allowing our teachers to see and comment on the potential changes. We continued this approach with setting up voluntary breakfast meetings to review the draft English and Maths curriculum areas. These were well attended. As yet, reporting and assessment guidelines from the Ministry of Education have not yet been released. Therefore we will survey parents and staff, and create a reporting forum in 2025.

We have continued to use Ministry funding for property to ensure a safe and functional site. This has included the completion of the block 8 upgrades and classroom improvements to the main block. The Board funded new fencing along Isobel and part of Greenhithe Road, as well as part funding the improvements of two classrooms in the main block. We have also continued with the cyclical maintenance programme, including the painting of the hall. We have completed the N4L upgrade of our IT network, again ensuring the best conditions for learning are in place to support all our students and teachers.

List of all Greenhithe School Board Members(2024)

Samantha Ebel-Brown	Presiding Member
Kathy Frame	Deputy Presiding Member
Stephen Grady	Principal
Zara Fletcher	Staff Representative
Greg Duff	Board Member
Tilly Harvey	Board Member
Reece Leggett	Board Member
Kelly Olsen	Board Member

2024 Statement of Variance

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.

In Strategic Goal One we have reviewed our SENCO role and the relevant programmes. With Reading Recovery having ended there is opportunity moving forward to utilise the SENCO time in innovative ways to support learning. Learn to Grow rubrics are displayed and used in every room. The leader in this area has completed professional development with staff, ensuring good examples of practice are shared at meetings. The Mitey programme has continued to be a focus and 2024 was our third year. All year levels teach components of mental health, and have now integrated the teaching units into the planning, as opposed to just stand alone lessons. Planning documents for 2024 now include Mitey to ensure integration is consistently across the school.

Within Strategic Goal Two each teaching team set specific goals and worked well towards them. These goals were for specific groups or even individual children to make progress, measured using our standardised assessment tools. Professional Growth Cycles were aligned with literacy or maths, 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. Teachers all noted changes to practice and improvement in target students' achievement. The staff also shared their goals, successes and challenges with colleagues, as part of collaborative discussions.

The changes to the curriculum throughout 2024 have proved a challenge and the teachers have been given the opportunity to engage with professional development, both internal and external, on the implementation of new mandates and the refreshed curriculum. We have made the decision to use Oxford Press as our maths mastery resource for 2025.

We have embraced the structured literacy approaches and are working through the implementation of these at the school. We have used the Liz Kane models of Little learners Love Literacy and The Code. We worked with the RTLB on the implementation of The Code and this has been a highly successful implementation, with bespoke training and support for teachers. The model in year 0-3 was part of national training and not bespoke to the school. This training continues in 2025. The literacy and junior leaders continue to look at an implementation with fidelity that works for our school.

The staff survey provided feedback for leadership regarding professional development in 2025, including pace, method and content.

Within Strategic Goal Three our reciprocal relationship with Te Kawerau A Maki has continued to flourish.. We now have an authentic pepeha, following some extensive PLD and teacher input, including part of a teacher only day. We have a teacher-only day planned in January to look at the stories of our Iwi. Next steps include the development of a school waiata

The lack of MOE clarity and delays around the curriculum release has hampered all schools in providing timely information to the community, so we didn't hold the expected curriculum information evenings. The new curriculum wasn't in schools until November. We are unpacking the refreshed curriculum and learning progressions with our staff and have some good clarity on professional learning for staff for 2025. The community meetings will be held in 2025, as the teachers and leaders gain clarity on the changes. We have met the 'hour a day' and 'phones away for the day' mandates using existing systems.

Evaluation of the school's students' progress and achievement

Greenhithe School continues to perform well from an academic viewpoint. Our end of 2024 data generally maintained high standards of data, with 90% of our children achieving at or above in both reading and maths, while those exceeding curriculum level in writing grew from 12%-16%, this will remain a focus.

The changes in structured literacy practice, particularly in years 4-6, where a structured, phonics based programme is new, showed good improvement in the implementation testing. This should support writing data in 2025. Our teachers assess carefully and moderation of writing has been improved, including cross school moderation through the Kahui Ako.

Our data uses overall teacher judgement, using a range of formative and summative tools, to give a wider picture than just the test data. In all measures it is clear that our students are performing well. Our Maori students perform very well, showing notable improvements in writing and maths in 2024.

The OTJ data showed that across the school:

End year 2024 All students/ākonga	Not yet at Expectation	Expected Curriculum Level	Exceeded Expected Curriculum level	Expected and Exceeded
Reading	8.5% 40	65% 306	26% 122	91% 428
Writing	15% 70	68% 322	16% 77	85% 399
Maths	10% 47	64% 300	26% 121	90% 421

End year 2024 Māori students /ākonga 22	Not yet at Expectation	Expected Curriculum Level	Exceeded Expected Curriculum level	Expected and Exceeded
Reading	9% 2	77% 17	14% 3	90% 20
Writing	4.5% 1	90% 20	4.5% 1	95% 21
Maths	9% 2	77% 17	14% 3	90% 20

Report on how the school has given effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is an overarching objective of the Board and school. In 2023 we signed an MOU to create an authentic partnership with Te Kawerau a Maki. This was a major achievement of the school in 2023 and was made possible through the effective use of Kahui Ako links. In 2024 Josie Wall from Te Kawerau a Maki was involved with several professional learning opportunities for staff, building the knowledge of the Iwi, local histories and our school tikanga. This has included a Hikoi around the local area and the development of our school pepeha.

In 2024 the board continued the review of the school's focus on Māori student achievement and ensured the board met their statutory obligations.

In 2024 we continued to use our successful 2023 approach to engage our Māori whanau. Kelly Knowles led a group of Maori students working in whanau groups, to inquiry into their own iwis. This information and learning was shared with parents, who were invited to contribute and see the learning. This model was very popular with the children and a great way to get the families involved in the learning. This is now part of how we engage our Maori whanau.

The leadership team regularly provides the board with student achievement data at relevant points through the year, including specific data on Māori student achievement. The school meets with the Māori whanau to ensure their voices are heard in both strategic planning and also on how the school can support their tamariki directly. We use Education Perfect as our learning tool in classrooms to enable consistent teaching on Te Reo and Tikanga..

Kiwisport

Greenhithe School received \$7509.16 in Kiwisport funding from the Ministry of Education for 2024.

These funds were used towards the salary for a school wide sports coordinator. This use of the funding enabled us to encourage student participation in a multitude of sports. The coordinator's role includes recruiting and training coaches for many sports, organisation of school and cluster sports events, encouraging and managing enrolments in sporting activities and providing professional support to teachers in the planning, organisation and delivery of a range of sporting and fitness activities.

This funding has allowed Greenhithe School to have a range of sporting activities with very strong participation within our school.

Statement of compliance with employment policy

Greenhithe School's Equal Employment Opportunities (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination. We have an EEO policy within the Schooldocs framework that emphasises our school's commitment to fairness and equal opportunities.

The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly. We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.

All employees have equal opportunities for advancement. We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, both internal and external, workshops, courses, and conferences.

The leadership team provides mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches. We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve.

In 2024 this included leadership coaching for middle leaders. The school has planned to develop new leaders in 2025 through engagement with a leadership coach for aspiring leaders. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.

Our school encourages collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self-reflections and assessments. We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements and encouraging employee feedback through surveys during the year.

Greenhithe School addresses unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.

We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs and offer flexible scheduling. At our kura we foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication. We are a member of the EAP (Employee Assistance Programme) for the well-being of all staff.

Glossary

Kahui Ako: The cluster of schools that Greenhithe belongs to, we work closely together for improving education opportunities for the children across the cluster.

Learn to Grow Rubric: A tool we have developed to assess with the children where they are on their journey of learner agency, meaning independence, collaborative skills and how they are involved in their own learning journey, such as goal settings.

Mitey: Our school wellbeing program, from The Sir John Kirwin Foundation

PLD: Professional Learning and Development

Professional Growth Cycle: Our staff members goals and individual growth plan

OTJ: Overall teacher Judgement, how our staff use professional judgement, observations of a student a standardised data to assess the progress of the children