

Greenhithe School

Strategic Plan 2024 - 2026 Annual Improvement Plan 2026

Principal's endorsement:	February 2026
Board of Trustees' endorsement:	February 2026
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This strategic plan is informed through and developed from community consultation, whānau hui, student and staff voice. It aligns with a strong focus on academic achievement opportunities for a wide and varied curriculum and the value placed on connection to place.



Greenhithe School 2026



Learn 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 ākongā tau hei ākongā maia.

Perseverance Manawanui | Respect Manaakitanga | Initiative Whakaaratanga | Diligence Urupū | Excellence Kairangatira

Our Strategic Goals 2026	Curriculum Te Mātaiaho	Communication Whakakakau	Community Manaakitanga
What success looks like	A balanced and engaging curriculum that allows every learner to achieve success at a personal level of excellence	Consistent, transparent, and multi-channel communication ensures all stakeholders are able to receive timely, accurate, and relevant information	An engaged and involved community that demonstrates a shared responsibility for the <u>wellbeing</u> of everyone within it
How will we know?	Achievement, engagement, and attendance data will reflect improving performance and sustained progress across a range of opportunities	Members of the community feel informed, valued, and connected to the school	Active, collaborative partnership between home, school and mana whenua is evident, underpinned by our school values
Our Improvement Initiatives	<ul style="list-style-type: none"> Implement the Refreshed New Zealand Curriculum Te Mātaiaho Coherent pathways of learning 	<ul style="list-style-type: none"> Redesign assessment, tracking, goal setting, and reporting to parent processes Update school-wide communication, documentation, expectations, processes and systems 	<ul style="list-style-type: none"> Continued collaboration with Te Kawerau ā Maki Multiple opportunities for partnership and involvement for staff, and in the wider school community, reflective of our cultures and identity

At Greenhithe School we will ensure Te Tiriti o Waitangi, alongside Te Kawerau ā Maki as mana whenua, is given effect within the school and wider community and is the foundation of our strategic vision.



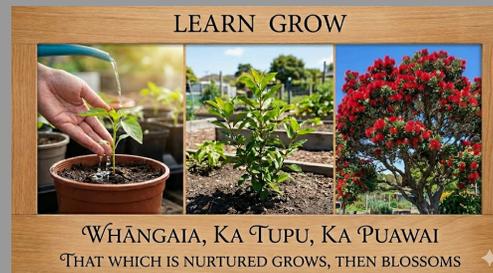
Greenhithe School

Strategic Plan 2024-2026

Annual Improvement Plan 2026

Learn to Grow

‘Whāngaia, ka tupu, ka puawai’
That which is nurtured grows, then blossoms



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.

Strategic Goal 1: Curriculum Te Mātaiaho

<p>Goal Statement</p>	<p>A balanced and engaging curriculum that allows every learner to achieve success at a personal level of excellence</p>																				
<p>Success Statement</p>	<p>Achievement, engagement, and attendance data will reflect improving performance and sustained progress across a range of opportunities</p>																				
<p>Baseline Data</p>	<table border="1" data-bbox="619 631 1862 889"> <thead> <tr> <th colspan="4">End of Year Data - Meeting or Exceeding</th> </tr> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>85%</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>2024</td> <td>91%</td> <td>82%</td> <td>88%</td> </tr> <tr> <td>2023</td> <td>92%</td> <td>85%</td> <td>91%</td> </tr> </tbody> </table> <p>Trends:</p> <ul style="list-style-type: none"> • Consistent high level of achievement across the school, in all year levels • A decrease in 2025 was expected with the new higher year-level benchmark of the Refreshed New Zealand Curriculum. Pleasing to see the actual results were still significantly higher than the national average • A gender gap noted in writing, where girls outperform boys, while boys have a slightly better exceeding rate in mathematics • Data fluctuates the most in mathematics between year levels • Year 3 writing data a standout • Boys in writing continues to be an area for targeted consideration • Year 2 mathematics data a focus area for intervention • Ethnicity data not collated due to change in curriculum levels and SMS system incompatibility 	End of Year Data - Meeting or Exceeding				Year	Reading	Writing	Mathematics	2025	85%	79%	80%	2024	91%	82%	88%	2023	92%	85%	91%
End of Year Data - Meeting or Exceeding																					
Year	Reading	Writing	Mathematics																		
2025	85%	79%	80%																		
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<p>Annual Goals <i>Every student is able to attain their highest</i></p>	<ul style="list-style-type: none"> ❖ Implement the Refreshed New Zealand Curriculum Te Mātaiaho ❖ Coherent pathways of learning 																				

<i>possible standard in education achievement</i>	
How will we measure success?	<ul style="list-style-type: none"> • Monitoring through Milestone Plan meetings • Data – yearly and longitudinal • Standardized testing results • Individual student movement and successes (personal excellence) • Feedback: formal and informal • Number of outside organisations that come into the school and discharge our learners • Students will be able to talk about where they are at in their learning • There will be evidence in planning, books, on devices and in classrooms of learning progress • Observations • Wellbeing survey of students and staff • Behaviour records • Student voice • Staff feedback, engagement levels in Professional Development • Focus learners identified in planning and progress is monitored and tracked • No discernible difference between classroom expectations and programmes • Whānau interactions • Equity of achievement - gender, ethnicity • Professional Growth Cycles
Future →	<ul style="list-style-type: none"> ○ All learners will be achieving at an equitable level, including priority learners ○ Learners with additional considerations will be identified early, support put in place and progress tracked ○ The data will reflect accelerated progress and high levels of 'Exceeding.' ○ The longitudinal study will track achievement levels and reflect high levels of achievement ○ Teaching and Learning programmes will reflect current best practice and be future-focused ○ Well resourced across all levels of the school

Improvement Plan: Curriculum Te Mātaiaho

Strategic Goals	<ul style="list-style-type: none"> ❖ Implement the Refreshed New Zealand Curriculum, Te Mātaiaho ❖ Coherent pathways of learning
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Implement the Refreshed New Zealand Curriculum Te Mātaiao

Outcome: To deliver a consistent, bicultural, and progress-driven education that ensures every student in Greenhithe School has a clear, equitable roadmap for success

When	What	Who	Indicators of Progress/Success Factors
Term One	Teacher Only Day	DPS	<ul style="list-style-type: none"> ○ Engagement level in PD

	<ul style="list-style-type: none"> ● Curriculum vision, purpose, capabilities, and changes unpacked ● Curriculum Readiness Plan 		<ul style="list-style-type: none"> ○ Feedback from check-ins during PD ○ Clear plan moving forward based on teacher feedback ○ Teachers will feel confident in having a base understanding of the new curriculum
All Year	<p>Mathematics</p> <ul style="list-style-type: none"> ● Participation in MoE-led and school-led professional development ● School-wide scope and sequence ● Clear expectations developed for teaching of mathematics at Greenhithe School 	<p>Curriculum Lead DPs TLs</p>	<ul style="list-style-type: none"> ○ The new curriculum is being taught across the school ○ Teachers have access to current PD ○ Continuity between and within years is consistent and deliberate ○ Resources are purchased to support current programmes ○ New staff have clear guidelines to expectations and access to any catch-up PD ○ School-wide data is closely monitored, with practice needs identified and supports proactively put in place ○ The website will reflect current teaching and learning
All Year	<p>Literacy</p> <ul style="list-style-type: none"> ● Participation in MoE-led and school-led professional development ● School-wide scope and sequence ● Clear expectations developed for teaching of literacy at Greenhithe School 	<p>Curriculum Lead DPs TLs</p>	<ul style="list-style-type: none"> ○ The new curriculum is being taught across the school ○ Teachers have access to current PD ○ Continuity between and within years is consistent and deliberate ○ Resources are purchased to support current programmes ○ New staff have clear guidelines to expectations and access to any

			catch-up PD <ul style="list-style-type: none"> o School-wide data is closely monitored, with practice needs identified and supports proactively put in place o The website will reflect current teaching and learning
All Year	Draft Curriculum Areas trialled <ul style="list-style-type: none"> • Team Leaders to lead trial of selected curriculum areas • STEAM Teacher to trial selected curriculum areas 	DPs TLs	<ul style="list-style-type: none"> o Teachers will become familiar with content expectations before they are gazetted o Timing issues can be explored, ready for 2027 o Authentic feedback can be given to the MoE around the draft curriculum
Term One	Planning formats aligned to new year-level phases and expectations	DPs Team Leaders Curriculum Leads	<ul style="list-style-type: none"> o Formats adapted for trial of curriculum areas o Formats reviewed and adapted o Format confirmed for 2027
Resourcing Required	<ul style="list-style-type: none"> • Staff meeting times allocated • Teacher Only Days Utilised • Units for Curriculum Leads • Team Leader, Curriculum Lead release time • Professional Development (courses) • Resources as needed • Collaborative team release days • Staffing contribution for Literacy and Mathematics acceleration teachers (Board) 		
Coherent pathways of Learning			
Outcome: Every educational step builds intentionally on the last, providing students with a seamless, connected journey that bridges the gap between their current knowledge and their future potential.			
When	What	Who	Indicators of Progress/Success Factors
All year	Mathematics and Literacy	Curriculum	<ul style="list-style-type: none"> o Tangible resource available by end

	<ul style="list-style-type: none"> • Develop schoolwide expectations in Mathematics and Literacy • Realign progressions 	Leads	of the year <ul style="list-style-type: none"> o Progressions reflect current year level/phase expectations o New staff can be directed to the resource
All year	Acceleration groups in Literacy (ALL)	SENCo	<ul style="list-style-type: none"> o ALL teacher participated in PLD o Targeted intervention groups will be in operation as per MoE guidelines o Accelerated achievement levels will be reflected in the data o Students will move out of the intervention programme quickly o Staff, parent and student voice will be positive
Terms 2 and 3	Acceleration groups in Mathematics (MAP)	DPs	<ul style="list-style-type: none"> o ALL teachers participated in PLD o Targeted intervention groups will be in operation as per MoE guidelines o Accelerated achievement levels will be reflected in the data o Students will move out of the intervention programme quickly o Staff, parent and student voice will be positive
All Year	Professional development <ul style="list-style-type: none"> • Trauma-informed practice • Neurodiversity • Science of Learning 	SENCo	<ul style="list-style-type: none"> o Staff will feel better prepared to cater for the growing number of neurodiverse students in their classrooms o Trauma-informed practice will be evident in the way we deal with events, e.g., de-escalation strategies, restorative approach o Staff will have solid base of

			knowledge around the Science of Learning e.g. cognitive overload
Term 1	Learn to Grow pathways aligned with new curriculum expectations	DPs	<ul style="list-style-type: none"> o Learn to Grow model will be adapted as per teacher feedback o Agentic learning will still be evident in classrooms
All Year	Team collaboration days	DP	<ul style="list-style-type: none"> o Team leaders will have the opportunity to lead discussions around teaching and learning, moderate between classes and plan collaboratively o Teams will have the opportunity to unpack new year-level-specific requirements together
Resourcing Required	<ul style="list-style-type: none"> ● Staff meeting times allocated ● Units for Curriculum Leads ● Team Leader, Curriculum Lead release time ● Support staff release: meetings, PD ● Professional Development (courses) ● Resources as needed ● Collaborative team release days ● TAs timetabled in to support ● Staffing contribution for Literacy and Numeracy Specialist (Board) 		

2026 Curriculum Te Mātaiaho					Initiative Scope	
	Term One	Term Two	Term Three	Term Four	2027	2028
Refreshed Curriculum	Explore			Review	Explore	Embed
Coherent Pathways of Learning	Explore		Review		Explore	Embed

Strategic Goal 2: Communication Whakakakau

Goal Statement	Consistent, transparent, and multi-channel communication ensures all stakeholders are able to receive timely, accurate, and relevant information
Success Statement	Members of the community feel informed, valued, and connected to the school
Annual Goals	<ul style="list-style-type: none"> ❖ Redesign assessment, tracking, goal setting, and reporting to parent processes ❖ Update school-wide communication, documentation, expectations, processes and systems
How will we measure success?	<ul style="list-style-type: none"> • Meet MoE requirements • Feedback: formal and informal • Wellbeing survey of students and staff • Whānau interactions • Attendance at events
Future →	<ul style="list-style-type: none"> ○ There will be multiple opportunities for whānau engagement ○ Community consultation will reflect a positively on the level of school wide communication

Improvement Plan: Communication Whakakakau

Strategic Goals	<ul style="list-style-type: none"> ❖ Redesign assessment, tracking, goal setting, and reporting to parent processes ❖ Update school-wide communication, documentation, expectations, processes and systems 		
Redesign assessment, tracking, goal setting, and reporting to parent processes			
Outcome: Updated tool allows the entering and tracking of data and shows visible progress and clear next steps while providing whānau with real-time, meaningful insights around their child's learning journey.			
When	What	Who	Indicators of Progress/Success Factors
Term 1	Develop new assessment schedule to reflect new MoE	DPS	<ul style="list-style-type: none"> ○ Teachers will have clear direction as to assessment and reporting

	requirements	TLs	<p>timelines and expectations</p> <ul style="list-style-type: none"> ○ Assessments will be spread out across the term ○ MoE assessment requirements will be met ○ Assessment completed will provide teachers with indicators of student progress and next steps
Term 2	SMS will be aligned to enter new assessment data	DPS	<ul style="list-style-type: none"> ○ Ease of online data entry in one place ○ Tracking of new assessment data can begin ○ Reporting of cohorts, ethnicity, trends, etc., is possible.
Term 2	SMS will be aligned to meet the new reporting requirements	DPS	<ul style="list-style-type: none"> ○ MoE assessment requirements will be met
Ongoing	SMART tool will be introduced	Principal DPS	<ul style="list-style-type: none"> ○ All staff will complete available PD around the tool ○ Students will have completed 2 assessment using the tool ○ We will be well placed to use the tool in 2027 and report against it
Term 2	Learner-led meetings introduced	Principal DPS	<ul style="list-style-type: none"> ○ Students sharing their learning journey and goals directly with their whānau ○ Home-school partnership strengthened (golden triangle)
Term 3	Certificate criteria and opportunities reviewed	DPS TLs	<ul style="list-style-type: none"> ○ All students celebrated for their own individual excellence ○ Inequity of distribution addressed and corrected
Resourcing Required	<ul style="list-style-type: none"> ● Staff meeting times allocated ● Team Leader, Curriculum Lead release time 		

- Support staff release: meetings, PD
- LSC funding
- Professional Development (courses)
- Resources as needed
- Funding for school counsellor

Update school-wide communication, documentation, expectations, processes and systems

Outcome: Greenhithe School has a transparent, high-functioning operational foundation that removes barriers to engagement and ensures every member of our community experiences clarity, consistency, and professional excellence

When	What	Who	Indicators of Progress/Success Factors
Term 1	School-wide Calendars	DP	<ul style="list-style-type: none"> ○ Whiteboards removed from the staff room ○ All staff accessing and entering events of the digital calendar ○ Nothing gets missed
Ongoing	Update website	DP	<ul style="list-style-type: none"> ○ Revamped and modernised ○ Reflects current Greenhithe students and community ○ Window into who we are as a school and what is important to us
Ongoing	Update SMS, ensuring fit for purpose	DP	<ul style="list-style-type: none"> ○ Able to enter new assessment data into SMS ○ The reporting format will align with new MoE expectations ○ Easy to locate information as required
Ongoing	Review enrolment processes	Principal Office DPs SEnCo	<ul style="list-style-type: none"> ○ Enrolment records condensed and accurate ○ Records for future enrolments (siblings) ○ Proactive engagement with pre-schools and the community

			<p>around pre-enrolments</p> <ul style="list-style-type: none"> o Parents of visitors stay on site o Clear communication regarding enrolment and visitation o Enrolment booklet updated o Welcome letters updated and put onto new letterhead o Student information checked yearly o End-of-year welcome morning tea (during 2027 class visits) o House system reviewed o Uniform consultation completed and actioned
Ongoing	Begin move to Google Drive	DPS Principal	<ul style="list-style-type: none"> o Relevant files will be available on the Shared Drive. o Teachers Shared will be slowly phased out with relevant files transferred over
Ongoing	Begin to digitise all Human Resource paperwork	Principal Office	<ul style="list-style-type: none"> o Teacher registration tracked online and followed up o Police vetting tracked online and followed up o All job descriptions updated and available online o All role descriptions updated and available online o New appraisal and PGC tracking documents in place and aligned to new teaching standards o Staff induction processes formalised
Term 1	Stepped Attendance Response	DP	<ul style="list-style-type: none"> o On website as per MoE

	Plan in operation	Office Teachers	<p>requirements</p> <ul style="list-style-type: none"> o Shared with students, staff and whānau o The plan is followed o Data shared with the Board o Outstanding attendance acknowledged o Regular reminders in school-wide comms o Attendance levels will meet 90% goal set by MoE
Term 1	Property Role Developed	Principal Office	<ul style="list-style-type: none"> o Professional Development from Argest, Property Conference attendance o Clear system in place for the tracking of job allocations, and follow-up to completion o Shared oversight of property projects o Liaison with Health and Safety officer o All files will be kept up to date o Building warrant and council requirements will be fulfilled
Resourcing Required	<ul style="list-style-type: none"> ● Units ● Release for time for TL ● Office hours extended ● Professional Development budget ● Staff meetings ● Resources, e.g., furniture ● TAs timetabled in to support ● Staffing contribution for Literacy and Numeracy Specialist (Board) 		

2026 Communication Whakakakau					Initiative Scope	
	Term One	Term Two	Term Three	Term Four	2027	2028
Reporting and Assessment				Review	Embed	
Communication Processes			Review		Embed	Review

Strategic Goal 3: Community Manaakitanga

Goal Statement	An engaged and involved community that demonstrates a shared responsibility for the wellbeing of everyone within it
Success Statement	Active, collaborative partnership between home, school and mana whenua is evident, underpinned by our school values
Annual Goals <i>Every student is able to attain their highest possible standard in education achievement</i>	<ul style="list-style-type: none"> ❖ Continued collaboration with Te Kowerau ā Maki ❖ Multiple opportunities for partnership and involvement for staff, and in the wider school community, reflective of our cultures and identity
How will we measure success?	<ul style="list-style-type: none"> • Feedback: formal and informal • Wellbeing survey of students and staff • Behaviour records • Student voice • Whānau interactions
Future →	<ul style="list-style-type: none"> ○ Embedded multiple opportunities for whānau engagement ○ Yearly planning around different types of opportunities, reflective of our community

Improvement Plan: Community Manaakitanga

Strategic Goals	<ul style="list-style-type: none"> ❖ Continued collaboration with Te Kowerau ā Maki ❖ Multiple opportunities for partnership and involvement for staff, and in the wider school community, reflective of our cultures and identity 		
Continued collaboration with Te Kowerau ā Maki			
Outcome: Continued collaboration with Te Kowerau ā Maki grounds our school and community, where Māori learners succeed as themselves and all students gain a powerful, place-based sense of belonging.			
When	What	Who	Indicators of Progress/Success Factors
Term 1	Sharing of pūrākau (stories) across the school	Te Kowerau ā Maki	<ul style="list-style-type: none"> ○ Engagement level of students ○ Ability to retell pūrākau (stories)
All Year	Staff Professional Development	Te Kowerau ā Maki	<ul style="list-style-type: none"> ○ Engagement level of staff

			<ul style="list-style-type: none"> ○ Transfer of knowledge gained into teaching and learning programmes
All Year	Learning of school pepeha	All staff	<ul style="list-style-type: none"> ○ Students will be able to recite our school pepeha and explain it in English ○ Pepeha will be displayed across our classroom environments ○ Whole school assemblies will begin with pepeha, led by the hosting class ○ Pepeha will be put to waiata
Term 3	Te reo Māori teacher	Te Kowerau ā Maki Principal	<ul style="list-style-type: none"> ○ All students will have access to te reo Māori teaching and learning by an expert ○ Tikanga will be evident throughout the school
Ongoing	Cultural Celebrations and Engagements <ul style="list-style-type: none"> - Cultural Week - Cultural non-uniform day - ESOL Community engagement initiatives 	DPs	<ul style="list-style-type: none"> ○ All parts of the community will have an opportunity to celebrate and have their culture acknowledged ○ All parts of the community will feel a connection to Greenhithe School
Resourcing Required	<ul style="list-style-type: none"> ● Staff meeting times allocated ● Te Kowerau ā Maki yearly fees budgeted for ● Budget for tutor 		
Multiple opportunities for partnership and involvement for staff, and in the wider school community, reflective of our cultures and identity			
Outcome: Greenhithe School functions as a culturally connected space where staff and whānau are active, equal partners, ensuring our collective identity is authentically woven into school life and leadership.			
When	What	Who	Indicators of Progress/Success Factors
Term 1	Meet the Learner Meetings	All staff	<ul style="list-style-type: none"> ○ % of appointments made within year levels and across the school ○ Teacher and parent feedback

Term 1	Mitey Open Afternoon	SLT All staff	<ul style="list-style-type: none"> o Attendance of parents / whānau o Teacher and parent feedback o Mitey's importance is shared with the community
Term 2	Learner-led meetings	P/DP All staff	<ul style="list-style-type: none"> o PD for teachers o Students will be well set up to share learning o Attendance of parents o Student and parent feedback
Term 3	Teacher-led meetings	SLT All staff	<ul style="list-style-type: none"> o Attendance of parents o Data ready to share
Term 3	Art Show	Arts Lead	<ul style="list-style-type: none"> o All students have artwork to share and have displayed o High standards of presentation o Attendance of whānau o Whānau feedback
All year	Staff Wellbeing Initiatives	Teams	<ul style="list-style-type: none"> o A range of activities will be initiated by staff o Thursday morning teas well supported o Well attended by staff o The staff survey will reflect focus on and ownership of well-being activities
All year	Whole School Assemblies	All staff	<ul style="list-style-type: none"> o Whānau of those students getting certificates will be invited to share in the acknowledgement o Whānau of class leading the assembly and sharing their learning will be invited o Welcome back assemblies happening to start each term (mihi

			whakatau)
Resourcing Required	<ul style="list-style-type: none"> • Unit for Art Lead • The Arts budget increased to reflect the need for greater resourcing • Staff meetings • Afternoon tea/evening meal provided • Meeting time allocated 		

2026 Community Manaakitanga					Initiative Scope	
	Term One	Term Two	Term Three	Term Four	2027	2028
Ongoing Iwi Engagement	Embed					
Engagement Opportunities	Review		Review		Review	Review

Greenhithe School recognises their commitment to Te Tiriti o Waitangi and acknowledges the right of tangata whenua to have focused input into the educational priorities of their tamariki and mokopuna. We are committed to working with whānau and specifically Te Kawerau ā Maki to ensure Greenhithe School meets the needs of its Māori learners and whānau aspirations. Tikanga Māori, matauranga Māori, and te ao Māori will be woven through the implementation of Te Mātaiaho.

Property Focus 2026: Greenhithe School is lucky enough to have most of its classrooms fully renovated and meeting The Designing Quality Learning Spaces (DQLS) requirements for:

- acoustics
- lighting and visual comfort
- indoor air quality and thermal comfort.

The board's focus is on addressing health and safety, ongoing maintenance, and the removal of excess classroom allocations.