



Strategic Goals 2024-25 and Annual Implementation Plan 2025

In accordance with Reporting and Planning guidelines provided by the MOE and an extensive stakeholder consultation mostly in 2023, we developed a new Local Curriculum and Strategic Goals. The Statement of National Education and Learning Priorities (NELP) set out the Government's priorities for education designed to ensure the success and wellbeing of all learners. They direct government and education sector activities towards the actions that will make the biggest difference, and promote a strong education system that delivers successful outcomes for all learners/ākonga. As such, at Greenacres School we have adopted the NELP as our Strategic Goals for 2024-25. We believe that striving to achieve the NELP means that our tamariki are ready for all education opportunities now and in the future. Our Annual Implementation Plan links to the Strategic Goals. Ongoing progress reports (along with the Status Report) illustrates how we are making progress against them.

In this document, we show how our Strategic Goals align with the Boards Primary Objectives as per s127 in the Education and Training Act 2020. Our Strategic Plan is in place for 2024 and until Dec 2025.

Strategic Goals

OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1:

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2:

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3:

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4:

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

Priority 5:

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6:

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

Priority 7:

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Evaluation Question:

Sitting alongside our Strategic Goals is our evaluation question developed with our ERO Evaluation Partner.

“How effectively are we enhancing hauora and learning for our tamariki?”

This and our work with the School Improvement Framework (SIF) further strengthens school wide decision making that directs and aligns strategic direction.

Alignment of Board Primary Objectives and Strategic Goals

As per s127 in the Education and Training Act 2020, a Board's primary objectives are to ensure that:

	N1	N2	N3	N4
1a. Every student at the school is able to attain their highest possible standard in educational achievement	*	*	*	
1b. The school: <ul style="list-style-type: none"> i. is a physically and emotionally safe place for all students and staff ii. gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; 	* *			
1c. The school is inclusive of, and caters for, students with differing needs.	*	*	*	
1d. The school gives effect to Te Tiriti o Waitangi, including by: <ul style="list-style-type: none"> i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; iii. achieving equitable outcomes for Māori students 		*	* * *	

Annual Goals

GOAL 1: To strengthen our current maths programme by introducing Maths No Problem (MNP), aligning this to our Maths@Greenacres principles and the new curriculum.

Linking to NELP 1, 2, 3 and 4 and Education and Training Act s127 1a, b, c and d

Context: *The new Mathematics Curriculum was confirmed late in 2024. As we prepared for the new Curriculum, Greenacres School continued to make good progress in mathematics. Notably, in 2024 with the support of Lee Smith from Cognition and our Mathematics Leader, Jenny Peacock, we developed shared understandings about the principles or foundations of a quality mathematics programme at Greenacres. The government's announcement to advance the implementation date of the new Mathematics Curriculum by a year, coupled with the need to select a key resource/programme, required us to adjust our plans and timeframes. Late in 2024, we evaluated the four resource options through the lens of our Maths@Greenacres principles and selected MNP as the best fit for our needs, optimistic that it will enhance efficiency as we implement the new curriculum.*

End-of-year 2024 mathematics data was strong and showed progress against 2023, with 84% of students achieving at or above their curriculum level. Our Māori ākonga achieved at exactly the same rate where 84% were at or above the curriculum level. Our fastest growing group is our Asian learners, where 74% are at or above their curriculum level. This is an area we aim to address.

Actions:

- Develop an implementation plan with checkpoints for reflection, celebration, and problem-solving.
- Introduce the Maths No Problem resource to all staff through professional development.
- Check on maths resources identifying any gaps and make purchases.
- Support teachers in exploring effective ways to implement MNP within classroom programmes and schedule regular review of implementation at staff meetings.
- Include a MNP goal in teachers PGC / Coaching.
- Continue to review MNP and its alignment with the new Maths curriculum
- Continue engaging with the Kāhui Ako Mathematics cluster and other opportunities aligned with Kāhui Ako Strategic Goals around Curriculum Coherence, Pedagogy and Practice, and Community Connection.
- Implement and monitor our Tier 2 interventions as part of our Priority Learner programmes.
- The Senior Leadership Team (SLT) and Curriculum Leads will review and revise

reporting structures to align with new curriculum expectations.

- Communicate clearly with *whānau* regarding changes in our mathematics programme and reporting, and how they can support their children's learning.

Success Criteria:

- A comprehensive MNP implementation plan, including specific checkpoints for reflection, celebration, and problem-solving, is developed by the end of Term 1 2025.
- All teachers will demonstrate effective implementation of MNP within their classroom programs supported and evidenced in a variety of ways including Curriculum Lead contacts, PGC goals and coaching sessions, participation and engagement in PD and review review at staff and other meetings, meeting minutes by end of Term 2 2025.
- Revised reporting structures aligned with the new curriculum expectations are developed and implemented by the end of Term 2 2025.
- Whānau are informed about changes in the mathematics program and reporting methods through the first and second terms.
- Reduce the achievement gap for Asian learners in mathematics by the end of 2025.
- Tier 2 intervention programmes for priority learners are implemented with fidelity and monitored regularly with documentation of student progress.

Annual Goal 2: Further embed our structured approach to literacy across the school.

Linking to NELP 1, 2, 3 and 4 and Education and Training Act s127 1a, b, c and d

Context: *Our work in Structured Literacy with BSLA (Better Start Literacy Approach) in the junior and middle school, Dr. Helen Walls (Writing), and the support of our Literacy Lead, Sarah Alve, has enhanced our understanding and implementation of effective reading and writing programmes. We were pleased to see an increase in the number of students writing at or above the expected curriculum level, from 64% (mid-year 2024) to 79% at the end of 2024. However, we noted a dip in reading data at the end of the year, to 79%. Our Māori ākonga achieved 84% 'at or above' in both reading and writing. Our Asian learners, a growing group in terms of numbers, achieved 63% 'at or above' in reading and 67% in writing. This is an area of focus for 2025. Our BSLA data also reflected pleasing progress, with increased numbers achieving proficiency. In 2024, we established our first Tier 2 intervention programme, noting increased proficiency. Our Tier One structured literacy approaches in Years 1-4 have been mana-enhancing, culturally responsive, and strengths-based, promoting equitable learning opportunities. Our Literacy Lead completed her facilitation training in 2024. Another highlight was the increased confidence of teachers as they became more familiar with the BSLA*

programme. We now have six staff members accredited after completing their micro-credentials.

Actions:

- Support teachers in the junior syndicate who recently enrolled in the University of Canterbury/BSLA micro-credential programme to complete.
- Enrol and support current teachers in the senior syndicate to complete the University of Canterbury/BSLA micro-credential programme.
- Establish, implement and monitor our Tier 2 interventions through our Literacy Lead as an important part of the Priority Learner programme.
- Support ongoing implementation of the NELi (Nuffield Early Language Intervention) Oral Language intervention.
- Continue engaging with the Kāhui Ako Literacy cluster and other opportunities aligned with Kāhui Ako Strategic Goals around Curriculum Coherence, Pedagogy and Practice, and Community Connection.
- Continue to review and enhance the implementation of our quality writing practices at Greenacres School.
- Continue to track and monitor progress through existing structures, including the end-of-year data report.
- The Senior Leadership Team (SLT) and Curriculum Leads will review and revise reporting structures to align with new curriculum expectations.

Success Criteria

- All teachers will have successfully completed the BSLA programme by the end year.
- Tier 2 intervention programs for literacy are implemented with fidelity and monitored regularly by the Literacy Lead, with documented evidence of student progress.
- Reduce the achievement gap for Asian learners in reading by the end of 2025.
- Reduce the achievement gap for Asian learners in writing by the end of 2025.
- Revised reporting structures aligned with the new curriculum expectations are developed and implemented by the end of Term 2 2025.

GOAL 3: To further enhance our Culturally Responsive Practice and ELL programmes
Linking to NELP 1, 2, 3 and 4 and Education and Training Act s127 1a, b, c and d

Context: *We were very pleased with the development and subsequent implementation of our Local Curriculum, particularly our new MANA Values, in 2024. Student well-being*

data collected at the end of the year was very affirming, with students acknowledging their regular use and importance; as well as their own understanding of the values. Data from whānau was also positive. We recognize the need to build on this strong start and continue making our new values highly visible to the whole school community. In 2024, our Te Reo Māori programme was well supported by an online programme - Te Puna Reo and used across the school. We are focused on ensuring that our staff continue to develop their own use and correct pronunciation of key kupu and phrases. Highlights of 2024 included marvelous Matariki celebrations, as well as improvements in how we celebrate and acknowledge other significant cultural days and events within our community. The cultural diversity of our school population continues to grow, bringing wonderful richness. A growing number of students are English Language Learners.

Actions:

- Focus on staff te reo Māori development.
- Review our English Language Learners (ELL) practices for identification and implementation of support programmes.
- Develop improved signage to further embed our values.
- Continue embedding our Inquiry Model with an increased focus on the 4Cs.
- Increase the focus on different language weeks and significant cultural events.
- Plan and implement another awesome Matariki celebration.
- Re-engage with our Kapa Haka tutors and build on the successes of 2024.
- Continue seeking authentic opportunities to bring the whole school together.
- Incorporating a greater variety of student cultures in to house events
- Using the Poutama Reo self-review tool to reflect on the continuous progression of our use of Māori language schoolwide

Success Criteria

- All staff will increase their knowledge, skill and confidence in Te Reo Māori with evidence of participation in professional learning and increased use and accuracy in the use of Te Reo Māori in school communications and classrooms.
- The Poutama Reo self-review tool is used to reflect on and document the school's progress in Te Reo Māori.
- Improved signage reflecting the school's MANA values is designed and installed by the end of Term 2 2025.
- The 2025 Matariki celebration is planned and implemented successfully, building on the successes of 2024.
- Kapa o Aronui performs with distinction at our EOY events including KA Cultural Festival. Kapa Haka is offered to all students.
- A range of significant cultural events and language weeks are acknowledged and

celebrated throughout the year.

- Review of ELL practices for identification and implementation of support programmes.

Goal 4: To increase regular attendance for our ākonga.

Linking to NELP 1, 2, 3 and 4 and Education and Training Act s127 1a, b, c and d

Context: Both the MOE and our school community put significant emphasis on the importance of regular attendance and engagement for all students. Overall, we have excellent communication with whānau. Greenacres School records and monitors attendance using set attendance procedures as outlined in SchoolDocs and in accordance with MOE requirements. At Greenacres School, attendance was 91.9% for the 2024 school year.

The government has defined that regular attendance as tamariki are present for more than 90% of the term and has set a target that by 2030, 80% of students are present for more than 90% of the term. In 2024, at Greenacres School, 71% of students were regular attenders (90% or more). Our term four data showed an increase from 68% in 2023 to 72% in 2024.

Actions:

- Continue to monitor and focus on attendance as per guidelines in STAR and our procedures as shown in SchoolDocs
- Share our approach with parents.
- Continue to report attendance rates to parents
- Continue to work with individual families and support agencies where needed

Success Criteria:

- Increase the overall school attendance rate from 91.9% in 2024 by the end of 2025.
- Increase the percentage of students classified as "regular attenders" (attending 90% or more of the term) from 71% in 2024 by the end of 2025.
- A clear and concise communication strategy outlining the school's approach to attendance, including the importance of regular attendance and the definition of "regular attendance" (90%), is shared with all parents.
- Individual attendance rates are reported to parents in a clear and accessible format.
- Attendance data is regularly monitored and analyzed to identify trends, patterns, and individual student needs.