

Greenacres School - Strategic Goals 2024-25 and Annual Implementation Plan 2024

In accordance with new Reporting and Planning guidelines provided by the MOE and through an extensive stakeholder consultation we have developed a new Local Curriculum, Strategic Goals and Annual Implementation Plan. Our Strategic Plan is in place for 2024 and until Dec 2025. This will allow the newly elected BOT time to consult our community from the middle of 2025 in preparation for 2026.

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education designed to ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensures we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

At Greenacres School we have adopted the NELP as our Strategic Goals for 2024-25. We believe that striving to achieve the NELP ensures our tamariki are ready for all education opportunities now and in the future. Our Annual Implementation Plan link directly to the Strategic Goals and illustrates how we are making progress against them.

In this document, we also show how our Strategic Goals align with the Boards Primary Objectives As per s127 in the Education and Training Act 2020,

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

Strategic Goals continued

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 			*	
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ANNUAL GOALS 2024 - 2025

2024

[2023 EOY Achievement Report](#)

2025

1. To introduce and embed our new local curriculum including our new Values.
 - This will encompass our endeavours to continue to grow culturally responsive practice and confidence around implementation of ANZH Curriculum and the Understand, Know, Do framework.
2. To review and refine our current maths programme so that it is clearly understood by our school community and implemented confidently and effectively by Kaiako. This will be guided by current research and reflect the intentions of the refreshed NZC and Common Practice Model.

Additional focuses

- Embed our structured literacy approach
- As per current MOE timelines begin engaging with the draft Science, Technology, The Arts, Learning Languages and Health/PE Curriculum.

- Review the implementation of our local Curriculum and consolidate our strengths and provide a focus for any potential gaps or weaknesses.
- Curriculum Refresh - Consolidate Maths curriculum.
- Implement revised English Curriculum.
- Increased engagement with the final drafts of the Science, Technology, The Arts, Learning Languages and Health/PE Curriculum.

ANNUAL GOAL 1: To introduce and embed our new local curriculum including our new Values.

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

Context: In 2023, we went through a comprehensive consultation process with all stakeholder roopu asking about what mattered to them while reviewing the existing Growing Greenacres Charter in an endeavour to develop a new highly relevant and responsive Greenacres Local Curriculum. The result was the creation of a new vision and set of values and reaffirmation of our existing whakatauki and 4Cs (key learning dispositions). During 2023 and prior, we also focused heavily on growing our ability to give effect to Te Tiriti and that our school is culturally responsive and a place where diversity is acknowledged, celebrated and seen as a foundation for deep and rich relationships and learning. In 2023, we had a discreet Annual goal relating to culturally responsive practice, however we now realise that being culturally responsive and giving effect to Te Tiriti is woven into every aspect of our kura and therefore we wanted this to be reflected the same way in our planning. In December we developed a cross curricular Inquiry Plan which will be important vehicle for implementing our new Curriculum. The Inquiry Plan will use the ANZH Curriculum as a foundation or host curriculum. We have begun sharing some of the key outcomes from our Local Curriculum mahi with the wider community however we are aware that this is an area that we need to focus in 2024.

Actions:

- Develop clear understanding and definitions of our new values firstly as a staff, then in teams and then engaging whānau and the wider community.
- Finalize our Local Curriculum documentation including our e-Book, supporting documentation and website.
- Develop creative ways and strategies of embedding Values in everyday school eg - certificates, poster and visuals, house points and events
- Support Teachers to implement our Inquiry Plan so that they have authentic contexts to examine our values in action.
- Support teams to be planning for learning experiences that incorporate our ANZH Curriculum involving local history and reference to local sites of significance.
- Continue to engage with Ngāti Toa to ensure we are indigenising our curriculum in authentic ways.
- Develops ways to continue embedding culturally responsive practice into our daily classroom programmes building on our work with Poutama Pounamu and Ngāti Toa.
- Continue to grow te reo me ngā tikanga Māori at our school for tamariki and kaimahi working with Te Puna Reo Māori and others. We will be engage a new Kapa Haka tutor.
- Engage and align with Kahui Ako Community of Learning and focus on Pedagogy and Practice, Curriculum Coherence and Community Connections
- Continue to partner with our Māori whānau learning and working together with greater focus on practical mahi i.e planning for Matariki, noho Marae or traditional skills (weaving and flute making).
- Review and refine our Milestone Reporting moderation process

ANNUAL GOAL 1: To introduce and embed our new local curriculum including our new Values.

What will success look like?

- Our values will be well understood and an important part of daily life for tamariki, kaimahi and whānau. We will have support material developed to support this.
- Kaiako will confidently be planning and using the ANZHC framework of Understand Know and Do to implement our local curriculum.
- We will maintain and grow our connection with Ngāti Toa and Ūpane to ensure our local stories and taonga are present and visible.
- Our understanding of cultural responsive practice will continue to grow and be embedded throughout the kura.
- Our levels of te reo Māori and basic pronunciation will increase as we work through the levels of te Puna reo and staff professional development on accurate pronunciation.
- To successfully meet the threshold for additional funding for the level of te reo Māori being used in classrooms.
- Connections with Māori and all whānau will continue to grow as seen through termly whānau hui, Learning Conversations and other formal and informal opportunities being well attended and supported.
- Mihi whakatau will be held each term with skills and confidence increasing each time.
- Kapa Haka will be in place across the school including our high performance group - Kapa o Aronui. The influence of Ngati Toa will be visible.
- Number of Māori writers achieving at or above curriculum expectation will continue to grow.
- Attendance and engagement with opportunities provided through the KA.

ANNUAL GOAL 2: To refine our current maths programme so that it is clearly understood by our school community and implemented confidently and effectively by Kaiako.

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

Context: Our EOY Achievement data illustrated that 80% of our tamariki are achieving at or beyond expected levels. While this is relatively high, we would still like to see this grow. This percentage has been quite consistent over a number of years. We have also noticed some differences in relation to gender. While the gap has been closing over the last few years, boys continue to perform better in maths than girls. Our Year 4 cohort has the highest number of students working below expectation.

While we have had Professional Development over the years however this had often been fitted in around literacy and other areas. As a result, while our classroom programmes and approach to maths remains effective, it is timely that we turn our attention to maths to align practise across the school and come to some clear understanding about what makes us an effective maths programme at Greenacres. In 2023, we implemented an intervention programme called Spring into Maths. There were some pleasing results and we are keen to explore offering this support to a wider group of students.

Actions

- Permanently appoint Jenny Peacock as a Curriculum Leader.
- Engage with Lee Smith from Cognition Education to support. Together we will explore the key elements to an effective maths programme including reflecting on current strengths and weaknesses.
- The outcomes from this assessment will formulate ongoing professional development for the year.
- We will develop documentation to reflect our understanding of an effective maths programme at Greenacres. We will share this with our stakeholder groups including our parent group. This will allow for parents to support tamariki to be problem solvers and flexible thinkers in addition to recall of basic facts.
- Review and refine our moderation processes for Milestone Reporting.
- Engage and align with Kahui Ako Community of Learning and focus on Pedagogy and Practice, Curriculum Coherence and Community Connections

ANNUAL GOAL 2: To refine our current maths programme so that it is clearly understood by our school community and implemented confidently and effectively by Kaiako.

What will success look like:

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- At Greenacres, kaiako will have a clear understanding about the elements of an effective maths programme and will be implementing each day. It will be culturally responsive, reflective of current research and reflect the intentions of the NZC and the Common Practice Model.
- We will have documentation to refer to ensure consistency and sustainability
- Whānau will be well informed about our maths programme and how their child's progress against an established scope and sequence.
- Improvements will be noted in Mid and EOY Milestone reporting particularly with target groups including our Year 4s and girls and Pasifika. Māori mathematicians will continue to perform well.
- Regular attendance and engagement with KA opportunities.