









Vision Statement:

At Greytown School, our community encourages and supports our Students/Ākonga by creating a school where students/ākonga feel they belong and are safe to be themselves. We strive to inspire, strengthen and lead a teaching and learning culture where everyone thrives on their journey to active, life-long learners.

Summary of the information used to develop this plan/How did you create this plan:

We have engaged in a school wide and board reflection process to identify and prioritise the focus areas for 2024. We have engaged with our community in informal and formal ways to gain their input into this plan and will continue to engage and share the iterations of the plan throughout 2024.

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>		<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>		<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>		<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
<p>Develop and Implement practices that give effect to Te Tiriti O Waitangi and enhance learning of Te Reo and Tikanga</p>	<p>S127 (1)(d) The school gives effect to Te Tiriti O Waitangi, including by - (i) working to ensure that it's plans, policies,</p>	<p>NELP 1,2 & 3</p>		<p>Increase in the competence of teaching staff in the use of and delivery of te reo Māori</p>		<p>Implement Te Reo Māori professional development for all staff for 2024 & 2025</p> <p>Review and refresh the te reo Māori programme to ensure students progress</p>		<p>More te reo Māori being included in classroom programmes and school activities</p> <p>Student progress in te reo Māori will show progression throughout the school</p>

	and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori			<p>Improve systems and strategies for engaging Māori learners and whānau</p> <p>Improve the knowledge for Te Tiriti o Waitangi of all staff and BOT members</p>	<p>through language learning</p> <p>Establish roles and responsibilities at all levels of the school for engagement with whānau (students, staff, leadership, BOT)</p> <p>All staff and BOT complete training with regard to Te Tiriti o Waitangi</p>	<p>Greater whānau engagement in all aspects of school life - in student activities for learning and wider curriculum.</p> <p>Decrease in attendance concerns through greater engagement with families</p> <p>School procedures and decision making will reflect a greater understanding of and application of Te Tiriti O Waitangi</p>
Develop our local curriculum to extend the quality of the broader curriculum and support our students to experience a range of opportunities across the entire curriculum	S127 (1)(a) every student at the school is able to attain their highest possible standard in educational achievement; and (c) the school is inclusive of, and caters for, students with differing needs	NELP 1, 2, 3		<p>Increase in the quality and quantity of Science taught by reviewing our existing programme and auditing our planning</p> <p>Develop extension opportunities within classroom programmes</p> <p>Develop our “options” programme to engage and stretch students in a variety of areas</p>	 <p>Review and examine the Science programme being taught across the school to identify gaps in the teaching</p> <p>Identify areas of Science that teachers need support to teach</p> <p>Explore aspects of Universal Design for Learning to ensure learners at all levels of ability are challenged appropriately</p>	 <p>Assessments through Assessment Resource Bank (in Science) will demonstrate an increase in student’s knowledge and ability in science</p> <p>Teacher planning and teaching will reflect broader number and complexity of concepts</p> <p>Teaching programmes will meet the needs of all students in modification and extension</p> <p>Our options programme will become an integral part of the wider curriculum learning across the school.</p>



ANNUAL IMPLEMENTATION PLAN 2024

Where are we at currently:

In recent years we have developed both our literacy and numeracy teaching pedagogy and class programmes. This has been a major focus for us and we have seen positive results in those areas. This has included significant investment in the implementation of structured literacy and this is something that we feel we can maintain with the skills of our existing team and by upskilling new staff as needed. Our maths programme also has undergone refreshment through centrally funded PLD in 2021-2023. Both of these areas will remain an important focus. As a result of this focus, our development in the broader curriculum (Science, History, Health & PE, the Arts) has not been possible and we now see these areas as significant pieces of work to ensure students receive a broad and balanced learning experience at our school.

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:

One of our major targets relates directly to Te Tiriti O Waitangi with the express aim of ensuring that we can confidently and authentically give effect to Te Tiriti O Waitangi. See Strategic Goal 1.

Regulation 9(1)(g)

Strategic Goal 1

Develop and Implement a Te Reo Māori Language Strategy at Greytown School

Regulation 9(1)(a)

Annual Target/Goal for 2024:

Increase in the competence of teaching staff in the use of and delivery of te reo Māori

- Implement Te Reo Māori professional development for all staff for 2024 & 2025
- Review and refresh the te reo Māori programme to ensure students progress through language learning

Regulation 9(1)(a)

What do we expect to see by the end of the year?

All staff have improved their language skills in te reo Māori

All Students are experiencing a regular te reo Maori programme

Regulation 9(1)(d)

Actions:	Who is responsible?	Resources Required:	Timeframe:	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
Survey staff and students to gauge level of te reo Māori	Senior Leadership team Within School teacher (WIST)	Release time for WIST	Week 3 term 1	Start point data from which we can measure end of year progress
Implement regular PD sessions	Senior Leadership team Within School teacher	\$2000 for PD related activities, that may include observations, resources and release time.	Week 6 term 1	PD plan is established for the whole year
Read Poutama Reo as a staff and implement actions based on needs identification	All staff		End of term 1	Initial language learning plan will be written and established for term 2
Professional learning groups based on goals set by teachers for the improvement of their te reo Māori programme	Team Leaders		End of term 2	All teacher planning will show evidence of te reo Māori being taught

Strategic Goal 2

Develop and Implement a Te Reo Māori Language Strategy at Greytown School

Regulation 9(1)(a)

Annual Target/Goal for 2024:

Improve the knowledge for Te Tiriti o Waitangi of all staff and BOT members

Regulation 9(1)(a)

What do we expect to see by the end of the year?

The procedures, planning and decision making at Greytown School will show a greater reflection of Te Tiriti O Waitangi at all levels of the school

Regulation 9(1)(d)

Actions:	Who is responsible?	Resources Required:	Timeframe:	How will you measure success?
<p>Regulation 9(1)(b)</p> <p>All Board members complete the Te Tiriti O Waitangi NZSTA training</p> <p>All staff will participate in Te Tiriti Workshop through the KA</p> <p>Read <u>Niho Taniwha</u> as a teaching staff in order to improve our cultural responsiveness for Māori</p>	<p>Regulation 9(1)(c)</p> <p>BOT members</p> <p>All staff</p> <p>All teaching staff</p>	<p>Regulation 9(1)(c)</p> <p>Teacher only day or call back day</p> <p>\$1500</p>	<p>Regulation 9(1)(d)</p> <p>End of 2024</p> <p>End of term 2 2024</p> <p>End of term 2</p>	<p>Regulation 9(1)(d)</p> <p>Board members will demonstrate an increased knowledge and understanding of the principles of Te Tiriti and the board obligations</p> <p>Staff will demonstrate an increased knowledge of Te Tiriti and the implications to their own practice</p> <p>Cultural responsiveness will be reflected in school decision making at the staff level</p>

Strategic Goal 2

Develop our local curriculum to extend the quality of the broader curriculum and support our students to experience a range of opportunities across the entire curriculum

Regulation 9(1)(a)

Annual Target/Goal for 2024:

Increase in the quality and quantity of Science taught by reviewing our existing programme and auditing our planning

Develop extension opportunities within classroom programmes

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Our school curriculum will reflect a greater inclusion of science concepts and skills and those concepts included will cover the breadth of the science curriculum material.

We will also see teaching programmes designed to cater to a range of student abilities in both single cell and MLE settings.

Regulation 9(1)(d)

Actions:	Who is responsible?	Resources Required:	Timeframe:	How will you measure success?
<p>Regulation 9(1)(b)</p> <p>Explore resources available for science and review the current science curriculum</p> <p>Unpack science curriculum and supporting resources - including TKI, House of Science Kits to identify additional resources needed</p> <p>Introduce a science assessment procedure for use at beginning and</p>	<p>Regulation 9(1)(c)</p> <p>All Teachers</p> <p>Science leader</p> <p>Science leader</p>	<p>Regulation 9(1)(c)</p> <p>House of science subscription Other resources \$3,000</p>	<p>Regulation 9(1)(d)</p> <p>End of term 1</p> <p>End of term 1</p> <p>Term 1 & term 4</p>	<p>Regulation 9(1)(d)</p> <p>Accurate information about the science being taught at Greytown School</p> <p>Science programme for 2023/2024 will reflect the curriculum needs and use a range of resources</p> <p>Baseline data and progress data will be collected, analysed and reported. It will be used for future planning also.</p>

<p>end of the year based on an agreed focus for 2023</p> <p>Explore aspects of Universal Design for Learning as a staff to identify ways in which to both differentiate and extend learners across the curriculum</p>	<p>Senior Leadership Team</p>	<p>PLD time</p>	<p>End of term 2</p>	<p>Planning and programmes will reflect a growing understanding of programmes designed to support students with need and extend others.</p>
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Strategic Goal 2

Develop our local curriculum to extend the quality of the broader curriculum and support our students to experience a range of opportunities across the entire curriculum

Regulation 9(1)(a)

Annual Target/Goal for 2024:

Develop our “options” programme to engage and stretch students in a variety of areas

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Students will have been exposed to a variety of programmes across science and will be able to identify areas of interest and talent beyond literacy and numeracy.

Regulation 9(1)(d)

Actions: <i>Regulation 9(1)(b)</i>	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources Required: <i>Regulation 9(1)(c)</i>	Timeframe:	How will you measure success? <i>Regulation 9(1)(d)</i>
<p>Review 2023 options programme (staff and students)</p> <p>Introduce a taster course for all students to participate in a variety of programmes before opting into longer term options</p> <p>Longer term (1-2 terms) options offer a range of activities</p> <p>Parent input into student choices for longer term options</p>	<p>Senior leadership team</p> <p>Options Leader</p> <p>Options leader</p> <p>Classroom teachers</p>	<p>None</p> <p>\$500 for resources needed to support taster lessons</p>	<p>End of term 4 2023</p> <p>End of term 2</p> <p>End of term 2</p>	<p>To give us some up to date data to inform 2024</p> <p>All students will have experienced at least 5 options across the broader curriculum</p> <p>80% of students selecting at least one option</p> <p>Students, particularly our junior students, are supported to make choices they will enjoy</p>