



Vision Statement

At Greytown School, our community encourages and supports our students' /ākonga **Hauora/Wellbeing** 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 **Collaboration, Innovation**, and **Challenge** thrive, in order for our students /ākonga to feel and be **Purposeful** as informed and active life-long learners.

School Values:

Our school's values are designed and taught in order to encourage and empower our students /ākonga to be S.H.A.R.P. Being a S.H.A.R.P tamariki means they can act and behave with integrity by making informed choices and decisions for themselves, learning and the world around them.

- S - Be safe (Kia Haumaru)
- H - Be Honest (Kia Pono)
- A - Achieve (Whakatutuki)
- R - Show Respect (Kia Whakaute)
- P - Have Pride (Mau Whakakae Hoki)

Culturally Responsive Practice:

Te Tiriti o Waitangi	Our learning community will continue to develop a learning and teaching culture and embed daily practices that acknowledge, value and incorporate the principles of Te Tiriti o Waitangi. We are Kaitiaki of the school and school grounds and we play our part in nurturing and protecting the resources both physical and natural.
Local Iwi	Our learning community will continue to develop reciprocal relationships with our local iwi Ngāti Kahungunu and Rangitane. With their support and our whānau, our aim is for our Māori students to have their own learning place to stand (Tūrangawaewae) at Greytown School where they can experience and establish a strong foundation of personal, learning and cultural success.
Our Curriculum	Our school's teaching and learning curriculum will interweave Te Reo and local Tikanga while upholding the values in Ka Hikitia and Tātaiako. Together our curriculum will enable all students /ākonga to experience and learn about the richness of our bicultural community, history and future.

eg: Pāpāwai Marae and the wider Wairarapa will always play a vital role in our curriculum and daily life.

Sustainability:

Greytown School has a commitment to exploring and implementing sustainable practices across the school. This will be evident within both the curriculum and broader school systems. Our decision-making for property and asset acquisition work will include a lens of sustainability to ensure that the decisions we make in the present provide for a school that is ready for the future.

Kāhui Ako:

Greytown School is part of the South Wairarapa Kāhui Ako. It is a learning community consisting of 14 schools (13 primary and 1 High School), Early Childhood Centres, community organisations (eg: Police, RTLB Service, Health Professionals, REAP Centre) and our wider South Wairarapa community.

Together we work in partnership with our students /ākonga, parents and whānau to provide greater opportunities within our community and across the school curriculum for our students /ākonga to achieve personal success and wellbeing.

We believe that together we are stronger and that we can collectively utilise the power and talents of everyone to improve the Hauora and learning for all across the South Wairarapa.

Summit Learner Dispositions:

Our Summit Learner Dispositions help to shape our localised curriculum delivery.

Hauora -	Our learners* are encouraged and supported to build and maintain their own and others' Hauora in order for them to be healthy, confident, resilient and S.H.A.R.P in themselves, their culture, learning and teaching.
Innovation	Our learners will actively seek out new and creative ideas in order to be innovative, playful, curious and creative in their thinking and learning.
Challenge	Our learners are equipped with the skills, values and knowledge that they can challenge themselves physically, emotionally, artistically, and academically in a supportive environment.
Purposeful	Our learners will be purposeful in their learning with the goal of becoming informed and active life-long learners who achieve personal excellence and success. Together they will strive to make a positive impact on their own and others lives, the wider world and on the environment.
Collaborate	Our learners will work in a culture of collaboration locally, nationally and globally. We will harness the strengths of each other to succeed as a community, and enable individuals to reach their own potential.

*Learners are students, teachers and people within our learning community.

New Zealand Curriculum (2007 page 4)

Our NZ Curriculum vision is for young people:

- who will be creative, energetic, and enterprising.
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country.
- who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring.
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives.
- who will be confident, connected, actively involved, and lifelong learners.

National Education and Learning Priorities

Our Curriculum and School culture will uphold and embed 3 of the key national priorities in order for our students and staff to reach their full potential. They are

1. Learners at the Centre - We have high aspirations for every learner/ākonga in our school and support these by partnering with our whānau and community.
2. Barrier Free Access - We reduce barriers to education for all learners/ākonga and ensure every learner/ākonga gains sound foundational skills.
3. Quality Teaching and Leadership - We meaningfully incorporate te reo Māori and tikanga into the everyday life of our school. We develop and strengthen our learning, teaching and leadership capabilities.

Strategic Plan 2022–2025

<u>Teaching and Learning Descriptors</u>	<u>Priority Areas:</u>
<p>Collaborate Students/ākonga, staff and our wider community will work in a culture of collaboration. We will harness the strengths of each other to succeed as a community, and enable individuals to reach their own potential.</p>	<ul style="list-style-type: none"> • Teachers/kaiako and students/ākonga work collaboratively within and across flexible learning spaces based on best practices/pedagogy. • To build new collaborative learning spaces and invest in current infrastructure to ensure they cater for learners/ākonga needs and inspire new learning opportunities across the curriculum. • To embed the new NZ History Curriculum within localised contexts. • To update our localised curriculum with the new revised curriculum. • To actively involve our community (local/global) in learning. • Upskill our community on the power and purpose of collaborative learning. • To be active partners in the South Wairarapa Kāhui Ako initiatives.
<p>Hauora- Wellbeing Students/ākonga, whānau and staff are encouraged and supported to build and maintain their own and others' Hauora in order for them to be healthy, confident, resilient and S.H.A.R.P in themselves, their culture, learning and teaching.</p>	<ul style="list-style-type: none"> • Continue to strengthen and build on our S.H.A.R.P culture and learning pedagogy in our school and community. • To explore and implement new initiatives to improve Hauora eg: Purposeful Play, extension programmes, cultural initiatives, S.T.E.A.M, sports. • Annual Health Community Consultations. • To embed the implementation of our Māori Curriculum, te reo Māori and tikanga learning and initiatives. • To review and strengthen our cultural responsiveness practices in order to lift the mana and achievement of our Māori students and involvement of our whānau. • Strengthen partnerships with Ngāti Kahungunu and Rangitane. • Ensure parents and wider whānau are involved in learning and are supported in their roles eg: parent education
<p>Challenge Students/ākonga are equipped with the skills, values and knowledge so that they can challenge themselves physically, emotionally, artistically, and academically in a supportive environment.</p>	<ul style="list-style-type: none"> • To set high and realistic expectations for learners/ākonga so they can achieve and experience personal success ie: Annual targets, Classroom programmes, IEP • To always ensure we have a deep and diverse curriculum that ignites learning. • To embed our Summit Learners and build a culture of students/ākonga who are not afraid to take risks or learn from their mistakes. • Include a wide variety of extracurricular programmes to ensure students/ākonga can express themselves and face new challenges. • To build our sustainable practices both in curriculum and school infrastructure
<p>Purposeful Students/ākonga and staff will be purposeful in their learning with the goal of becoming informed and active life-long learners who achieve personal excellence and success. Together they will strive</p>	<ul style="list-style-type: none"> • To have high expectations of teaching within our school with a focus on effectiveness for learners/ākonga, balance of traditional and innovative teaching and learning. • Strengthen our learner agency culture in our classrooms where students take increasing understanding and ownership of their learning in purposeful ways.

<p>to make a positive impact on their own and others lives, the wider world and on the environment.</p>	<ul style="list-style-type: none"> ● Provide school-wide systems and tools based on current research that enable students/ākonga to become increasingly informed about the bigger picture of their learning. ● Recruit and retain highly effective and Future Focused staff. ● To develop the leadership capability of current and future leaders on our staff. ● To rebuild our Green-Gold Enviroschool culture in and out of the class.
<p>Innovate Students/ākonga and staff will actively seek out new and creative ideas in order to be innovative, playful, curious and creative in their thinking and learning.</p>	<ul style="list-style-type: none"> ● Strengthen our Big Concept and Inquiry Learning to build student's/akonga curiosity, creative thinking and innovation in and out of our school. ● Continue to look for opportunities to learn from and with our community experts (locally/globally) ● Strengthen our sustainability commitment through innovative systems and processes ● Strengthen our Purposeful Play and Maker Culture. ● Strengthen the integration of S.T.E.A.M and Digital learning.

2023 Key Priorities:

<u>Teaching and Learning Values Descriptors</u>	<u>Priority Areas:</u>	<u>2023 Action Plan and analysis of variance</u>	<u>2023 Variance</u>
<p><u>Collaborate</u> Students/ākonga, staff and our wider community will work in a culture of collaboration. We will harness the strengths of each other to succeed as a community, and enable individuals to reach their own potential.</p>	<ul style="list-style-type: none"> • Teachers and students/ākonga work collaboratively within and across flexible learning spaces based on best practices/pedagogy. • To build new collaborative learning spaces and invest in current infrastructure to ensure they cater for learners/ākonga needs and inspire new learning opportunities across the curriculum. • To update local curriculum in line with NZ curriculum refresh • To be active partners in the South Wairarapa Kāhui Ako initiatives. 	<ul style="list-style-type: none"> • Continue to build collaborative practices across the school • Staff and students will have opportunities to work together in team settings and wider school settings • Board and Principal will work closely with MOE staff and other partners to ensure that building projects deliver positive results that future proof the school • Curriculum plans will be developed termly to ensure the inclusion of curriculum updates as they occur throughout the year. • Staff will participate in professional development as it is available for curriculum updates • Staff will participate in and contribute to collaborative learning through the Kāhui Ako 	<ul style="list-style-type: none"> • T1 Our Kauri (year 7/8) team have commenced their collaborative teaching journey and this will be an action inquiry throughout the year as they refine their ways of working. This will include incorporating both our school values and our summit learner dispositions. • Our continued positive relationships with MOE staff are essential to ensuring our school is supported. This is the same with our connections with Papawai Marae. Matua Miu, myself and Jess Isaac have been working with the guidance of and support of Papawai for the naming our Tahorahina and will continue to collaborate in ways that are mutually supportive. • The MOE have allocated 2 teacher only days to schools to use this year for the implementation of the revised NZ Curriculum. We will be using one of those in term 2 and the second in term 3. This was a late announcement made just prior to the school year finishing. • Our teaching staff all attended a

			<p>Kāhui Ako day at Kuranui college, where Nathan Wallis, neuroscience educator, spent the day unpacking the developing brain. All staff found the day very beneficial. A key purpose for the day was to reconnect with our colleagues from other schools also.</p> <ul style="list-style-type: none">• The collaboration of teams is progressing well. Kauri have settled well into their new space and their systems are up and running. The programme offers lots of variety and engagement and has an “intermediate” feel about it.• Kahikatea are working towards their eventual move to the new block also, with Salter and Ross operating as a collaborative class already. Similarly with Kauri last year we explore ways to make this transition effective for teachers in single cell classrooms.• The planning for our teacher only day has been completed by a team of staff who will also run the day. The focus is on unpacking the literacy and numeracy parts of the revised curriculum.• Our staff attended a Super Staff Meeting at Kuranui college in week 6, where 6 different sessions were available for staff
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			<p>to choose from. They included emotion regulation, mindfulness, numeracy and NZ Histories.</p> <ul style="list-style-type: none"> ● T4 Staff have participated in a teacher only day for revised curriculum. We spent part of the day working on the Common Practice Model that breaks down the teaching of Maths and literacy and created a combined resource for us to reference in 2024. ● Our teams for 2024 came together to begin working on their plans for the year, particularly in the way in which they will work together. ● staff have been involved in the process for the Strategic Plan and have had an opportunity to read and comment on the draft.
<p>Hauora- Wellbeing Students/ākonga, whānau and staff are encouraged and supported to build and maintain their own and others Hauora in order for them to be healthy, confident, resilient and S.H.A.R.P in themselves, their culture, learning and teaching.</p>	<ul style="list-style-type: none"> ● Continue to strengthen and build on our S.H.A.R.P culture and learning pedagogy in our school. ● To review and strengthen our cultural responsiveness practices in order to lift the mana and achievement of our Māori students/ākonga and involvement of our whānau. 	<ul style="list-style-type: none"> ● Ensure strong onboarding processes to maintain consistency of S.H.A.R.P across the school ● Develop school knowledge of restorative practices to strengthen positive outcomes for students ● Strengthen partnerships with Ngāti Kahungunu and Rangitane ● Ensure parents and wider whānau are involved in learning and are supported in their roles eg: parent education 	<ul style="list-style-type: none"> ● T1 This year we sharpened up our onboarding through a more user-friendly approach to our procedures guidelines. We set them up as slide decks that new and existing staff could work through and return to when they are unsure about how something works. Each of our staff members also have a wellbeing buddy outside their immediate team so that there are layers of support available to staff.

			<ul style="list-style-type: none">● With the removal of Covid restrictions, we look forward to welcoming whanau in for events and also opportunities for parents to upskill themselves to support. Our first initiative - Gaylene will be offering parent sessions during pre-school visits twice per term.● We have noticed that some of our older students still enjoy activities like the sandpit and so we are working on a solution for enabling them to use the long jump pit when it is not needed for athletics. This will ensure that the junior sandpit does not become over crowded.● We had over 80% of parents books for learning conferences and many others have made times to catch up at a later date. These were again very positive.● T3 We had positive engagement with our learning conferences and staff have been working through catching up with parents who could not make the original times.● Our students have had a really long winter - with an ever decreasing area to play in due to the building work and the wet grounds. It has made a huge difference to have a series of days of fine weather and having
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			<p>finished some of the building work to give back some space to students.</p> <ul style="list-style-type: none"> ● T4 As we move through the end of the year we begin to think about those roles in which Neil held and in particular that involves our PB4L and SHAPR work. We are in a good position to maintain the base of what we do as a school and there will be opportunities for other staff to become involved and also to develop our wider skill set. ● We continue to engage with Papawai to maintain and develop our partnerships. Our teacher only day prior to the school year starting will be at Papawai and will include a session on local history.
<p>Challenge Students/ākonga are equipped with the skills, values and knowledge so that they can challenge themselves physically, emotionally, artistically, and academically in a supportive environment.</p>	<ul style="list-style-type: none"> ● To set high and realistic expectations for learners/ākonga so they can achieve and experience personal success ie: Annual targets, Classroom programmes, IEP ● To embed our Summit Learner dispositions and build a culture of students/ākonga who are not afraid to take risks or learn from their mistakes. ● To build our sustainable practices both in curriculum and school infrastructure 	<ul style="list-style-type: none"> ● Continue to refresh and establish summit learner dispositions across the school to set a platform for continued learning ● To provide learning programmes across the curriculum through a sustainability lens ● To establish processes that support sustainable decision making by the board and senior leadership team 	<ul style="list-style-type: none"> ● T1 We have appointed Alex Henderson as one of our Within School Teacher roles this year. Alex's focus will be on the development of Summit Learners across the school. Alex has a wealth of knowledge in this area and enthusiasm for moving our journey forward. ● All programmes include elements of sustainability. A curriculum team will be established to lead this going forwards. ● T2 We have introduced a session on a Friday for arts related

			<p>activities that were being run in lunch times to give them some space for students to participate during class. These include Kapa Haka, Choir, junior choir, junior dance, senior dance, enviro group, shakespeare group and radio group. Students could select 2 options running on a two week rotation. We know that some students would choose all of the options if they could but this does at times make students quite over committed. We will look at introducing other activities into the rotation.</p> <p>For students who have not chosen an option this time round, they will work with staff from their teams.</p> <ul style="list-style-type: none">● T3 Our learning programmes for the term have all involved some focus on sustainability and the success of the Kauri market day as a sustainable fundraising opportunity was something we could take lessons from. It was also an amazing opportunity to connect our school community both students, ex students and families.● Kahikatea are preparing for their showcase of their tiny home design projects.● Kawaka and Kōwhai have both participated in the Zero Waste Programme
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			<ul style="list-style-type: none"> ● T4 While we have dedicated significant time and resource to the summit dispositions the gains from this have not resulted in this being something that is strongly embedded. Along with our Sharp values, it may be timely in 2024 to review the place and purpose of summit and sharp to remove confusion and increase alignment. ● Our sustainability lens has been successful this year, though it is a significant process to become a sustainable school. This will continue in 2024, even if this is not a major curriculum focus.
<p><u>Purposeful</u> Students/ākonga and staff will be purposeful in their learning with the goal of becoming informed and active life-long learners/ākonga who achieve personal excellence and success. Together they will strive to make a positive impact on their own and others' lives, the wider world and on the environment.</p>	<ul style="list-style-type: none"> ● Strengthen our learner agency culture in our classrooms where students/ākonga take increasing understanding and ownership of their learning in purposeful ways. ● To develop the leadership capability of current and future leaders on our staff. ● Rebuild our Green-Gold Enviro-school culture 	<ul style="list-style-type: none"> ● Professional development will be purposeful and targeted to meet the needs of the students and the needs of the school ● Staff will participate in Professional learning groups (PLG) as part of their appraisal system with a focus on improving student outcomes for at risk learners ● Coaching skills will be developed across the senior leadership team to foster an environment of continuous improvement ● Enviro group will be given opportunities to provide positive impact across wider settings than just the garden 	<ul style="list-style-type: none"> ● T1 The focus of our professional development this term is on establishing our Sharp systems across the school, with new staff and new settings and we have dedicated 3 staff meetings to Alex's work with Summit. ● In term two, our focus will be on unpacking the revisions of the curriculum that are available, particularly mathematics and literacy. ● Team leaders will lead PLG for their teams this year. We trialed an across school collaboration last year, with varying success. Particularly for the Kauri team, it is probably more useful for them to focus inward at this stage. I

			<p>will work individually with the team leaders and DPs on their goals.</p> <ul style="list-style-type: none">● Staff have identified target students in maths again this year as the focus of their PLG which this year is within their teams. This is a change from last year where we mixed people up across the school. We felt, given the staff changes and the different settings people are working in that working within their teams on their goals made more sense.● All of the senior leadership team (except Neil) will be attending the Wellington Regional Principals Assn conference later this week. Neil has opted to stay back and look after the school! The theme of the conference is Telling our Stories and we have a range of NZ based speakers over the 2 days. These are valuable networking opportunities for our emerging leaders in particular. It's awesome to be able to take a big team.● Our Kāhui Ako have secured Nathan Wallis to do a parent education session in May. This will be held at Kuranui College and will be funded by the schools to make it free for families. We are also looking to put on buses for families to get to and from the
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			<p>college to remove that barrier to attend</p> <ul style="list-style-type: none">● T3 We had positive engagement with our learning conferences and staff have been working through catching up with parents who could not make the original times.● Our students have had a really long winter - with an ever decreasing area to play in due to the building work and the wet grounds. It has made a huge difference to have a series of days of fine weather and having finished some of the building work to give back some space to students.● T3 Our writing observations were very positive and allowed us to form a picture of writing practice across the school. All staff have a next step to be working towards and we will do follow up observations in term 4. <p>We have focused our internal PD this term on writing in response to the mid year data and we will continue to look closely at the practices around planning, teaching and assessing in the area of writing.</p> <ul style="list-style-type: none">● Our Enviro group have won a photo competition for which the prize is an overnight stay for a
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			<p>group of students at Pukaha in Masterton. This will take place in term 4.</p> <ul style="list-style-type: none"> ● T4 Teachers are completing their end of year reflections on their teaching goals with me as part of their end of year appraisal. It has been pleasing to see teachers, in the second half of the year examining their writing practice in order to improve the quality of writing in their classrooms. Teachers have also identified potential goals, in line with our strategic direction for 2024. ● Our enviro group have had a very successful year and have become a significant interest group both in the school and community. There is a team of enthusiastic staff and a core group of students who are working to drive this work forward.
<p><u>Innovate</u> Students and staff will actively seek out new and creative ideas in order to be innovative, playful, curious and creative in their thinking and learning.</p>	<ul style="list-style-type: none"> ● Strengthen our Big Concept and Inquiry Learning to build student's/ākonga curiosity, creative thinking and innovation in and out of our school. ● Strengthen our sustainability commitment through innovative systems and processes ● Look for opportunities to learn from and with others in our community 	<ul style="list-style-type: none"> ● Staff will focus on a school-wide umbrella concept for 2023 that enables a sustained focus on contextual learning across all curriculum areas. ● Curriculum area focuses will be tracked to ensure coverage ● School systems will be introduced to focus on sustainable practices ● Staff will reduce paper consumption by 30% in 2023 	<ul style="list-style-type: none"> ● T1 As above, sustainability is the driver of our work this year. We will be documenting this journey as we go also. ● A curriculum team with a focus on our umbrella topic will be established to help drive this focus. Some of our new staff bring expertise in this area. ● Staff paper use is being tracked monthly and sustainability tips will be shared with staff regularly

			<p>to encourage changes in practice.</p> <ul style="list-style-type: none">● T2 Our sustainability systems are progressing particularly well, especially the engagement with Skool Loop as our main platform. Data from skool loop shows we have 440 downloads, up 100 on last year and 330 people are using the app.● Our paper reduction is currently sitting at 29% less than our paper usage from term 4. This is paper that is either printed or photocopied.● T3 Our innovation focus continues to be on sustainability ideas. We will have our first sustainable disco at the end of term 3. The challenge continues to be in trying to ensure our sustainability is cost effective also so that we can ensure we are offering engaging activities (particularly if they are student focused) and if we are fundraising that they do not become cost prohibitive● T4 Our sustainable practice for paper reduction hasn't been as successful as I would have liked. While we reduced our consumption, many by a lot, there is still some work to do on changing the way in which teachers work to reduce waste.
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			<ul style="list-style-type: none">● The students have been highly engaged in those curriculum contexts related to sustainability. This has had positive impact over the way in which we plan student activities from a school wide perspective
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