

Greenmeadows School MOE: 2567

2024-26 Strategic Plan



Vision (present): A learning community whose individuals actively seek to learn for life.

Our Core Values:

At Greenmeadows School we have identified three core values to be encouraged, modelled and explored. They are:

- excellence ('be the best you can be')
- respect for ourselves and others
- perseverance

Vision (for consultation):

Mā te huruhuru ka rere te manu.

Adorn the bird with feathers so it may soar.

Feathers: Happiness, confidence, love of learning, well rounded, curious, kind, empathetic, respectful, proud, enjoy school, aim high, friendly, inclusive, connected, engaged

Community Consultation:

The above plan has been formulated as a result of community consultation, hui, fono, surveys over the course of 2023:

- Whānau hui (two)
- Pasifika Fono (one)
- Community surveys - Matariki and end of year
- Staff survey
- Student voice - survey of Y5-6 and graduate feedback of Y7
- Combined Board and Staff Planning Days
- Iwi/hapu - ongoing development within Ōtātara Kāhui Ako context

This plan has been prepared as a result of the summary of consultation presented to the Board of Trustees in February 2024.

Strategic Goal and Outcomes 2024-26	What do we want to achieve by December 2026?	Annual Goals by the end of 2026 (how and who will do it)
<p>Strategy 1: Learners throughout the school reach their highest potential, especially in literacy and numeracy.</p> <ul style="list-style-type: none"> Learners are well prepared to transition to intermediate school More students meeting or exceeding curriculum expectations Our curriculum aligns with Te Mataiaho Students display a growth mindset and are resilient 	<ul style="list-style-type: none"> Raise attainment levels in mathematics across the school (looking at proportions of students proficient and exceeding) Written language rates of achievement raised for Years 5 and 6 Use Helen Walls' framework to support writing development and teacher judgments. Utilising HERO software to build profiles of learner progress in mathematics and literacy Comprehensive reporting as required Data collection is purposeful and informs next steps, in addition to mapping progress towards targets Te Reo Māori curriculum is strengthened and includes tikanga and Te Ao Māori perspective Teachers focus on individual needs of learners by developing understanding including neurodiversity Raised levels of attainment for our Māori and Pasifika learners through targeted and deliberate actions and reflective pedagogy Attendance rates match or better goals set as part of STAR 	<ul style="list-style-type: none"> Raise teacher capability in teaching mathematics by engaging in Year 3 of The Learner First PLD (all staff) Concentrate on establishing consistent pedagogies in Maths across the school (all staff) Second year of using 'Maths, No Problem' resource throughout the school to support TLF (all staff) Continue and develop support programmes in Literacy and Mathematics delivered by teaching staff (SLP and MAP) Shared planning to be utilised wherever possible Embed Structured Literacy approach across the senior school, especially for new enrolments Clarification of appropriate support for Tier 2 and 3 support across the school Writer's Toolbox for Tōtara syndicate to support learning and motivation Individual files for students in HERO Become familiar with progress markers as part of triangulation practices. Determine assessment regime as per national requirements e.g. Phonics testing, SMART assessment
<p>Strategy 2: To enhance the school's environment to promote hauora for our entire school community.</p> <ul style="list-style-type: none"> Final completion of building projects that provide spaces that are functional, modern and purposeful. We have a safe learning environment where children learn to be positive, caring, connected and healthy. 	<ul style="list-style-type: none"> Physical spaces continue to be developed to provide an enabling environment Te Whare Tapa Wha becomes our main teaching and learning tool for hauora Families are supported with facilitated access to agencies or resources Support staff training around hauora-related programmes and tikanga Māori Continuing to embed our school values as part of our learning. 	<ul style="list-style-type: none"> Landscaping a quiet, reflection space on the site of the old junior playground Commence planning for potential use of the space behind Block B Solar power project planning All classes are using Te Whare Tapa Wha as a resource to support for hauora teaching and learning; clear framework has been established for what Te Whare Tapa Wha looks like in different year groups over the year, particularly for the neurodiverse children Involvement with Mana Ake to support high-needs students Extend the scope, use and accessibility of the sensory space
<p>Strategy 3. To continue to strengthen community connections.</p> <ul style="list-style-type: none"> Engagement with all stakeholders in our community Obligations are recognised towards Tangata Whenua and Tangata Tiriti Enhanced relationship with Ngāti Pārau Our school identity better reflects our multicultural community Students show pride in identity, and cultural identity Children attend school regularly 	<ul style="list-style-type: none"> Higher levels of connection across our wider community Community feedback informs further development projects Our BOT and PTA reflect our multicultural community Systems are in place to target attendance concerns 	<ul style="list-style-type: none"> Our school community views and feedback are collated through community consultation Whānau and Pasifika hui continue at least once a year Whānau aspirations captured at twice yearly interviews, summarised and acted upon Identify disengaged groups within our community Constantly monitor attendance, act to improve rates when required and report back on rates to the community. Building strength with parent awareness of online issues Review transitions to and from Greenmeadows School