

Greenmeadows School MOE: 2567

2024-25 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, February 2024.

Strategic Goal and Outcomes 2024-25	What do we want to achieve by December 2025?	Annual Goals by end of 2024 (who will do it)
<p>Strategy 1: Learners throughout the school reach their highest potential, especially in literacy and numeracy. NELP 2, 3, 4, 5, 6</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 and the Common Practice model Students display a growth mindset and are resilient 	<ul style="list-style-type: none"> Raise attainment levels in mathematics Continue to develop our local curriculum that reflects our context 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 Raised levels of attainment for our Māori and Pasifika learners through targeted and deliberate actions and reflective pedagogy 	<ul style="list-style-type: none"> Raise teacher capability by engaging in Year 1 of The Learner First (all staff) Concentrate on establishing consistent pedagogies in Maths across the school (all staff) Make explicit the links between Science and Maths via House of Science PD (Y4 to Y6) Continue to embed Structured Literacy approach across the whole school and support Writing (all staff) Aotearoa New Zealand Histories curriculum fully implemented, including use of Ngāti Pārau resources (Led by Within School Facilitators) Staff capability in te reo Māori raised via Tu Toka Turoa (all staff)
<p>Strategy 2: To enhance the school's environment to promote hauora for our entire school community. NELP 1, 5, 6</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"> Junior playground construction to begin in phases (entire community) Landscaping a quiet, reflection space on the site of the old junior playground Waharoa development takes place under the guidance of a whānau sub-committee All class using Te Whare Tapa Wha as the vehicle for hauora teaching and learning; clear framework established for what Te Whare Tapa Wha looks like in different year groups over the year (led by WSF) Create a plan to promote kaitiakitanga, with environment and sustainability key elements in our local curriculum (Science curriculum team) Seek feedback on school environment e.g. gardens, shaded eating areas
<p>Strategy 3. To continue to strengthen community connections. NELP 3, 5</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 Whanaungatanga is strengthened across our 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 vision is revisited and revised through community consultation Whānau and Pasifika hui continue at least twice a year Whānau sub-committee meet more regularly to oversee projects - waharoa this year Whānau aspirations captured at twice yearly interviews, summarised and acted upon Identify disengaged groups within our community All staff attending PLD to develop cultural competencies