

# Greenhithe School Annual Report



## **Principal's Report [OPTIONAL]**

2023 started with the floods. We completed the major parts of our drainage works in January, which helped us to be able to withstand some of the extreme weather. This meant we did not sustain any major damage. While the start to the year was difficult for the school and community, overall the year was successful for our kura.

In 2023 we committed to writing PLD and continued our journey with the Mitey wellbeing programme into our third year. We have trialled our Learn to Grow model in school. This is a model for teachers and children to use to look at capabilities of learning, including goal setting, decision making, independent learning strategies and learner agency. We have continued with Professional learning for new staff on our Phonics Connect programme.

A key achievement that will have a long lasting positive effect for our school is the signing of the MOU with Te Kawerau A Maki and their Mana Kura programme. This will allow us to form an authentic partnership with the Iwi, supporting our implementation of the NZ Histories curriculum, our local curriculum and deepening the teachers understanding of the local area. We hope to be able to take Manu Kura to the community in 2024.

We have continued to be at the forefront of curriculum implementation and were involved in the fast testing of the curriculum, allowing our teachers to see and comment on the potential changes. We had implemented both the NZ Histories Curriculum and changes to the Social Studies curriculum well ahead of the deadlines set by the Ministry.

We have continued to use Ministry funding for property to ensure a safe and functional site. This has included major works on drainage to ensure we are future proofed and able to stand the best chance of coping with extreme weather events. We have also continued with the cyclical maintenance programme, including the washdowns of buildings and roofs across the school. We have begun the N4L upgrade of our IT network, again ensuring the best conditions for learning are in place to support all our students and teachers. This will be concluded in 2024.

### **List of all Greenhithe School Board Members(2023)**

|                     |                                     |
|---------------------|-------------------------------------|
| Kathy Frame         | Presiding Member                    |
| Samantha Ebel-Brown | Deputy Presiding Member             |
| Stephen Grady       | Principal                           |
| Zara Fletcher       | Staff Representative                |
| Greg Duff           | Board Member                        |
| Tilly Harvey        | Board Member                        |
| Reece Leggett       | Board Member                        |
| Kelly Olsen         | Board Member (from October 2023)    |
| Paul Steele         | Board Member (Until September 2023) |

## **2023 Statement of Variance [REQUIRED]**

Our 2023 end of year data shows some positive shifts and continued high achievement in reading, writing and maths, throughout the year. Our Māori student achievement continues to show these students are well supported in their learning and making continued progress.

The Mitey programme has continued to be a focus and 2023 was our second year. All year levels teach components of mental health, and are beginning the process of integration into the curriculum now, as opposed to just stand alone lessons. Planning documents for 2024 now include Mitey to ensure integration is consistently across the school. This will continue to be an area of development for our teachers and students in 2024.

Literacy professional learning was undertaken in 2023 with a focus on writing and identified the areas of best practice for writing. Professional Growth Cycles were aligned with the writing PD, our new Learn to Grow rubric and Mitey, where teachers made a choice as to which area of focus they selected. This impacted on classroom practice and the progress of individual and target groups of children.

With new expectations for reporting to parents and changes to the curriculum expected early in 2024, it was decided not to look into reporting to parents in 2023. This will be a focus in 2024, when we have the information to ensure we are meeting our obligations.

We have continued with the Phonics Connect programme and continue to see progress with the children. This programme was extended into year three. In 2024 the Senior Leadership team and SENCO will explore possibilities for the older years, looking at different phonic based approaches to spelling and decoding.

## **Evaluation of the school's students' progress and achievement**

Greenhithe School continues to perform well from an academic viewpoint. Our end of 2023 data showed, using a range of formative and summative tools, that our students are performing well. The OTJ data showed that across the school:

| End of 2023 All students/ākonga | Not yet at Expectation | Expected Curriculum Level | Exceeded Expected Curriculum level | Expected and Exceeded |
|---------------------------------|------------------------|---------------------------|------------------------------------|-----------------------|
| Reading                         | 7.5% 37                | 67.3% 336                 | 25.2% 126                          | 92.5% 462             |
| Writing                         | 11.5 % 57              | 76.2 % 378                | 12.3% 61                           | 88.5% 439             |
| Maths                           | 10.8 % 54              | 62% 311                   | 27% 136                            | 89% 447               |

| End of 2023 Māori students /ākonga 24 | Not yet at Expectation | Expected Curriculum Level | Exceeded Expected Curriculum level | Expected and Exceeded |
|---------------------------------------|------------------------|---------------------------|------------------------------------|-----------------------|
| Reading                               | 8% 2                   | 75% 18                    | 17% 4                              | 22 92%                |
| Writing                               | 12.5% 3                | 79% 19                    | 8% 2                               | 21 87%                |
| Maths                                 | 17% 4                  | 54% 13                    | 29% 7                              | 20 83%                |

This data maintains our high achievement levels from 2022 of 92% at and exceeding in reading, 85% in writing and 90% in maths. Our data for Māori students was very pleasing in 2023 with 2022 data showing 86% of students at or exceeding expectation in reading and 75% in both writing and maths.

This data has allowed us to set some aspiration goals for 2024, with a focus on continuing to move students to exceeding curriculum expectations. The use of effective PLD is supporting our teachers to continue to ensure the teaching practice allows us to challenge our students and maintain our data in future years. The PLD has included maths teaching with Marie Hirst, implementation and maintenance of Phonics Connect in years one and two and now extended into year 3 and writing PLD using an external facilitator.

## **Report on how the school has given effect to Te Tiriti o Waitangi**

Giving effect to Te Tiriti o Waitangi is an overarching objective of the Board and school. In 2023 we signed an MOU to create an authentic partnership with Te Kawerau a Maki. This is a major achievement of the school in 2023 and has been made possible through the effective use of Kahui Ako links. Forming and embedding the partnership and learning how to support the strategic objectives of each other will be the focus for 2024.

In 2023 the board continued the review of the school's focus on Māori student achievement and ensured the board met their statutory obligations. To support the review process the board used the Ministry of Education's review tool 'Hautu' as a way of reviewing the obligations of the school under Te Tiriti o Waitangi.

In 2023 we used a different approach to engage our Māori whanau. Kelly Knowles led a group of Maori students working in whanau groups, to inquiry into their own iwis. This information and learning was shared with parents, who were invited to contribute and see the learning. This model was very popular with the children and a great way to get the families involved in the learning.

The leadership team regularly provides the board with student achievement data at relevant points through the year, including specific data on Māori student achievement. The school meets with the Māori whanau to ensure their voices are heard in both strategic planning and also on how the school can support their tamariki directly. We use Education Perfect as our learning tool in classrooms to enable consistent teaching on Te Reo and Tikanga. We have given staff the opportunity to have professional development in Te Reo through Education Perfect modules and a Kahui Ako initiative.

## **Statement of compliance with employment policy**

Greenhithe School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination. We have an EEO policy that emphasises our school's commitment to fairness and equal opportunities.

The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly. We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.

All employees have equal opportunities for advancement. We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.

The leadership team provides mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches. We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.

Our school encourages collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self-reflections and assessments. We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements and encouraging employee feedback.

Greenhithe School addresses unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.

We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs and offer flexible scheduling. At our kura we foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication. We are a member of the EAP (Employee Assistance Programme) for the well-being of all staff.