

Annual Implementation Plan 2025

Summary of the plan

2024 was another successful year. Our data remains very high when compared to any national comparison.

We have been successful in starting our journey with Te Kawerau ā Maki and working with Josie Wall who has delivered PLD to our staff in 2024. We developed an action plan based around the needs of our school and wider community which includes a revised school pepeha, and some understanding around purakau connecting us to Te Kawerau a Maki. We will continue this journey in 2025 to deepen this relationship, ensuring we give value to Te Tiriti o Waitangi.

2025 brings new challenges. With the refreshed curriculum in maths and literacy now published, our teachers will embrace the changes and challenges that it brings to ensure our children are well supported in each of their learning journeys. This includes considering how changes in learning progressions may affect how and what we assess. This plan looks to ensure we continue to maintain our position of a highly successful school. We will continue to focus on both sides of our data curve in the key areas of literacy and maths, through individualised programmes and interventions to ensure we are meeting specific needs. This will be through the use of our SENCo, ESOL programmes and Learning Support staff. One of the considerations of 2025, will be the end of Reading Recovery and receiving the 0.25 staffing allocation for Structured Literacy. This will now effect the literacy support programmes for 2025 and the use of SENCo at our school. The structured literacy and maths refresh is tailored to be delivered as whole class lessons and therefore our teachers will monitor those children who are capable to exceed expectations, providing opportunities to meet their potential.

Our Learn to Grow benchmarks and Mitey checklists are now part of all classroom environments. These are specifically taught and integrated into the curriculum, using the language and problem solving aspects for the students in all areas. A continued focus will be to take the language of the programme to the community through our regular newsletters. Children will be expected to be able to discuss their own capabilities as a learner, and with suitable levels of support for their ages, set goals and work on areas of improving how they learn. These two programmes build capacity in our children to be successful learners, while affirming and developing their mana through explicit mental health teaching, setting them up to ensure they become connected and valued members of the community, as they move through and beyond our school.

We will strive to have consistent learning programmes throughout the school that develop skills each year and build on previous knowledge, simultaneously ensuring the refreshed maths and literacy curriculum is being delivered successfully. With further Ministry of Education (MOE) changes to assessment and reporting, professional development opportunities for staff will be designed around the new requirements for literacy and maths as well as assessment tools and data analysis in these areas. All of our development of our teachers and wider staff is to continue to find ways to develop teaching and learning strategies to benefit the learning in the classroom through their Professional Growth Cycle. This includes new methods of data collection and assessment practices and the science of learning. Our 2025 plan addresses the needs for time, budget allocation and PD to support these changes.

Due to the MOE curriculum rollout being delayed we will ensure curriculum evenings in 2025 to communicate clarity of teaching and learning of literacy and maths at Greenhithe School. Part of this communication with our community will be to have a review of our reporting systems in the school. This will include looking at what is workable, effective and meaningful within school reporting. We are expecting some Ministry of Education guidance in this area (in mid December 2024) and this will then allow us to begin our review.

Regulation 9(1)(f)

Where we are currently at:

Our 2024 end of year data has been consistent in high achievement in reading, writing and maths, and tracking similarly with 2023 data. It is noted that our writing data shows more students not yet at expected curriculum level which is highlighted with the increasing number of ESOL students starting throughout the school. 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 2024 was our third year. NZCER Wellbeing data showed an improvement in the targeted area of social strategies, showing that the teaching of Mitey is embedded and the lesson explicit to the needs of the students. Mana models are used to guide the concepts around Mitey. Learn to Grow rubric was trialled through the PGC groups and is now used throughout the school to guide agency and collaboration.

Structured Literacy professional learning was undertaken in 2024 with a focus on phonics and spelling to align with Ministry requirements. Professional Growth Cycles were aligned with our Within School Leaders providing PD in the areas of Learn to Grow and Mitey, Literacy and Maths. This improved classroom practice and the progress of individual and target groups of children.

We have decided on a Maths supplementary programme guided by the Ministry which we will use to support the new Maths refreshed curriculum in 2025. Our Maths leader has had professional development and has been part of the online discussions for the refreshed Maths.

We have established a working relationship with Te Kawerau ā Maki. Josie Wall has provided PLD for the staff and has developed an action plan that includes staff feedback. This plan will be revisited in 2025 to continue building on our knowledge and understanding of our local iwi.

We held a well attended parent meeting in term 1 to unpack the Mitey Programme, in conjunction with a cyber safety presentation for parents, run by a board member. Other curriculum meetings will be held in 2025 around Literacy and Maths.

The expectations of how to report to parents is now expected early 2025. As a result of the delay in this, it was decided not to look into changing our reporting to parents format in 2024. This will be a focus in 2025, when we have the information to ensure we are meeting our obligations and we will be surveying parents for feedback..

Regulation 9(1)(e)

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

- ⇒ Board will continue to undertake training to understand what 'giving effect to Tiriti O Waitangi' looks like in our context (NZSTA-Hautu tool).
- ⇒ Establish a reciprocal partnership with Te Kawerau ā Maki. Clear and measurable outcomes for success are established in 2024.
- ⇒ Examination of how we can improve how we give effect to Tiriti o Waitangi becomes part of annual goal setting at the school.
- ⇒ Māori student achievement and progress is continued to be closely monitored and reported to the board.

Regulation 9(1)(g)

Strategic Goal 1

Empowering every learner to embrace opportunities.

Regulation 9(1)(a)

Annual Target/Goal:

- Embed the Mitey programme through the local curriculum (Priority 1,2).
- Embed Learner Agency through the local curriculum to become a way of being (Priority 2,4).
- Develop responsive programmes that meet the diverse needs of our learners, with links to the classroom programmes(Priority 2,3,4).

Regulation 9(1)(a)

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

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

Expectation by the end of 2025	Success Measures to be shared with the Board
<ul style="list-style-type: none"> • All children show progress in their learning and their capability to learn. 	Student voice will guide a report from the leader of Mitey/Learn to Grow showing capability of agency and collaboration. PAT Data (yr 3 - 6) Phonics Data (Yr 1, 2, 3) OTJ- End of year data *This may be subject to change under new assessment requirements of Ministry of Education
<ul style="list-style-type: none"> • Mitey and Learn to Grow expectations are clearly evident in the implementation of the refreshed curriculum. 	Planning documents show links to Mitey and Learn to Grow. Staff survey shows the inclusion of Learn to Grow and Mitey. Student voice illustrates the continued use of associate rubrics.
<ul style="list-style-type: none"> • SEN and ESOL programmes are effective in enhancing the learning outcomes and/or learning capabilities of children. 	Each group to have measurable progress outcomes- overall successes and programmes recorded in the Principal report Mid year and End Year (Touchpoint Reports) and in March and July for SENCo (Touchpoint reports).

School Data Aims (all areas)

Reading data for children meeting or exceeding expectation-90%

Maths data for children meeting or exceeding expectation-92%

Writing data for children meeting or exceeding expectation-90%

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Detail the key actions you'll take this year to reach your annual target listed above Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)	This is optional however is useful to help with your planning	Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template. Regulation 9(1)(d)
Programmes under the responsibility of the SENCO are reviewed, adapted and closely monitored for effectiveness.	SENCO SLT	<ul style="list-style-type: none"> • Meeting termly to review individual student progress. • Applications to RTLB for additional funding for specific programmes. • Applications to RTlit and RTLB to support students/teachers where necessary. 	Termly	<ul style="list-style-type: none"> • Regular assessment data monitored. (BOT report) • Twice a year programme effectiveness review • Attitude towards learning/capability to learn as

				<p>observed by the teacher (student voice collected)</p> <ul style="list-style-type: none"> • Touchstone Report for Board 	
<p>Programmes under the responsibility of the ESOL co-ordinator are reviewed, adapted and closely monitored for effectiveness.</p>	<p>ESOL Coordinator</p>	<ul style="list-style-type: none"> • Training and PLD for ESOL learning assistants/teaching staff • Time for planning and assessment built into timetables. • Allocated meeting time with e.g. Team leaders to ensure connection across the school with learning. 	<p>Termly</p>	<ul style="list-style-type: none"> • MOE required reports are submitted as required (T1 and 3). • ESOL staff/teaching survey • Programmes and effectiveness are reviewed every term through PAT and Mid year data. • Touchstone report for Board 	
<p>The language of Mitey is embedded into all classrooms and the shared with the whanau. Learn to Grow benchmarks are embedded into all classrooms to develop agentic and collaborative practices for and with children.</p>	<p>Learn to Grow/Mitey Leader</p>	<ul style="list-style-type: none"> • Use of CRT to create regular newsletter content. • Time to collect of student voice to ensure that Mitey/Learn to Grow language is being used throughout the school. • Syndicate meetings used to share examples of planning with staff for Learn to Grow and Mitey. • Use of leadership time to integrate Learn to Grow/Mitey benchmark doc to use in all classrooms to ensure consistent language. • Clear job description and expectations (SLT time with leaders). 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Newsletter has content and shared language for parents-Termly. • Staff survey on use, effectiveness, impact and challenges. • Mitey units are clearly embedded into termly and yearly planning docs. • Report evidencing student voice on the effectiveness, and agency and collaboration (BOT report). 	

Strategic Goal 2**Enhancing the capability of our teachers to innovate so every child can be successful.**

Regulation 9(1)(a)

Annual Target/Goal:

- Deliver and implement effective PLD, based on strengthening effective practice and implementing the refreshed curriculum (Priority 6).
- Develop an effective PGC programme, responsive to the needs of individual teachers using individual student data (Priority 6).
- Set responsive goals for students at risk of not meeting expectations and to increase the numbers of students exceeding expectations based on needs identified in a variety of assessment data (Priority 2, 4).

Regulation 9(1)(a)

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

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

Expectation by the end of 2025	Success Measures to be shared with the Board
<ul style="list-style-type: none"> • Implementation of all required updated aspects of the Refreshed curriculum, e.g. maths and literacy curriculum and the science of learning. Utilising internal and external PLD as required. 	School to meet all timeframes for implementation of refreshed curriculum aspects.
<ul style="list-style-type: none"> • The PGC system at Greenhithe allows for the teachers to focus on innovative ways to develop teaching and learning, focusing on achievement for key groups of students within their class, using collaboration and science of learning practices to meet and exceed their targets. 	Teachers all meet the criteria for re-registration and are attested successfully by the Principal. PGC documentation shows clear goals, measurable success and states how teaching practice has improved as a result of the inquiry- March/Oct reporting points to the Board.
<ul style="list-style-type: none"> • The whole staff are appropriately resourced, professionally developed and supported to be able to fulfil their role effectively. 	Teacher survey- May/October Support staff survey- June
<ul style="list-style-type: none"> • Year groups use schoolwide data to set responsive goals to ensure the academic outcomes and learning of all children are met. 	Year groups show evidence that the number of students not reaching the expectation reduces each term.

Data Aims (whole school for all students)-END OF YEAR

Reading data for children meeting or exceeding expectation-90% (EOY 2024-91%)

Maths data for children meeting or exceeding expectation-92% (EOY 2024-90%)

Writing data for children meeting or exceeding expectation-90% (EOY 2024 85%)

Targets for Maori Students to be at or exceeding curriculum expectations

Reading- 90% (EOY 2024 90%)

Maths-92% (EOY 2024 90%)

Writing - 90% (EOY 2024 95%)

Exceeding Expectation Goals (Whole school aspirational target)

Reading 28% (EOY 2024 26%)

Maths 30% (EOY 2024 26%)

Writing 20% (EOY 2024 16%)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)	
Each year group to set, review and respond to specific targets in reading, writing and maths for children at risk of not meeting curriculum expectations.	Team leaders SLT SENCo Literacy (WSL), Maths (WSL) Leaders	<ul style="list-style-type: none"> Teams to discuss and monitor student data to develop effective practice, utilising internal and external expertise where required. SENCo to dedicate time to attend meetings with teams to review the progress of identified individual children, ensuring programmes and differentiated in- class support are responsive to need. Specific resources to support learning to be allocated through curriculum or SENCo budgets. 	Ongoing	<ul style="list-style-type: none"> Phonics data, PAT Data, OTJ data at reporting points, review of data from specific programmes, reported to SLT for regular review. Data reported to the Board as part of the usual review cycle. Team minutes highlight focus children and track progress. 	
Each year group to set, review and respond to specific targets in reading, writing and maths for children to exceed curriculum expectations.	Team Leaders SLT SENCO Literacy (WSL), Maths (WSL) Leaders	<ul style="list-style-type: none"> Teams to discuss and monitor student data to develop effective practice, utilising internal and external expertise where required. SLT dedicates time to attend meetings with teams to review the progress of identified individual children, ensuring programmes are responsive to classroom programmes and extending children's learning. Time and resourcing to deliver small group in class or out of class groups (depending on need). Internal or external professional development to support innovative teaching practices designed to improve achievement. 	Ongoing	<ul style="list-style-type: none"> Progress identified through PAT data, E-asttle writing data, OTJ review points, observation of learning. Team minutes highlight focus children and track progress. 	
Review current practices in line with refreshed curriculum expectations. Use the information to rewrite the literacy and maths implementation plans.	Literacy (WSL), Maths (WSL) Leaders SLT	<ul style="list-style-type: none"> Ministry advice and guidance on refreshed curriculum. WSLs to support teachers with using and implementing refreshed literacy and maths curriculum. Ministry Professional Development for years 4 - 6 on writing and reading. Ministry Professional Development Maths 0 -6 Ministry Professional Development Structured Literacy 0-3 Kahui Ako Within School Leaders' time to develop the updated implementation plans for literacy and maths and revised learning progressions. Kahui Ako Across School Leaders' time with staff for PD. 	Ongoing	<ul style="list-style-type: none"> Implementation of aspects of the refreshed curriculum for maths and literacy. (Planning/ Data/Observations) Touchstone reports for Board (Maths/Literacy) Completion of the literacy and Maths implementation plans (end of term 3). Staff survey on the implementation of the new aspects of the curriculum. Data used to inform PLD in 2026 (end term 3). 	
Embed the Little Learners Love Literacy- Structured Literacy and The Code -Spelling programmes.	Literacy leader (WSL) Team leaders	<ul style="list-style-type: none"> Use of WSL time to ensure fidelity of practice throughout the school. CRT release for teachers to observe others in our school and other local schools. 	Term 1	<ul style="list-style-type: none"> All classes run timetabled structured literacy programmes across the school. Phonics/Spelling data collated and shared with Board. 	

		<ul style="list-style-type: none"> • Team Leaders monitor team members to support and maintain consistent practise. • Continued Professional Development for staff. 		<ul style="list-style-type: none"> • Programmes run for identified target students show progress. • Syndicate minutes show progress of implementation. 	
Implement aspects of the refreshed maths curriculum alongside a supplementary resource (Oxford Maths)	Maths Leader (WSL) Team Leaders	<ul style="list-style-type: none"> • Use of WSL time to ensure fidelity of practice throughout the school. • CRT release for teachers to observe others in our school and other local schools. • Team Leaders monitor team members to support and maintain consistent practise. • Ministry Professional Development for TL's. • Professional Development for teachers delivered by WSL. 	Ongoing	<ul style="list-style-type: none"> • Maths data collated and shared with Board. (Touchstone report) • Programmes run for identified target students show progress. • Syndicate minutes show progress of implementation. 	
Developing property and maintenance schedules to support effective teaching and learning within the school.	Board property committee ASJ SLT	<ul style="list-style-type: none"> • 5YA Property funding as allocated in the 10YPP. • Time for property meetings. • Board funding for property. 	Ongoing	<ul style="list-style-type: none"> • Teaching and learning spaces are developed and well maintained. • Staff survey on the use of outdoor learning spaces. • Ministry approved projects. 	
The whole staff are appropriately resourced, professionally developed and supported to be able to fulfil their role effectively.	SLT Digital Leader	<ul style="list-style-type: none"> • Time to survey staff twice a year. • PLD budget allocated and release budget allocated. • Budgets allocated for resourcing for classroom equipment and curriculum. • Use of WSL release for Digital leader to ensure A.I protocols are written and upskilling where required. • Release to support the infrastructure of digital technology throughout the school, in using outside providers when needed. 	Ongoing	<ul style="list-style-type: none"> • Staff surveys- Updates to the board via principal reports as appropriate. • A.I procedures are developed by the end of term 4. • Resourcing of technology meets budget allocation. 	
The PGC system at Greenhithe allows for the teachers to focus on innovative ways to develop teaching and learning, focusing on achievement for key groups of students within their class, using collaboration and science of learning practices to meet and exceed their targets.	All teachers SLT	<ul style="list-style-type: none"> • Resourcing for Middle leadership growth. • Time for Team leaders to ensure fidelity of all curriculum changes and implementation of the PGC goals. • Appropriate PLD, opportunity for observation of effective practice and professional reading built in to PGC. 	Ongoing	<ul style="list-style-type: none"> • Completed documentation required by the Teaching Council. • All teaching and leadership staff have completed the PGC by Term 4 2025. 	

Strategic Goal 3

Building connectedness across the school.

Regulation 9(1)(a)

Annual Target/Goal:

- Develop cohesion and consistency in the implementation and ākonga understanding and application of the school values.
- Communicate with and link effectively to whānau and community (Priority 2,7).
- Build a reciprocal relationship with Te Kawerau ā Maki.
- Embed the local curriculum and the curriculum refresh, ensuring effective teaching of new or refreshed aspects and cohesion across the school and communicate changes of what and how we teach to the community (priority 6).

Regulation 9(1)(a)

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

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

Expectation by the end of 2025	Success Measures to be shared with the Board
<ul style="list-style-type: none"> • School reports reviewed and updated following MOE guidance on assessment and reporting. Parent and teacher consultation to create a useful, workable reporting system. 	Surveys sent out regarding reporting and assessment needs of staff and community Focus group set up in term 3 to analyse survey data Reporting on progress updates in principal reports (system, criteria etc as it arises)
<ul style="list-style-type: none"> • To create opportunities for the community to learn about the refreshed curriculum. 	Two parent meetings held across the year Two (minimum) parent info/consultation events at open days (reported in principal report)
<ul style="list-style-type: none"> • External relationship with Te Kawerau ā Maki iwi is further developed. 	Korero and Kai held with community (Matariki afternoon) -Report on the meeting in principal report Deepen relationship with staff through PD PD implemented through teaching and learning/planning
<ul style="list-style-type: none"> • Consistent implementation of all initiatives across the school including school values. 	Curriculum reporting in Board report Leader board reporting (Maths, Learn to Grow/Mitey, Literacy leaders to report at a Board meeting) Student voice on use and understanding of the values Report to the board on how the school has communicated the school values to the community
<ul style="list-style-type: none"> • Strategic Plan for 2026 to be developed with community involvement. 	Draft complete by November Board meeting 2025 Strategic Plan in place and shared with community in 2026.

Data Aims (all areas)

Exceeding Expectation Goals (Whole school aspirational target)

Reading 28% (EOY 2024 26%)

Maths 30% (EOY 2024 26%)

Writing 20% (EOY 2024 16%)

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)	<i>This is optional however is useful to help with your planning</i>	<i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)

<p>Review current reporting to parents' systems with teachers and parents to establish what is practical, workable and effective.</p>	<p>SLT</p>	<ul style="list-style-type: none"> • Survey teachers and parents about reporting (time to set and collate responses) • Meet with other schools to discuss how they report to parents (time) • When a suitable way of reporting is found, time and resourcing to set up, test, and implement changes-cost of new or upgraded report platform, staff PLD etc. • Ministry resource for Assessment and Reporting late December 2024. • In budget 2026 consider additional cost of system changes. 	<p>System design changes or adaptations set by the end of the year, meeting the policy and MOE guidelines.</p>	<ul style="list-style-type: none"> • Feedback from 80 parents via google form survey/ Feedback from permanent teachers. • Developed system will be workable and practical for teachers and informative for parents. • Changes and adaptations will be worked through with a focus group. Report type and criteria are agreed by the end of term 3. 	
<p>To engage with Community with regards to the curriculum Refresh. E.g. Structured Literacy and Maths, school values.</p>	<p>SLT Leaders of identified areas</p>	<ul style="list-style-type: none"> • Time to hold the meetings with adequate resources. • Allow resources in 2025 budget for changes to curriculum requirements. • Term 1, 3 Application for any MOE PLD for Literacy and Maths. • Newsletter information to parents • Specific areas on website informing parents of literacy and maths changes, school values 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Feedback from meetings (anecdotal and designed)- to Board as part of principal monthly reports. • Schedule Parent information evenings-(By end of term 2). Attendance monitored. • Open evening held, school values shared (attendance monitored) 	
<p>Enhancing the relationship and developing the action plan with Te Kawerau ā Maki.</p>	<p>SLT</p>	<ul style="list-style-type: none"> • Budgeted cost for 3 years of \$6900. • Release time for key staff to meet with the iwi education representatives. • Allocated time to work with students and teachers towards a school waiata. • Allocated time to work with students to paint our school pepeha mural. • PD on the development of Greenhithe purakau to be shared within the local curriculum. 	<p>This is a three year agreement for the development of a working, reciprocal partnership.</p>	<ul style="list-style-type: none"> • Action plan for 3 years is developed and shared with staff and board. (2024, 2025, 2026) • Iwi become part of school planning and we support their objectives within the relationship. • Community meeting is held on Matariki afternoon(term 2). Attendance monitored. • Termly update to Board twice yearly (June, Nov). • Te Kawarau a Maki involved in school hui Attendance monitored. 	