

Vision: Growing positive relationships and confident learners in a safe and inclusive environment

Greendale School

Kanuka Ruruhau 2024-2025



Our Goals	Our Initiatives	Our Success
<p>Promote a culture of kindness, diversity and inclusion where ākonga (students), kaiako (staff) and hapori (community) celebrate one another</p> <p>Aroha (People)</p>	<p><i>Build on PB4L framework capabilities and embed these practices within our school curriculum</i></p> <p><i>Promote Wellbeing initiatives that promote kindness, inclusiveness and diversity within kura</i></p>	<p>Everyone contributes positively to our kura</p>
<p>Foster a strong connection with the community to support student learning, cultural identity and a sense of belonging</p> <p>Whanaungatanga (Place)</p>	<p><i>Strengthen community engagement with whanau through effective communication</i></p> <p><i>Develop partnerships with whanau and the community to support the learning and achievement of children</i></p>	<p>A strong relationship with the community that nurtures a sense of belonging for all</p>
<p>Empower engaged ākonga (students) through a responsive and inclusive curriculum</p> <p>Ako (Pedagogy)</p>	<p><i>Develop an authentic localised curriculum that is culturally responsive, accessible to all, cultivates curiosity and is engaging for students and staff and gives effect to Te Tiriti o Waitangi</i></p> <p><i>Improve every students learning/achievement in reading, writing, and maths through staff practice (CPM), reflection and Professional Development</i></p>	<p>Students are engaged in learning and are achieving at their highest level</p>

Our Whakatauki: *Kia maru, kia poipoi, kia puāwai* - By providing shelter and nourishment, the new growth will flourish



1. Promote a culture of kindness, diversity and inclusion where akonga, Kaiako, and the haporri (community) celebrate one another **Aroha (People)**

Our Success	Our Initiatives	Our Measures	Actions/Strategies 2024
<p>Everyone contributes positively to our kura</p>	<p>Build on PB4L framework capabilities and embed these practices within our school curriculum</p>	<p>PB4L guidance analysis</p> <p>What we see and hear</p> <p>PB4L is evident in our local curriculum</p>	<ul style="list-style-type: none"> - Data collection/analysis on etap - PB4L professional development - PB4L team run PD sessions for other staff - include these practices within our new curriculum - lesson plans & hui revisiting & explicitly teaching of expectations etc - all staff consistent with expectations - develop our behaviour curriculum - PB4L acknowledgements consistent across the kura - Celebration Assemblies - Restorative Practices used - whole school celebration activities
	<p>Promote Wellbeing initiatives that promote kindness, inclusiveness and diversity within kura (Everyone is empowered in their identity through their culture)</p>	<p>Staff and student wellbeing surveys</p> <p>Seek feedback from ākonga and staff on programmes</p>	<ul style="list-style-type: none"> - Be responsive to wellbeing needs as they occur - Peer Mediators/PALs - Integrate Te Whare Mauri Ora model(Wiremu Gray) - Cultural studies Wed afternoons - Mihi Whakatau held twice a year - te reo used throughout the school (signage) - acknowledge the ethnic groups and cultures at Greendale School through rich learning activities and events - Visual display of all ethnicities at Greendale School - Use 'Zones of Regulation' to support all akonga - Use social stories if and when needed to support akonga behaviour - work with Mana Ake for relevant programmes when needed



2. Foster a strong connection with the community to support student learning, cultural identity and a sense of belonging **Whanaungatanga (Place)**

Our Success	Our Initiatives	Our Measures	Actions/Strategies 2024
<p>A strong relationship with the community that nurtures a sense of belonging for all (Meaningful connections and relationships)</p>	<p>Strengthen community engagement with whānau through effective communication</p>	<p>Whānau surveys (Formal and Informal)</p> <p>Board member conversations with community</p>	<ul style="list-style-type: none"> - Be at the gate/informal chats with community - be available - regular contact with all whānau - Open day/evenings - Community hui - regular communication via pānui (newsletter), seesaw with whānau - informal social get togethers (PTA) - staff presence at functions
	<p>Develop partnerships with whānau and the community to support the learning and achievement of children</p>	<p>Engagement surveys</p> <p>Attendance at Interviews</p> <p>Every whānau communicated with</p> <p>Seek feedback</p>	<ul style="list-style-type: none"> - Parent interviews (try to get 100% communication) - IEP's - community consultation on any new initiatives - effective delivery of Aotearoa New Zealand Histories Curriculum - an Open Door policy where all are welcome - Invite whānau and community in to support with learning programmes - suggestions on how whānau can help their children at home, if relevant - open and honest communication with whānau about students strengths and needs



3. Empower engaged ākonga through a responsive and inclusive curriculum **Ako** (Pedagogy)

Our Success	Our Initiatives	Our Measures	Actions/Strategies 2024
<p>Students are engaged in learning and are achieving at their highest level</p>	<p>Develop an authentic localised curriculum that is culturally responsive, accessible to all, cultivates curiosity and is engaging for students and staff and gives effect to Te Tiriti o Waitangi</p>	<p>Engagement Surveys</p> <p>Staff Surveys</p> <p>Student Voice</p> <p>Engaged ākonga with agency</p> <p>The use of Te Mātaiaho</p>	<ul style="list-style-type: none"> - develop a Maori language Strategy Plan (Poutama Reo) - 17 Habits of a Valued Treaty Partner teacher self review - local Curriculum reflects local tikanga Māori, mātauranga Māori and te reo Māori - kapa Haka/Whānau time - develop our relationship with Ecan and Enviroschools to develop and deliver rich learning opportunities - visit Near River Recharge to develop our Inquiry themes - the outdoor classroom - PLD for staff around curriculum refresh
	<p>Improve every students learning/achievement in reading, writing, and maths through staff practice (CPM), reflection and Professional Development</p>	<p>Student achievement outcomes</p> <p>PGCs</p> <p>Accelerated progress being made by ākonga</p> <p>A Collaborative & consistent schoolwide plan for literacy and maths</p>	<ul style="list-style-type: none"> - Use teaching and learning programmes to improve outcomes - identify priority learners & target groupings - priority students to be supported through specific programmes relative to needs - ākonga to provide feedback on teaching and learning programmes - use external agencies when required - use structured maths & literacy approach - staff PLD on identified goals (kaiako & LAs) - seeing accelerated progress & agency - PLD for staff around the Common Practice Model