



Strategic Planning 2023 - 2025

Annual Plan 2025

MOE - 2111

Chairperson: Christopher Greenfield

Date: February 2025

Principal: Beth Wills

Email: principal@grantleadowns.school.nz

Updated February 2025



Our Strategic Vision

Growing a community of learners

He whakatipu hapori akonga



Goals

Skilled and Capable Staff

Strong and Safe Relationships
with the Community

Explicitly Tailored Learning

Strategic Initiatives

- Professional Development
- Supporting Staff
- Pr1me Maths, Structured Literacy
- Trauma Informed Practice

- Develop whānau/community links
- Programmes to support links to our wider community

- Develop a local curriculum specifically tailored for Grantlea Downs
- Explicit teaching and learning programmes catering for students needs and interests

Success

Staff have ongoing Professional Development and support to grow their practice

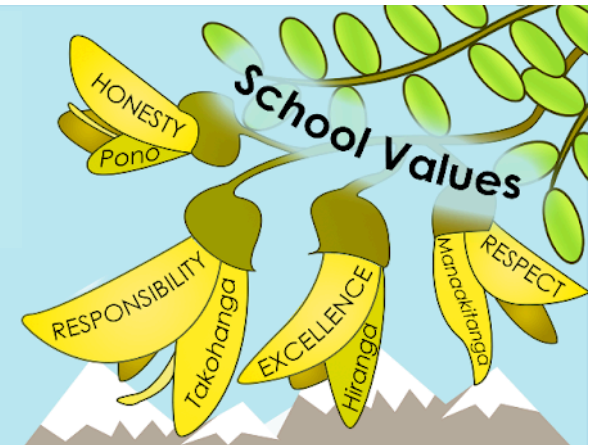
Our cultural identity is evident across the school with a particular acknowledgement to Tangata Whenua

Students are engaged in meaningful learning and are achieving at their highest level.
See the local curriculum visually in action throughout the school



2025 ANNUAL STRATEGIC PLAN

Growing a community of learners
He whakatipu hapori akonga



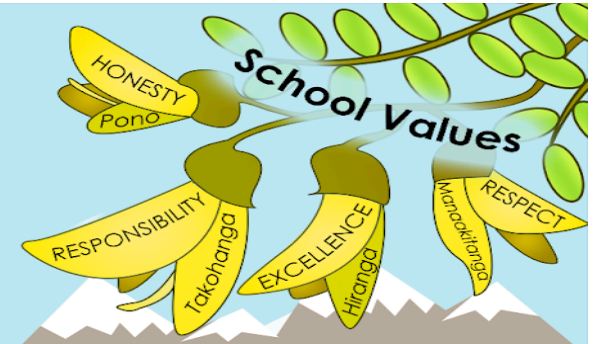
VISION STATEMENT

Strategic Goals	Strategic Initiatives	Success Outcomes
Our staff will have the skills and capabilities to lead learning and to excel as practitioners	<ul style="list-style-type: none"> Develop teacher knowledge of the new English and Maths Curriculums Establish a coherent and consistent assessment schedule across all levels that align with the refreshed English and Mathematic curriculum 	<ul style="list-style-type: none"> Our staff are delivering purposeful and engaging programmes which support all learners to reach their potential Positive growth with student achievement data
We will develop strong and safe working relationships with our community encompassing a strong cultural link	<ul style="list-style-type: none"> Implement Tier 2 PB4L-SW principles, systems and practices throughout the school and Ross Greene CPS model and proactively implement systems and structures to embed high expectations with behaviour. Embed Te ao Māori Enhance student success by rigorously monitoring and improving attendance records. 	<ul style="list-style-type: none"> Teachers are consistent with systems and practices to support children to make positive behaviour choices. Consistent use of Tikanga Māori across the school Positive student attendance
Our learning is explicitly tailored for the students at Grantlea Downs School	<ul style="list-style-type: none"> Embed structured literacy practices across the school Embed explicit Maths teaching balanced with rich Maths tasks 	<ul style="list-style-type: none"> Teachers are delivering a structured literacy programme based on the Science of Learning Teachers are delivering quality explicit maths lessons and also using rich maths tasks



ROAD MAP

Growing a community of learners
He whakatipu hapori akonga



STRATEGIC GOAL	STRATEGIC INITIATIVE	2025				2026				2027			
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Our staff will have the skills and capabilities to lead learning and to excel as practitioners	Develop teacher knowledge of the new English and Maths Curriculums	New Maths document explored and used Teacher and student workbooks used Evidence of Rich Maths being used New English document explored & used				Embed English Assessment Schedules							
	Establish a coherent and consistent assessment schedule across all levels that align with the refreshed English and Mathematic curriculum	Review English Assessment Schedules Review Maths Assessment Schedules New MOE guidance discussed & implemented Update HERO goals				Embed Maths Assessment Schedules Review HERO Writing goals Maths moderation							
We will develop strong and safe working relationships with our community encompassing a strong cultural link	Implement Tier 2 PB4L-SW principles, systems and practices throughout the school and Ross Greene – CPS model	Writing moderation Explore and use Restorative Practice Implementation of PB4L-SW Tier 2 Revisit & refine behaviour systems CPS				Review and refine Tier 2 practices							
	Embed Te ao Māori	Re-establish our GD Kapa Haka group Learn and perform School Waiata Create a localised Curriculum Plan for Te Reo Professional learning in Te Tiriti				Survey community on Tikanga Māori Finalise what Te Tiriti looks like at GD							
	Enhance student success by rigorously monitoring and improving attendance records	Establish clear policies, procedures & systems											
Our learning is explicitly tailored for the students at Grantlea Downs School	Embed Structured Literacy practices across the school	Develop Tailored Learning Programmes Professional development in Structured Literacy/Maths				Embed Structured Literacy/Maths programmes							

ANNUAL PLAN 2025

Strategic Goal 1	Our staff will have the skills and capabilities to lead learning and to excel as practitioners
Strategic Initiative	Develop teacher knowledge of the new English and Maths Curriculum
Outcome & targets	Teachers are confident in their understanding and implementation of the new curriculum Writing Targets: Achieve a writing proficiency level where 80% or more of our students meet or exceed the expected standards. Maths Targets: Achieve a Mathematics proficiency level where 80% or more of our students meet or exceed the expected standards.
Measures	Triangulation of data from Prime Maths and other assessments - OTJs entered on HERO Triangulation of data from writing assessments and other literacy-based assessments - OTJs entered on HERO
NELPS and Relevant Strategies & School Board Primary Objectives	NELP Objective 1- Learners at the centre – Priority 2, Objective 2 – Barrier Free Access – Priority 4
Giving Effect to Te Tiriti o Waitangi	Focusing on raising maths and writing achievement will honour Te Tiriti o Waitangi by promoting equitable access to quality education and fostering the success of all learners, including Māori students, thus supporting the principles of partnership, protection, and participation.

Actions	Responsible	Resources Required	Start	Due	Track/Monitor
New Maths document explored and used Staff read through, discuss and implement the new Maths curriculum	Teaching staff	Team planning meetings Dedicated PD sessions	T1, 2025 PLD - March 17 & May 26	T4, 2025	
Maths teacher and student workbooks used Staff familiarise themselves with the new resources, through reading, discussion and PLD opportunities	Teaching staff	Team planning meetings Dedicated PD sessions PLD Provider	T1, 2025	T4, 2025	
Evidence of Rich Maths being used Staff to familiarise themselves with, and use, the Rich Maths tasks, e.g. in the drive, and Mrs Priestley resources	Teaching staff	Team planning meetings Dedicated PD sessions	T1, 2025 TOD 29.1.25	T4, 2025	
New English document explored and used Staff read through, discuss, understand and implement the new English curriculum	Teaching staff	Team planning meetings Dedicated PD sessions PLD Provider	T1, 2025	T4, 2025	
Impact Leadership PD through Ka Hui Ako about Feedback with Jennie Nairn	SLT	Team & SLT meeting time	20 March		

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Strategic Goal 1	Our staff will have the skills and capabilities to lead learning and to excel as practitioners
Strategic Initiative	Establish a coherent and consistent assessment schedule across all levels
Outcomes	<ul style="list-style-type: none"> • Ensures that students receive timely and relevant feedback to support their learning progress. • Staff are using a consistent template • Easier to track data year on year • School-wide data is more easily accessible, consistent and accurate • Provides teachers with a structured framework to evaluate and enhance teaching effectiveness • Promotes transparency and equity in the assessment process across all educational levels • Facilitates alignment with national educational standards and objectives.
Measures	<p>Improvement in Student Performance: Track and analyse changes in student performance data over time. Consistent improvements in grades, test scores, and overall academic achievement would indicate the effectiveness of a coherent assessment schedule and enhanced assessment tools.</p> <p>Teacher Feedback and Engagement: Gather qualitative feedback from teachers regarding their experiences with the assessment schedule. This includes their perceptions of its impact on their teaching practices, student engagement, and the ease of identifying areas for instructional improvement.</p>
NELPS and Relevant Strategies & School Board Primary Objectives	NELP Objective 1- Learners at the centre – Priority 2, Objective 2 – Barrier Free Access – Priority 4, Objective 3 – Quality Teaching and Leadership - Priority 6
Giving Effect to Te Tiriti o Waitangi	Establishing a coherent and consistent assessment schedule across all levels in our school gives effect to Te Tiriti o Waitangi by ensuring equitable educational opportunities and outcomes for Māori students, thus upholding the principles of partnership, protection, and participation.

Actions	Responsible	Resources Required	Start	Due	Track/Monitor
Review English Assessment Schedules Teams will align their assessment schedules with the new English curriculum and review termly throughout the year	Teaching staff	Team planning meetings Senior Management	T1, 2025	T4, 2025	
Review Maths Assessment schedules Teams will align their Assessment Schedules with the new Maths curriculum and review termly throughout the year	Teaching staff	Team planning meetings Senior Management	T1, 2025	T4, 2025	
New MOE guidance discussed and implemented As guidance is released it's discussed to determine how to implement	Beth and staff		T1, 2025	T4, 2025	
Writing moderation Moderation within and across teams in Writing initiated	Teaching staff	Team planning meetings PLD sessions	T2, 2025	T4, 2025	
Writing Assessment Tool	English Team		T1, 2025	T4, 2025	

Actions	Responsible	Resources Required	Start	Due	Track/Monitor
Ensure we have a fit-for-purpose school-wide writing assessment tool that is consistent across the school and aligns with the refreshed English curriculum (year on year data)				Ready for 2026	
Reading Assessment Tool Ensure we have fit-for-purpose school-wide reading assessment tools that are consistent across the school and align with the refreshed English curriculum (year on year data)	English Team		T1, 2025	T4, 2025 Ready for 2026	
Phonemic Awareness Assessment Tool Ensure we have a fit-for-purpose school-wide PA assessment tool that is consistent across the school and aligns with the refreshed English curriculum	English Team		T1, 2025	T4, 2025 Ready for 2026	
Maths Assessment Tools Ensure we have fit-for-purpose school-wide Maths assessment tools that are consistent across the school and align with the refreshed Maths curriculum (year on year data)	Maths Leader		T1, 2025	T4, 2025 Ready for 2026	
Update HERO goals Goals updated to reflect the new Maths and English curriculums with a particular focus on Reading	Teaching staff	Team planning meetings PLD sessions	T1, 2025	T4, 2025	

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Strategic Goal 2	We will develop strong and safe working relationships with our community encompassing a strong cultural link
Strategic Initiative	Implement Tier 2 PB4L-SW & Collaborative Problem-Solving principles, systems and practices throughout the school. Proactively implement systems and structures to embed high expectations with behaviour.
Success Outcome	Teachers are consistent with systems and practices to support children to make positive behaviour choices. To significantly reduce the need to record behaviour reports (meaning less undesirable behaviours are happening). Creating a happy and safe environment.
Targets	In 2025 there will be a reduction in behaviour HERO posts by 25%, resulting in an average of less than 89 behaviour posts per term.
Measures	Data analysis of HERO behaviour posts - Staff survey & student survey & parent survey
NELPS and Relevant Strategies & School Board Primary Objectives	NELP Objective 1- Learners at the centre – Priority 1, Objective 3 – Quality Teaching and Leadership - Priority 6
Giving Effect to Te Tiriti o Waitangi	Focusing on positive behaviour initiatives gives effects to Te Tiriti o Waitangi by fostering a learning environment that respects and values Māori culture, promoting partnership, protection, and participation, and ensuring equitable opportunities for Māori students to thrive.

Actions	Responsible	Resources Required	Start	Due	Track/Monitor
Explore & Use Restorative Practice Staff will train in restorative chat and implement it while on duty and during class follow-ups	Teaching Staff	Internal PLD sessions Ange	T1, 2025	T4, 2025	
Implement Collaborate Problem Solving (Ross Greene) Attend Ross Greene PD	Teachers and TA's	Ross Greene x2 days	27 & 28 Jan		
Develop systems and structures to support the implementation of collaborative problem-solving.	SLT & Staff	Time/support from others (RTLB)	T1, 2025	ongoing	
Do ASUP for our high-profile students	Staff	ASUP assessment Time/support from others	T1, 2025	ongoing	
Implementation of PB4L-SW Tier 2 GD PB4L team will participate in Tier 2 training	Nikola Vincent Tracey Roberts (Chch) GD PB4L team Sandra, Rachel, Ange & Vicki, Beth	PB4L-SW Tier 2 training	T1, 2025	T4, 2025	
Revisit and refine Behaviour systems	Beth and Sandra to lead Teaching staff	PLD sessions Team meetings	T1, 2025	T4, 2025	

Staff will follow the behaviour flowchart and implement systems for tier 2 students					
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ANNUAL PLAN 2025

Strategic Goal 2	We will develop strong and safe working relationships with our community, encompassing a strong cultural link
Strategic Initiative	Embed Te ao Māori
Success Outcome	Consistent use of Tikanga Māori across the school
Measures	Teacher planning and voice Student voice/survey
NELPS and Relevant Strategies & School Board Primary Objectives	NELP Objective 3- Quality Teaching and Leadership – Priority 5 & 6
Giving Effect to Te Tiriti o Waitangi	Focusing on te ao and Tikanga Māori gives effect to Te Tiriti o Waitangi by honouring and integrating Māori cultural perspectives and practices, thereby supporting the principles of partnership, protection, and participation.

Actions	Responsible	Resources Required	Start	Due	Track/Monitor
Cultural Scan Classrooms will be visited to identify the integration of te reo and other Māori cultural elements	Nicole	Discussion with the Principal	T4, 2024	T4, 2024	
Re-establish our GD Kapa Haka group Kapa Haka to perform at school events/Flava	Vicki/Ange	Senior Management Koia te Matauraka	T1, 2025	T4, 2025	
Learn and perform School Waiata Staff will embed our 5 chosen Waiata into their weekly programmes, so the students can perform these	Teaching Staff	Teams	T1, 2025	T4, 2025	
Create a localised Curriculum Plan for Te Reo Staff will be involved in creating and implementing a structured progression through the school	Sharleen & Vicki	PLD session	T1, 2025	T4, 2025	
Professional Learning Staff will deepen their knowledge of Te Tiriti	Sandra	PLD session	T1, 2025	T4, 2025	

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Strategic Goal 3	Our learning is explicitly tailored for the students at Grantlea Downs School
Strategic Initiative	Embed structured literacy practices across the school
Success Outcome	Teachers will use evidence-based research from the Science of Reading to explicitly and systematically improve student literacy
Measures	Teaching planning and peer feedback
NELPS and Relevant Strategies & School Board Primary Objectives	NELP Objective 2 – Barrier Free Access – Priority 3, Objective 3 – Quality Teaching and Leadership – Priority 6

Actions	Responsible	Resources Required	Start	Due	Track/Monitor
Develop Tailored Learning Programmes Staff will develop personalised learning plans that cater to the individual needs of students.	Team Leaders to lead Team members	Senior Management Meetings Team meetings	T1, 2025	T4, 2025	
Professional Development in Structured Literacy Staff will engage in ongoing professional development to learn new strategies and approaches for teaching structured literacy.	Senior Management Marianne Brown Ideal platform Teaching Staff	PLD sessions Team meetings PLD provider	T1, 2025	T4, 2025	
Implementation of Technology Staff will integrate technology into the classroom to support learning in literacy.	Senior Management Teaching Staff	PLD provider	T1, 2025	T4, 2025	