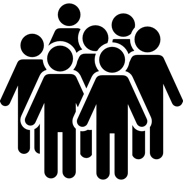
**STRATEGIC PRIORITIES 2024/25**

**OUR VISION –** Poipoia te kakano kia puawai,

Nuture the seed and it will blossom.

**OUR MISSION –** Within a caring, supportive and collaborative learning community we are committed to growing great people.

Shape

Description automatically generated with medium confidence

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|  | **TAUIRA (STUDENTS)** | **KAIAKO (STAFF)** | **KURA (SCHOOL)** | **HAPORI (COMMUNITY)** |
| GOALS | All tauira have opportunities to succeed. | Create a common understanding of effective pedagogy schoolwide. | Kaiako and tauira are able to realise their potential within a safe and inclusive environment. | Collaboration |
| PRIORITIES | Student Achievement  Resourcing | Effective Pedagogy  Coaching and Mentoring  Culturally Responsive Practice | Well Being/School Values  School Environment | Stakeholder Engagement |
| VALUES | RESPECT | ON TO IT | COURAGE | KINDNESS |

**STRATEGIC GOAL 1 – Tauira (Students)**

**All Tauira have opportunities to succeed.**

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| **Strategic Objectives**  **Links to National Educational Priorities (NELP)** | **2024/25 Impact**  **(The big picture…)** |
| **An effective, engaging and authentic local curriculum is developed that ensures every learner gains sound foundation skills in literacy and numeracy, te reo Māori and tikanga Māori, and learning that will be relevant to students today and in the future. (NELP 4,7)** | **Curriculum review/refresh**  **Refreshed curriculum plans and associated programmes are put together and starting to be introduced.** |
| **Effective teaching and learning resources are provided to reduce barriers to learning for all, including those with learning support needs, and to promote sound foundation skills and te reo Māori and tikanga Māori. (NELP 3,5)** | **Teaching and learning resources are reviewed for effectiveness and value to learning.**  **Quality learning time is maximised as our learning support system supports the needs of our students who need it.** |
| **Review and refine planning, assessment and reporting practices. (NELP 3)** | **Board reporting**  **Reporting on student progress and achievement to the board is effective and monitored.** |

**STRATEGIC GOAL 2 – Kaiako (Staff)**

**Create a common understanding of effective**

**pedagogy schoolwide.**

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| **Strategic Objectives** | **2024/25 Impact** |
| **Research and implement the principles of effective pedagogy while embedding what we know works. (NELP 6)** | **Agreed pedagogy is implemented school-wide and supports improved achievement and current proven best practice.** |
| **Implement an effective coaching model to further support and strengthen teachers capacity. (NELP 6)** | **Strong internal coaching and mentoring process is embedded.**  **Develop teacher release space to meet increased teacher release.** |
| **Strengthen culturally responsive and inclusive practice. (NELP 3,5)** | **Tauira have an enhanced sense of identity and belonging and they can identify their strengths.**  **Te Reo and tikanga are increasingly normalised.** |

**STRATEGIC GOAL 3 – Kura (School)**

**Kaiako and Tauira are able to realise their potential**

**within a safe and inclusive environment.**

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| **Strategic Objectives** | **2024/25 Impact** |
| **Wellbeing for all Kaiako and Tauira is a priority and their environment will be safe, inclusive and free from racism, discrimination and bullying. (NELP 1, 2)** | **Active school values programme and well-being programme is embedded across the school.**  **Recognition of workplace pressures/needs and enhancement of workplace practices to support staff well-being.** |
| **Continued upgrade and maintenance of school environment. (NELP 2)** | **Development of learning spaces/resources for staff and students.**  **Development of outdoor spaces.**  **Development/upgrade of pool facility.** |

**STRATEGIC GOAL 4 – Hapori (Community)**

**Collaboration.**

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| **Strategic Objectives** | **2024/25 Impact** |
| **All stakeholders will have high aspirations for every learner/tauira, and that these are supported through strong partnerships with whanau, hāpu and iwi in relation to learning and belonging. (NELP 1,2)** | **Iwi and hapu are participants in decision making to best support our tauira’s learning journey.**  **Whānau and hapori are actively involved in supporting tauira.** |
| **Our Kura will be a safe and inclusive environment for all and our school community (hapori) is engaged and reflected in our culture, systems and processes. (NELP 1,2)** | **Real time communications and stronger integration/transparency with parents in tauira’s learning journey.** |

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| *Where we are currently at:*  Glen Massey Primary School is implementing “Structured Literacy” in 2024. This will produce better and more able learners and enable consistency across all levels in the school. By using the Structured literacy programme we are hoping to see increase in both reading and writing across the school with some year levels having a high level of increase in expectation against the NZ curriculum. We are working with Learning Matters and using the iDeaL platform to underpin our teaching pedagogy in this area.  We have reasonably good achievement data across the school but the fact that the data has stayed similar in Literacy for a few years and that we are still having the same groups/cohorts showing up as targets has prompted us to try something different, hence the move into the iDeaL framework for literacy.  With the curriculum refresh to continue this year, teachers will be upskilling in a range of curriculum areas and becoming experts in delivery of this for 2026. Maths is being re-addressed this year with Glen Massey Primary school being part of professional development with Bruce Moody. We will join our other Kahui Ako schools in looking at new ways of teaching and assessing math this year.  Our school environment is in good shape and we have just added a brand new space for teachers, to support the increased CRT that is coming mid-year and next year. It is an exciting time for Glen Massey Primary School with a fresh look both at the curriculum, consistent practice for positive behaviour, and teachers who want to do better with literacy in order for students to access all areas of learning curriculum.  We have also implemented Linewize as a method to help with student well-being and safety for 2024. It gathers data from students on a daily basis from a short survey but also monitors our students internet usage and histories to pick up any possible threats.  We will be doing a lot of work within school in order to get consistency in GMS with expectations and moderation of levels of work. Expectations for each level will be clear and concise so that teachers’ can make OTJ’s more easily and with confidence that the mark given is correct. Our new student management system (HERO) will be a integral part of this. Work on creating a local curriculum within these expectations will be vital and again, PLD will be sought to work with staff, kahui ako, community and board. |

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| *How will our targets and actions give effect to Te Tiriti o Waitangi:*  Glen Massey School ensures that students learn in an inclusive and supportive environment where diversity is recognised and valued. School policies and practices reflect NZ’s cultural diversity and fulfil the intent of Ka Hikitia. In addition, there is a focus on prioritising the principles of Te Tiriti o Waitangi: participation , protection and partnership through the school’s bi-cultural planning context. The school ensure that Maori and Pasifika students achieve personal educational success as Maori and Pasfikia, and are confident in their identity, language and culture. Maori and Pasfika students’ progresss and achievement is strengthened through partnerships and engagement with whanau and community. All reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for all students in all classes at GMS.  Students at GMS are supported by North Waikato Attendance Services who support with attendance at school.  All members of the school community are actively involved in supporting all our students to achieve success in their learning: strong in culture, language and identity. Students at GMS are able to join the Kapahaka group. The board fund a Te reo/Kapa Haka tutor/teacher. This teacher is working across the whole school with stories, waiata and other Tikanga maori for all students at all levels. This benefits all and even the community who will be welcome to come and support when able.  This year 2024 the following will occur at Glen Massey Primary School:   * Ensure that all students have an opportunity to be successful and participate in a range of activities to enhance learning * To embrace the diversity in both language and culture of all students * Work with whanau to identify and understand barriers that prevent learners from accessing, participating or remaining engaged with schooling, and work to address them * To be responsive to the needs of our Maori families and support whenever * Board funded teacher specifically for Te reo/Kapahaka |

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| **2024/25 Impact** | 2024 Targeted Actions | Timelines/Responsibilities |
| **Strategic Goal 1 - All Tauira have opportunities to succeed.** | | |
| **Curriculum review/refresh**  **Refreshed curriculum plans and associated programmes are put together and starting to be introduced.**  **Teaching and learning resources are reviewed for effectiveness and value to learning.**  **Board reporting**  **Reporting on student progress and achievement to the board is effective and monitored.** | All staff are developing a deeper understanding of the revised learning areas of the NZ Curriculum (across all curriculum levels and progress outcomes, through exploration at team level and schoolwide)  All learners (whānau, students and staff) know what our values are and are able to unpick them and what they look like  All learners are able to share their progress in relation to the Te Mātaiaho progress outcomes (in real time and at an age appropriateness - know what they are learning, why they are learning it and what they need to do/remember to achieve success)  Implement effective assessment for learning tools which are used to inform teaching and learning(formative). Moderate and develop a shared understanding when making accurate OTJs (Overall Teacher Judgment)  Revisit the assessment tools/resources to ensure we are getting the correct information to measure progress and achievement e.g structured literacy resources  Moderation of programmes and tracking and monitoring.  Collect information in regards to students' attitudes towards learning  Continue to develop our ability to make an effective OTJ (Overall Teacher Judgement. Increase understanding of the progressions for students and develop teachers' understanding of how to make an effective judgment.  Use data and SMS (HERO) to effectively show progress for students to the board. | Ongoing - Rodney, curriculum leaders and MOE facilitators  Ongoing - All Staff  Ongoing - All Staff/Students  Ongoing - Curriculum Leads, Teachers  Rodney/Curriculum Leads  “ “  Rodney/Matt – Linewize Pulse  Ongoing - All Staff (staff meetings)  Each term - Rodney |
| **Strategic Goal 2 - Create a common understanding of effective pedagogy schoolwide.** | | |
| **Agreed pedagogy is implemented school-wide and supports improved achievement and current proven best practice.**  **Strong internal coaching and mentoring process is embedded.**  **Develop teacher release space to meet increased teacher release.**  **Tauira have an enhanced sense of identity and belonging and they can identify their strengths.**  **Te Reo and tikanga are increasingly normalised.** | All teaching staff are actively engaged in a Professional Growth Cycle and professional development is targeted to support individual and group needs  A coaching and mentoring growth model is introduced to staff and embedded as part of our routines each term.  All staff can discuss how their content knowledge and pedagogy has increased, and is reflected in students’ ability to discuss their learning and achievements  All staff are developing a deeper understanding of formative and summative assessment (across all curriculum levels and progress outcomes), through moderation, at team level and schoolwide  A Structured Literacy approach at GMS is in place across all levels underpinned by the iDeaL approach (Learning Matters).  All staff are using appropriate, Culturally Responsive teaching practices All students and staff being able to celebrate our place (Glen Massey/Ngaaruawaahia), respecting bicultural NZ and connecting with the rich history that embodies Aotearoa | Ongoing – Rodney/Staff  Each Term – Buddies allocated  End of Year – All Staff  Ongoing – All teachers  Term 1 / Literacy leader – iDeaL partner (Learning Matters)  Ongoing - All Staff |
| **Strategic Goal 3 – Kaiako and Tauira are able to realise their potential**  **within a safe and inclusive environment.** | | |
| **Active school values programme and well-being programme is embedded across the school.**  **Recognition of workplace pressures/needs and enhancement of workplace practices to support staff well-being.**  **Development of learning spaces/resources for staff and students.**  **Development of outdoor spaces.**  **Development/upgrade of pool facility.** | Common understanding of values among staff. Values explicitly taught throughout the school. Values visible throughout the school – environment and classrooms  Teacher release space created to provide teachers with a suitable resource space to work.  Linewize software in place to monitor/look after well-being of students  Plan put in place to upgrade / develop outdoor spaces and opportunities for students.  Work with Arnna Graham to further improve effective team culture and pedagogy. Look at developing Well Being as a by-product of this PLD.  Plan for social gatherings to help show value to staff. | Ongoing – Teachers  Term 1 – BOT, Rodney  Term 1 – Matt/Rodney  Term 1 – BOT, Rodney  Term 1 and Term 3 – Rodney/Teachers  Term 1 – Kate/Rod |
| **Strategic Goal 4 – Collaboration** | | |
| **Iwi and hapu are participants in decision making to best support our tauira’s learning journey.**  **Whānau and hapori are actively involved in supporting tauira.**  **Real time communications and stronger integration/transparency with parents in tauira’s learning journey.** | Consultation with all community groups is regular and used to enhance outcomes for all learners.  Consultation and engagement plans are reviewed and developed to encourage parent/whaanau presence, engagement and involvement.  Engage whaanau in learning and fundraising opportunities  Staff consistently use a range of positive personalised communication strategies to achieve open and clear interactions with students and whaanau.  Staff seek opportunities to collaborate, encourage, model and maintain positive relationships with students / whaanau / iwi / community. Development of whanau group.  Embed the use of the Ngaaruawaahia Attendance Officer for those at risk of not attending school  Staff work with whaanau, tamariki and external agencies to support those reluctant and/or challenged in attending school.  Gathering Maaori student and whaanau voice to support a review of the school’s curriculum and a shared understanding of Maaori success as maaori  The implementation of HERO as our communication and reporting system to parents. | ALL STAFF  Ngaruawahia Attendance Officer – Ramon Sorenson  Voice of Tamariki Survey  Whaanau voice  GMS School Board  School Annual Review Plan  Community use of school grounds  HERO – All staff and parents |