



## OUR VISION

The heart of learning in our thriving community.

Greymouth High School is welcoming to everyone, with an inclusive culture based on respectful relationships. Every student enjoys their experience of school while developing the capabilities and values to make a positive difference in their communities. In this way, we play a key role in the future of Māwhera.

## OUR VALUES: ARCH

### AKORANGA

A learning community in which relationships allow for both student and teacher to be learners and teachers.

### RESPECT

Showing respect by caring for self, each other, guests and our environment.

### COMMUNITY

Strong and positive relationships throughout our school community, with associated rights and responsibilities, giving a sense of belonging.

### HAUORA

Valuing the wellbeing of everyone in our school community.

WHĀIA TE ITI KAHURANGI: STRIVE FOR SUCCESS

## Strategic Goals

1. To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning
2. To ensure that Māori students can enjoy success as Māori:
  - Ensure te reo me ōna tikanga and te ao Māori are actively practised, promoted & prioritised within all aspects of the school.
  - Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.
  - Strive to empower ākonga to collaboratively lead their learning and to provide opportunities for ākonga to develop their mana and self-worth through their successes.
  - Change as needed to meet the intent of te Tiriti o Waitangi.

# Annual Implementation Plan 2025

1. To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning

How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Annual Target 1.1 Develop a relational learning culture across the GHS community</p> <p>Annual Target 1.2: Continue to develop and implement a plan to improve engagement and attendance.</p> <p>Annual Target 1.3 Refine and improve our junior curriculum and adapt to the NZ Curriculum Refresh ensuring that it strengthens our relational learning culture.</p> <p>Annual Target 1.4 Improve levels of NCEA student achievement with a focus on Literacy and Numeracy co-requisites and endorsements.</p>	<ul style="list-style-type: none"> <li>- Increased attendance.</li> <li>- Increased NCEA results.</li> <li>- Increased positive “results” in wellbeing data.</li> <li>- Increased literacy &amp; numeracy NCEA results.</li> <li>- Increased NCEA merit &amp; excellence endorsements.</li> <li>- Increased UE.</li> <li>- Implementation of refreshed curriculum</li> <li>- Continued tracking and intervention for Junior academic success.</li> <li>- Increased value added from Year 9 to Year 10 reading, writing &amp; science academic data.</li> <li>- Decrease in negative pastoral data.</li> <li>- More positive responses from Ngāti Waewae surveys.</li> <li>- Student and whānau voice.</li> </ul>

## 2. To ensure that Māori students can enjoy success as Māori:

- Ensure te reo me ōna tikanga and te ao Māori are actively practised, promoted & prioritised within all aspects of the school.
- Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.
- Strive to empower ākonga to collaboratively lead their learning and to provide opportunities for ākonga to develop their mana and self-worth through their successes.
- Change as needed to meet the intent of te Tiriti o Waitangi.

How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Annual Target 2.1 Implement Te Tiriti o Waitangi, further. This is to build the capacity of Board, staff, students and whānau in tikanga, te reo and matauranga Māori. and ensure that there are opportunities for rangatahi to develop ownership of their own development, as Māori, within school.</p> <p>Annual Target 2.2 Consolidate the kaupapa Māori pathway and continue to open pathways to the learning across the whole school.</p>	<p><b>Wider school community</b></p> <ul style="list-style-type: none"> <li>- Whānau voice</li> <li>- Student voice</li> <li>- Community and staff voice</li> <li>- Academic success on par with non-Māori</li> <li>- Increased participation in Māori activities</li> </ul> <p><b>Ngā Here Kahikatea</b></p> <ul style="list-style-type: none"> <li>- Whānau, student, community and staff voice</li> <li>- Increased academic outcomes of Māori in comparison with non-Māori</li> <li>- Students are choosing to immerse themselves in cultural activities outside of school hours</li> <li>- Individual pathways are developed through choice and need</li> <li>- Increased confidence to be present and visible in the wider school community</li> </ul>

## Other Key Information

### Cluster engagements 2023

- Māwhera Kāhui Ako
- Toki Pounamu / Manaiakalani Outreach
- Attendance service

### Contract responsibilities:

- West Coast Trades Academy Lead Provider
- Alternative Education Managing School
- Māwhera Services Academy
- Alternative Education Services
- Māwhera Attendance Service

### Effective pedagogy for all learners

#### *Learn - Create - Share*

The 3 key areas of effective teaching we value for our community are:

- Creating a supportive, learning-focussed environment
- Improving students' ability to access learning
- Developing relational, collaborative environments

### Māori dimension and cultural diversity

- Recognise Māori and Pakeha as full Treaty partners
- Respect the kawa me ona tikanga of Ngāti Waewae as mana whenua
- Value the unique heritage, culture and people of the Māwhera Grey District
- Use the Hikairo Schema to guide our pedagogy

## Appendices

1. [NELPS](#)
  2. [Ngāti Waewae education plan](#)
  3. [Kahui Ako Action Plan](#)
  4. [Manaiakalani commitment](#)
  5. [Objectives Governing School Boards](#)
  6. Summary of the information used to develop this plan/How did you create this plan
- [Education \(School Planning and Reporting\) Regulations 2023](#)
  - Co-constructed Surveys with Ngāti Waewae with our staff, students and whānau in 2022 on how to measure and support staff development working with Ngāti Waewae
    - [Survey for staff voice results](#)
    - [Survey for ākonga/students results](#)
    - [Survey for whānau voice results](#)
  - ERO <https://ero.govt.nz/institution/303/greymouth-high-school>
  - [ERO 2023](#)
  - [More information 2023](#)

## The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable

PRIORITIES	<b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	<b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	<b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	<b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.



# Goals 3-5 years

## 1. Whakapapa

Information regarding whakapapa is easily accessible by Ngāti Waewae whānui.

## 2. Taiao

Ngāti Waewae whānui are connected to our taiao and understand our role as kaitiaki.

## 3. Tikanga

Ngāti Waewae whānui feel welcome, confident and capable to contribute at Arahura Marae.

## 4. Pūrākau

Pūrākau regarding Ngāti Waewae and Te Tai Poutini are accessible and known by Ngāti Waewae whānui.

## 6. Hapori

Schools and organisations within the Ngāti Waewae takiwā are aware of and aligned with Te Ara Hura ki te Waewaetanga, including their obligations under Te Tiriti o Waitangi.

## 5. Te Reo

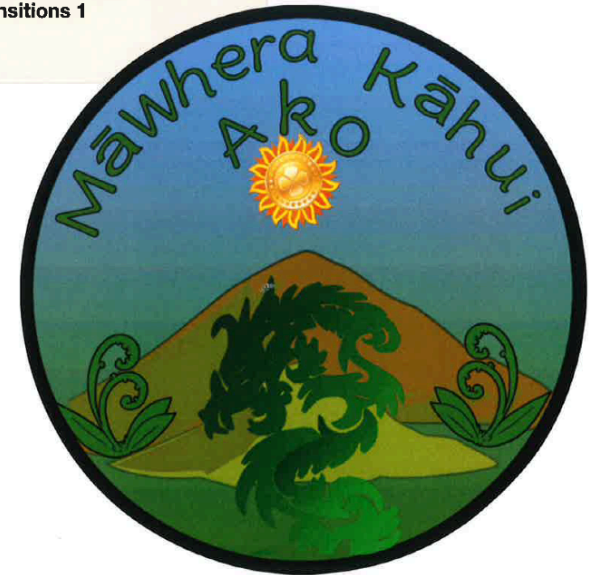
The development of te reo for Ngāti Waewae is guided by the Rautaki Reo Māori.

## Māwhera Kāhui Ako Vision Statement and Strategic Plan - 2023/2024

**Wellbeing Engagement Success for all Transitions**  
 Presence Participation Performance Pathways

*Tamariki o Māwhera feeling good and functioning well while moving seamlessly through quality, inclusive education and achieving at levels that enable access to a fulfilling future.*

NELP OBJECTIVES / KA HIKITIA DOMAINS	1. Te Whānau - Learners at the Centre	2. Te Tangata - Barrier-Free Access	3. Te Kanouratanga - Quality Teaching and Leadership	4. Te Tuakitanga - Future of Learning and Work	5. Te Rangatiranga - World Class Inclusive Public Education
NELP PRIORITIES	1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 - Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (Tertiary Education Strategy Only)
	2 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	4 - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<b>Wellbeing 6 Success for All 3 Transitions 1</b>	
NGĀTI WAEWAE ARAHURA - TE ARA HURA KI TE WAEWAETANGA	<b>Tikanga</b> - Custom / Protocol Ngāti Waewae whānui feel welcome, confident and capable to contribute at Arahura Marae	<b>Whakapapa</b> - Genealogy Information regarding whakaapa is easily accessible by Ngāti Waewae whānui	<b>Te Reo</b> - Māori Language The development of the red for Ngāti Waewae is guided by the Rautaki Reo Māori (Māori Language Strategy)		
	<b>Pūrākau</b> - Traditional Stories Oūrākau regarding Ngāti Waewae and Te Tai Poutini are accessible and known by Ngāti Waewae whānui	<b>Taiao</b> - Environment Ngāti Waewae whānui are connected to our taiko and understand our role as kaitiaki	<b>Wellbeing 2 Engagement 2, 3, 4 Success for All 1, 2, 3</b>		
	<b>Hapori</b> - Community Schools and organisations within the Ngāti Waewae takiwā are aware of and aligned with Te Are Hura ki te Waewaetanga, including their obligations under Te Tiriti o Waitangi	<b>Wellbeing 1, 3, 4, 5, 6 Engagement 1 Success for All 1, 2, 3 Transitions 1</b>			
<b>MĀWHERA KĀHUI AKO RELATED ACHIEVEMENT CHALLENGES</b>	<b>Wellbeing 3, 4, 5 Engagement 1 Success for All 3 Transitions 1</b>				



Logo design by Zade Bellis, Karoro School.





	WELLBEING	ENGAGEMENT	SUCCESS FOR ALL	TRANSITIONS
	<b>"We all belong here. We love it."</b>  <i>The pounamu is a symbol of strength and connection - shaped and made to shine by the environment it is in.</i>	<b>"I care because this matters to me."</b>  <i>Gold is valued and sought for. Miners are prepared to work hard, knowing the value of their goal.</i>	<b>"What I do matters and my schooling is catered to my needs."</b>  <i>The mountain peaks encourage us to strive and remind us of the successes of those who have gone before.</i>	<b>"When I move, I still belong."</b>  <i>The pikopiko grows from a small shoot, and unfurls at the right time to thrive as a fern.</i>
<b>What do we want to see across our Kāhui Ako?</b>	Staff feel confident and supported as professionals in implementing the curriculum, embedding restorative practice, resulting in students developing healthy connections with them as learners, with their academic and socio-emotional needs effectively met.	Students are present, engaged and excited to learn.	All students have their learning needs met and extended through staff who are confident in the curriculum, and formative assessment.	Transitions into and within schooling are learner-focused, effectively supported and seamless between all providers within the Kāhui Ako.
<b>What will that look like in action?</b>	<ol style="list-style-type: none"> <li>1. Reduction in absenteeism</li> <li>2. Higher self-initiated use of prosocial skills evident amongst students</li> <li>3. Formative and restorative practice in each classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduction in absenteeism</li> <li>2. Targetted, rich recruitment of staff</li> <li>3. Shared localised learning with Pūrākau embedded and community connections visible</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment for Learning / Formative Practise used effectively in teaching at all levels.</li> <li>2. Staff are empowered and resourced to effectively teach Te Whariki / New Zealand Curriculum to all students</li> </ol>	<ol style="list-style-type: none"> <li>1. Shared understanding at transition points of Te Whariki / NZC for Primary / NCEA, with strategies to support staff and students at either end of these transitions.</li> </ol>
<b>What is our current situation?</b>	<a href="#">NZCER Wellbeing Survey data 2022</a>	<a href="#">MOE Attendance Data</a>	<a href="#">NZCER Wellbeing Survey data 2022, 2023</a> <a href="#">MKA Reading data analysis 2022</a>	<a href="#">MKA Reading data analysis 2020</a> - noting transition to school and high school years especially
<b>How will we get to our desired result?</b>	<ul style="list-style-type: none"> <li>• Restorative Practice PLD to finish at the end of 2023</li> <li>• Curriculum Refresh / NCEA / Te Whariki PLD</li> <li>• Schools' own attendance initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Schools funded to investigate community suggestions from whānau and students with high absenteeism</li> <li>• Development West Coast and MBIE partnership for education recruitment campaign</li> <li>• PLD with Ngāti Waewas on Pūrākau</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for Learning / Formative Practice used effectively at all teaching levels through Kāhui Ako-wide PLD with Evaluation Associates, starting Term 3 2023</li> <li>• Curriculum Refresh PLD for all Primary school staff and NCEA PLD for High school staff through MOE</li> <li>• New English Curriculum will be the context for the AFL PLD</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant information is effectively shared between pre-school providers, families and schools for children starting school</li> <li>• Whānau, students and teachers are well prepared for start of schooling</li> <li>• Strength to Strength programme implemented in 2024 for Year 7-8 students to help improve leadership skills in transition to High School</li> <li>• Academic results show continuation rather than drops in Year 9 and 10</li> </ul>
<b>How will we know if we have made progress?</b>	<ul style="list-style-type: none"> <li>• MOE attendance reports</li> <li>• Reports from attendance officer</li> <li>• Wellbeing at school survey</li> </ul>	<ul style="list-style-type: none"> <li>• Absenteeism data</li> <li>• Evidence of Pūrākau embedded visible</li> <li>• An active recruitment campaign with MBIE</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Practise before and after assessments decided upon with Evaluation Associates</li> <li>• Reading data longitudinal comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Arotahi Group feedback</li> <li>• Reading data longitudinal comparison</li> <li>• High School transition survey</li> <li>• Strength to Strength data collated</li> </ul>

# Manaiakalani & Greymouth High School

## Memorandum of Understanding (extract)

The Manaiakalani Programme is partnering with school communities across Aotearoa New Zealand to inspire Maori, Pasifika and learners in low socio-economic communities to lift their learning through the application of the Learn Create Share pedagogy. The Manaiakalani commitment is to support those New Zealand learners and families who find it difficult to access and/or afford local, global and digital citizenship. The programme focuses on improving educational outcomes through innovative teaching methods that include technology; fostering engagement, critical thinking, and creativity. By empowering students and teachers to navigate the digital landscape, the programme seeks to prepare our taura for success in a technology-driven world while narrowing educational disparities, raising achievement outcomes and promoting inclusive learning environments.

The following seven principles underpin our joint activity:

1. Honour the Treaty of Waitangi principles of partnership, participation and protection in everything we do
2. Community partnership underpins all design, implementation and evaluation
3. We share a strong commitment to "Learn Create Share" pedagogy
4. Knowledge-building communities will grow the capability of our people as a collective
5. Distributed responsibility will assure a successful, sustainable and prosperous future
6. Every interaction with people within, across and beyond the communities of learning is an opportunity to engage with and respond to the multiple and precious cultures of the world
7. We reduce personal choice to increase affordable opportunity for all

**The Principal and Staff will support the achievement of our goals by:**

1. Ensuring programme goals are included the school's annual and strategic plans
2. Reporting to their Board of Trustees regularly about progress towards meeting programme goals
3. Championing, monitoring and appraising the work of Manaiakalani PLD facilitators and lead teachers
4. Ensuring education programme leader /s are appropriately selected and supported by school management and have sufficient longevity and positional authority to bring change
5. Ensuring all teachers participate in cluster professional learning and development activities
6. Contracting IT support service provision that meets the criteria set out in the Manaiakalani Tech Support RFP, ideally using the same provider as other schools in the cluster
7. Providing access to the school and its classrooms for Manaiakalani partners to meet the agreed schedule of development, technical problem solving, research and pedagogical support
8. Attending Principals' PLGs and acting as the leading learner in this development
9. Encouraging and supporting teachers to change their practice in line with their professional learning and development
10. Enact a Visible Teaching and Learning strategy promoting engaged digital citizenship for learners and whanau
11. In an ethical and safe way, sharing student and teacher data emerging from research with appropriate audiences, teachers, schools, clusters and Manaiakalani. Always ensuring whanau and learners have rangatiratanga over their own data.
12. Participating in and implementing an agreed cluster-wide research and development programme including testing, moderation, teacher observations and implementation of emergent findings
13. Providing reporting input to the Manaiakalani programme and others as required
14. Agreeing to apply allocated MoE/cluster funding for Professional development to PLD facilitation and Research roles wherever possible, to help offset the costs of these roles