



# Green Bay School Annual Plan 2026

**Our Culture:** Culturally responsive practices that enable equitable outcomes and support wellbeing.

| STRATEGIC INITIATIVES  | OUTCOMES  | MEASURES  | WHO WILL LEAD?  | RESOURCING              |
|--|---|---|---|-------------------------|
| Strengthening relationships between Mana Whenua and the school.                                      | Te Kawerau ā Maki School Engagement and Development Programme - Mana Kura outcomes are met and implemented  | Teacher planning.<br>Classroom observations.<br>Teacher PGC reflections.<br>School engagement and Development plan in place. Student progress data. | Aleesha and Alex<br>Te Reo/Tikanga<br>Teacher<br><br>Anand & Alex | Staffing<br><br>\$6,000 |
| Embed school values into the school culture and contexts through positive behaviour for learning.    | Students feel safe and know how to show the school values in various school contexts.<br>Increased Attendance.<br>Reported Behavioural incidents are decreased.   | Student voice. Teacher voice. Attendance data<br>Behavioural incident reports. Attendance Management Plan.  | SLT<br>PB4L Team  | PB4L funding            |
| Build teacher understanding and capability in understanding and responding to neurodiverse learners. | Conversations, mentoring, coaching and professional learning is occurring to build teacher knowledge and capability in understanding and responding to neurodiverse learners.<br>Teachers are deliberately considering their neurodiverse learners when planning. | SENCO planning. Teacher PGC reflections Student & whānau voice Teacher planning Student progress data. PLD  | SENCO SLT   | NA                      |
| Enviro initiatives are supported and developed to support wellbeing.                                 | Keep New Zealand Beautiful, Enviroschools, EOTC, Teacher PLD continued and enhanced.  | Enviro Plan. Teacher voice Student voice  | Enviro-School in-school lead & external facilitator               | Enviro-School funding   |

Whanau Sport and P.E. to support student wellbeing.

All teachers are deliberately planning for and delivering quality PE lessons at least once a week.  
Quality play, active recreation, sport, and physical activity experiences are planned during break times.  
All students are provided with the opportunity to participate in quality play, active recreation, sport, and physical activity in the community.

Teacher PE Planning  
Student Voice  
Participation register.

Healthy Active  
Learning Peter  
and SLT

N/A



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**Our Learning:** All students and staff at Green Bay School strive for personal excellence.

| STRATEGIC INITIATIVES   | OUTCOMES   | MEASURES   | WHO WILL LEAD?                  | RESOURCING              |
|---|--|--|---------------------------------|-------------------------|
| Every Year 1-2 teachers to be BSLA trained.<br>Y3 Structured Literacy   | BSLA is embedded in all Year 1 & 2 classes. BSLA is part of junior teacher onboarding.<br>Students' achievement data will improve to between 85-95%        | BSLA in-school training register.<br>Onboarding documentation. Student achievement data and voice. | BSLA in-school facilitator      | Board                   |
| All Y4-6 teachers to be trained in IDEAL.<br>All Y7 teachers to be trained in IDEAL   | Ideal Programme is utilised in all senior classes Ideal is part of senior teacher onboarding.<br>Students' achievement data will improve to between 85-95% | Teacher planning.<br>Onboarding documentation. Student achievement data and voice.                 | SLT.<br>Senior Literacy Lead    | Literacy budget         |
| Maths PLD to strengthen practice and pedagogy across the school.<br>Structured Maths for Y0-6<br>Accelerated Maths for Y7-8 | Maths practice and pedagogy is strengthened across the school. Students' achievement data will improve to between 85-95%                                   | PLD provider reports<br>Student achievement data and voice.  | PLD provider                    | MoE PLD funding         |
| Explore and begin to implement the New NZ Curriculum in English and Mathematics   | Teachers understand the major elements of the New NZ Curriculum.<br>ANZH is embedded into planning and practice. Common Practice Model is explored.        | Teacher voice. Teacher planning.<br>Common practice model documentation.                           | SLT<br>Curriculum working group | MoE resource personnel. |
| Literacy support programmes for Y0-8 programmes delivered by providers.   | Students' achievement data will improve to between 85-95%  | External provider reports.<br>Student achievement data and voice.                                  | SLT<br>PLD providers            | MoE PLD Funding         |

**Our Community:** Strong educational connections and relationships with whānau, our community and local iwi.

## STRATEGIC INITIATIVES

## OUTCOMES

## MEASURES

WHO WILL  
LEAD?

## RESOURCING

Specialist Curriculum Initiatives  
Music  
The Arts  
Te Reo  
Science  
PE

Students to experience quality teaching  
In other areas of the curriculum

5 Specialist teachers employed in these areas

Board

|  |   |  |                            |                        |
|--|---|--|----------------------------|------------------------|
| Develop seamless transitions to, from and across the school. | Whānau hui when students transition into school. Whānau information evenings. Teacher, Whānau and High School communication.                      | Transition to school action plan enacted.                      | SLT                        | Transitions            |
| Strengthen community relationships through school events.    | Planned school community events held at least twice a year, that are coordinated between the school and Parent Support Group.                     | Event calendar.  | SLT & Parent Support Group | Parent support funding |
| Support whānau of neurodiverse learners.                     | Whānau attend Incredible Years training. SENCO working more closely with whānau of neurodiverse learners. Whānau meet other parents with support. | Incredible Years training register. SENCO report. Whānau voice | SESCO                      | SESCO                  |

| STRATEGIC INITIATIVE  | OUTCOMES   | MEASURES  | WHO WILL LEAD?      | RESOURCING          |
|---|--|---|---------------------|---------------------|
| <b>PERSONNEL</b><br>Green Bay School is a good employer   | Regular self-review<br>Effective appraisal and attestation process<br>Professional Growth Cycle  | Self-review plan<br>Appraisal and attestation documentation<br>Professional growth cycle documentation  | Board and Principal | Staffing            |
| <b>PROPERTY &amp; FINANCE</b><br>Diligent and planned use of resources enable quality teaching and learning | Upgrade senior playground<br>Implement parts of 5YA/10YPP<br>Site Master Plan reviewed<br>Board professional development for finance and governance<br>Continue robust planning of property<br>Continue promoting fundraising and grants | Senior playground upgrade sign off<br>5YA/10YPP implementation plan<br>Site Master plan sign off<br>Board report<br>Property report<br>Finance report | Board and Principal | 5YA & 10YPP funding |
| <b>HEALTH &amp; SAFETY</b><br>A safe environment that fosters healthy partnerships                          | Continue to progress transport plan to Auckland Council<br>Transport<br>Work on a summary of information for injuries and actions<br>Continue to support staff and student wellbeing   |   |                     |                     |