



# Glenbrae School

## ANNUAL IMPLEMENTATION PLAN 2024

Grow. Believe. Succeed

### OUR VALUES



### STRATEGIC GOALS



To deliver the best teaching and learning



To enhance the ability of all our students to access the curriculum



To provide the resources and systems to support learning outcomes

### OBJECTIVES

- High quality assessment practices are used to inform teaching and learning.
- Teaching and learning is aligned to student need and voice.
- Good quality teaching and learning is consistent across the school.
- Teachers are keeping up to date with best practice.
- Local curriculum is authentic and culturally responsive.
- Staff show differentiation of teaching and learning to match the academic, social and emotional needs of their students.
- Staff build quality learning focused relationships with students and whānau.
- School has good active connections with external agencies.
- Professional development is aligned to the needs of the students.
- Staff and leadership capability is aligned to the strategic goals.
- The school environment is welcoming and culturally responsive.
- Staff timetables are aligned to the goals of the school and the needs of the students.
- Time and space is provided to enhance and build upon quality home school partnerships.
- Evidence of positive behaviour is visible across the school.



## GOAL 1: TO DELIVER THE BEST TEACHING AND LEARNING

Initiative	Actions
<b>High quality assessment is used to inform teaching and learning</b>	<ul style="list-style-type: none"><li>● Assessment overviews are developed and shared with staff.</li><li>● Assessment is used on a formative basis.</li><li>● Staff are developing confidence in the assessment tools.</li><li>● Moderation techniques are strengthened in the school.</li></ul>
<b>Teaching and learning is aligned to student need and voice</b>	<ul style="list-style-type: none"><li>● Student voice is becoming evident in module planning.</li><li>● Student reflections are becoming evident during module learning.</li></ul>
<b>Good quality teaching and learning is consistent across the school</b>	<ul style="list-style-type: none"><li>● Inquiry learning cycle is monitored for consistency across the school.</li><li>● Planning standards are consistent through teams.</li><li>● Book standards are re-introduced and monitored across school.</li><li>● Teaching and learning resources are used effectively across school.</li><li>● Learning is becoming more visible.</li></ul>
<b>Teachers are keeping up to date with best practice</b>	<ul style="list-style-type: none"><li>● Release time is used appropriately for observations, PD and planning purposes.</li><li>● PD is recommended based on the needs of teachers and students.</li></ul>
<b>Local curriculum is authentic and culturally responsive</b>	<ul style="list-style-type: none"><li>● Te Ao Māori and Te Reo Māori is embedded across all module plans.</li><li>● Meaningful and student focused relationships with local iwi create positive educational outcomes for our students.</li></ul>

**Who is responsible?**

**How will we know when we have achieved success?**

**Principal, Senior Leadership Team**

**When our end of year data shows that our students have achieved accelerated progress.**



## GOAL 2: TO ENHANCE THE ABILITY OF ALL OUR STUDENTS TO ACCESS THE CURRICULUM

Initiative	Actions
<b>Staff show differentiation of teaching and learning to match the academic, social and emotional needs of their students</b>	<ul style="list-style-type: none"><li>• Planning is differentiated and reflects student needs.</li><li>• Learning interventions cater for student needs.</li><li>• IEPs and IBPs are in place for students with identified learning needs.</li></ul>
<b>Staff build quality learning focused relationships with students and whānau</b>	<ul style="list-style-type: none"><li>• Special Needs Register is accurate and up to date and accessible by SLT.</li><li>• Teachers build and maintain warm and positive learning focused relationships.</li><li>• Home school partnerships are planned and implemented and assessed through the year.</li><li>• Consulting is completed mainly through student led conferences.</li><li>• Behaviour (rangimarie) programme enhances the culture of the school.</li></ul>
<b>School has good active connections with external agencies</b>	<ul style="list-style-type: none"><li>• Referrals are made to the appropriate agencies in a timely manner.</li><li>• Leadership regularly discuss students with identified learning needs.</li></ul>
<b>Professional development is aligned to the needs of the students</b>	<ul style="list-style-type: none"><li>• PD is implemented according to the learning and pastoral needs of students.</li></ul>

**Who is responsible?**

**How will we know when we have achieved success?**

**Principal, Senior Leadership Team**

**When our students with identified learning needs have made accelerated achievement and are accessing the curriculum.**



## GOAL 3: TO PROVIDE THE RESOURCES AND SYSTEMS TO SUPPORT LEARNING OUTCOMES

Objective	Actions
<b>Staff and leadership capability is aligned to the strategic goals.</b>	<ul style="list-style-type: none"> <li>• Leadership's PLG is developed according to how they are influencing their strategic goals across the school.</li> <li>• Staff Professional Growth Cycle is embedded and aligned to our school's inquiry framework.</li> </ul>
<b>The school environment is welcoming and culturally responsive</b>	<ul style="list-style-type: none"> <li>• The property projects such as the drainage, junior repavement, junior seating, courts, entrance garden are completed.</li> <li>• Planning around the upgrade of the senior block is underway.</li> <li>• Class wall displays positively reflect Inquiry teaching and classroom learning.</li> </ul>
<b>Staff timetables are aligned to the goals of the school and the needs of the students</b>	<ul style="list-style-type: none"> <li>• Teacher aide timetables are in place for supporting the two focus areas of the school.</li> </ul>
<b>Time and space is provided to enhance and build upon quality home school partnerships</b>	<ul style="list-style-type: none"> <li>• Teacher only day is a welcoming experience for our families.</li> <li>• Student led conferences build relationships between home and school and are used as an opportunity to consult on a number of issues.</li> </ul>
<b>Evidence of positive behaviour is visible across the school</b>	<ul style="list-style-type: none"> <li>• School wide whānau rewards system is implemented with buy-in from staff and students.</li> </ul>

**Who is responsible?**

**Principal, Senior Leadership Team**

**How will we know when we have achieved success?**

**When our property projects are progressing, and our resources are aligned to achieving accelerated progress and to accessing the curriculum.**