



# Glenbrae School

## ANNUAL IMPLEMENTATION PLAN 2025

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>• Ensure the teaching and learning handbook is renewed with our current assessment requirements.</li><li>• Build on capacity to use assessment formatively.</li><li>• Staff are developing confidence in the assessment tools.</li><li>• Moderation techniques are strengthened in the school - with opportunities to moderate included in team and schoolwide meetings.</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 - developing consistency with using student voice in module planning.</li><li>• Student reflections are becoming evident in the inquiry cycle.</li><li>• Provide additional opportunities to capture student voice - and this becomes evident in planning.</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 in and around the school.</li><li>• New maths curriculum is unpacked with staff.</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><li>• TAI is used effectively to inform practice.</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 module planning.</li><li>• Meaningful and student focused relationships with local iwi create positive educational outcomes for our students.</li><li>• New opportunities to engage with external providers of kapahaka and tikanga are explored.</li><li>• Deepening the relationship between Ngati Paoa and Glenbrae School.</li><li>• Student identity and culture is valued and reflected in classroom practice.</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><li>● Develop staff capacity in establishing and implementing IEPs/IBPs and show consistency across the school.</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>● Schoolwide expectations are reviewed and revisited regularly, and visible in classes.</li><li>● Home school partnerships are planned and implemented and assessed through the year.</li><li>● Community consultation is completed mainly through student led conferences.</li><li>● Data is regularly collected, analyzed and acted upon with staff.</li><li>● Staff are building confidence in leading restorative conversations with students.</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><li>● Agencies actions are contributing towards the learning and wellbeing of our students.</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><li>● Trauma informed/brain science/ refugee/zones of regulation related professional development is shared to reflect the needs of the school.</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> <li>● Annual staff/principal staff scale scores are implemented and shared to SLT for professional growth.</li> <li>● TOD at the start of year unpacks handbooks and expectations.</li> </ul>
<b>The school environment is welcoming and culturally responsive</b>	<ul style="list-style-type: none"> <li>● Senior classrooms, perimeter/pool fencing.</li> <li>● Junior playground options are explored.</li> <li>● Class wall displays positively reflect Inquiry teaching and classroom learning.</li> <li>● Waste management systems are evident throughout the school.</li> <li>● SLT walkthroughs of classrooms to uphold and maintain positive classroom environments is evident.</li> </ul>
<b>Staff timetables and resources 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> <li>● 1 hour of reading/writing/mathematics are evident in teacher planning.</li> <li>● Staff are engaged in extracurricular activities to support student interests.</li> <li>● Teaching resources are distributed to meet the strategic needs 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>● Action days in inquiry learning are used to celebrate learning.</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> <li>● STAR attendance practices are known and shared.</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> <li>● Attendance rates meet national expectations.</li> <li>● Attendance is visibly celebrated in the school.</li> </ul>

**Who is responsible?**

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

**Principal, Senior Leadership Team**

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