



Grant's Braes School

Kia tūhura, kia kite, kia mahi kātahi - To explore, discover and learn together

E Kumanu ana - We care

E ako ana - We learn

E āhei ana - We can

E mahi kātahi ana! - We are!

2022 ANNUAL PLAN

AIMS and OBJECTIVES

Covering the three statutory areas of student achievement, school performance and use of resources. (Education Standards Act 2001)

Area	Aims	Objectives
Strategic planning and self-review	To develop a strategic plan which documents the effects of the National Education Guidelines through policies, plans, curriculum assessment, professional development, student achievement and to plan an ongoing self-review.	The Board with the principal and staff will develop and operate a four-year strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing review of its policies and plans. 3 Year Review Schedule
Curriculum delivery	To provide children with stimulating learning experiences that challenge them to achieve their personal best and foster self-confidence, eagerness to learn, self-regulation, collaboration, and develop a positive mindset.	Each year the Principal and staff will develop, revise, or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum. Curriculum Delivery Plan
Curriculum content	To provide well-planned programmes that extend and widen children's experiences, emphasise a good foundation in numeracy and literacy, and give balanced coverage to all national curriculum learning areas.	Each year the Principal and staff will develop, revise, or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum. Curriculum Delivery Plan
Assessment and reporting	To recognise children's achievements and identify their learning needs through regular monitoring, recording, and reporting of their progress, and by informing and involving parents when making decisions about their children's learning needs and priorities.	The school's curriculum plan will identify the key purposes, principles, and practices for assessing, recording and reporting on children's progress and achievement. Assessment Implementation Plan
Personnel	To achieve positive working relationships throughout the school, to be a good employer, to promote high levels of staff performance, and provide support for ongoing staff development.	The Board will prepare policies and plans to appoint quality staff so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate fair and effective performance management. Appointments Policy
Finance	To plan, manage, and use the school's funds for the maximum benefit of the children's education.	The Board will prepare an annual budget to fund the school's curriculum, personnel, property, and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit, and publication of annual accounts.
Property	To maintain and develop the school's buildings, facilities, and environment so that they enhance the educational purpose of the school and are safe, healthy, and attractive for children, staff, and the community.	The Board will comply with the conditions of any current asset management agreement as a good steward of the State's and community's assets and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene.
Community participation	To promote parent/caregiver and community relationships and confidence in the school, and to encourage and welcome their interest, involvement, and support as full partners in children's education.	The Board will have a Communication Policy concerned with promoting parent/caregiver/community communications and involvement. Communication Policy
New Zealand's cultural diversity and the unique position of Māori Culture	To develop school policies and practices that reflect New Zealand's cultural diversity, and the unique position of Māori culture, and to ensure all reasonable steps are taken to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full-time students whose parents request it.	All school policies and plans will be implemented in ways that are sensitive to the cultural backgrounds, values, and needs of individual children and their families. In consultation with the school's Māori whānau, the Board will develop and make available its policies, plans, and targets for the advancement of the achievement of Māori students as required by the National Education Guidelines.

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.



Vision, Motto, Values, Principles

Vision

Kia tūhura, kia kite, kia mahi kātahi - To explore, discover, and learn together.

Motto

E kumanu ana, E ako ana, E āhei ana, E mahi kātahi ana!
We Care, We Learn, We Can, We Are!

Whakatauki

Mahia te mahi o tō ake kākau - Do things from the heart

Our Values

1. **E kumanu ana - We Care** (kindness and respect) -

- Kindness to self, others, and our environment
- Accept individuality
- Empathy, caring
- Pride
- Honesty and tolerance
- Treating others the way you want to be treated
- Accepting others as who they are
- Showing consideration (politeness and manners)
- Showing respect for others
- Inclusiveness, multicultural, engaging with the wider community

2. **E ako ana - We Learn** (love of learning)

- Creative, collaborative, inquisitive
- Curious, inquiring, problem-solving
- Good work ethic
- Teachers as learners and learners as teachers



3. **E āhei ana** - We Can (confidence)

- Having the feeling or belief that you can do something well or succeed in something
- Liking yourself enough to be yourself
- Independence
- Growth mindset
- Be the best you that you can be
- Positive
- Resilient

4. **E mahi kātahi ana** - **We Are!** (team-work)

- Turangawaewae (knowing where you belong)
- Contributing to own learning, others learning, the wider community
- Respect yourself, others, different viewpoints
- Communication
- Collaboration



Principles

The principles listed in the New Zealand Curriculum embody beliefs about what is important within our school curriculum and underpin all school decision making. Through school-wide and syndicate planning, students at Grant's Braes School experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's and also our local communities' unique identity. These are always considered in the processes of planning teaching and learning experiences as well as prioritising and reviewing within the school setting. Our school-based curriculum incorporates these eight principles throughout the school year:

- High expectations
- Learning to learn
- Treaty of Waitangi
- Community engagement
- Cultural diversity
- Coherence
- Inclusion
- Future focus



STRATEGIC PLAN 2021 - 2024

Vision - Kia tūhura, kia kite, kia mahi kātahi - To explore, discover and learn together.

Motto - E kumanu ana, E ako ana, E āhei ana, E mahi kātahi ana!

We Care, We Learn, We Can, We Are!

A Board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement (Education Act).

1. All students and staff will be actively engaging with the school curriculum and progressing towards their achievement targets

Objective	2022	2023	2024
All students will progress at their highest levels of educational achievement	<p>All students will make progress to the best of their ability in reading.</p> <p>Integrate Structured Literacy across the school.</p>	<p>All students will make progress to the best of their ability in mathematics.</p> <p>Embed Structured Literacy across the school.</p>	<p>Increase student engagement and achievement in an identified area of need based on data.</p> <p>Review Structured Literacy practice.</p>
To maximise student engagement across all areas of the curriculum	<p>Review how Te Tiriti o Waitangi underpins our kura</p> <p>Consult with whānau to develop a Māori Strategic Plan</p> <p>Undertake community consultation to review and develop 2023 Annual Plan</p> <p>Continue the Localised Curriculum development which reflects our Cultural Narrative</p>	<p>Determine what it look like to be a true treaty partner (2023).</p> <p>Continue to develop Māori Strategic Plan</p> <p>PLD Focus on Localised Curriculum</p>	<p>Embed Māori Strategic Plan</p> <p>Undertake community consultation to review and develop 2025 Annual Plan</p>

2. To strengthen and encourage family and whānau participation and engagement in our school community.

Objective	2022	2023	2024
Continue to enhance and nurture positive relationships with whānau	Build the engagement and capacity of our Māori whānau Engage whānau to support the teaching and learning of ākoka	Build the engagement and capacity of our Māori whānau Engage whānau to support the teaching and learning of ākoka	Build the engagement and capacity of our Māori whānau Engage whānau to support the teaching and learning of ākoka
Implementation of new National Education and Learning Priorities (NELP)	Revised National Education and Learning Priorities (NELP) are developed and unpacked.	Revised National Education and Learning Priorities (NELP) implemented.	Revised National Education and Learning Priorities (NELP) implemented and embedded.

GRANT'S BRAES SCHOOL

ANNUAL PLAN 2022

A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement (Education Act).

Strategic Goal 1. All students and staff will be actively engaging with the school curriculum and progressing towards their achievement targets.

Objective	Outcome	2022 Actions	Budget	Timeframe	Progress/Completed	Who will be involved	Evidence/Links
All students will progress at their highest levels of educational achievement	All students will make progress to the best of their ability in writing	2021 data reviewed, analysed, reported to BoT, Charter targets written	nil	Term 2		Gareth, Leadership team	
		Review and adapt Grant's Braes Writing Criteria a best practice for teaching of writing	nil	Term 3 - Week 1		Leadership Team, All teachers	
		Review writing process and implement school-wide goal - staff meeting organised	nil	Term 3 - Week 1		Management, All teachers	
		Students sharing and celebrating their writing	nil	on-going		Teachers, students	
		Teacher walkthrough to share literacy practice	nil	Term 3		Teachers	
		Students will receive regular feedback on the message of their writing	nil	on-going		Teachers, students	
		Oral language focus - talk, before and during writing	nil	on-going		Teachers, students	
		Learning Assistants using the Structured Literacy approach with identified students	nil	on-going		Learning Assistants (LA)	

		Literacy Learning Initiative (LLI) - Speech Language Therapist Training Day to produce goals for identified students	MOE funded	as required		MOE, LA, Teachers	
		Having an in-class target writing group (or intervention) operating within the school	nil	Term 1 - 4		Teachers, target students	
		e-asTTle data collected and analysed	nil	Term 3		Year 3 - 6 tamariki, teachers	
		Writing moderation for reporting purposes		Term 2 and Term 4		Management Team, teachers	
		Structured Literacy interventions operating - Term 1/2	Allocated Staffing FTE	Term 1/2		Intervention teachers (Sara/Desiree)	
		Structured Literacy intervention BoT report to the Board	nil	Term 3, 2022		Management	
		Phonological Awareness Screening Tool used to identify individual learning needs	nil	Term 1		Intervention teachers (Sara/Desiree)	
	85% of intervention students to make accelerated progress in spelling (through Structured Literacy practice)	Y1-6 teaching Code workshops based on spelling pattern		Term 1 - 4			
		Schonell Spelling Test/Stepsweb administered and analysed - Year 4 - 6. Baseline data and all intervention students	nil	Term 1		Intervention teachers (Sara/Desiree), teachers	
		Word check test used to determine starting code	nil	Term 1		Intervention teachers (Sara/Desiree)	
		Heggerty and Kilpatrick phonological awareness being taught NE -Y2 and Kā Manu	nil	Term 1 - 4		All teachers	
		Te Ngahere/Kā Manu interventions focused on Structured Literacy based on 20201 reading and writing data - Report to the BoT	Allocated Staffing FTE	Terms 1 - 4		Intervention teachers (Sara/Desiree)	

		Plan, develop and deliver a structured literacy programme for intervention groups	nil	Terms 1 - 2 Te Ngahere/ Kā Manu Term 3-4		Leadership team/teachers	
		Schonell Spelling Test//Stepsweb Year 4 - 6 - administered and analysed - end of year data and all intervention students - Report to BoT	nil	Term 4		Intervention teachers (Sara/Desiree), teachers	
		Intervention teachers to get MSL training	\$5,000	Term 3, 2022-2023			

Objective	Outcome	2022 Actions	Budget	Timeframe	Progress/ Completed	Who will be involved	Evidence/Links
To maximise student engagement across all areas of the curriculum	Start to embed Structured Literacy across the school	Purchase more decodables as a school from literacy budget	JS- \$1700 MS- \$2120 SS- \$2330 SL - \$3000	Term 2		Leadership team	
		Structured Literacy School Wide Scope and sequence, unpack as a school	nil	Term 3		Leadership team	
		Structured Literacy Code being used school wide for teaching of spelling,	nil	Term 1 - ongoing		Lead Teachers (Sara/Desiree/Susan)	
		Liz Kane (Learning Matters) professional development - 5 staff members attending - staff meeting held	\$2, 800 (PD Budget)	Term 2 - 11/12 May 2021		Sara, Desiree, Susan, Jen	
REVIEW							
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Objective	Outcome	2022 Actions	Budget	Timeframe	Progress/ Completed	Who will be involved	Evidence/Links
To maximise student engagement across all areas of the curriculum	Review how Te Tiriti o Waitangi underpins our kura	Policies and Procedures (School Docs) are bicultural and free from bias and racism		Ongoing as part of review process			
		Communicate with Runaka regularly to inform them of what is being delivered at GBS. e.g. - production, polyfest, inquiry					
		Explore resources that are available - Hāutu, Tātaiako					
		Invite Flayme Wharerau to deliver Tātaiako presentation to staff - staff to review		Term 3 - Week 3			
		Use Hautū and other resources to review GBS current position at school, BoT and whānau level (Amie - framework for working with Runaka)					
		Consultation with whānau - Māori Whānau and school whānau - Māori Strategic Planning - Community consultation		Term 3			
	Develop a Māori Strategic Plan	Use Hautū and other resources to review GBS current position at school, BoT and whānau level (Amie - framework for working with Runaka)					
		Consult tamariki, whānau, - What does Success as Māori means for Ākoka/whānau					

		Consult with whānau to develop a Māori Strategic Plan - Amie to share Bayfield's Māori Strategic Plan					
		Whānau hui held twice a term - agenda item at each hui		Weeks 3 & 7			
		Whānau to develop Māori Strategic Goals					
	Undertake community consultation to review and develop 2023 Annual Plan	Action Plan developed - could involve reviewing the integration of the following: - Areas we are doing well - Areas which need improvement - Property		Term 2-3			2020 Action Plan HERE - to review
		Community Consultation undertaken		Term 3			
	Continue the Localised Curriculum development which reflects our Cultural Narrative	Undertake review of Localised Curriculum					
		Apply for MOE PLD funding for Localised Curriculum project 2023-2024					
		Incorporate Aoteroa/NZ Histories into Localised Curriculum					
		Engage with Ruaka and inform them of specific and significant Teaching and Learning (e.g. Inquiry) as well as event (e.g. Production)					
	REVIEW						

Strategic Goal 2. To strengthen and encourage whānau participation and engagement in our community

Objective 1	Outcome	2022 Actions	Budget	Timeframe	Progress/Completed	Who will be involved	Evidence/Links
Continue to enhance and nurture positive relationships with whānau	Build the engagement and capacity of our Māori whānau	Whānau consultation					
		Whānau hui held twice a term and ZOOM offered					
		Normalise Te Reo and Tikaka at GBS					
		Schoolwide and Māori achievement data shared with whānau					
		Māori Strategic Plan development lead by Māori whānau					
	Engage whānau to support the teaching and learning of ākoka	Parent/Teacher Interview data analysed and all caregivers of students deemed 'Needs Support' will be contacted if they had not attended	nil	Interviews - Term 2		Teachers	
		Reduce barriers for some families in need	nil	ongoing		Principal, BoT, PTA, Kaitoko (Amie Curtis)	
		Make parents aware they can bring a support person, especially ESOL families	nil	ongoing		Teachers, Principal - Newsletter	

		Bilingual Support worker to support Arabic families	MOE Cluster funds	ongoing		Mouhammed Alfar, SENCO (Desiree)	
		Meet the teacher evening held	nil	4/2/21		Teachers	
		Parent/Teacher meetings - formal and informal	nil	What's the Buzz - Term 1 Interviews - Term 2		Teachers	
		Intervention/target groups engagement and communication kept high	nil			Intervention teachers, Teachers	
		No surprise reporting to parents/caregivers	nil	ongoing			
		Parents/caregivers aware of open door policy	nil	Term 1		Principal, Teachers	
		Access funding applications for Kai Tahu Ākoka					
Implementation of new National Education and Learning Priorities (NELP)	Revised National Education and Learning Priorities (NELP) are explored and unpacked.	Revised National Education and Learning Priorities (NELP) are explored and unpacked.				BoT, Senior Management, teachers	
REVIEW							