



Te Kura Tuatahi o Te Kōau **Grant's Braes School**

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

137 Belford Street,
Waverley,
Dunedin 9013

03 454 4717
office@grantsbraes.school.nz
www.grantbraes.school.nz

2025

ANNUAL IMPLEMENTATION 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



Te Kura Tuatahi o Te Koau - Grant's Braes School STRATEGIC PLAN 2024- 2025

Goal 1: Te Marautaka - Curriculum - A student centred, future focused, culturally sustainable curriculum increasing student progress

E ako ana	Mātaraka Māori/Te Ao Māori <ul style="list-style-type: none"> - We give effect to Te Tiriti o Waitangi principles - Cultural Narrative and a rich localised curriculum delivery which is evaluated - School Tikaka defined and embedded in to practise - Bilingual Classroom operating once a week - Hui Whānau twice a term - Tumuaki and Kaiako are on their Te Reo journey - Aspire to become a Stage 4 Māori Medium Kura
E āhei ana	Continue with evidence-based teaching practices <ul style="list-style-type: none"> - The Science of Reading (Structured Literacy) pedagogy is embedded across the school - Collaborative Practice operating across the school - Ākoka strive to progress in their learning
E ako ana	Providing support to identified areas of needs within our school <ul style="list-style-type: none"> - All students will progress at their highest levels of educational achievement - School wide Spiral of Inquiry based on school-wide assessment data - Intervention programme support groups of students based upon school-wide assessment data - All classroom have target groups to address needs
E ako ana	Te Mātaiaho - NZ Curriculum Refresh <ul style="list-style-type: none"> - Te Mātaiaho NZ Curriculum refresh is integrated into planning and assessment

Goal 2: Taiao - Environment - An attractive, modern, well resourced, environmentally sustainable school environment.

E kumanu ana	Property/Buildings <ul style="list-style-type: none"> - Hall fully constructed and utilised by the kura and community - Ākoka's voice heard in school property decisions - Respect for the akomaka and grounds - Maintain a high standard of tidiness - Artwork around the school reflects the cultures represented in the community - Spaces are culturally sustainable and flexible to cater for the needs of all ākoka - Future projects will enhance teaching and learning pedagogy
E kumanu ana	Environmental Education <ul style="list-style-type: none"> - All students are involved with environmental education around the school, Belford Park and the wider Waverley area - Ākoka involved in native flora and fauna regeneration - Attain Enviro schools accreditation

	<ul style="list-style-type: none"> - Develop sustained environmental practices (composting, recycling) - Ākoka are kaitiaki of our kura
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Goal 3: Honoka - Connection - An actively engaged school community.

E āhei ana	Culturally Sustainable <ul style="list-style-type: none"> - Building and maintaining reciprocal relationship with Ōtākou Runaka and other ethnic groups within our kura - Continue to have a Mana Whenua Rep on the Board of Trustees - Strong whānau rōpū - There are regular celebrations of different cultures represented at our kura
E mahi kātahi ana	Community Events <ul style="list-style-type: none"> - Regular opportunities are provided for whānau to connect with the community to celebrate, share information, learning and pedagogy - A PTA strongly supported by our community
E mahi kātahi ana	Communication Strategy <ul style="list-style-type: none"> - We provide a variety of ways to connect with the community to share information, learning and pedagogy - Reporting of student progress is clear, useful, in real time and accessible to our school community

Goal 4: Tikaka - Culture - A welcoming, safe, inclusive culture.

E mahi kātahi ana	Inclusive Education <ul style="list-style-type: none"> - Ākoka are provided with appropriate support and enrichment/extension opportunities
E āhei ana	Hauora <ul style="list-style-type: none"> - Programmes are provided to support mental health and well-being - Spaces around the school are flexible to cater for the diverse needs of ākoka - Ākoka have many opportunities to be involved in a variety of sporting endeavours - The school is a safe environment for all ākoka to thrive - Ākoka build on the mana of themselves and those around them
E mahi kātahi ana	Attendance <ul style="list-style-type: none"> - All children attending our kura on a regular (90%+) basis - Support programmes are accessed and in place for students with poor/irregular attendance - Regular attendance is acknowledged

DRAFT ANNUAL IMPLEMENTATION PLAN 2025

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).

Goal 1: Te Marautaka - Curriculum - A student centred, future focused, culturally sustainable curriculum increasing student progress

Strategic Aim/Annual Target Goal:

- Mātaraka Māori/Te Ao Māori

What do we expect to see by the end of the year?:

- We give effect to Te Tiriti o Waitangi principles
- All students will progress at their highest levels of educational achievement
- Cultural Narrative and a rich localised curriculum delivery which is evaluated
- School Tikaka defined and embedded in to practise
- Bilingual Classroom operating once a week
- Hui Whānau once a term
- Tumuaiki and Kaiako are on their Te Reo journey
- Aspire to become a Level 4b Māori Language immersion level Kura

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success	Evidence/Links
To follow the whole school overview teaching and create resources for all ākoka to access the learning	Kaiārahi Kaiako	- Te Reo Overview - Rauemi Māori Shared Drive - Lesson Plans	Ongoing	- Documents are use and evaluated were required	Te Ao Māori staff meeting Minutes -
Development and shared understanding of Kura Tikaka	Kaiārahi Kaiako	- Alignment with the school values - Te Ao Māori website utilised by kaiako/whānau	Ongoing	- All classes adopting karakia to open/close the day and for kai - The school attaining Level 4b for all ākoka - Kāi Tahu Tikaka evident at kura	
Every akomaka has hui daily for 30 minutes in Te Reo.	Kaiārahi Kaiako	Start of day Hui Slides used amongst the kura	Ongoing	- Every akomaka has hui daily for 30 minutes in Te Reo.	
Deepen staff knowledge of best practices and strategies for teaching Te Reo and Tikaka	Kaiārahi	- Whole staff Te Ao Māori Staff Meeting - once per term - Niho Taniwhā - Hikaro Schema PGC goal	Term 1 - 4	- Engagement in hui a kaimahi termly - Selected Hikaro Schema PGC goal achieved	
All ākoka will participate in	Kaiārahi	- Kapa Haka support -	Term 1 - 4	- Tamariki and kaiako confident in their	

Kapa Haka once a week for 30 - 45 mins	Kaiako	partnership with Bayfield High School		kapa haka performances - Kapa haka performances used for school events - Polyfest Kapa Haka performance	
Sustainable Bilingual akomaka operating weekly - Friday 11 - 12:30 pm	Kaiārahi	- Release for Whaea Logann - Toroa akomaka - Tōku Ngākau Māori - Resource - Niho Taniwha		- Sustainable model established - Strong whanau engagement - Māori succeeding as Māori	
Undertake an audit for MMI Level 4b	Kaiārahi	Anaru Morgan - L4b Audit slideshow		- Own reflection and then adaptations and resources given to support. - Audit done midyear. - June 25	Audit Data
Māori Achievement Collaborative	Tumuaki Kaiārahi	- Attendance at termly MAC Hui - Release for kaiarahi to attend MAC hui - Attendance at MAC Wānaka in October		- Kura Goals achieved and programmes evaluated - Kaiārahi has strengthened whānakataka with other kaiārahi	
Review: June 2025 - November 2025 - NOTES: Kā Manu Strategic Plan - Te Reo 2024-2025 -					

Goal 2: Te Marautaka - Curriculum - A student centred, future focused, culturally sustainable curriculum increasing student progress

Strategic Aim/Annual Target Goal:

- Providing support to identified areas of needs within our school - Writing

What do we expect to see by the end of the year?:

- Intervention programme support groups of students based upon school-wide assessment data (Year 1 - 6)
- Progress of targeted student shows acceleration
- Classrooms have priority groups or individuals to address needs
- Reviewed Scope and Sequence that is implemented within the kura

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success	Evidence/Links
Review writing and Structured Literacy data collection between syndicates	SLT	- Leadership release - HERO SMS	Ongoing	- Coherent systems in place and utilised - HERO SMS used	
Implementation of aspects of the Writing Revolution (WR) Professional learning	SLT, Anni Fries	- Staff meeting week 9 Term 1 run by Anni Fries	Term 1, ongoing	- Implementation of the aspects of WR within classes	
Explore the use of HERO for sharing and reviewing goals	SLT	- HERO Support - Masterclass - Staff meeting		- Student/whānau engagement in Learning posts - Real-time reporting established and valued by whānau	
Reporting to the Board on progress and achievement using HERO	Tumuaki, SLT	- HERO support - Masterclass - Leadership release	Term 2, Term 4	- Reports developed that contains data on cohorts of ākoka that is relevant and easy to interpret	
Goal sheets/criteria sheets in writing books once children begin to write (not children working at pre-stage 1)			Ongoing	Goals ticked off once achieved	
Review scope and sequence to align with the revised literacy curriculum	SLT				
Utilising the revised curriculum database (Iain Cook-Bonney) with resources/plans	SLT, Kaiako, Iain CB	- Subscription to Curriculum Database - Support from Iain CB for implementation	Ongoing	A resource rich with school specific exemplars/resources that kaiako can use in their teaching and learning	

Spelling using The Code		The code, spelling notebook	ongoing	If they are writing the heart words correctly in their independent writing	
LA support to assist ESOL children and those with additional needs.	SLT, Kaiako	Structured literacy related resources, already in the classroom	Ongoing	Evidence in their writing	
Termly writing staff meeting	SLT, Kaiako	- Leadership release - Writing walkthrough			
<p>Ensure effective writing practice throughout the Kura:</p> <ul style="list-style-type: none"> - Daily explicit teaching of writing (elements) - Use good models of writing examples - Regular opportunities for sharing/celebrating writing - Reflecting on writing - Self/peer assessment - Explicit teacher and peer feedback - Goals are self-assessed and revised - Explore different opportunities for writing (link to Inquiry) - Professional Growth Cycle syndicate goal with Team Leader observations of team 	SLT Kaiako	<ul style="list-style-type: none"> - Rich Data collected , analysed, evaluated and reported to staff/board - Data used to determine Intervention groups - Data used to support ākoka - Professional Growth Cycle/Spiral of Inquiry writing goal inplace 		<ul style="list-style-type: none"> - Positive shift the the progress and achievement of all students - Accelerated progress for students within Intervention groups - Kaiako strengthen and broaden their ability in teaching writing - Kaiako reflect and respond on their own practice 	Writer's Toolbox PLD and Staff meeting Moderation in and between teams
<p>Review: June 2025 - November 2025 -</p>					

Goal 3: Taiao - Environment - An attractive, modern, well resourced, environmentally sustainable school environment

Strategic Aim/Annual Target Goal:

- Environmental Education

What do we expect to see by the end of the year?:

- All students are involved with environmental education around the school, Belford Park and the wider Waverley area
- Ākoka involved in native flora and fauna regeneration
- Attain Enviro schools accreditation
- Develop sustained environmental practices (composting, recycling)
- Ākoka are kaitiaki of our kura

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success	Evidence/Links
Develop a 25 year regeneration plan for Belford St Park	SLT, Kaiako, Board, Whānau	<ul style="list-style-type: none"> - Enviroschools - Community Engagement - Website - Grant's For Good? - Dunedin City Council - Apply for a Port Otago Community Container - ORC Ecofund 	Term 1 - 3	<ul style="list-style-type: none"> - Plan in place - Ākoka, kaiako, and community engagement - 	
Plant 75 trees as part of the 75th Jubilee	SLT, Kaiako, Board, whānau	<ul style="list-style-type: none"> - DCC Support - ORC Ecofund and support - Landscape design developments 	Term 3		
School buildings reflect bicultural nature of our school: <ul style="list-style-type: none"> - Rebranding of our Kura to incorporate our Te Reo name - Kowhaiwhai developed for our kura and used - Waharoa developed and installed - Spaces within our kura are given appropriate names and signage installed - Map of Aotearoa and World reflecting ākoko/whānau origins 	SLT Board, Kaiārahi	<ul style="list-style-type: none"> - New Signage around the school and school van - Kowhaiwhai/Waharoa development with Hui Whānau, tamariki and kaiako - support from Connor Ropata-Kaitoko - Cultural narrative 	Term 1 - 4	<ul style="list-style-type: none"> - Our kura has signage, Kowhaiwhai and Waharoa that represents our commitment to Te Tiriti of Waitangi 	
Children plan and design a native plant walk that educates the community about what plants birds eat-	Kaiako	<ul style="list-style-type: none"> - Laser cut quality signs designed by tamariki - QR codes to further info made and researched by pupils 			

why certain plants were planted and what birds we are trying to attract.		<ul style="list-style-type: none"> - A walk way made by students with their own made tile/rock etc along the side, with native plants - Free to use compost bins for the community filled up by Mr Harris's garden clippings etc. - Bird feeders to encourage birds made by tamariki. 			
Starting in our akomaka and ensuring the children have pride in our kura.	Kaiako	<ul style="list-style-type: none"> - Class monitors - Caretaker/cleaner job descriptions and schedule fo work - Community working bees 		<ul style="list-style-type: none"> - Clean, tidy and respected akomaka and school grounds - Clear work schedule for cleaners and caretaker which is evaluated throughout the year - New sandpit build with support from whānau 	
Review: June 2025 - November 2025 -					

Goal 4: Honoka - Connection - An actively engaged school community

Strategic Aim/Annual Target Goal:

- Community Events

What do we expect to see by the end of the year?:

- Regular opportunities are provided for whānau to connect with the community to celebrate, share information, learning and pedagogy
- A PTA strongly supported by our community

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success	Evidence/Links
Celebrate the 75th Anniversary of our kura - 17/18 October	Tumuaki, Board, Jubilee Com.	- 75th Jubilee budget - 75th Jubilee committee - regular meetings	Terms 1-4	- The kura will hold a successful celebration of the school's 75th anniversary - Strong support from the school community	
Term 2 Inquiry Topic - Who are we and how can we come together? - Relevant traditions/celebrations explored	SLT, Kaiako	- 'What's the Buzz?' questionnaire - identify specific traditions/celebrations	Term 1 - Term 4		
School Hāngi	Hui Whānau Kaiārahi SLT	- Whānau Hui - Fundraising	Term 4	Whānau have increased levels of participation in activities and opportunities	
Fortnightly Assemblies	SLT, Kaiako	- Whānau leaders running each assembly by rotation - ICT Helpdesk members supporting Whānau leaders each assembly by rotation - Iain CB to give specific AV and Audio support to CT Helpers	Term 2 - 4	Whānau have increased levels of participation in activities and opportunities	
Regular PTA Meetings	Tumuaki, Kaiako, PTA, Board		Ongoing	The school PTA is respected and whānau engagement increased	
HERO used for: - sharing of learning - whānau engagement - for real-time reporting - communication	Kaiako, whānau	- Implementation of HERO SMS - Staff implementation Plan	Ongoing		

Create fun, friendly opportunitites for whānau to be involved in the school	Tumuaki, kaiako to support	As required		Whānau have increased levels of participation in activities and opportunities	
Review: June 2025 - November 2025 -					

Goal 5: Tikaka - Culture - A welcoming, safe, inclusive culture

Strategic Aim/Annual Target Goal:

- Hauora

What do we expect to see by the end of the year?:

- Programmes are provided to support mental health and well-being
- Spaces around the school are flexible to cater for the diverse needs of ākoka
- Ākoka have many opportunities to be involved in a variety of sporting endeavours
- The school is a safe environment for all ākoka to thrive
- Ākoka build on the mana of themselves and those around them
- Evaluated behaviour plan in place and utilised

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success	Evidence/Links
Be Heard Counselling Programme Operating at our Kura - Group counselling session to be explored	SLT	<ul style="list-style-type: none"> - BeHeard Counselor - Weekly office space - 	Terms 1 -4		
PB4L - Shared School Aim Behaviour Plan evaluated and in place - Restorative Practice - School Values	SLT, Kaiako	<ul style="list-style-type: none"> - MOE Funding \$8000 - Release for OPB4L team member to attend four training days - Regular scheduled PB4L Team meetings - See PB4L action plan and meeting agendas 	Ongoing	Reduction of behavioural incidents in class/playground	Behaviour Plan - HERE
Enrichment, extension and sporting opportunities evaluated	Tumuaki, Rebecca M	<ul style="list-style-type: none"> - As required to ensure activity is safe and successful 	Ongoing	A variety of different enrichment, extension and sporting opportunities are provided	
Library space open regularly for children to use at lunchtimes/quiet games provided as well eg-chess	Library Staff Y6 Librarians	<ul style="list-style-type: none"> - Roster for Year 6 librarians to work lunchtimes 	Ongoing		
All classes actively teach and use zones of regulation	Kaiako	<ul style="list-style-type: none"> - Zones of regulation book - PD around use - Resources 	Ongoing		
Attendance	SLT, Board, Kaiako	<ul style="list-style-type: none"> - Attendance data and reports termly - Follow up with whānau 	Ongoing	Ākoka are regularly attending kura, with a	

		- Otago Youth Wellness involvement if required		decrease in unexplained absences and lateness.	
Review: June - November -					