



Te Kura Tuatahi o Te Koaau
Grant's Braes School

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

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2026

ANNUAL IMPLEMENTATION PLAN

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- 2026

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"> - Give effect to Te Tiriti o Waitangi principles in governance, leadership, and teaching practice. - Develop and evaluate a rich, localised cultural narrative within the curriculum. - Define and embed school tikanga in everyday practice. - Deliver and evaluate a weekly bilingual classroom programme. - Strengthen partnerships with whānau through termly Hui Whānau. - Support Tumuaiki and Kaiako to progress on their Te Reo Māori learning journey. - Maintain and evaluate the Stage 4 Māori Medium Kura pathway.
E āhei ana	Continue with evidence-based teaching practices <ul style="list-style-type: none"> - Implement consistent assessment practices aligned with curriculum changes. - Ensure ākoka make sustained progress in their learning. - Embed the Learners First Professional Learning into the new Maths Curriculum
E ako ana	Providing support to identified areas of need within our school <ul style="list-style-type: none"> - Ensure all ākoka make strong progress at their highest levels. - Use school-wide assessment data to guide the Spiral of Inquiry. - Provide targeted intervention programmes for identified ākoka. - Set and monitor classroom target groups to meet learning needs.
E ako ana	Te Mātaiaho - NZ Curriculum Refresh <ul style="list-style-type: none"> - Implement the new curriculum effectively, at a pace that ensures quality teaching and learning. - Align curriculum planning and delivery for gazetted curriculum documents - Monitor and evaluate progress to ensure consistency and compliance across the school.
Goal 2: Taiao - Environment - An attractive, modern, well-resourced, environmentally sustainable school environment.	
E kumanu ana	Property/Buildings <ul style="list-style-type: none"> - Maximise use of Awhi Rito for both kura and community needs. - Ensure ākoka voice informs property and space decisions. - Maintain respect, tidiness, and care for grounds and facilities. - Showcase diverse cultures through artwork and environment. - Create flexible, culturally responsive spaces that support all ākoka. - Develop future projects that enhance teaching and learning pedagogy.
E kumanu ana	Environmental Education <ul style="list-style-type: none"> - Engage all ākoka in environmental learning across the school, Belford Park, and the wider Waverley area. - Involve ākoka in native flora and fauna regeneration and sustainability projects. - Develop sustained environmental practices such as composting and recycling. - Support ākoka to be kaitiaki (guardians) of the kura environment. - Attain and maintain Enviro Schools accreditation.

Goal 3: Honoka - Connection - An actively engaged school community.

E āhei ana	Culturally Sustainable <ul style="list-style-type: none">- Build and maintain reciprocal relationships with Ōtākou Runaka and all ethnic groups within the kura.- Foster strong whānau rōpū and celebrate the cultures represented in our school.
E mahi kātahi ana	Community Events <ul style="list-style-type: none">- Provide regular community events to share learning, pedagogy, and school achievements.- Support a strong, active PTA that engages the wider community.
E mahi kātahi ana	Communication Strategy <ul style="list-style-type: none">- Engage whānau through accessible communication to share learning, pedagogy, and school information.- Provide clear, timely, and useful reporting of ākoka progress that is easily accessible to the school community.

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

E mahi kātahi ana	Inclusive Education <ul style="list-style-type: none">- Provide ākoka with targeted support and enrichment opportunities to meet their individual learning needs.
E āhei ana	Hauora <ul style="list-style-type: none">- Provide programmes that support ākoka mental health and well-being.- Ensure school spaces are flexible and inclusive to meet diverse ākoka needs.- Offer a wide range of sporting and co-curricular opportunities to engage all ākoka.- Maintain a safe and supportive environment where ākoka can thrive.- Foster ākoka to build their own mana and respect the mana of others.
E mahi kātahi ana	Attendance <ul style="list-style-type: none">- Ensure all ākoka attend regularly (90%+).- Provide targeted support programmes for ākoka with poor or irregular attendance.- Acknowledge and celebrate consistent attendance to reinforce engagement.

ANNUAL IMPLEMENTATION PLAN 2026

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?:

- Give effect to Te Tiriti o Waitangi principles in governance, leadership, and teaching practice.
- Develop and evaluate a rich, localised cultural narrative within the curriculum.
- Define and embed school tikaka in everyday practice.
- Delivered and evaluated a weekly bilingual classroom programme.
- Strengthen partnerships with whānau through termly Hui Whānau.
- Support Tumuaiki and Kaiako to progress on their Te Reo Māori learning journey.
- Maintain and evaluate the Stage 4 Māori Medium Kura pathway.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success	Evidence/Links
To follow the whole school overview, teach and create resources for all ākoka to access the learning	Kaiārahi Kaiako	- Te Reo Overview - Rauemi Māori Shared Drive - Lesson Plans	Ongoing	- Documents used and evaluated were required	
Explore ways for ākoka and Kaiako to progress their Te Reo: - Every akomaka has hui daily for 30 minutes, incorporating Te Reo and Tikaka. - Termly Te Ao Māori staff meetings - Kupu/sentence of the week linked into the daily notices - used schoolwide - Share with staff MOE Te Reo PLD - Hikaro Schema used for review and goal setting for kaiako and Support Staff - Whakatauki to explore Kura values	Kaiārahi Kaiako	- Start of day Hui Slides used amongst the kura - MOE Te Reo PLD as available - All Staff have a copy of the Hikaro Schema	Ongoing	- Every akomaka has hui daily for 30 minutes incorporating Te Reo adn Tikaka. - Ākoka and Kaiako using more Te Reo in and around the school - More Kaiako involved in Te Reo PLD - Kiako and support staff have Tikaka and Te Reo	
Māori Achievement Collaborative (MAC)	Tumuaki Kaiārahi Anaru Morgan (MAC)	- Annual fee - \$1800/year	Ongoing	- Kura Goals achieved and programmes evaluated - Kaiārahi has strengthened whānakataka with other kaiārahi	
Deepen staff knowledge of best practices and strategies for teaching Te Reo and Tikaka Development and shared understanding of Kura Tikaka	Kaiārahi Kaiako	- Alignment with the school values - Te Ao Māori website utilised by kaiako/whānau - MAC facilitator Anaru Morgan	Ongoing	- A consulted Kura Tikaka statement in place and understood by all - All classes adopting karakia to open/close the day and for kai - The school attaining Level 4b for all ākoka - Kāi Tahu Tikaka is evident at kura - Selected Hikaro Schema PGC goal achieved	
All ākoka will participate in Kapa Haka once a week for 30 - 45 mins	Kaiārahi Kaiako	- Kapa Haka support - partnership with Bayfield High School	Term 1 - 4	- Tamariki and kaiako are confident in their kapa haka performances - Kapa haka performances used for school events - Polyfest Kapa Haka performance	
Sustainable Bilingual akomaka operating	Kaiārahi	- Release for Jen Stevenson	weekly	- Sustainable model established	

weekly - Friday 9:05 - 10:20 am		- Kea akomaka - Tōku Ngākau Māori - Resource - Niho Taniwha		- Strong whanau engagement - Māori succeeding as Māori	
Hui Whānau - Build the numbers attending Hui Whānau - In consultation, build the capacity of Whānau to lead the Hui and organisation of significant events: - School Hāngī - Ōtākou Marae Visits	Kaiārahi Tumaki Whānau Ropu	- Whānau ropu - Ōtākou Runaka - Wall Whānau (Hān	Ongoing Events Term 4	- Active Whānau ropu - Whānau leading the ropu - Successful Hāngī and vist to Ōtākou Marae in Term 4	
Development of kura kowhaiwhai and values design	Kaiārahi Tumaki	- Mahi Toi adviser - Whānau ropu - Tamariki	Ongoing	A kowhaiwhai developed and used for our kura that represents our values	
Maintain and evaluate the Stage 4 Māori Medium Kura pathway.	Kaiārahi Tumaki	- PLD on Level 4b MII - Anaru Morgan - Evaluation document undertaken by kaiako	Ongoing	Clear understanding of kaiako of requirements to attain and maintain Level 4b Evaluation of Level 4b attainment	
Review:					

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 need 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
Support Process in place - Intervention programmes supporting priority learners - In-class target groups organised to support students not receiving intervention	SLT, kaiako	Staffing for Intervention to release Desiree and Sara to run interventions	Ongoing	Shift in progress and achievement of priority learners	
Staff Meetings held throughout the year	SLT	As required	Ongoing	Effective PLD shared and undertaken Increase in the progress of ākoka	
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) and Writers Toolbox, Professional learning - induction of new staff, Resources	SLT, kaiako	OCHRE - Grammar Project - website Writer's Tool Box Folder	Term 1, ongoing	- Implementation of the aspects of WR and WT 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	
Scope and sequence embedded in the teaching practice across the kura	SLT, kaiako	- clear expectations shared with staff	On		
Teach whole-class sessions of the Code across the school		The code, spelling notebook	ongoing	Ākoka writing the heart words correctly in their independent writing Code tests - levels achieved	
Handwriting - Daily handwriting following the guidelines of the new curriculum	SLT, Kaiako	Handwriting programme	ongoing	Progress and improvement of ākoka's handwriting that is generalised throughout their written work	
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	
Professional Learning		- Susan and Desiree - CHCH school visits MOE Cohort PLD - Liz Kane - 1-day course - TBC			
Ensure effective writing practice throughout the Kura: - 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	- 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 in place		- Positive shift in 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	
Collection of schoolwide data - The Code - Phonics Check - DIBELS - LAARs	SLT Kaiako	Spelling overview Assessment		- Board progress and achievement reports are presented twice yearly	
Review: -					

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

Strategic Aim/Annual Target Goal:

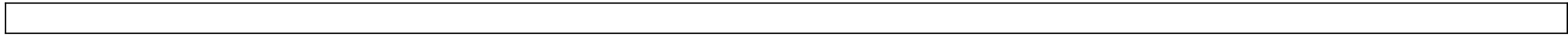
- Providing support to identified areas of need within our school - Mathematics and Statistics

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
- Implement consistent assessment practices aligned with curriculum changes.
- Ensure ākoka make sustained progress in their learning.
- Embed the Learners First Professional Learning into the new Maths Curriculum

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success	Evidence/Links
Realign last year's new scope and sequence when planning for mathematics Scope and Sequence NZC Y0-3 Scope and Sequence NZC Y4-6	SLT, Kaiako	Attend PD days run by Te Learner First - Tuesday 17 March at Macandrew Bay School - Thursday 11 June, Grant's Braes School	Ongoing	- Kaiako will develop a clearer understanding of the curriculum's structure, including how mathematical concepts and skills are introduced and developed over time. - Improve kaiako's ability to plan effective lessons and units, ensuring alignment with curriculum expectations. - Support student learning more effectively by recognising learning progressions and addressing gaps or misconceptions.	
Review our overview as we gain and strength our knowledge of the new curriculum	SLT, Kaiako	- Te Kahere Math overview - Ka Mana Math overview - Maths Overview Kōhaka - Year 0-1 - Math Overview Te Kahere - Year 2-3 - Kā Manu Math Overview - Year 4-6	Ongoing	- The teaching and learning in mathematics will be clearly mapped to the expectations and progression outlined in the new curriculum. - Teachers will have a clear, shared understanding of what to teach and when, leading to greater consistency across year groups	
- Watch the video recording of the Maths Snapshot workshop with Marie Hirst and Dr Jo Knox - Use the Maths Snapshots Phase 1 assessment tool with individual students - Following assessment make informed decisions for reports by moderating as a team - Purchase Phase 2 assessment tool and trial	SLT, Kaiako, Whānau	- Attend Snapshot Zoom PD on updated tool for Phase 1 Wednesday 25th February - Phase 1 Number Snapshots - 2026 Phase 2 Number Snapshots folder	Ongoing	- With better data, teachers can tailor instruction more effectively to meet individual and group learning needs, addressing gaps and extending thinking where appropriate - Clearer insights into students' mathematical thinking will support more meaningful discussions with parents and caregivers about progress and next steps.	
- Review and update assessment guidelines - Moderate assessment with junior and senior school team -	SLT, Kaiako	- Kōhaka assessment EOY guidelines - Te Kahere assessment EOY guidelines - Kā Manu assessment EOY guidelines	Ongoing	- All staff will use the same criteria and expectations, reducing confusion and variation in assessment practices.	
Develop a realigned basic facts test to track progress: - Daily practice - Flash Cards - Apps to make it engaging - Basic facts games - Using songs/rhyme patterns e.g. "5, 10, 15, 20..." sung to a beat - Teach strategies e.g. doubles, make 10 - Track progress - basic facts test	SLT, Kaiako	- Basic Facts PD - Teacher Only Days led by The Learner First - Maths games - Y4-6 Use basic facts Snapshot test	Ongoing	- Children will feel more confident in math because they can recall facts more easily.	
Collection of schoolwide data - Mid/End School-wide Data - PAT - Mathematics	SLT Kaiako, Board		Term 1, 3	- Board progress and achievement reports presented twice yearly	
Review: -					



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?:

- Park Project funding in place and development of the park in place
- 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
<p>Undertake the Park Project staging plan</p> <ul style="list-style-type: none"> - Communicate with community and stakeholders - Build committee to include representation from all stakeholders - Apply for funding as per the staging plan - Utilise funds to complete staged work 	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 	Ongoing	<ul style="list-style-type: none"> - Plan in place - Ākoka, kaiako, and community engagement - Funding secured - Park Project initiated 	
<p>School buildings reflect bicultural nature of our school:</p> <ul style="list-style-type: none"> - Kowhaiwhai developed for our kura and used - Waharoa developed and installed - Spaces within our kura are given appropriate names and signage installed 	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 	
<p>Starting in our akomaka and ensuring the children have pride in our kura.</p>	Kaiako	<ul style="list-style-type: none"> - Class monitors - Caretaker/cleaner job descriptions and schedule of 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:

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
School Hāngi	Hui Whānau Kaiārahi SLT	- Whānau Hui - Fundraising	Term 4	Whānau have increased levels of participation in activities and opportunities	
Regular 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 ICT Helpers	Term 1 - 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 opportunities for whānau to be involved in the school	Tumuaki, kaiako to support, PTA, Board	As required		Whānau have increased levels of participation in activities and opportunities	

Review:

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 organised	SLT	- BeHeard Counsellor - Weekly office space	Terms 1 4		
PB4L - Shared School Aim Behaviour Plan evaluated and in place - Restorative Practice - School Values	SLT, Kaiako	- Regular scheduled PB4L Team meetings - Cluster PB4L Termly Hui	Ongoing	Reduction of behavioural incidents in class/playground	Behaviour Plan
Enrichment, extension and sporting opportunities evaluated	Tumuaki, Rebecca M	- 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 e.g. chess	Library Staff Y6 Librarians	- Roster for Year 6 librarians to work lunchtimes	Ongoing		
All classes actively teach and use zones of regulation	Kaiako	- Zones of regulation book - PD around use - Resources	Ongoing		
Attendance	SLT, Board, Kaiako	- Attendance management Plan in Place and on Website - Attendance data and reports termly - Follow up with whānau - Otago Youth Wellness involvement if required	Ongoing	Ākoka are regularly attending kura, with a decrease in unexplained absences and lateness.	

Review: