





# Enner Glynn School - Strategic Plan 2024/25

The staff, students and school community will become self determining in each of our strategic areas:

## Strategic Section

	2024	2025	2026
 <p>Improving Learning and Ensuring Equity</p>	<ul style="list-style-type: none"> <li>Develop and implement Response to Intervention (RTI) system school-wide to support academic, social and behavioural learning. Collect data on referrals and IEPs to gather a baseline for support interventions at each tier.</li> <li>Te Tiriti - ongoing learning, understanding and application of Te Tiriti principles</li> </ul>	<ul style="list-style-type: none"> <li>Develop systems to monitor effectiveness of RTI in supporting students with needs and ensuring equity for students. Review and use information on IEPs and number of referrals. Compare achievement data to measure progress and success.</li> <li>Implement plans for giving effect to Te Tiriti</li> </ul>	<ul style="list-style-type: none"> <li>Use data gathered to consider how referrals and IEPs have evolved and how we are managing the needs of students within the school. Compare this to achievement data to measure progress and success.</li> </ul>
 <p>Connecting Communities around Learning</p>	<ul style="list-style-type: none"> <li>Develop knowledge and understanding of the Curriculum Refresh.</li> <li>Begin to develop systems for recording and reporting on these learning pathways which link with the progressions from the Curriculum Refresh.</li> </ul>	<ul style="list-style-type: none"> <li>Reporting - Develop systems for recording and reporting on learning pathways in Social and Behavioural Learning</li> <li>Reporting - Develop systems for recording and reporting on learning pathways in 2 other curriculum areas (e.g., Science, Te Reo Māori)</li> </ul>	<ul style="list-style-type: none"> <li>Reporting - Develop systems for recording and reporting on remaining learning pathways in other curriculum areas (e.g., Social Sciences etc.)</li> </ul>
<p>Growing Teaching Practise</p> 	<ul style="list-style-type: none"> <li>Te Reo Māori - Formalise a Te Reo curriculum to be taught in Teams (in Professional Learning Communities - PLC groups).</li> <li>Learn about and implement the common practice model</li> </ul>	<ul style="list-style-type: none"> <li>Embed Te Reo Māori in classrooms and interaction and monitor its use.</li> <li>Common practice model part of professional growth cycle</li> </ul>	<ul style="list-style-type: none"> <li>Embed Te Reo Māori in classrooms and interaction and monitor its use.</li> </ul>
 <p>Building leadership of learning</p>	<ul style="list-style-type: none"> <li>Continue to support staff to build a shared understanding of the purpose and process of <b>Impact Coaching</b>. Build a shared knowledge of <b>Growth Coaching</b> with the staff undertaking this coaching and evaluate the effectiveness of coaching in relation to student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing evaluation of impact coaching by key staff. Embed <b>Growth Coaching</b> with the staff (EGS CoachingTeam) undertaking this coaching and evaluating the effectiveness of coaching in relation to student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing evaluation of impact coaching by key staff. Embed <b>Growth Coaching</b> with the staff (leadership) undertaking this coaching and evaluate the effectiveness of coaching in relation to student learning.</li> </ul>

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## Annual Section

### Key EGS strategic Areas



Growing Teaching Practise



### Associated NELP Objectives

**Ob. 1 - Learners at the centre** (*Learners and their whanau are at the centre of education*)  
Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  
Priority 2: Have high aspirations for every ākonga, supported by partnering with whanau to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

**Ob. 2 - Barrier free access** (*Great education opportunities and outcomes are within reach of every learner*)  
Priority 3: Reduce barriers to education for all, including for Māori and pacific ākonga and those with learning support needs.  
Priority 4: Ensure every ākonga gains sound foundational skills, including language, literacy and numeracy.

**Ob. 3 - Quality Teaching and Leadership** (*Quality Teaching and Leadership make the difference for ākonga and their whanau*)  
Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.  
Priority 6: Develop staff to strengthen teaching, leadership and ākonga support capability (in our school, and) across the education workforce.

**Ob. 1 - Learners at the centre** (*Learners and their whanau are at the centre of education*)  
Priority 2: Have high aspirations for every ākonga, supported by partnering with whanau to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

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Priority 6: Develop staff to strengthen teaching, leadership and ākonga support capability (in our school, and) across the education workforce.

### Goal (s)

1. Enner Glynn School will have started to implement a school-wide Response to Intervention (RTI) which links academic and social/ behavioural learning.

4. Enner Glynn School will have introduced (new staff), refined and embedded our PLC work within each learning team.  
 5. Enner Glynn School has built a shared

6. Enner Glynn School (Awaawa Iti) will have begun to build a shared knowledge of Te Ao Māori for all of our Enner Glynn whānau. We will keep Te Tiriti to the fore and build knowledge

8. All Enner Glynn staff have been through at least one cycle of impact coaching which has been reviewed for effectiveness and fidelity to the RBL profile and PLC work.

# Enner Glynn School - Strategic Plan 2024/25

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<ol style="list-style-type: none"> <li>Students who require additional support (Tier 3) will demonstrate 'accelerated' progress in reading, writing and maths.</li> <li>All targeted Tier 2 and 3 Māori (and other minoritised) students will have demonstrated 'accelerated' progress in reading, writing and maths</li> </ol>	<p>knowledge of the NZ Histories (Te Mataiaha - Curriculum Refresh Framework), AND the common practice model aligning this to our PLC local Curriculum.</p>	<p>about how we can effectively implement the principles of Te Tiriti for our students and whanau (partnership, active protection, reciprocity)</p> <ol style="list-style-type: none"> <li>Enner Glynn School staff have developed a Maori Curriculum, and are teaching and assessing this within our PLC teams.</li> </ol>	<ol style="list-style-type: none"> <li>Additional staff have been trained in Impact Coaching.</li> </ol>
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## Goal ONE - 2024

<b>Targeted students:</b>	Year 3 - 6 Māori Students (and other minoritised students)	<b>Curriculum Area:</b>	Reading and Writing
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<b>Associated School Goal:</b>	<ol style="list-style-type: none"> <li>Enner Glynn School will have started to implement a school-wide Response to Intervention (RTI) which links academic and social/ behavioural learning.</li> <li>Students who require additional support (Tier 3) will demonstrate 'accelerated' progress in reading, writing and maths.</li> <li>All targeted Tier 2 and 3 Māori (and other minoritised) students will have demonstrated 'accelerated' progress in reading, writing and maths</li> </ol>
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School-Wide SMART GOAL	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p><b>Our Reality</b></p> <p>In 2023 43% of our Y3-6 Maori students in Writing are achieving at expected levels of the NZ curriculum. In reading 64% are achieving at expected levels of the NZ curriculum.</p> <p><b>Our Goal</b></p> <p>Reading/Writing:</p> <p>By the end of 2024 we have accelerated at least 80% of our Maori students who are working below expectation (need</p>	<p><b>Curriculum</b></p> <p>To support our Reading and Writing program, we will use <b>The Code</b> across Te Ara, and Manaaki Teams (Years 3 - 6)</p> <p><b>Tier 1:</b> In Years 3 - 4 all students will receive explicit instruction beginning at Year 3 of <b>The Code</b></p> <p>In Years 5 - 6 all students will receive explicit instruction beginning at Year 4 of <b>The Code</b></p>	<p><u>Tier 1:</u> Classroom teachers</p> <p><u>Tier 2:</u> Classroom teachers working in conjunction with LSA's and SenCo to support the learning. <b>Teach - Assess. Reteach - Assess. Two cycles</b> prior to referring for Tier 3 interventions</p> <p><u>Tier 3:</u> Intensive intervention and reteaching of the skills. The RTI team will support by monitoring what assistance is provided.</p>	<p><u>Termly:</u> Monitoring</p> <p><u>Mid-Year:</u> Progress Report and update</p> <p><u>End-Year:</u> final assessment and reflection on achievement toward the goal and next steps.</p>	<p>Evidence of students making connections and applying this learning from <b>The Code</b> to their reading and writing.</p> <p>We have lists of essential learning that will be guaranteed and viable across our team - using <b>The Code</b> as a basis for planning and teaching.</p> <p>Assessments show improved results toward our goal</p> <p>Practice and contexts for learning are shared and refined.</p>

# Enner Glynn School - Strategic Plan 2024/25



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<p>clarification on what acceleration looks like?). We will accelerate these students so that they are achieving at expected curriculum level.</p>	<p>To support the teaching of <b>The Code</b> our PLC teams processes will ensure consistency in delivery and assessment. Our RBL pedagogical approach will underpin this work.</p> <p><b>Assessment</b></p> <p>The Code - Baseline Assessment</p> <p>Develop, implement and collaboratively score (using our proficiency scale) formative assessments using <b>The Code</b> to:</p> <ol style="list-style-type: none"> <li>1. Monitor each students essential learning frequently</li> <li>2. Provide students with opportunities to show progress in meeting the learning targets</li> <li>3. Look at areas of our practice we can develop and improve using <b>The Code</b></li> </ol>	<p>Baseline Assessments:</p> <p>Tier 1: Classroom Teachers - Year 3 - 4 (Year 3) List</p> <p>Classroom Teachers - Years 5 - 6 (Year 4) List</p> <p>Tier 2: SenCo/ LSA's - Year 1 (Spelling)</p> <p>All teachers will reassess on completion of the level scope and sequence for each year level.</p>		<p>A proficiency scale is developed so EVERYONE (including students and whanau) can see what is required to be working at the lower, mid, and top end of the NZC Levels</p> <p>We use this alongside GPILSEO to monitor, moderate and ensure consistency and equity.</p>
	<p><b>Parent learning and support</b></p> <p>Provide materials and support ideas to help them learn strategies to help their children succeed</p> <p><b>Our Own Team Learning</b></p> <p>Inquire into our practice as a team to improve our teaching of <b>The Code</b>, and support our students to learn at high levels using our RBL practices with fidelity.</p> <p>Use results of our common formative assessments to identify staff development needs AND engage in ongoing, job-embedded professional learning in <b>The Code</b></p>	<p>All of us</p>	<p>Learning goal conference meetings - twice a year</p> <p>IEP's for students of concern</p> <p>Share learning success with families regularly via SeeSaw or in person</p> <p>Weekly Team meetings</p> <p>Release Days as Team for planning</p>	<p>Common Assessment results show improvement</p> <p>Regular reviews of progress toward goals</p> <p>End year evaluation and sharing results of inquiry</p>

# Enner Glynn School - Strategic Plan 2024/25

The staff, students and school community will become self determining in each of our strategic areas:



## Goal TWO - 2024

<b>Targeted students:</b>	Year 0 - 2 Maori Students (and other minoritised students)	<b>Curriculum Area:</b>	Reading and Writing
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<b>Associated School Goal:</b>	<ol style="list-style-type: none"> <li>1. Enner Glynn School will have started to implement a school-wide Response to Intervention (RTI) which links academic and social/ behavioural learning.</li> <li>2. Students who require additional support (Tier 3) will demonstrate 'accelerated' progress in reading, writing and maths.</li> <li>3. All targeted Tier 2 and 3 Māori (and other minoritised) students will have demonstrated 'accelerated' progress in reading, writing and maths</li> </ol>
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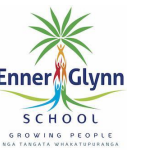
Team SMART GOAL	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p><b>Our Reality</b></p> <p>In 2023 29% of our Y0-2 Maori students in Writing are achieving at expected levels of the NZ curriculum. In reading 15% are achieving at expected levels of the NZ curriculum.</p> <p><b>Our Goal</b></p> <p>Reading/Writing:</p> <p>By the end of 2024 we have accelerated at least 80% of our Maori students who are working below expectation. We will accelerate these students so that they are achieving at expected curriculum level.</p>	<p><b>Curriculum</b></p> <p>PLC Teams to determine essential learning, common formative assessments and use feedback/feedforward with students</p> <p>Data collection</p> <p><b>Tier 1:</b></p> <p>In Years 0 - 2 all students will receive explicit instruction using the BLSA.</p> <p>To support the teaching of <b>The Better Start Literacy Approach</b> our PLC teams processes will ensure consistency in delivery and assessment. Our RBL pedagogical approach will underpin this work.</p> <p><b>Assessment</b></p> <p><b>The Better Start Literacy Approach -</b> Baseline Assessment for students beginning school in Years 0 - 1.</p>	<p><u>Tier 1:</u> Classroom teachers</p> <p><u>Tier 2:</u> Classroom teachers working in conjunction with LSA's and SenCo to support the learning. <b>Teach - Assess. Reteach - Assess.</b> Two cycles prior to referring for Tier 3 interventions</p> <p><u>Tier 3:</u> Intensive intervention and reteaching of the skills. The RTI team will support by monitoring what assistance is provided.</p> <p>Baseline Assessments:</p> <p>Tier 1: Classroom Teachers</p> <p>Tier 2: Classroom teachers &amp; SenCo/ LSA's</p>	<p><u>Baseline:</u> On entry</p> <p>At 10 weeks</p> <p>At 30 weeks</p> <p>Tier 2:</p> <p>At 20 weeks</p> <p><u>Mid-Year:</u> Progress Report and update</p> <p><u>End-Year:</u> final assessment and reflection on achievement toward the goal and next steps.</p>	<p>Evidence of students making connections and applying this learning from <b>The Better Start Literacy Approach</b> to their reading and writing.</p> <p>Assessments show improved results toward our goal</p> <p>Practice and contexts for learning are shared and refined.</p> <p>A proficiency scale is developed so EVERYONE (including students and whanau) can see what is required to be working at the lower, mid, and top end of the NZC Levels.</p> <p>We use this alongside GPILSEO to monitor, moderate and ensure consistency and equity.</p>

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	<p>Year 2 students will begin using the 30 week data information.</p> <p>For new Year 2 students who have not participated in the BSLA the Year 2 Spelling Screener will be used to place students at the appropriate level.</p> <p>Develop, implement and collaboratively score (using our proficiency scale) formative assessments using <b>The Better Start Literacy Approach</b> to:</p> <ol style="list-style-type: none"> <li>4. Monitor each students essential learning frequently</li> <li>5. Provide students with opportunities to show progress in meeting the learning targets</li> <li>6. Look at areas of our practice we can develop and improve using <b>The Better Start Literacy Approach</b></li> </ol>	<p>All teachers will reassess according to the scope and sequence of the Better Start Literacy Approach.</p>		
	<p><b>Parent learning and support</b></p> <p>Provide materials and support ideas to help them learn strategies to help their children succeed</p> <p><b>Our Own Team Learning</b></p> <p>Inquire into our practice as a team to improve our teaching of <b>The Better Start Literacy Approach</b> and support our students to learn at high levels using our RBL practices with fidelity.</p> <p>Use results of our common formative assessments to identify staff development needs AND engage in ongoing, job-embedded professional learning in <b>The Better Start Literacy</b></p>	<p>All of us</p>	<p>Learning goal conference meetings - twice a year</p> <p>IEP's for students of concern</p> <p>Share learning success with families regularly via SeeSaw or in person</p> <p>Weekly Team meetings</p> <p>Release Days as Team for planning</p>	<p>Common Assessment results show improvement</p> <p>Regular reviews of progress toward goals</p> <p>End year evaluation and sharing results of inquiry</p>

# Enner Glynn School - Strategic Plan 2024/25



The staff, students and school community will become self determining in each of our strategic areas:

	<i>Approach</i>			
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## Goal THREE - 2024

<b>Targeted students:</b>	All minoritised students	<b>Curriculum Area:</b>	Student Engagement and Well Being
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<b>Associated School Goal:</b>	<ol style="list-style-type: none"> <li>4. Enner Glynn School will have introduced (new staff), refined and embedded our PLC work within each learning team</li> <li>5. Enner Glynn School has built a shared knowledge of the NZ Histories (Te Mataiaha - Curriculum Refresh Framework), AND the common practice model aligning this to our PLC local Curriculum.</li> <li>6. Enner Glynn School (Awaawa Iti) will have begun to build a shared knowledge of Te Ao Māori for all of our Enner Glynn whānau. We will keep Te Tiriti to the fore and build knowledge about how we can effectively implement the principles of Te Tiriti for our students and whanau (partnership, active protection, reciprocity)</li> </ol>
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Team SMART GOAL	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p><b>Our Reality</b></p> <p>In 2022 during engagement interviews with students after a lesson containing direct instruction, 74% of all students could explain what they were learning. This percentage was lower for minoritised students. We also asked them how they knew they were learning it and what their next steps were and used <a href="#">this tool</a> to analyse responses. We did not collect data on this for 2023</p> <p><b>Our Goal</b></p> <p>Student engagement:</p> <p>By the end of 2024 75% of minoritised student responses during interviews indicate high engagement in the question “What are you learning?”. Boys will be above 70%.</p>	<p><b>Curriculum</b></p> <p>PLC Teams to determine essential learning, common formative assessments and use feedback/feedforward with students</p> <p><b>Data Collection</b></p> <p>Data collected with 4 students per class/group after an instructional session</p> <p>(1 Minoritised boy/ 1 girl and two control [b-g])</p> <p>Same group to have interviews each term to track progress and development.</p>	Principal and PLC teams with data analysis	<p><u>Baseline:</u> End Term 1</p> <p><u>Mid-Year:</u> Start Term 3</p> <p><u>End-Year:</u> fEnd Term 4</p>	<p>Evidence of students knowing what it is that they are learning.</p> <p>Assessments show improved results toward our goal</p> <p>We use this alongside GPILSEO to monitor, moderate and ensure consistency and equity.</p>
	<b>Parent learning and support</b>	All of us		Common Assessment results show

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Provide materials and support ideas to help them learn strategies to encourage discussion about engagement in learning. Moving beyond behaviour, and focussing on becoming self-determinating in learning (Principal's Vlog - Team seesaws etc)

### **Our Own Team Learning**

Inquire into our practice as a team to improve our approaches to increasing **engagement in learning** with our students and support our students to learn at high levels using our PLC and RBL practices with fidelity.

Use results of our common formative assessments to identify staff development needs AND engage in ongoing, job-embedded professional learning in **engagement in learning**.

Learning goal conference meetings - twice a year

IEP's for students of concern

Whanau of all students experience with engagement in learning success with families regularly via SeeSaw or in person

Weekly Team meetings

Release Days as Team for planning

Termly seesaw samples

improvement in engagement - infrastructure supports ongoing monitoring of engagement with students through RBL particularly with 2.2 & 2.3 feedback/feedforward. Students encouraged to review for themselves how engaged in their learning they are (all ages). This needs to be developed.

Regular reviews of progress toward goals

End year evaluation and sharing results of inquiry

Review of See saw samples demonstrates engagement in learning (team develop self-review tool for effectiveness of seesaw samples).