

Enner Glynn School

Annual Implementation Plan 2025



Strategic Goal 1- Improving Learning and Ensuring Equity				
Annual Implementation Objective: Pedagogy	Key Initiatives	Expected Outcomes for 2025	Who is responsible?	Budget/Resources Requirements
<i>Strengthen teacher knowledge and confidence in the refreshed curriculum</i>	<ul style="list-style-type: none"> ➤ Align assessment and reporting practices with the refreshed curriculum. ➤ Develop a Curriculum Plan which aligns learning across the school. ➤ Unpack refreshed maths curriculum. ➤ Allocate staff only days for maths PLD. ➤ ALIM (Accelerated Learning in Mathematics) - Teachers in Year 1 - 2 (Tu Atea) build their mathematical knowledge to support learning. ➤ Purchase resources to support revised maths programmes. ➤ All teachers complete BSLA training. 	<p>Teachers are confident to use the refreshed maths curriculum and make OTJs against new maths expectations.</p> <p>All teachers BSLA trained and using structured literacy in daily teaching.</p>	Curriculum teams PLC teams	<p>Allocate two Staff Only Days - Maths</p> <p>ALIM teacher release</p> <p>BSLA release to support</p>
Embed Relationship Based Learning	<ul style="list-style-type: none"> ➤ Refresh teacher knowledge of RBL. ➤ Develop systems for induction of new staff. 	All teachers will have been involved in at least one cycle of inquiry in the RBL framework.	DP/ WST	
<i>Enhance Student wellbeing</i>	<ul style="list-style-type: none"> ➤ Strengthen Behaviour Management strategies. ➤ Introduce all staff to Ross Greene and restorative practice models ➤ Develop model for Response to Intervention - academic, social & behavioural support ➤ Review PB4L-SW procedures 	<p>Improved behaviour outcomes</p> <p>20% reduction in number of major behaviour incidents from 2024 levels</p> <p>All staff are confident to use a restorative model ("with" rather than "to" or "by") to support student behaviour.</p>	PB4L team	

Strategic Goal 2- Connecting Communities around Learning				
Annual Implementation Objective: Partnerships	Key Initiatives	Expected Outcomes for 2025	Who is responsible?	Budget/Resources Requirements
<i>Strengthen whānau engagement around learning</i>	<ul style="list-style-type: none"> ➤ <i>Develop systems to support whanau of chronically absent children.</i> ➤ <i>Analyse engagement data (seesaw, reports, events, student led conferences)</i> ➤ <i>Explore avenues for students sharing their learning.</i> ➤ <i>Align reporting with refreshed curriculum.</i> ➤ <i>BSLA meetings - develop whanau knowledge to support their child/children's learning</i> ➤ <i>Develop a communication plan</i> 	<p>Reduce the percentage of students moderately and chronically absent to 4% and 2% respectively.</p> <p>Reporting to parents by Term 4 is aligned with a refreshed curriculum.</p> <p>All teacher and parents are using HERO for communication and reporting</p>	<p>SENCO, SLT, WST</p> <p>SLT</p> <p>HERO change team</p>	HERO transition in budget.
	<ul style="list-style-type: none"> ➤ <i>Hold termly runanga matua hui (from Term 2)</i> ➤ <i>Use Ngā kawatau as a guiding document for strategic planning</i> ➤ <i>Hear the pūrākau of Ngāti Apa ki te Rā Tō</i> ➤ <i>Engage with iwi about enriching te ao Māori across school (Māori language instruction, developing grounds, mihi whakatau)</i> ➤ <i>Invite iwi to school events</i> ➤ <i>Hold a Matariki community celebration</i> ➤ <i>Introduce mihi whakatau for new akongā (with guidance from iwi)</i> ➤ <i>Refresh signage to reflect bilingualism.</i> 	<p>Akongā and whānau Māori live their culture in the school.</p> <p>Mihi Whakatau planned and run with support from Ngāti Apa ki te Rā Tō from Term 3.</p> <p>Increased engagement with whānau Māori - 70% reached through Runanga Matua</p> <p>Te reo mo te tikanga Māori consistently used in office and classrooms for greeting whānau.</p>	<p>Board, Principal, All Staff</p>	<p>Kai for hui</p> <p>Signage- seek fundraising</p>
<i>Strengthen school community partnerships.</i>	<ul style="list-style-type: none"> ➤ <i>Plan whole school learning celebrations through curriculum plan.</i> ➤ <i>Staff work with FOS to organise wider school events.</i> 	<p>Increased community engagement in school events.</p> <p>Baseline data to be collected.</p>	SLT, All Staff	

Strategic Goal 3- Building Leadership of Learning				
Annual Implementation Objective: Staff Capacity	Key Initiatives	Expected Outcomes for 2025	Who is responsible?	Budget/Resources Requirements
Develop staff capabilities	➤ <i>Clarify workstreams for leadership positions</i>	School leadership structure is clearly defined and operating effectively.	Principal, SLT,	
	➤ <i>Ensure that all teachers and LSAs have opportunities to reflect on their practice through a coaching model.</i>	Coaching relates to RBL Coaching relates to the Professional Growth Cycle.	SLT, WST SLT	
Enhance staff wellbeing	➤ Engage in PLD around wellbeing for all staff	Greater staff cohesion and wellbeing Reflected in student wellbeing data - Attendance, wellbeing surveys Staff Wellbeing data- Sick days, wellbeing surveys (baseline data to be collected)	Principal	\$10,000

Guiding Documents and Philosophies	Evidential Data
<ul style="list-style-type: none"> • Ngā Kawatau me ngā Tumanakotanga o Te Taihū • RBL Profiles (Teaching/ Leading to the North East) • NZ Curriculum and supporting resources • Ross Greene CPS model • PB4L • Response to Intervention • FISH • Kahui Ako Strategic Plan 	<ul style="list-style-type: none"> • Attendance data • Assessment data • Community consultation • Student achievement data • Student voice • PB4L data • Staff voice • Priority student data