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| <p>Māori Dimensions and Cultural Diversity</p> | <p>At Glenfield Primary School there will be a sound knowledge of cultural practices evident and classrooms will be inclusive of all students. Teaching practice will demonstrate a high awareness of diverse learners' needs and interests. Cultural knowledge and prior experiences will be used to make learning more relevant and effective for diverse learners.</p> <p>The Guiding Principles of Ka Hikitia and the competencies from Tātaiako will be used to ensure that Māori learners achieve education success as Māori.</p> <p>The school will identify Māori students, their age, gender, academic progress and any issues affecting both individual and collective achievement. A culturally responsive programme of interventions, activities and resources will be aimed at raising achievement levels. Teachers will ensure as part of the planning process, that they identify how they will make connections for Māori students and identify the prior knowledge they bring to each learning task.</p> <p>A variety of resources will be used to implement a te reo programme aligned with levels 1 and 2 of Te Aho Arataki Marau mo te Ako I te Reo Māori – Kura Auraki, Curriculum Guidelines for Teaching and Learning Te Reo Māori in English – medium Schools</p> <p>All inquiry modules will provide opportunities for students to consider and discuss the values and cultural practices that are important in te ao Māori.</p> |
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**STRATEGIC AIMS 2021 - 2023**

| Strategic Goals  | Core Strategies for Achieving Goals  |   |      |
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|  | 2021   | 2022  | 2023 |
| <p>Goal 1.<br/>Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with</p> | <ul style="list-style-type: none"> <li>All students show progress in achievement in end of year data. Target groups show accelerated progress. Rate of progress is considered when forming targets and actions in the annual plan. Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge.</li> <li>Teachers understand literacy and numeracy expectations in the context of knowledge and skills important for success across the</li> </ul> |  |      |

| focus on progress and adding value.  | <p>curriculum. Teachers and students confidently use the progressions to make judgements which advance students through appropriate learning steps.</p> <ul style="list-style-type: none"> <li>• Teachers will have shared understandings and expectations for oral language learning, to notice, recognise and respond to the linguistic strengths and needs of all learners.</li> <li>• The national priority groups of Māori, Pasifika and students with special education needs are identified in target setting and actions in the annual plan.</li> <li>• Reports will be given to the Board showing progress of students by year level, gender and ethnicity, with a focus on Māori, Pasifika and students with special needs, ESOL and G&amp;T.</li> <li>• The Board makes strategic decisions based on data to raise student achievement and have confidence in sharing data.</li> <li>• The Māori and Pasifika community are actively involved in establishing plans and targets for improving the achievement of Māori and Pasifika students.</li> </ul> |   | <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> |
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| Strategic Goals  | 2021  | 2022  | 2023   |
| Goal 2.<br>Embed collaborative inquiry in all leadership practice. Ensure leaders meet the differentiated needs of teachers. | <ul style="list-style-type: none"> <li>• Leaders and teachers have the capacity and capability to lead learning through an inquiry approach. Strategies for improvement are identified, developed and reviewed.</li> <li>• Student and teacher capabilities and needs are analysed and priorities identified for deep learning and change in practice.</li> <li>• Teachers experience differentiated responses to their needs (negotiated and co-constructed).</li> <li>• Leaders have clearly defined roles according to their strengths and are actively involved in implementing the school’s vision and building leadership capability.</li> <li>• All goals and targets will have associated actions in curriculum plans, Professional Growth Cycles, and in defined group responsibilities.</li> </ul>  | <ul style="list-style-type: none"> <li>• Build relational trust and effective collaboration at every level of the school community.</li> <li>• Build collective capacity to do evaluation and inquiry for sustained improvement.</li> </ul> |  |

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|   | <ul style="list-style-type: none"> <li>• There is a strong commitment by leaders to seek perspectives and aspirations of students, parents and whanau as part of the school's vision, values, goals and targets.</li> </ul>  |  |   |
| <b>Strategic Goal</b>   | <b>2021</b>  | <b>2022</b>  | <b>2023</b>   |
| <p>Goal 3.<br/>Embed collaborative inquiry throughout the school and in all teacher practice and learning areas (teacher agency). Ensure effective teaching in every classroom to make a difference and add value to the learning of every student.</p> | <ul style="list-style-type: none"> <li>• Individual teachers understand acceleration, progression and expectations from the curriculum, and know how to use evidence based practices to achieve success.</li> <li>• Teachers provide differentiated teaching and learning to meet the identified needs of students.</li> <li>• Relationships are respectful and productive and difference and diversity are valued.</li> <li>• Teachers are increasingly providing culturally targeted responses in the classroom.</li> <li>• Teachers are actively reflecting on and seeking to improve their own performance using teacher inquiry. Teachers integrate their knowledge of assessment, the curriculum, content knowledge and pedagogical content knowledge, in order to be responsive to student's needs. Teachers use student voice to reflect on their teaching practice to improve pedagogy.</li> <li>• Teachers are focused on deep and critical analysis of the relationship between achievement, progress and teaching practice.</li> <li>• Teachers form professional learning communities, provide supportive structures and ensure there is a relentless focus on improving learning outcomes.</li> <li>• Procedural frameworks are in place to promote high levels of staff performance (teacher profile).</li> <li>• Continue to increase teachers' skill in cultural responsiveness to Te Reo Māori.</li> </ul> | <ul style="list-style-type: none"> <li>• As a result of teacher change in practice there are changes to student learning experiences and the impact of changed practice is reviewed.</li> <li>• Teachers craft high quality tasks, where students are expected to use found information, and tasks are fully supported by quality resources at levels appropriate to the children's skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Students are given explicit instruction in learning strategies that enable them to take control of their learning, develop meta-cognitive skills, self regulate and develop self-efficacy and agency.</li> </ul> |

| Strategic Goal  | 2021   | 2022   | 2023   |
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| <p>Goal 4.<br/>Ensure that students have the opportunity and capability to contribute to how learning happens, and have a shared ownership and responsibility for learning with the teacher, peers and the wider community.</p> | <ul style="list-style-type: none"> <li>• Students have increased understanding of their own learning – increased self -efficacy and self - regulation. Challenging but realistic learning goals are co-constructed.</li> <li>• Students can access and use tools for learning and self assess against indicators on the aspirations and learner tools.</li> <li>• Students can record and articulate their goals, progress and next steps to their parents at student led conferences.</li> <li>• Students understand that assessment opportunities provide valuable information and use this to identify their next learning goals.</li> <li>• Students are actively thinking about what they have to do to become better learners.</li> <li>• Students are reflective and included as active participants in the design, implementation and evaluation of their interventions.</li> <li>• Students will be confident users and creators of digital technologies, know how they work and how they can use their knowledge to solve problems.</li> </ul> | <ul style="list-style-type: none"> <li>• Students are independent learners who can connect with, utilise and apply information to build new knowledge and understanding.</li> <li>• Student voice on self-evaluation and implementation of their interventions is collected and used to inform planning.</li> <li>• Students develop learning to learn capabilities by engaging in thinking that extends across learning areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Reporting shows how student agency has impacted on progress and achievement.</li> </ul> |
| Strategic Goal  | 2021   | 2022   | 2023   |
| <p>Goal 5.<br/>Student wellbeing will be reflected by their engagement</p>  | <ul style="list-style-type: none"> <li>• Students have the power to make decisions affecting their wellbeing.</li> <li>• Programmes and environment reflect our school values of inclusivity, respect and responsibility.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Students have support to build resilience, can co-operate and</li> </ul>                |

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| in learning and their social and emotional behaviour.   | <ul style="list-style-type: none"> <li>• Procedure for school wide behaviour is reviewed and refined and student voice included, to ensure expectations and behaviour management is consistent across the school.</li> <li>• Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.</li> </ul>  |                   | negotiate and have developed competencies for mental wellness and safety management.  |
| <b>Strategic Goal</b>   | <b>2021</b>  | <b>2022</b>       | <b>2023</b>   |
| Goal 6.<br>Strengthen inclusive learning partnerships across the GPS community (community agency).  | <ul style="list-style-type: none"> <li>• Partnerships across the Kaipatiki Kahui Ako will be strengthened.</li> <li>• Effective engagement takes place with parents, family and whanau and is focused on student achievement, respects all cultures represented in the school and recognises the unique position of Māori culture.</li> <li>• Whanau and community are able to positively influence school practice and policy.</li> <li>• Partnerships with health, education and social services will be collaborative, provide differentiated responses and be measured.</li> <li>• Support plans are in place for vulnerable learners and their families.</li> </ul> |                   | <ul style="list-style-type: none"> <li>• Levels and quality of parent / whanau / caregiver engagement are very high and provide strong support for children's education.</li> </ul> |
| <b>Strategic Goal</b>   | <b>2021</b>  | <b>2022</b>       | <b>2023</b>   |
| Goal 7.<br>Students, parents, whanau and teachers know the different pathways and participate in decision making at critical transition points. | <ul style="list-style-type: none"> <li>• The school welcomes all learners and effective transition processes will be in place to ensure students' wellbeing and learning is maintained.</li> <li>• Students experience positive transitions between learning contexts.</li> </ul>  | <p>→</p> <p>→</p> |   |

| Strategic Goal  | 2021   | 2022   | 2023   |
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| <p>Goal 8.<br/>Ensure the facilities of the school support student achievement, and teaching and learning priorities using a rigorous process of self review.</p> | <ul style="list-style-type: none"> <li>• Self review is regularly conducted.</li> <li>• Collaborative internal evaluation will provide teachers with opportunities to undertake evaluative reasoning and make evidence informed judgements about the quality of their practice in order to improve.</li> <li>• Initiatives show coherence and alignment.</li> <li>• Funds are allocated to reflect and support the school strategic and operational plans. Internal procedures are in place to monitor finance and expenditure.</li> <li>• School facilities are refurbished and maintained as stated in the 5 year property plan.</li> <li>• Health and safety issues are identified and rectified in a timely manner.</li> </ul> | <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> | <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> |