

GLENFIELD PRIMARY SCHOOL

PLANNING AND REPORTING

ANNUAL PLAN 2023

Our Mission / Vision: A community growing successful learners

Values: We value being respectful, responsible and inclusive

Strategic Goal 1: Wellbeing Student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour. There will be a sound knowledge of cultural practices evident and classrooms will be inclusive of all learners/ākongā. 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/ākongā.		
Actions Required	How will we do this?	Resources
1.1 Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.	Classroom Environment <ul style="list-style-type: none">• Classrooms walls will reflect the wide variety of cultures of the students.• Students will know and be able to share their pepeha.• Teachers will gather knowledge about their students and use this to provide culturally responsive programmes.• The school values and resilience will be explicitly taught.	Whanau / parents Community Students Values lessons Kid Power ASL / ISL - wellbeing
1.2 Frameworks and policies relating to cyber safety are created.	<ul style="list-style-type: none">• Revisit the GPS digital citizenship contract.	ICT Leader Linewise / School zone

	<ul style="list-style-type: none"> • Develop a procedure for responding to breaches of the contract. 	Net Safe
1.3 Teachers' cultural competence is further developed and are able to design and put into action culturally responsive practices.	<ul style="list-style-type: none"> • Teachers will continue to use the Hikairo Schema to set goals and evaluate and monitor their practice. • Teachers will be supported to understand and utilise Tapasā, the cultural competencies framework for teachers of Pacific learners. • Teachers utilise student's prior knowledge and cultural experiences in their programmes. 	Professional Growth Cycles Hikairo Schema Tui Tuia ki Tapasā Coaching Teacher buddy meetings ISL - pedagogy
1.4 Aotearoa NZ Histories in the NZ Curriculum will be implemented.	<ul style="list-style-type: none"> • NZ Histories will be included in the curriculum delivery overview and will be taught using the three elements of 'Understand, Know, Do'. 	Aotearoa NZ Histories in the NZ Curriculum and supporting resources. Tamsin Hanley resources
1.5 Diversity is valued and programmes are in place to meet needs.	<ul style="list-style-type: none"> • Teachers will value diversity and provide opportunities for expressing difference. • Policy will be developed to support learners with high and complex needs. • Interagency co-ordination and collaboration will support the implementation of learning plans. • Data of students with high and complex needs will be monitored and will provide information for next steps. 	ERO Publication – 'Thriving at School? Education for disabled learners in schools Interagency representatives MOE SENCO

1.6 An environment is established that supports and promotes quality play, sport and physical activity.	<ul style="list-style-type: none"> Sustainable systems will be developed that promote and support an active school culture. 	Sport / PE Team Active – Healthy Active Learning Initiative Harbour Sport
Strategic Goal 2. Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value.		
Actions Required	How will we do this?	Resources
2.1 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.	<ul style="list-style-type: none"> Data from 2022 analysed and target groups formed. Target groups established and rates of progress are tracked by senior leaders. Grouping is flexible and based on student needs. Tuakana-teina approach is used to encourage peer support for learning. 	Schoolwide data Progressions
2.2 Teachers understand literacy and numeracy expectations in the context of knowledge and skills important for success across the curriculum.	<ul style="list-style-type: none"> Teachers articulate the purpose of learning so students can fully engage. Progressions are used to inform next steps and planning. Teachers are provided PLD to engage and become familiar with the curriculum refresh in English and maths. 	Teachers Senior Leaders BSLA ESOL lead teachers

	<ul style="list-style-type: none"> • BSLA is extended into Year 2. • The focus on oral language and handwriting development is continued for early learners. • Teachers' knowledge of ESOL strategies will continue to be developed through regular PLD workshops. 	
2.3 Teachers and students confidently use the progressions to make judgements which advance students through appropriate learning steps. Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.	<ul style="list-style-type: none"> • Students will clearly understand their next steps in their learning progressions for reading, writing and maths. • Students are able to generate questions that guide and challenge their new learning. • Students use quality feedback to determine their next learning goals. • Teachers and students will utilise Hero to provide just in time reporting to parents and whānau. • The focus on the Digital Technology Curriculum will continue. Students will be provided with engaging and fun activities. 	Learning tools Progressions Code Avengers Teacher feedback Peer feedback Hero (SMS)
Goal 3. Our Māori students will experience success as Māori.		
Actions Required	How will we do this?	Resources

3.1 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 School.	<ul style="list-style-type: none"> • Weekly te reo lessons for all children. • Teachers delivering te reo at Level 4. • Progressions developed and student progress tracked. 	Te Reo lesson plans Teacher PLD through weekly class lessons
3.2 There is a clear understanding among all stakeholders about what it means to have Māori learners enjoying and achieving education success as Māori.	<ul style="list-style-type: none"> • A shared definition for what success looks like for Māori. • Teachers complete “Unteach Racism” self pacing modules. 	Whanau / community Te Whānau Haumanu Whānau huis / consultation Education Council resource link ‘Unteach Racism’ Whaea Isabel / Muriwai Māori Achievement Collaborative facilitator
3.3 Whānau and community are engaged to identify learning needs and are able to positively influence school practice and policy.	<ul style="list-style-type: none"> • Consultation with whānau and community. • A lead whānau group meet regularly to provide feedback on initiatives and next steps. 	Whanau / community Whaea Isabel / Muriwai Te Whānau Haumanu Whānau huis / consultation Māori Achievement Collaborative facilitator