






GLENFIELD PRIMARY SCHOOL STRATEGIC PLAN 2023

Our Mission / Vision: A community growing successful learners

Values: We value being respectful, responsible and inclusive

Strategic Goals	Year 1 2023	Year 2 2024	Year 3 2025
Goal 1. 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/ākonga. 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/ākonga.	1.1 Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning. 1.2 Frameworks and policies relating to cyber safety are created. 1.3 Teachers' cultural competence is further developed and can design and put into action culturally responsive practices. 1.4 Aotearoa NZ Histories in the NZ Curriculum will be implemented.	1.1 Students have the power to make decisions affecting their wellbeing.  1.2 There is clear policy on students' use of internet and social media. Teachers have the disposition and value for the cultural lens and cultural identities of their students.	1.2 Students are safe and competent users of the internet and social media. 1.3 Teachers communicate, validate and collaborate with students to build new learning from students' specific knowledge and experience.

	<p>1.5 Diversity is valued and programmes are in place to meet needs.</p> <p>1.6 An environment is established that supports and promotes quality play, sport and physical activity.</p>		 
<p>Goal 2.</p> <p>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.</p>	<p>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.</p> <p>2.2 Teachers understand literacy and numeracy expectations in the context of knowledge and skills important for success across the curriculum.</p> <p>2.3 Teachers and students confidently use the progressions to make judgements which advance students through appropriate learning steps.</p>	<p>2.1 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.</p> <p>2.2 Students are reflective and included as active participants in the design, implementation and evaluation of their interventions.</p> <p>2.3 Teachers confidently use digital technologies, programmes and devices to support their technology teaching and learning programme.</p>	<p>2.1 Students have increased understanding of their own learning – increased self-efficacy and self-regulation. Challenging but realistic learning goals are co-constructed.</p>  

	Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.	Our students will be confident creators of digital technologies, know how they work and how they can use their knowledge to solve problems.	
Goal 3. Our Māori students will experience success as Māori.	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. 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. 3.3 Whānau and community are engaged to identify learning needs and are able to positively influence school practice and policy.	3.1 Teachers set goals and are developing confidence in the use and pronunciation of te reo Māori. 3.2 Teachers are reflective practitioners and use their knowledge of Māori learners to enhance the effectiveness of their teaching. 3.3 A collaborative learning approach is embedded with whānau and iwi.	3.1 Teachers incorporate and pronounce te reo Māori with integrity and authenticity. 3.2 Teachers have been effective in achieving high levels of performance with Māori learners. They have high expectations for Māori learners and believe they can enjoy education success as Māori. 3.3 Levels and quality of parent / whanau / caregiver engagement are very high and provide strong support for children's education.