

Glenfield Primary School

Annual Implementation Plan 2024

<p>Summary of the plan:</p>	<p>The plan reflects the feedback supplied by our school community (parents / whānau, teachers, students and Board), related to a survey that was conducted in relation to what they thought was important for the students at Glenfield Primary School. The 3 main areas of focus from the survey were:</p> <ol style="list-style-type: none"> 1. Curriculum achievement 2. Wellbeing 3. Cultural responsiveness
<p>Where we are currently at:</p>	<p>Statement of variance - Maths 2023.pdf Statement of Variance 2023 - Reading.docx Statement of Variance 2023 - Writing.docx Statement of Variance - NELP 2023.docx</p>
<p>How will our targets and actions give effect to Te Tiriti o Waitangi</p>	<p><i>GPS plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.</i></p> <p>The Board will acknowledge and adhere to the principles of the Treaty of Waitangi - partnership, protection and participation in all planning and review. This is clear in policy and procedure.</p> <p>The Māori community will be consulted in relation to setting Charter goals and targets and will be proactive in contributing. They have set criteria for what they think success looks like for our Māori children. We have formed effective educational relationships with our whānau.</p> <p>The strategic plan has been reviewed by the Board to ensure it aligns with the NELP Priorities.</p> <p>One of our goals in collaboration with ERO is to find ways of assessing achievement in ways other than academic. The feedback from this hui is a starting point for that.</p> <p><i>Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</i></p> <p>The Board employs a teacher to focus on working with Māori students and their whanau to develop knowledge of Te Reo and tikanga and to foster productive relationships. Teachers are involved in weekly Te Reo and tikanga lessons with their children. Teachers then revisit and build on these lessons during the week.</p> <p>The school is now working towards sustainability. All teachers begin the day by using culturally responsive greetings, karakia and pepeha / mihi.</p> <p>Te reo progressions have been developed. There are weekly te reo and tikanga lessons for every class, with a focus on teacher acquisition of the language, to be transferred into everyday use in the classroom.</p>

	<p>Staff workshops have led to better knowledge and understanding around the Treaty and resource making (common words and phrases to be used in rooms).</p> <p>8 teachers are now delivering te reo at level 4b. 5 teachers, the Principal and 3 teacher aides have completed between 1 - 3 years of the Takatu Te Ahu o te Reo Māori course.</p> <p><i>Achieving equitable outcomes for Māori students.</i></p> <p>The Board have made a commitment to improvement for our Māori students through the funding of a teacher aide to work with the Whānau Haumanu group. They also fund the release of Whaea Isabel for one day each week to teach te reo across the school.</p>			
Strategic Goal 1	To 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.			
Annual Goal Target	We will build awareness and grow understanding of Te Mātaiaho.			
What do we expect to see by the end of the year?				
<ul style="list-style-type: none"> • Acceleration of academic progress and achievement. Learners/ākonga will have greater ownership of their learning and next steps. • Kaiako will have an in depth knowledge of the refreshed learning areas in maths and statistics, and English within Te Mātaiaho. 10 hours a week of teaching and learning focussed on supporting student progress and achievement in reading and writing in a typical school week will be delivered. 5 hours a week of teaching and learning focussed on supporting student progress and achievement in maths in a typical school week will be delivered. • Differentiated professional learning development will enhance teaching and learning practices. 				
Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
<p>Action 1</p> <p>Data from 2023 analysed and target groups formed.</p> <p>Target groups established and rates of progress are tracked by kaiako and senior leaders. Kaiako work together in level groups to plan. Progressions are used to inform next steps and planning.</p> <p>Progression of students' reading, writing and maths dispositions, knowledge and skills at</p>	<p>Senior Leadership Team</p> <p>Kaiako</p>	<p>HERO</p> <p>Maths and English Overview</p>	<p>Term 1 – 4</p>	<ul style="list-style-type: none"> • Mid and end year data • Mid year data meetings • PGC meeting minutes • PGC growth coaching meetings • Analysis of Variance in reading, writing and maths

the appropriate level will be explicitly and intentionally planned for and taught.				
<p>Action 2</p> <p>Teachers are provided PLD to engage and become familiar with the curriculum refresh in English and maths.</p> <p>Teachers' knowledge of ESOL strategies will continue to be developed through regular PLD workshops.</p>	<p>Senior Leadership Team</p> <p>Kaiako</p> <p>ESOL Team</p>	<p>Te Mātaiaho</p> <p>Ministry Curriculum</p> <p>Support facilitator</p> <p>PLD Proposal</p> <p>Teacher Only Days</p> <p>Te Mātaiaho implementation</p> <p>supports pack</p> <p>PLD budget</p>	<p>Term 1 – 4</p>	<ul style="list-style-type: none"> • Evaluation of our Te Mātaiaho professional development plan for school leaders and Kaiako. • Kaiako surveys and feedback on Te Mātaiaho PLD. • PGC which identifies current focus, progress and next steps.
<p>Action 3</p> <p>Students will clearly understand their next steps in their learning progressions for reading, writing and maths.</p> <p>Students are able to generate questions that guide and challenge their new learning.</p> <p>Students use and provide quality feedback to determine their next learning goals.</p>	<p>Kaiako</p> <p>Students</p> <p>ISL Pedagogy</p>	<p>HERO progressions</p> <p>Maths and Statistics Refresh Document</p> <p>English Refresh Document</p> <p>Common Practice Model</p>	<p>Term 1 - 4</p>	<p>Senior and middle students use Hero to identify goals and track their own progress.</p> <p>Senior and middle students self-report to parents.</p> <p>There is evidence of verbal, written and peer feedback in books, on Hero and student / teacher voice.</p>

Strategic Goal 2	Student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour.
Annual Goal Target	There is a positive school climate and students use effective strategies to manage theirs and other's behaviour.
What do we expect to see by the end of the year?	
<ul style="list-style-type: none"> • PB4Lbehaviour entries on Hero will show a reduction in repetitive behaviour. • Students and teachers model our school values in all settings. 	

<ul style="list-style-type: none"> There is a positive shift in the results of the NZCER Wellbeing survey. 				
Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
Action 1 The school values and resilience will be explicitly taught.	Senior Leadership Kaiako ISL Wellbeing	KidPower NZCER Wellbeing Survey	Term 1 – 4	NZCER Wellbeing Survey Evidence of tokens being used in the playground. Teacher planning and reflections. Wellbeing Action Plan
Action 2 Revisit the GPS digital citizenship contract. Develop a procedure for responding to breaches of the contract.	Senior Leadership ICT Leader	LineWise Digital Academy Netsafe	Term 1 – 4	Linewise data Smooth Monitor
Action 3 Establish an environment that supports and promotes quality play, sport and physical activity.	PE Team Kaiako	PE / Health Overview PE / Health consultation	Term 1 – 4	Teacher planning and reflections PE / Health Overview review of actions Inquiry Plan reflections

Strategic Goal 3	There will be a sound knowledge of cultural practices evident, and classrooms will be inclusive of all learners/ākonga.			
Annual Goal Target	Teachers' cultural competence is further developed and can design and put into action culturally responsive practices. Diversity is valued and programmes are in place to meet needs.			
What do we expect to see by the end of the year?				
<ul style="list-style-type: none"> Learning will be inclusive, equitable and connected so that all students are achieving well at their level. Kaiako will be committed to professional learning and development around culturally responsive practices. A graduate profile will be introduced will enable Kaiako and students to assess and track progress in areas other than academic. Te reo Māori and tikanga will be further integrated into the learning environment. 				
Actions	Who is Responsible	Resources Required	Timeframe	How we will measure success
Action 1 Teachers will gather knowledge about their students and use this to provide culturally	Senior Leadership ISL Pedagogy Kaiako	MAC Facilitation Tui Tuia Learning Facilitation	Term 1 – 4	Classrooms environments will reflect the wide variety of cultures of the students. PGC observations and coaching sessions.

<p>responsive programmes. Teachers will continue to use the Hikairo Schema to set goals and evaluate and monitor their practice.</p> <p>Teachers utilise student’s prior knowledge and cultural experiences in their programmes.</p>	<p>MAC Tui Tuia Learning Circle 3 lead teachers - Ann Milne PLD</p>	<p>Reframing Success and Achievement : Developing and Assessing Your Graduate Profile – Ann Milne Hikairo Schema Action Plan for Pacific Education 2020 - 2030</p>		<p>PGC reflections. Hikairo Schema goals. Parent / whānau involvement in classrooms, learning and hui.</p>
<p>Action 2</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 School.</p> <p>Teachers will be supported to understand and utilise Tapasā, the cultural competencies framework for teachers of Pacific learners.</p>	<p>Te Reo Māori lead teacher MAC facilitator Kaiako</p> <p>Pacific Leadership Team Tui Tuia Learning Facilitator</p>	<p>Ka Hikitia Tātaiako</p> <p>Tapasā Action Plan for Pacific Education 2020 - 2030</p>	<p>Term 1 – 4</p>	<p>MAC – Traffic Light Status self review tool. MAC – Steps to Success. Te reo Māori progressions Graduate Profile Ako – Principles, approaches, and high quality teaching practices to support learning Sample group testing Review of our strategic approach to Māori language teaching and learning</p>
<p>Action 3</p> <p>Teachers will value diversity and provide opportunities for expressing and celebrating difference.</p> <p>Policy will be developed to support learners with high and complex needs.</p> <p>Interagency co-ordination and collaboration will support the implementation of learning plans.</p> <p>Data of students with high and complex needs will be monitored and will provide information for next steps.</p>	<p>Senior Leadership Kaiako SENCO RTL B Special Ed Kahui Ako ASL</p>	<p>High and Complex needs register IEPs IBPs Teacher Aide Learning Support Kahui Ako PLD</p>	<p>Term 1 – 4</p>	<p>Annual report which reports on the progress of students with</p> <ul style="list-style-type: none"> - High and complex needs - Neurodiversity <p>Review of Neurodiversity Action Plan NZCER Wellbeing at School Survey</p>