

Glenfield Primary School

Strategic Plan 2024 – 2025

Strategic Goal 1	Link to Primary Board Objective	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>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.</p>	<p>All of Section 127(1) applies: Every student can reach their highest possible educational achievement in a physically and emotionally safe environment.</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation Supports Pack - Support for Schools, Leaders and Teachers The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The NZ Child and Wellbeing Strategy Ka Hikitia The Action Plan for Pacific Education 2020 – 2030 Giving effect to Te Tiriti o Waitangi – New Zealand School Trustees Association</p>	<p>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>Teachers understand literacy and numeracy expectations in the context of knowledge and skills important for success across the curriculum.</p> <p>Teachers and students confidently use the progressions to make judgements which advance</p>	<p>We will analyse data and form target groups and track rates of progress.</p> <p>We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and Kaiako.</p> <p>Teachers’ knowledge of ESOL strategies will continue to be developed through regular PLD workshops.</p> <p>Students will be given explicit instruction in learning strategies that enable them to take control of their learning, develop meta-cognitive skills, self-regulate and</p>	<p>Annual learning and progress achievement data analysis.</p> <p>Annual ākonga, kaiako and whānau feedback to measure engagement and understanding of curriculum delivery.</p> <p>Ākonga are able to self-evaluate their progress against goals they have set.</p> <p>Whānau are involved in their child’s learning and have a clear understanding of their goals and next steps.</p>

			<p>students through appropriate learning steps.</p> <p>Students are reflective and included as active participants in the design, implementation and evaluation of their interventions.</p>	<p>develop self-efficacy and agency.</p>	
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Strategic Goal 2	Link to Primary Board Objective	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour.</p>	<p>All of Section 127(1) applies: Every student can reach their highest possible educational achievement in a physically and emotionally safe environment.</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Te Mātaiaho Implementation Supports Pack - Support for Schools, Leaders and Teachers</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The NZ Child and Wellbeing Strategy</p> <p>Ka Hikitia</p>	<p>Students experiencing an environment in which it is safe to take risks and errors are regarded as opportunities for learning.</p> <p>Students having the power to make decisions affecting their wellbeing.</p> <p>An inclusive environment which promotes respect and values diversity.</p>	<p>We will develop mana Motuhake to support students to achieve and be successful by setting goals and taking responsibility for themselves. Curriculum content will ensure the development of critical thinking skills.</p> <p>We will further develop a culture of inclusion that promotes mātauranga Māori and Te Tiriti o Waitangi and addresses bullying.</p> <p>We will have clear expectations for behaviour</p>	<p>Student voice will be collected and considered when developing action plans.</p> <p>NZCER surveys will be conducted to gauge students' perception of their safety and wellbeing at school.</p> <p>HERO will be used to collect data on behaviour and trends will be analysed and acted upon.</p>

		<p>The Action Plan for Pacific Education 2020 – 2030</p> <p>Giving effect to Te Tiriti o Waitangi – New Zealand School Trustees Association</p>	<p>Mana enhancing behaviour systems which are understood and utilised.</p> <p>There is clear policy on students' use of internet and social media.</p> <p>An environment that supports and promotes quality play, sport and physical activity.</p>	<p>and manaakitanga, and these are taught and modelled.</p> <p>Students will be taught to use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.</p> <p>Sustainable systems will be developed with Harbour Sports that promote and support an active school culture.</p>	<p>Teaching of values will be planned for and delivered.</p> <p>Schoolzone will provide data on appropriate use of devices.</p> <p>Planning for regular physical activity will be evident.</p>
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Strategic Goal 3	Link to Primary Board Objective	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
There will be a sound knowledge of cultural practices evident and classrooms will be inclusive of	All of Section 127(1) applies: Every student can reach their highest possible educational achievement	NELP Priorities: 1, 2, 3, 4, 5, 6 Te Mātaiaho and the Common Practice Model The Te Mātaiaho Implementation Supports Pack - Support for Schools, Leaders and Teachers	Cultural knowledge and prior experiences will be used to make learning more relevant and effective for diverse learners/ākonga.	We will continue to engage with MAC (Māori Achievement Collaborative) and Tui Tuia (Tapasā) to develop a school culture with an emphasis on language, culture and identity.	Review of the MAC traffic light system to identify progress and next steps.

<p>all learners/ākonga.</p>	<p>in a physically and emotionally safe environment.</p>	<p>The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The NZ Child and Wellbeing Strategy Ka Hikitia The Action Plan for Pacific Education 2020 – 2030 Giving effect to Te Tiriti o Waitangi – New Zealand School Trustees Association</p>	<p>Teachers have the disposition and value for the cultural lens and cultural identities of their students.</p> <p>Teachers’ cultural competence is further developed to design and put into action culturally responsive practices.</p> <p>There is a clear understanding among all stakeholders about what it means to have Māori learners enjoying and achieving education success as Māori.</p> <p>There are trusting, personable, and respectful relationships with whānau.</p>	<p>Teachers will use the Hikairo Schema to set goals for their PGC (Professional Growth Cycle).</p> <p>Classrooms will show evidence of ‘Know your Learner’.</p> <p>Leaders will engage in PLD to develop a culturally responsive graduate profile.</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. Weekly lessons in te Reo will be provided to all ākonga.</p> <p>Teachers set goals and are developing confidence in the use and pronunciation of te reo Māori.</p> <p>Whānau voice is collected and used to inform planning.</p>	<p>Monitoring of teacher progress towards meeting their goals and classroom observations.</p> <p>Student progress against the te reo progressions.</p> <p>Increased use of te reo Māori in classrooms.</p> <p>Teachers involved in Takatu.</p> <p>Evidence of whānau voice in review and planning.</p>
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