

Glenfield Primary School: Annual Action Plan 2026 -2028

The school’s vision and values have been developed and communicated by and to all stakeholders (May - August 2025).

School Vision: A Community Growing Successful Learners.

School Values: Mākoaha/Kindness - Tika/Inclusivity - Whakaute/Respect - Whanaungatanga/Integrity (Our GPS KIRI Values)

Learner Dispositions:

The Three Cs to Succeed: We are Courageous, Curious, and Collaborative.

Teacher Expectations for a consistent approach to learning and teaching

Guiding learning in respectful ways, for all learners

Providing a learning environment based on high expectations

Striving to provide quality teaching to all learners

Schoolwide systems that are in place: HERO, Mitey, BSLA, Maths No Problem, Mana Kura partnership with Te Kawerau ā Maki (iwi), House system, Partnership agreement with Wairau Valley Special School.

School Strategic Goals: (2026 - 2028)

At Glenfield Primary School, we will...

1. Provide Quality Teaching	2. Build a Sense of Belonging	3. Sustain Inclusive Partnerships	4. Provide an ākonga-centred Environment
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Progress Key: Green = completed | Orange = in progress | Red = not yet actioned

1. Provide Quality Teaching

What specific evidence is driving this? *Why this is important.*

- Professional teachers are inspired and empowered to build on and improve their knowledge and practice for the benefit of the learners.
- Quality pedagogy and practice is based on the ‘Sciences of Learning and ākonga evidence.
- Positive education experiences and outcomes have a positive impact on learners while at school, and beyond.
- Setting high expectations for all ākonga is vital to growing successful learners.
- When learning is based on ākonga gaining new knowledge and understanding, we know that learning becomes challenging and engaging.
- When ākonga data is used to plan and deliver explicit teaching in a structured approach to Literacy and Mathematics.

What would indicate the success of this strategic goal: (measuring progress and success) *What success could look like*

- Our teachers are trained and qualified, where appropriate in research-based pedagogy and practice.
- Providing improved outcomes and progress for all ākonga.
- Culturally responsive teaching practices are evident in all learning spaces.
- ākonga are engaged in their learning and have agency in their learning that is age-and stage-appropriate.
- Explicit and targeted teaching strategies are consistent across all year levels of the school.
- Effective use of assessment and evaluation tools are used by all teachers to inform planning and delivery (both formative and summative assessments).
- All teachers will have deep curriculum knowledge and understanding of our refreshed NZ curricula.
- Teachers will provide a range of grouping and teaching strategies for all ākonga, including for our neurodiverse ākonga.
- All teachers will have high expectations of their ākonga and their teaching practice.
- ākonga are aware of the learning process and are given agency where and when appropriate.

Intentions	Indicators of Success	Actions	Responsibility and Timeframe	Date completed/ Evidence
1.1 Implementing the	All teachers will have deep	1.1.1 All teachers to be trained in BSLA.	KC and BSLA Facilitator:	Yr 0 -2 (2024/25)

refreshed curriculum to increase teacher capability and lift ākongā achievement.	curriculum knowledge and understanding of our refreshed English and Mathematics curricula.	(Jnrs and Snrs June 2024 - Dec 2025) New staff to be trained from Term 1 2026	2025	Yr 3 and 4 (T2 25) Yr 5 and 6 (T3 25)
		1.1.2 Within-school BSLA facilitator to provide a new structure for ESOL and Tier 2 and 3 Literacy, and Mathematics, interventions.	KP and TB: Term 1-4 2025	
		1.1.3 Attend MoEd Mathematics and Statistics PLD (4 days)	DS and Kahui Ako liaison: 2025 and 2026	2025: May and July 2026: Feb and May
		1.1.4 Provide all staff with PLD for the refreshed English curriculum, Writing and Spelling.	KC with Literacy facilitator: T1 2026	
1.2 Ensuring explicit acts of teaching are research-based and are responsive to our ākongā needs.	Teachers will provide a range of grouping and teaching strategies for all ākongā, including for our neurodiverse ākongā.	1.2.1 Develop and implement our GPS Teacher Expectations to provide a platform for expectations of teaching practice.	KP and external provider: T1 - T2 2026.	Develop: T4 2025 DRAFT Teacher Expectations. Implement: T1 2026
	All teachers will have high expectations of their ākongā and their teaching practice.	1.2.2 Provide support and guidance to ensure all planning is visible, consistent, and aligns with the GPS Effective Teacher Profile.	SLT, TS, TB and SR: T2 2026	Staff PGC folders
	ākongā are aware of the learning process and are given agency	1.2.3 Develop a GPS PGC process for all teachers and leaders, including a full cycle of aligned teacher and leader observations to identify next steps for improvement in their practice.	KC (Literacy/BSLA) DS (Maths/MNP) Potential: Teaching Sprint Framework - Collaborative PGC	W3T1, W3T2, W3T3 2026 T4 Reflection Conversation w Kaiako next steps. Book Club PLGs

	where and when appropriate.		process (A4L).	Strategic Lead Rōpū
1.3 Implementing and supporting the new assessment and evaluation systems with ākongā data that is current, clear, and rigorous to inform teaching and learning.	All teachers will have an effective use of assessment and evaluation tools, including progress reporting to whānau. This is also used by all teachers to inform planning and delivery (both formative and summative assessments).	1.3. 1 Implement MoEd's new assessment and evaluation tools for achievement, providing staff with support and guidance. <i>(Including SMART)</i>	SLT and external provider. Term 1 2026 (MoEd funded TBC)	
		1.3.2 Upskill all leaders and teachers with 'Assessment for Learning' strategies to utilise ākongā data for teaching and learning.	SLT: 2026 - 2028 - MoEd teacher resources - potential external provider. - short courses. - PGC focus	

2. Build a Sense of Belonging

What specific evidence is driving this? *Why this is important.*

- The well-being of our staff and ākongā impacts on learning outcomes.
- Embedding our schoolwide expectations aligned to our vision and values is essential to developing our kaupapa (way of being).
- Effective leading and teaching supports our teachers to feel valued and lifts practice for all.
- Building positive, effective relationships and partnerships is essential to creating an inclusive school culture.
- Incorporating cultural contexts into teaching and learning programmes is affirming for ākongā.
- Continuous investment in social-emotional support is necessary for sustained student growth and success.

What would indicate the success of this strategic goal: (measuring progress and success) *What success could look like*

- The use of a consistent language of and expectations around our Values and Vision are visible for whānau, staff and ākongā.

- ākonga actively demonstrates and verbalises our values and vision inside and outside the learning spaces and beyond the school gate.
- Teaching and learning programmes reflect our cultural diversity.
- Whānau partnerships are built and are evident through school events, learning conversations and ongoing open communication and authentic contributions.
- The Board, whānau, ākonga and staff all have a part to play in quality teaching and learning programmes.
- All voices are sort and valued to ensure a sense of belonging is established and maintained.

Intentions	Outcomes	Actions	Responsibility and Timeframe	Date completed/ Evidence
2.1 Providing training for all staff in Collaborative & Proactive Solutions.	Leaders to be trained in the CPS model. GPS SLT to align CPS with the GPS Behaviour Management Guidelines .	2.1.1 Co-construct GPS Behaviour Management Guidelines for leaders and teachers, and implement across the kura.	SLT and staff: Term 3, 2025 - Term 2, 2026	DRAFT GPS Behaviour Definitions , Sept 2025.
	Teachers will have a shared language and implement strategies to collaboratively solve unmet needs and skills of ākonga.	2.1.2 Leaders to attend CPS Training with Ross Greene. Then work with the RTLB Service (CPS Coach) to provide leaders with coaching training in CPS.	SLT: CPS: DS and KC/TB: Oct, Auckland Cluster 4 RTLB Service	T4: CPS Two-Day course: 30 and 31 Oct, 2025. T1: RTLB & Strategic Leads Training, 2026
		2.1.3 Leaders to implement the CPS Assessment Report at T2 and T3 levels of behaviour.	SLT: Term 2 and 3, 2026	
2.2 Continue to implement the Mitey Programme across all year levels.	Our tamariki will have a positive view of the world and their place in it.	2.2.1 Mitey Programme to be scheduled as part of our GPS timetable.	All kaiako: 2025 -2026	Glenfield Mitey LTP

	Our tamariki will have the strategies and tools to navigate personal well-being, demonstrating resilience and perseverance in learning and interacting with others.	2.2.2 Upskill new leaders and kaiako to the Mitey Programme, ensuring kaiako are confident to deliver the content and the resources are available.	TS, TB and SR: Term 1 2026	
2.3 Building and implementing our Social and Emotional Learning Framework (SELF).	Our tamariki will strengthen their skills in self-regulation, empathy, self-control, cooperation, conflict resolution and building positive relationships.	2.3.1 Co-construct our GPS SELF to create a shared language and a clear set of expectations for leaders, kaiako and ākonga.	SLT and an external provider. T4, 2025 - Term 2 2026	DRAFT SELF (framework) Dec 2025
		2.3.2 Share the purpose and implement the use of our GPS SELF with kaiako and ākonga through an implementation roadmap.	SLT and external provider: Term 1 2026	

3. Sustain Inclusive Partnerships

What specific evidence is driving this? *Why this is important.*

- Regular and consistent attendance is vital for ākonga progress and learning, and partnerships with whanau are crucial to make this happen.
- We have a rich and ongoing partnership with Wairau Valley Special School and see this as an asset to our school.
- All our tamariki deserve the very best education we can give them, and we know strong home-school partnerships make a difference.
- Partnerships with whānau, iwi and mana whenua lead to richer learning experiences and a stronger school identity.

What would indicate the success of this strategic goal: (measuring progress and success) *What success could look like*

- Implementing strategies to strive for a high attendance rate (90% +)
- Strengthening partnerships with iwi and mana whenua would be ongoing and reflect mutual respect and collaboration.
- Our school reflects Aotearoa, including our unique bi cultural heritage physically/visually and in what people hear and feel when being at our school.
- Our partnership with Wairau Valley Special School is maintained and grows stronger every year.
- Partnerships with whānau - their voices are heard and actioned and they are contributors to relevant decision-making for their tamariki.
- As part of our commitment to te Tiriti o Waitangi our kaiako and tamariki know the history of Aotearoa and see and hear te reo Māori throughout our school - from the office to the classroom.
- High expectations of all ākonga from leaders, teachers and whanau providing barrier-free access to learning.
- Leaders and teachers striving for high-quality teaching practice, including our staff exercising high levels of cultural competence.
- Tikanga Māori is highly valued with all who work and attend GPS.
- Staff understand and value the uniqueness of the culture of each ākonga at GPS.

Intentions	Outcomes	Actions	Responsibility and Timeframe	Date completed/ Evidence
3.1 Continuing our rich partnership with Wairau Valley Special School.	We will have a stronger relationship with the management, kaiako and students of WVSS.	3.1.1 Develop a role in the GPS team to create more opportunities for authentic interactions and involvement in GPS teaching and learning.	TS: Term 1, 2026	
3.2 Working with our whanau to implement a variety of attendance strategies to lift ākonga achievement.	Our school attendance rate will be lifted from 60% - 80%.	3.2.1 Create our GPS Stepped Attendance Response (STAR) as part of the MoEd-mandated requirements.	SLT: Term 4, 2025	STAR
		3.2.2 Implement the STAR to lift student attendance across the school.	DS and KC: Term 1, 2026	
3.3 Building reciprocal	Our partnerships with iwi	3.3.1 Collaborate with Te Kawerau ā	KP:	

relationships with Te Kawerau ā Maki to enact Te Tiriti o Waitangi.	and mana whenua would be respectful and create opportunities for collaboration, including gifting our school narrative and enriching our language of learning.	Maki to gain authentic Maori language within our school values and school pepeha.	2025 and 2026	
		3.3.2 Collaborate with Te Kawerau ā Maki to create a GPS narrative to inform our school identity and culture.	KP: 2025 and 2026	

4. Provide an ākonga-centred environment

What specific evidence is driving this? *Why this is important.*

- Health and safety are key areas that all staff are constantly aware of, including learning spaces and positives steps are taken to maintain these across the school.
- We know that learning environments impact on delivering effective teaching and learning.
- When learning environments are resources appropriately kaiako and tamairik can flourish.
- When a communities language, culture and identity are expressed in learning environments ākonga feel seen, connected and valued.

What would indicate the success of this strategic goal: (measuring progress and success) *What success could look like*

- Our school will be a safe and inviting place to work and learn in.
- Learning spaces are resourced for quality teaching and learning to occur, as well as meeting the needs of ākonga.
- All learning spaces will be welcoming and attractive for kaiako and ākonga to work and learn in.
- Learning spaces will have age and stage-appropriate resources available that are of high quality.
- Our learning and administrative spaces will reflect the diversity of our learning community and honour our Te Tiriti o Waitangi commitment.

Intentions	Outcomes	Actions	Responsibility and Timeframe	Date completed/ Evidence
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<p>4.1 Providing a well-resourced and maintained environment that is safe and inviting for all to work and learn in.</p>	<p>Learning spaces are safe and resourced for quality teaching and learning to occur, as well as meeting the needs of ākongā. All learning spaces will be welcoming and attractive for kaiako and ākongā to work and learn in.</p>	<p>4.1.1 Establish an asset management maintenance register to identify risks and hazards, and create a project management timeline to address needs.</p>	<p>KP and Board: Term 1 and T2 2026.</p>	
		<p>4.1.2 GPS Handbook to include a clear set of learning environment expectations to ensure all spaces are welcoming and attractive.</p>	<p>KP and TB: Term 4, 2025.</p>	
<p>4.2 Ensuring our learning spaces are fit for purpose and reflect the age and stage of our ākongā.</p>	<p>Our learning environments will be resourced appropriately for age and stage, and students with additional needs so tamairik to flourish.</p>	<p>4.2.1 Provide equipment and resources for ākongā engagement in non-contact learning time. (i.e. interval and lunch - Junky Monkey)</p>	<p>SR: Term 1, 2026</p>	
		<p>4.2.2 Research appropriate sensory equipment for both indoor and outdoor learning environments.</p>	<p>KC: Term 1, 2026</p>	
<p>4.3 Develop our spaces to reflect the cultural diversity of our learning community.</p>	<p>Our GPS learning community languages, cultures and identities will</p>	<p>4.3.1 Engage a cultural artist to investigate the Kaipatiki whenua Māori symbols aligning with our cultural narrative.</p>	<p>KP: Poutama Term 4, 2025 -Term 2 2026</p>	<p>Term 4: 2025 Cultural narrative</p>
		<p>4.3.2 Artist in-house to create murals to reflect new iconography for the KIRI Values and the year level teams.</p>	<p>KP: Liam Term 1, 2026</p>	

	be expressed across our school, to enable our tamariki and whanau to feel seen, connected and valued.			
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