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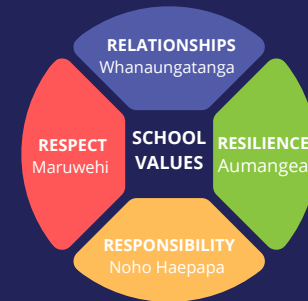





# Annual Plan 2025



**we Inspire, Challenge and Empower our learners**  
by fostering a safe, nurturing and diverse learning community where ākonga strive for personal growth in an ever changing world

**Ka Whakaaweawetia, ka Whakamātauria, ā, ka Whakamanangia ā mātou ākonga**  
mā te whakaū i tētahi taiao ako haumaruru me te taiao pūkenga rau kia tipu mātoro ai ngā ākonga i roto i te ao taunekeneke



STRATEGIC GOALS WHĀINGA RAUTAKI	ACTIONS / INITIATIVES NGĀ KAUPAPA	SUCCESS STATEMENTS WHAKAPUAKANGA WHAITAKE	NELPs and Relevant Strategies	Board Primary Objectives
 <p><b>CURRICULUM</b> A rich, authentic localised curriculum that is inspiring, challenging and empowering is embedded in all classrooms</p> <p><b>MARAUTANGA</b> He whakaū i te marautanga taketake ā-rohe ki ngā akomanga katoa hei whakaaweawe, hei whakamātau, ā, hei mea whakamana i ngā ākonga.</p>	<ul style="list-style-type: none"> <li>Review and redesign our current curriculum.</li> <li>Engage in and activate learning from PLD with 'Writer's Toolbox'</li> <li>Design, establish and sustain PLGs to drive pedagogical change</li> </ul>	<p>Learners make progress by being confident, engaged and connected to their culture and community</p> <p>Highly skilled and motivated kaiako</p>	<p>NELP 1,2,3,4,5,6 Te Mātaiaho</p>	<p>127 1(a,b,c,d)</p>
 <p><b>CULTURE</b> A culture of personal growth and hauora is the way of being at GIS</p> <p><b>AHUREA</b> Ko te whakatipuranga whaihua me te hauora ngā mātāpono matua i GIS</p>	<ul style="list-style-type: none"> <li>Create opportunities for all learners to grow focused on school values, learner profile matrix and agentic practices</li> <li>All kaiako are trained in coaching</li> <li>Develop, Trial and Implement a GIS wellbeing model and explicit teaching programme</li> </ul>	<p>Learners experience personal growth in relation to the school values and learner profile matrix</p> <p>Learners feel valued and safe, are happy and engaged in their learning</p>	<p>NELP 1,2,3,4,5,6 Attendance and Engagement</p>	<p>127 1(a,b,c)</p>
 <p><b>COMMUNITY</b> Positive learning focused partnerships with our community</p> <p><b>HAPORI</b> He whakaū i ngā hononga takatika i waenganui i te hapori</p>	<ul style="list-style-type: none"> <li>Establish new connections with iwi and other community groups that can support our learners.</li> <li>Provide new opportunities to engage and make connections with the community</li> <li>Participate in MAC initiative, review current programme and implement new practices</li> </ul>	<p>There is a strong partnership between the school, learners and their families which focuses on learners personal growth, culture, connection and hauora</p>	<p>NELP 1,2,3,4,5,6 School Planning Toolkit Ka Hikitia</p>	<p>127 1(c,d)</p>
Evidence	Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis. We will also collate and track any stakeholder feedback. Please refer to the Annual Plans for each strategic goal for specific measures.			
Strategies for giving effect to Te Tiriti o Waitangi	Refer to Strategic Goal / Annual Plan 3 - MAC initiative. Developing relationships with our local iwi. A school curriculum that reflects the aspirations of our Māori community. All curriculum areas will be developed with a mataranga Māori lens. Te reo Māori and Māori tikanga is part of our place: daily morning paepae / waiata / mihi / pepeha / kapa haka / mihi whakatau / hui			
Information informing this plan	Stakeholder voice was gathered in 2023/2024 through whānau connect hui, several online surveys, informal conversations at community events, staff surveys/feedback, tamariki surveys, tamariki focus groups. The release of new curriculum documents and expectations from the MoE has led to changes in planning.			

# ANNUAL IMPLEMENTATION PLAN INTRODUCTION

## **Where we are currently at:**

- The following pages outline our annual plan for 2025.
- The Learner Data summary highlights where the current students are achieving in relation to Reading, Writing and Mathematics. The data is based on the initial testing that was conducted with all learners. The testing used was e-asTTle and is a one-off test to set some targets for the school year.
- Glenfield Intermediate School been working on the following programmes over the last few years to meet the needs of our priority and target learners
  - Writers Toolbox PLD and implementation
  - Mathematics PLD and support in all classes
  - Additional staffing for reading and writing support for target and priority learners
  - Whānau connections with all stakeholders
  - Involvement in MAC has been a focus for the last three years
  - GROWTH Coaching to build capacity for kaiako and leadership

## **How will our targets and actions give effect to Te Tiriti o Waitangi:**

- Our focus on the Curriculum, Culture and Community are all intertwined within the key purposes of Te Tiriti o Waitangi (Participation, Partnership and Protection).
- Curriculum - working through the development and implementation of our te reo Māori programmes and learning progressions.
- Culture - focusing on the language, culture and identity of our Māori learners. This includes being culturally responsive.
- Community - whānau connections and ensuring Māori participation and involvement across all facets of the school .

# ANNUAL PLAN

## STRATEGIC GOAL: CURRICULUM



<b>Strategic Goal 1</b>	<b>To provide ākonga with a rich, authentic localised curriculum that is inspiring, challenging and empowering is embedded in all classrooms</b>
<b>Annual Targets/Goals</b>	<ol style="list-style-type: none"> <li>1. Review and redesign our current curriculum.</li> <li>2. Engage in and activate learning from PLD with 'Writer's Toolbox'</li> <li>3. Design, establish and sustain PLGs to drive pedagogical change</li> </ol>
<b>What do we expect to see by the end of the year?</b>	
<ol style="list-style-type: none"> <li>1. Kaiako have developed knowledge of the refreshed learning areas of English and Mathematics &amp; Statistics within Te Mātaiaho.</li> <li>2. Kaiako have continued to develop and enhance their understanding and use of Writers Toolbox</li> <li>3. Kaiako have continued to develop and enhance their understanding and practice in mathematics</li> <li>4. We have an authentic localised curriculum that is aligned with Te Mātaiaho (dependent on what is released)</li> <li>5. Kaiako will continue to develop their knowledge and confidence in cultural capability</li> </ol>	

<b>Action Plan 2025</b>	<b>Who</b>	<b>When</b>	<b>Resources</b>
<b>Initiative 1: Review and redesign our current curriculum - New Curriculum Focus (Mathematics).</b>			
<b>New Mathematics Curriculum</b> <ul style="list-style-type: none"> <li>• Participate in MoE led PLD around Mathematics curriculum</li> <li>• PLD support for kaiako using Oxford resources as part of the mathematics programme. Promoting best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• PLG Leaders - Maths and Literacy</li> <li>• All staff</li> </ul>	Term 1-4	<ul style="list-style-type: none"> <li>• Leadership Unit Allocation - ISL Pedagogy (Maths) and Enviro</li> <li>• Staffing (FTTE) allocation</li> <li>• GIS Curriculum Handbook</li> <li>• Te Mātaiaho Curriculum Document</li> <li>• New Mathematics Curriculum</li> <li>• Science of Learning</li> <li>• Ka Hikitia and Tapasa</li> <li>• Staff Meeting time</li> <li>• \$\$ for release for PLD sessions</li> <li>• \$\$ for Enviro programme</li> <li>• New Enviro equipment purchased</li> </ul>
<b>Across the Curriculum</b> <ul style="list-style-type: none"> <li>• Culturally sustainable practices sustained (ERO focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural PLG</li> <li>• All staff</li> </ul>	Term 1-4	
<b>EnviroSchools programme at GIS</b> <ul style="list-style-type: none"> <li>• Classroom and rubbish organisation across the school</li> <li>• Event protocols for sustainable practices</li> <li>• Getting teachers more involved and using sustainable practices</li> <li>• Refining initiatives that are in place</li> </ul>	<ul style="list-style-type: none"> <li>• Sarah West</li> <li>• All staff</li> <li>• All students</li> </ul>	Term 1-4	

# ANNUAL PLAN

## STRATEGIC GOAL: CURRICULUM



### Initiative 2: Engage in and activate learning from PLD with 'Writer's Toolbox' - links to the New English Curriculum

<ul style="list-style-type: none"> <li>Refine writing programme to align with the new English curriculum</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>PLG Leader - Writing</li> <li>PLG leader - Reading</li> <li>All staff</li> <li>Learners / whanau</li> </ul>	Term 1-4	<ul style="list-style-type: none"> <li>Leadership Unit Allocation - ISL Pedagogy (Writing)</li> <li>New English Curriculum</li> <li>Science of Learning</li> <li>\$\$ for Writer's Toolbox</li> <li>\$\$ for release for PLD sessions</li> <li>Staff Meeting time as required</li> </ul>
<ul style="list-style-type: none"> <li>Refine reading programme to align with the new English curriculum. Explore structured literacy approaches</li> </ul>			
<ul style="list-style-type: none"> <li>Assessment tools / Reporting to align to the new curriculum</li> </ul>		Term 3,4	
<ul style="list-style-type: none"> <li>Ongoing PLD support (internal and external) for kaiako best practice (Support with teaching paragraph styles)</li> </ul>		Term 1-4	
<ul style="list-style-type: none"> <li>Teachers as coaches - supporting each other.</li> </ul>		Term 1-4	

### Initiative 3: Design, establish and sustain PLGs to drive pedagogical change - Sustain stage for 2025.

<ul style="list-style-type: none"> <li>PLG Leaders to meet regularly and discuss structure and links</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>PLG Leaders</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Staff meeting time</li> <li>Release time for PLG leaders</li> <li>Units for PLG leaders</li> </ul>
<ul style="list-style-type: none"> <li>PLG focus areas to shift to Reading, Writing, Mathematics and Cultural Responsiveness in 2025.</li> </ul>			
<ul style="list-style-type: none"> <li>PLG leaders to present to the board</li> </ul>		Term 3-4	

#### Measures

- student, teacher and community survey
- GAP Analysis
- certification as an enviro school
- school assessment data
- documentation stocktake - policy, procedure, practise

#### Success Statement

- Learners make progress by being confident, engaged and connected to their culture and community
- Highly skilled and motivated kaiako



<b>Strategic Goal 2</b>	<b>A culture of personal growth and hauora is the way of being at GIS</b>
<b>Annual Targets/Goals</b>	<ol style="list-style-type: none"> <li>1. Create opportunities for all learners to grow focused on school values, learner profile matrix and agentic practices</li> <li>2. All kaiako are trained in coaching</li> <li>3. Develop, Trial and Implement a GIS wellbeing model and explicit teaching programme</li> </ol>
<b>What do we expect to see by the end of the year?</b>	
<ol style="list-style-type: none"> <li>1. We have a school culture of care where tamariki and staff look out for each other</li> <li>2. Kaiako embed the learner profile into their weekly programme</li> <li>3. Kaiako use HERO to post regular progress updates against the learning profile for their tamariki</li> <li>4. GIS has a revised Inquiry Model ready for implementation in 2025</li> <li>5. All kaiako can facilitate a coaching conversation with a colleague</li> <li>6. MITEY is evident in all classes across GIS</li> </ol>	

Action Plan 2025	Who	When	Resources
Initiative 1: Create opportunities for all learners to grow focused on school values, learner profile matrix and agentic practices			
<ul style="list-style-type: none"><li>Sustain the practice of having a fortnightly focus on learner profile and values.</li></ul>	<ul style="list-style-type: none"><li>All staff</li></ul>	Term 1-4	<ul style="list-style-type: none"><li>Time</li></ul>
HERO <ul style="list-style-type: none"><li>Refine and sustain HERO teacher posts focused around learner profile</li><li>Implement HERO posting for tamariki</li></ul>	<ul style="list-style-type: none"><li>SLT</li><li>All staff</li></ul>	Ongoing	<ul style="list-style-type: none"><li>Staff Meeting time</li><li>Release time</li></ul>
<ul style="list-style-type: none"><li>Align Agentic Practice Framework with Te Mātaiaho (Science of Learning)</li></ul>	<ul style="list-style-type: none"><li>SLT</li><li>Leaders of Learning</li><li>All staff</li></ul>	Ongoing	<ul style="list-style-type: none"><li>Staff Meeting time</li></ul>
<ul style="list-style-type: none"><li>Review and Align the Inquiry Model to Te Mātaiaho (Science of Learning)</li></ul>			
Initiative 2: All kaiako are trained in Coaching			
<ul style="list-style-type: none"><li>Coaching review and refresh for the staff with a focus on new staff starting at GIS</li></ul>	<ul style="list-style-type: none"><li>All staff</li></ul>	Term 1	<ul style="list-style-type: none"><li>PLD for new staff</li><li>Ongoing PLD (as required)</li><li>Staff meeting time</li></ul>
<ul style="list-style-type: none"><li>Continue to meet regularly and share inquiry across the staff. Utilise the speed dating approach to this mahi.</li></ul>	<ul style="list-style-type: none"><li>All staff</li></ul>	Term 1-4	



### Initiative 3: Develop, Trial and Implement a GIS wellbeing model and explicit teaching programme

<ul style="list-style-type: none"> <li>Sustaining the GIS Wellbeing practices within our kura(Linking to NZCER survey results )</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<p>Term 1-4</p>	<ul style="list-style-type: none"> <li>Staff meeting time</li> <li>Mitey website - JK Foundation</li> <li>Mitey online resources</li> <li>Mitey PLD sessions</li> <li>\$\$ to release for staff</li> <li>\$\$ for new resources</li> </ul>
<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>student self assessment against values / agency and survey</li> <li>teacher capability self assessment agency, and survey</li> <li>students articulate where they are and next steps for interviews / reports</li> <li>SLT and Leader of Learning observations</li> <li>Teacher inquiry presentations</li> <li>Analysis of Hauora / PC4L data (referrals, incidents, support, SENCO)</li> <li>surveys (students / whanau)</li> <li>Student hauora group survey</li> </ul>	<p><b>Success Statement</b></p> <ul style="list-style-type: none"> <li>Learners experience personal growth in relation to the school values and learner profile matrix</li> <li>Learners feel valued and safe, are happy and engaged in their learning</li> </ul>		



# ANNUAL PLAN

## STRATEGIC GOAL: COMMUNITY



Strategic Goal 3	Positive learning focused partnerships with our community		
Annual Targets/Goals	<div>1. Establish new connections with iwi and other community groups that can support our learners.</div> <div>2. Provide new opportunities to engage and make connections with the community</div> <div>3. Participate in MAC initiative, review current programme and implement new practices</div>		
What do we expect to see by the end of the year?			
<div>1. We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi</div> <div>2. There have been numerous opportunities for whānau to engage with the school in different ways</div> <div>3. Kaiako have continued to develop and enhance their understanding and use of Te reo Māori and tikanga</div> <div>4. We have enhanced our tikanga around mihi whakatau, paepae, mihi/pepeha and incorporating Te Tiriti o Waitangi Principles</div>			
Action Plan 2025	Who	When	Resources
Initiative 1: Establish new connections with iwi and other community groups that can support our learners.			
<div>● Engage with local iwi around culture / language / identity. This may involve PLD as required.</div>	<div>● SLT</div> <div>● Kāhui Ako Leadership</div>	Term 1,2	<div>● Staff members from different kura</div> <div>● MAC Facilitator</div> <div>● Iwi contacts</div> <div>● \$\$ for engagement</div>
<div>● Ensure kaiako attend the Māori Liaison Group meetings</div>		Term 1-4	
Initiative 2: Provide new opportunities to engage and make connections with the community			
<div>● Whānau BBQ/Picnic</div>	<div>● SLT</div> <div>● Unit Holder</div> <div>● All staff</div>	Term 1	<div>● Create whānau survey - want they want</div> <div>● Staff time</div> <div>● \$\$ for kai / activities for events</div>
<div>● Curriculum Evenings (Expo type event)</div>		Term 2, 3	
Initiative 3: Participate in MAC initiative, review current programme and implement new practices			
<div>● Incorporate Te Tiriti articles as a framework for Staff and Class Treaties</div>	<div>● SLT</div> <div>● All staff</div>	Term 1	<div>● Māori Education Plan</div> <div>● Ka Hikitia</div> <div>● MAC Facilitator</div> <div>● Te Tiriti o te Waitangi</div> <div>● \$\$ for kai / activities for events</div> <div>● Staffing (MU)</div>
<div>● Embed non negotiables/learning progressions for Te reo Māori and tikanga.</div>	<div>● All staff</div>	Term 1-4	
<div>● PLG to plan and deliver PLD at the start of all staff meetings</div>	<div>● PLG members</div>	Term 1-4	
<div>● Continue to build momentum of whānau engagement (matariki, hui...)</div>	<div>● SLT</div>	Term 1-4	



# ANNUAL PLAN

## STRATEGIC GOAL: COMMUNITY



### Measures

- Analysis of connections (frequency - regularly, often, daily, rarely)
- Whanau survey about engagement (transition, interviews, curriculum hui..)
- Analysis of attendance
- student focus group - student engagement measures
- whanau focus group

### Success Statement

- There is a strong partnership between the school, learners and their families which focuses on learner personal growth, culture, connection and hauora.

## OTHER ANNUAL PLAN ACTIONS: 2025

<b>Attendance</b> - 80% of students attending more than 90% of the time	<b>Who</b>	<b>Timeframe</b>	<b>Short Report</b>
<ul style="list-style-type: none"> <li>Review and refine GIS attendance systems.</li> <li>Sustain current strategies to address concerning attendance patterns.</li> </ul>	SLT Leaders of Learning	Ongoing	
<b>Curriculum</b>	<b>Who</b>	<b>Timeframe</b>	<b>Short Report</b>
<ul style="list-style-type: none"> <li>HERO implementation for assessment and reporting.</li> <li>Continue to develop school wide HERO protocols for assessment / reporting</li> </ul>	SLT Leaders of Learning	Ongoing	
<b>Finance</b>	<b>Who</b>	<b>Timeframe</b>	<b>Short Report</b>
<b>Planned Major Asset Purchases</b> <ul style="list-style-type: none"> <li>COLA over top netball court</li> <li>Turf for lower court</li> <li>Various other items - see budget</li> </ul>	Board / SLT Principal	Ongoing	
<b>Health and Safety</b>	<b>Who</b>	<b>Timeframe</b>	<b>Short Report</b>
<b>Provide a safe physical and emotional environment.</b> <ul style="list-style-type: none"> <li>NZCER Survey for students and staff.</li> <li>Use PC4L data to identify areas of focus for GIS.</li> <li>Regular 'walk arounds' focusing on the physical safety of the school environment.</li> </ul>	Hauora Team Hauora Team SLT / Caretaker	Term 2 Ongoing Ongoing	
<b>Emergency Procedures Update</b> <ul style="list-style-type: none"> <li>Harrison Tew to train the staff and students</li> </ul>	Principal / H&S Committee	Ongoing	
<b>Personnel</b>	<b>Who</b>	<b>Timeframe</b>	<b>Short Report</b>
<b>BoT Training</b> <ul style="list-style-type: none"> <li>Attendance at the annual NZSTA Conference.</li> </ul>	Board PM / Members	As required	

## OTHER ANNUAL PLAN ACTIONS: 2025

Property	Who	Timeframe	Short Report
<b>Develop Property to Reflect Charter Goals - Major Projects</b> <ul style="list-style-type: none"> <li>10YPP projects</li> <li>COLA</li> <li>Turf for the lower court area</li> </ul>	Board / Principal Property Consultant	Ongoing	
Self Review	Who	Timeframe	Short Report
<b>School Review</b> <ul style="list-style-type: none"> <li>Charter and Strategic Plan for 2026 onwards</li> </ul>	Board / Principal	Term 1/2	
<b>Policy and Procedure Review</b> <ul style="list-style-type: none"> <li>SchoolDocs for GIS Policy and Assurance review.</li> </ul>	Board / Principal / Office	Ongoing	
<b>Curriculum Review</b> <ul style="list-style-type: none"> <li>Learning areas report to the Board during the year.</li> <li>Health Consultation (2 Year review).</li> </ul>	Principal / PLG Leaders	Ongoing	



**GLENFIELD**

INTERMEDIATE

EST. 1972

# LEARNER PROGRESS DATA 2025

% is the number of students at or above the expected level



# TERM 1 February 2025



## TERM 1 2025 - Baseline Data and Target Explanation:

- The following data tables include all students within the specified cohort. It is our RAW DATASET.
- The percentages are those of the learners that are at the expected curriculum sub level at the start of 2025.
- This data is based on a summative assessment for Reading, Writing and Mathematics - Number. An asTTle test was used for this baseline data.
- All classroom teachers have identified target learners in their classes for reading, writing and mathematics. These learners are the focus for targeted programmes and interventions within the classroom.
- 2025 School wide Target Groups are in the table below:

Reading - asTTle	Writing - asTTle	Mathematics - asTTle Number
<ul style="list-style-type: none"> <li>• Y7 Pacific Peoples - learners that are 3B are a focus</li> <li>• Y8 Māori - learners that are 3B/3P are a focus</li> <li>• Y8 Pacific Peoples - learners that are 3P are a focus</li> </ul>	<ul style="list-style-type: none"> <li>• Y7 Māori - learners that are 2A/3B are a focus</li> <li>• Y7 Pacific Peoples - learners that are 2A/3B are a focus</li> <li>• Y7 Asian - learners that are 3B are a focus</li> <li>• Y8 Māori - learners that are 3B/3P are a focus</li> <li>• Y8 Asian - learners that are 3B/3P are a focus</li> </ul>	<ul style="list-style-type: none"> <li>• Y7 females - learners that are 3B are a focus</li> <li>• Y7 Māori - learners that are 2A/3B are a focus</li> <li>• Y7 Pacific Peoples - learners that are 2A/3B are a focus</li> <li>• Y8 Māori - learners that are 3P are a focus</li> <li>• Y8 Pacific Peoples - learners that are 3P are a focus</li> </ul>

% is the number of students at or above the expected level

	Reading - asTTle				Writing - asTTle				Mathematics - asTTle Number			
	Year 7 ≥ L3P	Target ≥ L3A	Year 8 ≥ L3A	Target ≥ L4B	Year 7 ≥ L3P	Target ≥ L3A	Year 8 ≥ L3A	Target ≥ L4B	Year 7 ≥ L3P	Target ≥ L3A	Year 8 ≥ L3A	Target ≥ L4B
ALL	72%	80%	63%	80%	40%	80%	53%	80%	58%	80%	56%	80%
Male	70%	80%	55%	80%	36%	80%	49%	80%	63%	80%	57%	80%
Female	74%	80%	70%	80%	43%	80%	58%	80%	52%	80%	55%	80%
Māori	75%	80%	57%	80%	31%	80%	46%	80%	46%	80%	46%	80%
Pacific Peoples	62%	80%	62%	80%	31%	80%	66%	80%	43%	80%	43%	80%
NZE	76%	80%	67%	80%	44%	80%	58%	80%	53%	80%	51%	80%
MELAA	80%	80%	70%	80%	33%	80%	66%	80%	50%	80%	70%	80%
Asian	69%	80%	60%	80%	40%	80%	49%	80%	68%	80%	61%	80%

## Strategies GIS is using to achieve the National Education and Learning Priorities 2025

Objective 1 LEARNERS AT THE CENTRE		Objective 2 BARRIER FREE ACCESS		Objective 3 QUALITY TEACHING AND LEADERSHIP		Objective 4 FUTURE OF LEARNING AND WORK
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of NZers today and throughout their lives
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every ākonga, and support these by partnering with whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and culture	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
4 R's (values)	Agentic practice	Relationship focus	New Maths Curriculum	School karakia	Professional Growth Cycle	Liaison with secondary
Be a STAR	Learner Leadership	Differentiated learning	PLD - MoE / Oxford	School waiata	Teaching as Inquiry	Transition events
PC4L	Learner focus groups	The Hub	Learner Profile	Teacher daily use	Impact Partners	ASB Getwise
PC4L student focus group	Learner conferences	School funded counsellor	Writers Toolbox	Kapa haka	Coaching PLD	Careers Education Unit
Student Hauora group	Goal setting	MAC	Learner Profile Matrix	Signage	PLD programmes	
Hauora Surveys	Transition events	Outside agencies	Visible Learning +	Mihi Whakatau	Observations	
MITEY PLD	Community surveys	BYOD / School devices	Specialist programme	Extension te reo	PCT programme	
	Community events	School Board funding for support staff and support programmes	The Hub	Authentic Contexts	Kāhui Ako	
	Kaipātiki Youth Trust		MITEY PLD		Quality PLD	
	Attendance Service		ALiM / MST			

## Strategies GIS is using to achieve the Six Priorities 2025

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
Curriculum Refresh	Structured Maths and Literacy	Reporting to Parents	Teacher Retention	Learning Support	Effective Assessment
Teachers and schools are supported by a detailed, knowledge-rich curriculum and will know what needs to be taught and when.	All students will be learning literacy and mathematics in a way that evidence tells us best supports students to learn.	Parents will know about their child's progress and teachers will know about their students' progress so they can adjust as needed.	Attracting and retaining teachers domestically and from overseas, and better teacher education at every stage of a teacher's career, from selection and Initial Teacher Education through beginning teachers, experienced teachers, and experts, leaders, and principals	Targeted effective learning support.	Better use of data, assessment, and evidence to identify and invest in supports and services that work.
Government / MoE Led Kura can have direct impact towards achieving this priority	Government / MoE Led Kura can have direct impact towards achieving this priority	Government / MoE Led Kura can have direct impact towards achieving this priority	Government / MoE Led Minimal impact from kura based initiatives	Government / MoE Led Minimal impact from kura based initiatives	Government / MoE Led Minimal impact from kura based initiatives
PLD opportunities to unpack new curriculum	Oxford Maths implemented in 2025	HERO - review and adjust reporting as necessary	Development of GIS - Te Tiriti o Te Kaimahi Kura	Te Waka Teina Programme	Continue current practice using asTTle
Implement curriculum develops as necessary	MoE Mathematics PLD for kāhui ako	Information available for parents	GIS Staff Wellbeing Programme	Regular referrals to Learning Support	
	IDeal Literacy PLD started in late 2025	Survey parents about the reports	Induction Programme		
			Involvement with ITE providers		