



**GLENFIELD**

**I N T E R M E D I A T E**

**EST. 1972**

# Annual Plan 2026

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**GLENFIELD**  
INTERMEDIATE

EST. 1972

## 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 PLAN / MAHERE RAUTAKI 2026-2028**

STRATEGIC GOALS WHĀINGA RAUTAKI	ACTIONS / INITIATIVES NGĀ KAUPAPA	SUCCESS STATEMENTS WHAKAPUAKANGA WHAITAKE	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>Implement the refreshed curriculum, Te Mātaiaho, by building a shared understanding across our kura to enhance teaching and learning and drive equitable outcomes</li> <li>Review and align the Inquiry Model to Te Mātaiaho (Science of Learning) - Knowledge and Practices</li> <li>Enhance consistency across our revised school-wide assessment and reporting practices, leveraging HERO for effective implementation</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>	127 1(a,b,c,d)
 <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 mātapono matua i GIS</p>	<ul style="list-style-type: none"> <li>Embed a school culture where our values and learner attributes are the foundation for student growth and identity.</li> <li>Strengthen the use of practices, strategies, and initiatives to actively foster and enhance personal hauora.</li> <li>Enhance culturally sustainable practises</li> <li>Embed Māori Tikanga and Te Tiriti o Waitangi through our local curriculum</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>	127 1(a,b,c)
 <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>Provide new opportunities to engage and make connections with the community</li> <li>Build reciprocal partnerships with whānau, the community and local iwi</li> <li>Promote a sense of belonging, connectedness and relationships with the community</li> <li>Enhance regular attendance through active collaboration with whānau, supported by clear intervention pathways</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>	127 1(c,d)
<b>Evidence</b>	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.		
<b>Strategies for giving effect to Te Tiriti o Waitangi</b>	Refer to Strategic Goal / Annual Plan 3 - Working with Te Kawerau ā Maki and being involved in Mana Kura. 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		
<b>Information informing this plan</b>	Stakeholder voice was gathered in 2025 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 2026.
- 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 (Oxford Mathematics)
  - 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 .



<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. Implement the refreshed curriculum, Te Mātaiaho, by building a shared understanding across our kura to enhance teaching and learning and drive equitable outcomes</li> <li>2. Review and align the Inquiry Model to Te Mātaiaho (Science of Learning) - Knowledge and Practices</li> <li>3. Enhance consistency across our revised school-wide assessment and reporting practices, leveraging HERO for effective implementation</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 develop knowledge of the refreshed learning areas of English and Mathematics &amp; Statistics within Te Mātaiaho.</li> <li>2. Kaiako continue to develop and enhance their understanding and use of Writers Toolbox.</li> <li>3. Kaiako continue to develop and enhance their understanding and practice in mathematics (including Oxford Mathematics).</li> <li>4. Kaiako develop an understanding of Structured Literacy and implement an effective Spelling Programme.</li> <li>5. Tamariki make excellent progress in Mathematics, Writing, and Reading.</li> <li>6. We use an aligned system of Assessment and Reporting through HERO.</li> </ol>	

<b>Action Plan 2026</b>	<b>Who</b>	<b>When</b>	<b>Resources</b>
<b>Initiative 1: Implement the refreshed curriculum, Te Mātaiaho, by building a shared understanding across our kura to enhance teaching and learning and drive equitable outcomes</b>			
• Engage Learning Matters for structured literacy PLD	• Learning Matters facilitators	3 x Staff Only Days	• Funding to release staff • Funding for resources • Funding to provide PLD modelling • Time for staff to implement
• Curriculum refresh - Structured Literacy (Spelling focus) implemented	• All staff	All year	
• Structured Literacy modelling and support from external provider	• Learning Matters facilitator	Term 1 and 3	
• Curriculum refresh - continue to refine our Structured Mathematics approach using Oxford	• Lara O'Malley • All staff	All year	• Funding for PLD release • Funding for facilitator visits • Funding for maths programmes
• Participate in Day 3/4 of Mathematics PLD	• Lara O'Malley • All staff	Term 2 / 3	
• Implement Maths Acceleration Groups as per funding from MoE - 144 students to benefit.	• Lara O'Malley	3 x 12 weeks	• Funding for release / resources



### Initiative 2: Review and align the Inquiry Model to Te Mātaiaho (Science of Learning) - Knowledge and Practices

<ul style="list-style-type: none"> <li>Review our inquiry model against Science of Learning Theory and explore alternatives</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>All staff</li> </ul>	Term 2/3	<ul style="list-style-type: none"> <li>Time for staff</li> </ul>
<ul style="list-style-type: none"> <li>Align the revised GIS Inquiry Model with Te Mātiaho</li> </ul>			

### Initiative 3: Enhance consistency across our revised school-wide assessment and reporting practices, leveraging HERO for effective implementation

<ul style="list-style-type: none"> <li>Review and align assessment practices and reporting mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>SLT to lead</li> <li>LoL to support</li> <li>Teachers to implement</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Training from HERO</li> <li>Funding to release</li> <li>Time for staff</li> </ul>
<ul style="list-style-type: none"> <li>Implement new reporting expectations from MoE in terms of language and Phase expectations</li> </ul>			
<ul style="list-style-type: none"> <li>Refine POSTs from kaiako and tamariki</li> </ul>			

<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>student, teacher and community survey</li> <li>GAP Analysis</li> <li>school assessment data</li> <li>documentation stocktake - policy, procedure, practise</li> </ul>	<p><b>Success Statement</b></p> <ul style="list-style-type: none"> <li>Learners make progress by being confident, engaged and connected to their culture and community</li> <li>Highly skilled and motivated kaiako</li> </ul>
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Monitoring and Evaluation	Mid Year Evaluation	End of Year Evaluation



<b>Strategic Goal 2</b>	<b>A culture of personal growth, hauora and a sense of belonging is a way of being at GIS</b>
<b>Annual Targets/Goals</b>	<ol style="list-style-type: none"> <li>1. Embed a school culture where our values and learner attributes are the foundation for student growth and identity</li> <li>2. Strengthen the use of practices, strategies, and initiatives to actively foster and enhance personal hauora</li> <li>3. Enhance culturally sustainable practises</li> <li>4. Embed Māori Tikanga and Te Tiriti o Waitangi through our local curriculum</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 and thrive.</li> <li>2. Tamariki are engaged and have opportunities to explore areas of interest.</li> <li>3. Kaiako embed the learner profile into their weekly programme.</li> <li>4. Kaiako continue to develop their knowledge and confidence in cultural capability.</li> <li>5. Kaiako develop and enhance their understanding and use of Te Reo Māori and tikanga.</li> <li>6. Our kura enhances our tikanga around mihi whakatau, paepae, mihi/pepeha, and incorporates Te Tiriti o Waitangi principles.</li> </ol>	

<b>Action Plan 2026</b>	<b>Who</b>	<b>When</b>	<b>Resources</b>
<b>Initiative 1: Embed a school culture where our values and learner attributes are the foundation for student growth and identity</b>			
<ul style="list-style-type: none"> <li>• Fortnightly focus, Assembly (perfects to work videos etc), Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	All year	<ul style="list-style-type: none"> <li>• Time</li> </ul>
<b>Initiative 2: Strengthen the use of practices, strategies, and initiatives to actively foster and enhance personal hauora</b>			
<ul style="list-style-type: none"> <li>• Create opportunities for students to connect, collaborate, and contribute through their shared interests and passions.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• All staff</li> </ul>	All year	<ul style="list-style-type: none"> <li>• Funding for student engagement activities</li> <li>• Time and release for teachers</li> <li>• Resources as required for activities</li>   <li>• Funding for PULSE</li> <li>• Time for teachers and students</li> <li>• Time for SLT to analyse data</li>   <li>• Funding</li> <li>• Physical space for the counsellors</li> </ul>
<ul style="list-style-type: none"> <li>• Student Engagement role funded</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> </ul>	All year	
<ul style="list-style-type: none"> <li>• Student voice gathered and acted on</li> </ul>	<ul style="list-style-type: none"> <li>• Student Engagement Coordinator</li> </ul>	Termly	
<ul style="list-style-type: none"> <li>• Implement PULSE across the school</li> </ul>	<ul style="list-style-type: none"> <li>• DP - SS</li> <li>• Leaders of Learning</li> <li>• All staff</li> </ul>	All year	
<ul style="list-style-type: none"> <li>• Provide a variety of Counselling options for our tamariki</li> </ul>	<ul style="list-style-type: none"> <li>• DP - SS</li> </ul>	All year	



### Initiative 3: Enhance culturally sustainable practises

<ul style="list-style-type: none"> <li>• PD and staff discussion to further develop a shared understanding of culturally sustainable practice</li> </ul>	<ul style="list-style-type: none"> <li>• Outside Facilitator</li> <li>• All staff</li> </ul>	Term 2/3	<ul style="list-style-type: none"> <li>• Release for staff as needed</li> <li>• Funding for PLD for staff</li> <li>• Time</li> </ul>
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### Initiative 4: Embed Māori Tikanga and Te Tiriti o Waitangi through our local curriculum

<ul style="list-style-type: none"> <li>• Te Ao Māori and Te Reo Māori Extension Class</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Lucy Plant</li> </ul>	All year	<ul style="list-style-type: none"> <li>• Funding and time to facilitate</li> <li>• Funding for resources</li> <li>• Funding for marae visit</li> </ul>
<ul style="list-style-type: none"> <li>• Implement consistent expectations for te reo Māori and tikanga curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Lucy Plan/ Madi Brownlee and PLG</li> <li>• All staff</li> </ul>	All year	<ul style="list-style-type: none"> <li>• Release for PLG and teachers to observe each other</li> <li>• Time to implement</li> </ul>
<ul style="list-style-type: none"> <li>• The PLG to provide PLD to grow staff capability</li> </ul>	<ul style="list-style-type: none"> <li>• Māori PLG members</li> <li>• Te Kawerau ā Maki</li> </ul>	All year	<ul style="list-style-type: none"> <li>• Funding for Te Kawerau ā Maki</li> <li>• Funding to release PLG members</li> </ul>

#### Measures

- student self assessment against values / agency and survey
- teacher capability self assessment agency, and survey
- students articulate where they are and next steps for interviews / reports
- SLT and Leader of Learning observations
- Teacher inquiry presentations
- Analysis of Hauora / PC4L data (referrals, incidents, support, SENCO)
- surveys (students / whanau)
- Student hauora group survey

#### Success Statement

- Learners experience personal growth in relation to the school values and learner profile matrix
- Learners feel valued and safe, are happy and engaged in their learning



<b>Strategic Goal 3</b>	<b>Positive learning focused partnerships with our community He whakaū i ngā hononga takatika i waenganui i te hapori</b>		
<b>Annual Targets/Goals</b>	<ol style="list-style-type: none"> <li>1. Provide new opportunities to engage and make connections with the community</li> <li>2. Build reciprocal partnerships with whānau, the community and local iwi</li> <li>3. Promote a sense of belonging, connectedness and relationships with the community</li> <li>4. Enhance regular attendance through active collaboration with whānau, supported by clear intervention pathways</li> </ol>		
<b>What do we expect to see by the end of the year?</b>			
<ol style="list-style-type: none"> <li>1. There are numerous opportunities for whānau to engage with the school in different ways.</li> <li>2. All tamariki and whānau feel valued and have a sense of belonging at GIS.</li> <li>3. We develop our relationship with tangata whenua to ensure we reflect their aspirations for our school and give effect to Te Tiriti o Waitangi.</li> <li>4. We establish a collaborative relationship with Te Kawerau ā Maki through the Mana Kura programme.</li> <li>5. Attendance rates for tamariki improve in line with the AMP.</li> </ol>			
<b>Action Plan 2026</b>	<b>Who</b>	<b>When</b>	<b>Resources</b>
<b>Initiative 1: Provide new opportunities to engage and make connections with the community</b>			
<ul style="list-style-type: none"> <li>• Start of year Picnic</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Leaders of Learning</li> <li>• All staff</li> <li>• School Board</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>• Time to prepare</li> <li>• Funding to provide gear, prizes, refreshments etc</li> </ul>
<ul style="list-style-type: none"> <li>• Events for whānau to visit - i.e. GIS Expo sharing / Significant person day / Classrooms open days student sharing and talking about work</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Leaders of Learning</li> <li>• All staff</li> </ul>	Ongoing	
<b>Initiative 2: Build reciprocal partnerships with whānau, the community and local iwi</b>			
<ul style="list-style-type: none"> <li>• Collect whānau voice around aspirations for our new Māori extension programme - Te Kāhui</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Lucy Plant</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>• Time for survey</li> </ul>
<ul style="list-style-type: none"> <li>• Annual hui with whānau</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Tikanga PLG Leaders</li> </ul>	Term 1	<ul style="list-style-type: none"> <li>• Time to organise</li> <li>• Funding for kai</li> </ul>
<ul style="list-style-type: none"> <li>• Engage Te Kawerau ā Maki to strengthen our culturally response practises and school tikanga</li> </ul>	<ul style="list-style-type: none"> <li>• All staff as needed</li> </ul>	All year	<ul style="list-style-type: none"> <li>• Funding for three years</li> </ul>



### Initiative 3: Promote a sense of belonging, connectedness and relationships with the community

<ul style="list-style-type: none"> <li>Individual ethnic groups are acknowledged and celebrated annually</li> </ul>	<ul style="list-style-type: none"> <li>Unit holder to facilitate</li> <li>All to support.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Funding for resources</li> <li>Time to organise</li> </ul>
<ul style="list-style-type: none"> <li>Strengthen Team system in 2026. i.e chants etc</li> </ul>	<ul style="list-style-type: none"> <li>Leaders of Learning and Teams</li> </ul>	Ongoing	

### Initiative 4: Enhance regular attendance through active collaboration with whānau, supported by clear intervention pathways

<ul style="list-style-type: none"> <li>Build relationships with new Attendance Service providers</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Office team</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Time</li> </ul>
<ul style="list-style-type: none"> <li>Communicate Attendance Management Plan with whānau</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Office team</li> <li>All teachers</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Time</li> <li>Funding as needed for resources i.e posters etc</li> </ul>

<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Analysis of connections (frequency - regularly, often, daily, rarely)</li> <li>Whanau survey about engagement (transition, interviews, curriculum hui..)</li> <li>Analysis of attendance</li> <li>student focus group - student engagement measures</li> <li>whanau focus group</li> </ul>	<p><b>Success Statement</b></p> <ul style="list-style-type: none"> <li>There is a strong partnership between the school, learners and their families which focuses on learner personal growth, culture, connection and hauora.</li> </ul>
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## OTHER ANNUAL PLAN ACTIONS: 2026

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> <li>Year 6 Transition Survey</li> </ul> <b>Policy and Procedure Review</b> <ul style="list-style-type: none"> <li>SchoolDocs for GIS Policy and Assurance review</li> <li>Develop a GIS AI Policy focused around best practice</li> </ul> <b>Curriculum Review</b> <ul style="list-style-type: none"> <li>Learning areas report to the Board during the year.</li> </ul>	Board / Principal  Board / Principal / Office  Principal / PLG Leaders	Term 1/2  Ongoing  Ongoing	
Finance	Who	Timeframe	Short Report
<b>Planned Major Asset Purchases</b> <ul style="list-style-type: none"> <li>COLA over top netball court</li> <li>Various other items - see budget</li> </ul>	Board / SLT Principal	Ongoing	
Health and Safety	Who	Timeframe	Short Report
<b>Provide a safe physical and emotional environment.</b> <ul style="list-style-type: none"> <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> <b>Emergency Procedures Update</b> <ul style="list-style-type: none"> <li>Harrison Tew to train the staff and students</li> </ul>	Hauora Team SLT / Caretaker  Principal / H&S Committee	Ongoing Ongoing  Ongoing	
Personnel	Who	Timeframe	Short Report
<b>BoT Training</b> <ul style="list-style-type: none"> <li>Attendance at the annual NZSTA Conference.</li> </ul>	Board PM / Members	As required	
Property	Who	Timeframe	Short Report
<b>Develop Property to Reflect Charter Goals - Major Projects</b> <ul style="list-style-type: none"> <li>10YPP projects - Air Con and Ventilation</li> <li>COLA and Old Dental Clinic Refurbishment</li> </ul>	Board / Principal Property Consultant	Ongoing	