



ANNUAL
IMPLEMENTATION
PLAN
FOR 2026



Executive Summary

This Annual Implementation Plan establishes a clear framework for advancing student belonging, teaching quality, academic achievement, and wellbeing in 2026. It prioritises the consistent application of evidence-informed pedagogy, stronger curriculum coherence, and culturally responsive practice, alongside targeted actions to support attendance, leadership, and pastoral care.

The plan is structured around key strategic priorities and associated annual actions, with a strong emphasis on accountability, implementation fidelity, and measurable outcomes. Success will be monitored through achievement data, attendance trends, student voice, staff practice, and community feedback, ensuring that progress can be evaluated throughout the year.

Key Recommendations for 2026

1. Prioritise raising expectations around academic achievement, UE attainment and Scholarship.
2. Continue provision of professional learning focused on embedding evidence-based practices schoolwide.
3. Continue to develop and integrate knowledge-rich curricula aligned with new NZC and increase staff engagement with planning templates/rubrics.
4. Enhance cultural capability with deeper inclusion of Te Ao Māori in curriculum and everyday school life.
5. Sustain leadership development and peer-led initiatives, especially for junior students.



Our Promise

To inspire and empower students through excellent teaching and an inclusive environment embodied by the Glenfield Way Values.

Our Mission

Our students will feel safe, valued and connected within a positive and inclusive environment.



Learning environments will support our students to reach their full potential and to be the very best they can be.



We will foster a passion for learning and self-belief, guiding students to develop into lifelong learners and global citizens.



OUR MISSION UNPACKED

Our Mission

Our Priorities



Our students will feel safe, valued and connected within a positive and inclusive environment.

Our teaching practice is both warm and demanding, excellent in practice and fostering of kaiako - akonga relationships.

Wellbeing is explicitly woven into all that we do, developing connected, resilient and engaged students, staff and whanau.



Learning environments will support our students to reach their full potential and to be the very best they can be.

Our teaching programmes reflect evidence based best practice, acknowledging also what is valued in our curriculum from a bi-cultural perspective.

Develop a growth mindset for learning through adaptive and responsive pedagogy that best meets the needs of our akonga.

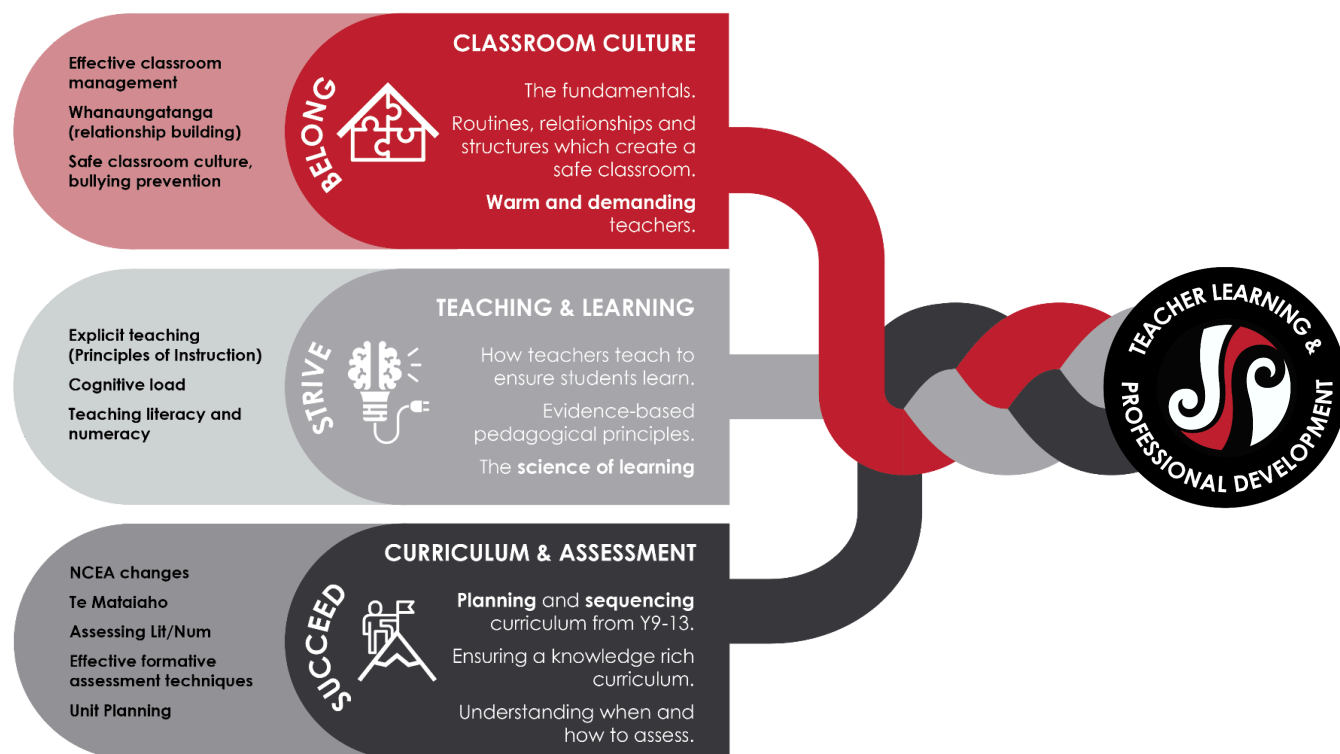


We will foster a passion for learning and self-belief, guiding students to develop into lifelong learners and global citizens.

Our teachers will also be active participants in learning, having shared responsibility of supporting wellbeing, literacy and numeracy across the curriculum.

We will ensure a knowledge rich curriculum is delivered through effective planning and implementation.

Teaching and learning strands



Belonging

In order to feel belonging, students need to feel safe, valued and connected. The importance of establishing and maintaining positive learning relationships is underscored by a wealth of educational research. School culture and classroom environments significantly influence students' learning outcomes.

Warm and demanding:

- *Setting the highest expectations for student behaviour and learning.*
- *Balancing the demand for high standards with supportive and motivating approaches.*
- *Cultivate positive and supportive learning relationships (whanaungatanga).*

Routines and consistency:

- *Explicitly teaching clearly defined routines that maximise learning time.*
- *Creating a safe, distraction-free learning environment that is mindful of cognitive load.*
- *Consistently adhering to school rules, expectations, and non-negotiables.*



Striving

Educational research that is grounded in cognitive science, highlights that certain pedagogical approaches successfully support student learning, memory, and thinking. These approaches are touchstones for teachers, to help them develop their best practice and create a learning environment where students can strive for their full potential.

Evidence-based pedagogy:

- *Explicit teaching of new knowledge, materials and skills.*
- *Review, modelling and checking for understanding.*
- *Effective questioning techniques.*

Teaching for memory (understanding cognitive load):

- *Understanding the 'bottleneck' between short and long term memory.*
- *Reducing cognitive overload through scaffolding of difficult tasks.*
- *Building long-term memory through retrieval practice.*

Succeeding



Students come to school to learn and should never be denied access to powerful knowledge. The idea that *'the more you know, the more you can learn'* highlights the imperative for teachers to help close numeracy, literacy or knowledge gaps for their learners. Knowledge is developed over time and should be sequenced, paced and presented in ways that students remember, understand and can successfully apply to assessments and the wider world.

Closing the knowledge gaps:

- *Building schemes that honour rich subject knowledge and vocabulary.*
- *Applying proven approaches to build literacy and numeracy.*
- *Choosing to teach powerful knowledge and skills that all students should access.*

Sequence coherent curriculum:

- *Creating knowledge-rich and clearly sequenced schemes of work (understand, know, do).*
- *Planning learning intentions and success criteria.*
- *Utilising effective feedback and formative assessment.*

BELONG

Our akonga will feel safe, valued and connected within a positive and inclusive environment.

STRATEGIC GOAL 1: Our teaching practice is both warm and demanding, excellent in practice and fostering of kaiako – Akonga relationships.

ANNUAL ACTIONS	WHO	WHAT DO WE EXPECT TO SEE	HOW WILL WE MEASURE SUCCESS
The Glenfield Way Values are visible and will continue to build the culture in our school	SLT Deans	<ul style="list-style-type: none"> Positive behaviour trends 	<ul style="list-style-type: none"> Anecdotal evidence and feedback from community
	SLT Senior Mentors Classroom Teachers	<ul style="list-style-type: none"> Values being used in messages in assemblies and in classrooms 	
Behavioural/Pastoral processes are clear to all kaiako at GC, included in new staff induction programme, and is revisited in PD	HODs Classroom Teachers	<ul style="list-style-type: none"> KAMAR pastoral records data being used to inform teaching practice. 	<ul style="list-style-type: none"> Pastoral entries and referrals
	SLT SCT Deans	<ul style="list-style-type: none"> Pastoral processes are recognisable, accessible and followed by staff. 	
Deliver PLD that supports teachers to be warm and demanding, establish classroom routines, have high expectations and to teach in ways that are responsive to all students' needs	Sb SCT HODs	<ul style="list-style-type: none"> Students will be learning in well managed and supportive environments. 	<ul style="list-style-type: none"> Student voice & achievement data Classroom observations targeted focus/PGC

	Mn (PGC) HODs SCT	<ul style="list-style-type: none"> • A culture of observation will further embed the knowledge of warm and demanding culture. 	<ul style="list-style-type: none"> • Attendance data • Effort and engagement data
	Classroom Teachers	<ul style="list-style-type: none"> • Teachers consistently establish a warm and demanding classroom culture to ensure belonging. 	
Strengthen our behaviour management processes to build on students' active participation in solution finding and next steps, using restorative approaches where appropriate.	SLT	<ul style="list-style-type: none"> • Akonga know what pastoral support is available and how to access these. 	<ul style="list-style-type: none"> • Pastoral entries and referrals • Classroom observations • Deans feedback
	HODs Classroom Teachers	<ul style="list-style-type: none"> • Consistency and success in pastoral outcomes and modifying behaviours 	
	HODs Classroom Teachers	<ul style="list-style-type: none"> • Teachers are confident and capable in dealing with situations in and out of the classroom. 	

BELONG

Our akonga will feel safe, valued and connected within a positive and inclusive environment.

STRATEGIC GOAL 2: Wellbeing is explicitly woven into all that we do, developing connected, resilient and engaged students, staff and whānau.

ANNUAL ACTIONS	WHO	WHAT DO WE EXPECT TO SEE	HOW WILL WE MEASURE SUCCESS
<p>The <i>Belong</i> aspect of our Mission statement will be explicitly woven into PLD structure (visible to staff) and Mentoring / Form Time structure (visible to students)</p>	<p>SLT SCT</p>	<ul style="list-style-type: none"> Staff will have a clear understanding of strategies to build connections and Belong aspects represented in PLD and mentoring programmes. 	<ul style="list-style-type: none"> Wellbeing@Schools survey. Student voice. Mentoring survey data.
	<p>Classroom Teachers</p>	<ul style="list-style-type: none"> Students report strong relational trust and a sense of belonging. Culture and identity is valued. 	
<p>Strengthen student led opportunities in the junior and senior school.</p>	<p>Mn (Mentoring) Vertical Mentors Deans</p>	<ul style="list-style-type: none"> Students will engage in leadership development programmes and initiatives. 	<ul style="list-style-type: none"> Student voice. Presence in leadership initiatives and co-curricular opportunities. Junior certificate data.
	<p>Vertical Mentors Peer Support Coordinator Co-curricular Teachers</p>	<ul style="list-style-type: none"> Akonga will build capacity as leaders and anecdotally report feeling confident and successful in their roles 	

School wide focus on attendance in line with the Attendance Management Plan.	BW (attendance) Deans Attendance Officer	<ul style="list-style-type: none"> • Attendance data will improve to reflect MOE expectations. • Students are in class on time and prepared to learn. • School processes for escalation followed. 	<ul style="list-style-type: none"> • Attendance data. • Everyday matters report. • STAR data.
Develop protocols that include the use of Te Reo, tikanga and Te Ao Maori.	SLT Teachers	<ul style="list-style-type: none"> • Kaiako and Akonga are confident in saying the school karakia and waitata in meetings and assemblies. 	<ul style="list-style-type: none"> • Increased engagement in whanau hui through targeted forums that feed back to SLT. • Our Māori community are seen/visible in policies and strategies. • Teachers report increased confidence.
	HOD Māori	<ul style="list-style-type: none"> • new Kaiako and taura welcomed with a student led powhiri each term. 	
	HOD Māori Teachers	<ul style="list-style-type: none"> • Kaiako has access to resources for language and practice. 	
	SLT HOD Māori	<ul style="list-style-type: none"> • professional development continues to support kaiako in the area of matauranga māori. 	
Develop inclusive and safe practices that acknowledge a diverse school population	HOD Learning Support Classroom Teachers	<ul style="list-style-type: none"> • Kaiako will use the learning profiles to upskill on the needs of our neurodiverse students. 	<ul style="list-style-type: none"> • Achievement data (<i>junior results, endorsement, UE, Level 2 and scholarship</i>) • Effort and Engagement Report Grades
	Classroom Teachers	<ul style="list-style-type: none"> • Increased use of inclusive practices such as voice to text etc. 	

	Teacher	<ul style="list-style-type: none">● Provision of opportunities that reflect student identity	<ul style="list-style-type: none">● Participation in co-curricular opportunities.● Student voice
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STRIVE

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STRATEGIC GOAL 1: Our teaching programmes reflect evidence based best practice, acknowledging also what is valued in our curriculum from a bi-cultural perspective.

ANNUAL ACTIONS	WHO	WHAT DO WE EXPECT TO SEE	HOW WILL WE MEASURE SUCCESS
Continued implementation of effective teaching, learning and assessment. Planning will be driven by Te Maitaiaho, a knowledge-rich approach and our shared evidence-based pedagogical approaches.	SLT HODs Classroom Teachers	<ul style="list-style-type: none"> All departments will be using the scheme of work template in any new curriculum planning by the end of 2026. 	<ul style="list-style-type: none"> Centralised evidence of SOWs in department drives. Teacher engagement in PD
	HODs Classroom Teachers	<ul style="list-style-type: none"> Schemes of work will be knowledge-rich; aligned with relevant curriculum; clearly sequenced; assessed appropriately and mindful of the Science of Learning. 	
	HODs Classroom Teachers	<ul style="list-style-type: none"> Teachers will explicitly plan for Te Ao Māori, Literacy and Numeracy where appropriate and applicable. 	
	HODs Classroom Teachers	<ul style="list-style-type: none"> Utilising digital tools, where appropriate, to support teaching and learning. 	

STRIVE

Learning environments will support our students to reach their full potential and to be the very best they can be.

STRATEGIC GOAL 2: Develop a growth mindset for learning through adaptive and responsive pedagogy that best meets the needs of our akonga.

ANNUAL ACTIONS	WHO	WHAT DO WE EXPECT TO SEE	HOW WILL WE MEASURE SUCCESS
Teachers and leaders participate in inquiry to improve their practice.	SLT	<ul style="list-style-type: none"> A culture of collective professionalism and trust building in our staff. 	<ul style="list-style-type: none"> All Kaiako participating in PLGs and sharing findings as part of their inquiry. Achievement data (<i>endorsement, UE, Level 2 and scholarship</i>) Student voice Attendance at Learning Hub Attendance at scholarship workshops Junior certificate data Prizegiving numbers
	Classroom Teachers	<ul style="list-style-type: none"> Kaiako setting goals that specifically challenge themselves to explore strategies and practices 	
	Cv (ALF)	<ul style="list-style-type: none"> ALF participation is sustained or increased, with evidence of aspiring leaders seeking further leadership opportunities 	
	SLT HODs	<ul style="list-style-type: none"> Student voice, observation data and assessment data are accessible as part of Kaiako PLD resources. 	
Enact a high expectations culture around academic achievement.	SLT HODs	<ul style="list-style-type: none"> Additional opportunities given to students to 	

	Classroom Teachers Academic Dean	extend themselves • Perception and messaging from staff and students reflects a high expectations culture.	
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SUCCEED

We will foster a passion for learning and self-belief, guiding students to develop into lifelong learners and global citizens.

STRATEGIC GOAL 1: Our teachers will also be active participants in learning, having shared responsibility of supporting wellbeing, literacy and numeracy across the curriculum

ANNUAL ACTIONS	WHO	WHAT DO WE EXPECT TO SEE	HOW WILL WE MEASURE SUCCESS
Our community is provided with evidence-based strategies to improve Literacy outcomes in their practice.	Sb (PD) Kn (Literacy Specialist) Classroom Teachers	<ul style="list-style-type: none"> All teachers enact targeted Literacy and strategies in their practice. 	<ul style="list-style-type: none"> Year 11 NCEA co-requisite achievement data is at equity index level. GCFC with co-req predominant certificate at Year 11 Reading Plus data shows improvements in reading levels from Year 9 to Year 10.
	SLT Kn (Literacy Specialist) Classroom Teachers	<ul style="list-style-type: none"> Whanau engaging to support literacy at home 	
Build upon existing scholarship programmes and successes	Scholarship teachers HODs Academic Dean	<ul style="list-style-type: none"> Increased scholarship attainment, across a range of subjects 	<ul style="list-style-type: none"> Workshop engagement Scholarship entries Attainment of >10 scholarships
	Scholarship teachers Academic Dean	<ul style="list-style-type: none"> Attendance at scholarship breakfasts, workshops and tutorials from our Tauira 	
	Classroom teachers	<ul style="list-style-type: none"> Aspirational Akonga are striving for the highest 	

		accolades.	
	HODs	<ul style="list-style-type: none">• Junior programmes have a clear pathway to scholarship attainment	

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STRATEGIC GOAL 2: We will ensure a knowledge rich curriculum is delivered through effective planning and implementation.

ANNUAL ACTIONS	WHO	WHAT DO WE EXPECT TO SEE	HOW WILL WE MEASURE SUCCESS
Raise Academic Achievement	Academic Dean Mentors Deans SLT	<ul style="list-style-type: none"> Students selecting UE pathway courses as a priority <i>Students are selecting pathway-aligned courses that reflect their strengths, interests and future aspirations.</i> 	<ul style="list-style-type: none"> University Entrance at 60% Level 2 and 3 NCEA achievement data shows sustained improvement on previous years results. Improved literacy and numeracy data. Increase in course endorsements in GCFC and NCEA Level 2 and 3. <i>Improved attendance, retention and engagement of senior students.</i> <i>Leaver destination data showing successful transitions into tertiary study, training, apprenticeships and employment.</i>
	Academic Dean Mentors	<ul style="list-style-type: none"> A high expectations shift in student mindset for academic achievement and acknowledgement. 	
	Classroom teachers	<ul style="list-style-type: none"> Teachers enact best-practice regarding feedback and feedforward to improve student learning and subsequent outcomes. 	

Additional Goals for 2026

ACTIONS	WHO	NOTES
Develop students digital fluency, critical thinking and ethical use of emerging technologies including AI.	SLT	
Strengthen pathway systems and partnerships to ensure all students leave Glenfield College with purposeful next steps, recognised qualifications and future ready capabilities.	SLT	
Strengthen whānau and community engagement through authentic partnerships, culturally responsive practices and increased opportunities for collaboration in student learning and wellbeing.	SLT	
Senior Curriculum and Assessment <ul style="list-style-type: none"> ● Implementation and review of inaugural year of the Year 11 GCFC qualification ● Middle Leaders to engage with consultation and feedback procedure for Year 11 - 13 curriculum ● Keep assessment practice in the time of AI central to our thinking 	Cv	
Junior Curriculum & timetable review to inform Year 9 enrolment options	SB	
Reporting to whanau: new data-rich format.	Mn	
Introduction of Academic Dean <ul style="list-style-type: none"> ● Strengthen co-req readiness process. 	Cv	
International Department: <ul style="list-style-type: none"> ● Marketing focus China, Thailand and Vietnam ● Develop online pre enrolment materials to improve sense of belonging, and preparedness on arrival ● Implement 5 year plan to increase long term academic pathway programme 	CV	

<p>EOTC:</p> <ul style="list-style-type: none"> • Commitment to building competence of staff in planning, and while on trips outside the classroom 	Cv	
<p>Te Ao Maori:</p> <ul style="list-style-type: none"> • Develop programmes based on strengths of staff • Embed and build tikanga • Connect with community and iwi for authentic relationships to improve outcomes 	Cv	
<p>Leadership Mentoring Groups - reflect & review</p>	Mn	
<p>Administration:</p> <ul style="list-style-type: none"> • Implementation of Kindo • Support Staff <ul style="list-style-type: none"> ○ review structure due to a retirement at end of year ○ Investigate Professional Development opportunities • Update of advertising material • Review HR processes • Review of enrolment process 	zGhw	
<p>Introduction of Milestone Reporting</p>	Gv	
<p>Health & Safety</p> <ul style="list-style-type: none"> • Completion of Harrison Tew Audit recommendations • Re-establishment of committee 	Gv	
<p>Property:</p> <ul style="list-style-type: none"> • Revamp of maintenance reporting system • Completion of MOE Condition Assessment • Monitor ongoing property projects • Enhance and maintain safe, inclusive and engaging physical environments that support learning, wellbeing, connection and pride in Glenfield College 	Gv/zMB	
<p>Sport:</p> <ul style="list-style-type: none"> • Implementation of incentive programme to recoup fees 	Bw/zKa	

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| <ul style="list-style-type: none">• Increasing participation in sports• Providing as many opportunities to participate as possible for students, looking for new opportunities that we haven't previously been a part of eg. Blues Youth Leadership• Building leadership and confidence• Building capability in all sports (both in students and coaches)• Shifting culture | | |
|---|--|--|