

Glenfield Intermediate School

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Charter 2019-2021



School Vision

INSPIRE
Whakaohoho

CHALLENGE
Mātātoa

EMPOWER
Whakamana

Mission Statement

To create a safe and caring learning community where learners are empowered to strive for personal excellence in an ever changing world.

At Glenfield Intermediate School we value:

RESPECT
Maruwehi

RESPONSIBILITY
Noho Haepapa

RESILIENCE
Aumangea

RELATIONSHIPS
Whanaungatanga

New Zealand Curriculum Values

Excellence, Innovation, Inquiry and Curiosity, Diversity, Equity
Community and Participation, Ecological Sustainability, Integrity, and Respect

School Profile

Glenfield Intermediate School prides itself on creating a safe, collaborative and supportive learning community that is learner focused. We value student agency and ensure that students are empowered and have ownership over their learning.

We are very proud of the quality teaching and learning that we offer at our school with many opportunities for our learners to achieve and succeed academically, socially, culturally and in sports. At Glenfield Intermediate we focus on 'hauora' (wellbeing - which encompasses the physical, mental and emotional, social, and spiritual dimensions of health) for all stakeholders.

Our committed, talented and highly dedicated staff ensure that we offer a responsive school curriculum that is personalised, innovative and future focussed for our Glenfield community.

Glenfield Intermediate provides opportunities for our adolescent learners to experience personal growth and develop the skills and attributes they will need to become connected, confident, life-long learners. This is achieved using our school vision and values as our foundation principles.

The positive relationships that exist within our wider community (parents, whanau, hapu and iwi) form highly respectful partnerships between all stakeholders and are the cornerstone for our success.

Kaipātiki Kāhui Ako

Our Kāhui Ako (Community of Learning)

The community consists of six primary schools, a special school, one intermediate and one secondary school. The schools involved in the Kaipātiki Kāhui Ako are: Bayview Primary, Glenfield Primary, Glenfield Intermediate, Glenfield College, Manuka Primary, Marlborough Primary, Target Road School, Wairau Valley Special School and Windy Ridge Primary. Three state kindergartens are also involved in the Kaipātiki Kāhui Ako; Marlborough, Glenfield and Bayview.

Our Purpose

As a Kāhui Ako our aim is to work collaboratively, strengthening pathways for our students throughout their educational journey. This will involve developing a holistic pathway, acknowledging each student's strengths, as they transition through various educational providers within our community. Robust and rigorous data analysis around our students will be shared across our educational providers.

Our Vision

Our vision is to create a community of inquiry that promotes student progress, achievement and lifelong learning.

We will strengthen links between early childhood, primary, intermediate, secondary and tertiary sectors within our community to ensure that student needs are met. Students will be supported and challenged in their learning environment to set and achieve personal learning goals. We will work in partnership with students, parents and whānau to raise student achievement and provide a clear local education pathway for all.

We aim to :

- Raise student achievement in writing and maths
- Raise achievement in reading for Year 1 students
- Raise achievement in NCEA at Levels 1, 2, 3/UE
- Raise achievement for all learners by strengthening all learning focused relationships

We will achieve this by working together in five focus areas:

- Student Agency
- Teacher Agency
- Leadership Capability
- Community Agency
- Transitions between educational providers

Glenfield Intermediate and Cultural Diversity

New Zealand Cultural Diversity

GIS Pedagogy and environment will reflect NZ cultural diversity through celebrating and including Māori and all other cultures that are represented at GIS.

- All students and their families are invited to participate in and contribute to the school community in a manner that reflects and encourages their unique cultural position. The school will value and respect the backgrounds of individuals and will work towards helping them achieve their potential. Learning environments will be culturally responsive to the needs of the learner.
- Establishment of groups (cultural and language) where diversity is celebrated and shared with the school and wider community. Focus on Pacific Island and Filipino community who represent 14% and 18% of the community.
- The Kaipātiki Kāhui Ako will hold Māori hui across the cluster inviting all whanau.
- All students will be provided with curriculum-related opportunities to participate in and contribute to a variety of the culturally diverse communities that make up N.Z.

The Unique Position of Māori Culture

GIS Pedagogy and environment will reflect Māori culture through:

- Māori translations on display e.g. library, classrooms
- Usage of Māori commands and names promoted
- Continued use of our Te Reo me ona Tikanga Māori curriculum delivery in classes
- Integration of te reo into context planning each term.
- Use of powhiri to welcome guests to the school.
- PLD from our te reo teacher which will enhance knowledge and understandings for our staff.
- Staff professional development focused on 'Tataiako: Cultural Competencies for Teachers of Māori Learners and Ka Hikatia'. This will enhance staff engagement with Māori learners, whanau and iwi and promote the ideals of identity and aspirations.

What reasonable steps will the school take to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum?

- Employing a part time te reo teacher to teach all classes, upskill staff, facilitate kapahaka and take extension Māori classes.
- Integration of Māori culture, language and traditions included in school wide context planning.
- Excursion to the Glenfield College marae for powhiri and cultural experiences bi-annually.
- Through the guidance and professional development of staff using 'Tataiako Cultural Competencies for Teachers of Māori Learners'.
- Continuing to use pōwhiri to welcome Year 7 students and other guests to the school.

What will the school do to provide instruction in Te Reo Māori (Māori Language) for full time students whose parents ask for it?

- Compulsory teaching of te reo Māori through the classroom programme.
- Close association with our local kaumatua at Glenfield College. This includes advice and guidance.

What steps will be taken to discover the views and concerns of the school's Māori community?

- Through continuation of our regular meetings with Glenfield Intermediate School Māori community/parents.
- Kaipātiki Kāhui Ako will hold annual whanau hui to discuss 'success as Māori' and aspirations for the community tamariki.
- Our Māori Progress - reporting will include the school taking responsibility for initiating and maintaining a process of consultation with whanau/parents of Māori students to help identify important learning needs of our Māori students.

What are some areas which make our school unique and are important to the community?

The Maori history of the area - Kaipātiki (to eat flounder or the feeding ground of the flounder)

- Pa on the north of Lucas Creek. Lucas Creek was a source of food including eel, crayfish and flounder.

Community Engagement Dates 2019

<u>Staff Consultation</u> Discuss baseline achievement data. Strategies and approaches that need to be used to motivate students as well as accelerate student progress	February 2019
<u>Community Meetings for all ethnic groups</u> Discuss baseline achievement data and the plan for the upcoming year 2019 Ethnic meetings to discuss 'Success as ____' for each group.	March 2019
<u>Learning Conferences</u> Discuss baseline data and learning goals for all students. Students share their goals and next steps with parents	March 2019
<u>Staff Consultation</u> (Discuss midpoint progress and achievement data for all ethnic groups, strategies and approaches which worked well to motivate students and accelerate student achievement. Targets and suggestions for remainder of 2019)	July / August 2019
<u>Community Meetings for all ethnic groups</u> (Discuss midpoint progress data and the plan for the remainder of 2019)	July / August 2019
<u>Context Sharing Evening</u> Celebrate student progress and outcomes. School open until 6.30pm for parents to visit and for students to share their learning with their parents.	Late Term 2
<u>Parent interviews / Student Learning Conferences</u> Discuss baseline data and learning goals for all students. Students share their goals and next steps with parents	Early Term 3
<u>Context Sharing Evening</u> Celebrate student progress and outcomes. School open until 6.30pm for parents to visit and for students to share their learning with their parents.	Late Term 3
<u>Staff Consultation</u> (Discuss final progress and achievement data for all ethnic groups, Strategies and approaches which worked well to motivate students and accelerate student progress and achievement. Targets and suggestions for 2020)	November 2019
<u>Community Meetings for all ethnic groups</u> (Discuss final progress and achievement data for students (broken into ethnic groups), strategies and approaches which worked well to motivate students and accelerate student progress and achievement. Targets and suggestions for 2020)	November 2019
<u>BoT Consultation</u> (Discuss final progress and achievement data for all ethnic groups, strategies and approaches which worked well to motivate students and accelerate student progress and achievement. Share feedback from the Māori/Pacific Island consultation evening and targets/goals for 2020)	December 2019
<i>Parent Forums, fortnightly newsletters, school website, survey monkey, school app, and email are also used to consult with our GIS community.</i>	